



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Holtville High School	13-631491335306	June 15, 2023 Updated November 7, 2023	June 20,2023

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

3 Schoolwide Program

3 Additional Targeted Support and Improvement

Each School Plan for Student Achievement describes a schoolwide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents, work together to provide our students a high-quality education based on California State Content Standards. There are 1,573 students currently enrolled at HUSD, 79% of which are socio-economically disadvantaged (SED), 45.6% are English Learners, and 11 students are Foster Youth. The plan will also address the school climate indicators for the student group students with disabilities based on ATSI findings.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Purpose: Each School Plan for Student Achievement describes a schoolwide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents, work together to provide our students a high-quality education based on California State Content Standards. There are 1,573 students currently enrolled at HUSD, 79% of which are socio-economically disadvantaged (SED), 45.6% are English Learners, and 11 students are Foster Youth. The plan will also address the school climate indicators for the student group students with disabilities based on ATSI findings.

Description: Each SPSA is aligned with the goals of the HUSD Local Control and Accountability Plan (LCAP). They are aligned with the district LCAP through collaboration with the district in examining state and local data as part of a comprehensive needs assessment. The process includes developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district. Then, each school implements supplemental services that support improved performance for high-need students and develop a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2022-2023 HUSD LCAP Survey Results Holtville High School  
520 students at Holtville High School

1. I currently attend.

Finley: 0 Pine:0 Holtville Middle School:0 Holtville High School: 412 Freedom Academy:0 Sam Webb:0

2. What grade are you in?

9th: 112 10th: 94 11th: 113 12th: 92

3. I am currently in the following programs.

Migrant:38 Special Education: 20 English Language Development: 36 GATE/Honors: 143 None: 208

4. My school provides standards-aligned textbooks and learning materials that I need while at school.

Agree:383 Disagree:9 Don't Know:18

5. My school is clean and in good condition (classrooms, bathrooms, drinking fountains, etc.)

Agree:289 Disagree:79 Don't Know:42

6. I know the school and classroom rules and the consequences for not following them

Agree:385 Disagree:10 Don't Know:15

7. Staff (principals, deans of students, teachers, secretaries, yard aides, etc.) at the school treat students with respect.

Agree:327 Disagree:28 Don't Know:55

8. Students treat staff (principals, deans of students, teachers, secretaries, yard aides, etc.) at the school with respect.

Agree:264 Disagree:44 Don't Know:102

9. I know the main goal of our school is to prepare me for a successful life, college, and career.

Agree:371 Disagree:15 Don't Know:24

10. My teacher(s) makes time to discuss my grades, academic successes, or areas for improvement with me and with my parents (as needed) to help me do my best in school.

Agree:355 Disagree:31 Don't Know:24

11. My teacher(s) help(s) to make learning understandable to me by using different ways of presenting the information. (Videos, hands-on activities, games, etc.)

Agree:347 Disagree: 33 Don't Know: 30

12. I feel successful in learning the California State Standards in each of my subjects/courses.

Agree:323 Disagree: 34 Don't Know: 53

13. At school, I participate in the following co-curricular/extra curricular programs:

ASES/ELOP:6 ASB/Student Council: 26 Athletics:202 Band/Chorus/Flags and Shields: 57  
Community Activities: 45 Creative Arts Programs:5 Theater/Drama:0 CTE Pathways: 46  
Migrant Speech and Debate: 6 MESA: 21 Robotics/Coding: 4 IVC Classes: 37

14. During the year I have classes in:

ELA: 399 Math:388 Science:351 History:293 PE/Health:294 VAPA:190 Other(CTE, Technology, etc.):66

15. During the year, I have participated in career or college preparation activities including career days/job fairs, college or career presentations, college tours, Higher Ed weeks, and Biz Town:

No: 205      Yes: 203

16. I feel safe at School:

Agree: 324    Disagree: 32    Don't Know: 52

17. Harassment and bullying is addressed and not tolerated at my school:

Agree: 311    Disagree: 36    Don't Know: 61

18. I look forward to coming to school most days:

Agree: 254    Disagree: 108    Don't Know: 46

19. Being at school everyday on is important to me:

Agree: 307    Disagree: 65    Don't Know: 36

20. My school contacts my parents if I am often late or absent from school:

Agree: 347    Disagree: 12    Don't Know: 49

21. I regularly receive encouragement from teachers, staff, office staff, and administrators to make my education a priority:

Agree: 304    Disagree: 58    Don't Know: 46

22. I trust my teachers to help and support me when I am having academic or personal problems:

Agree: 285    Disagree: 68    Don't Know: 55

23. I feel supported by my school counselor.

Agree: 329    Disagree: 33    Don't Know: 46

24. If I see or hear about suspicious activity at school (drugs, weapons, aggressive behavior of students, talk of violence) I would report it.

Yes: 285    No: 123

25. There is at least one administrator, teacher, counselor or adult at this school whom I feel comfortable to talk to about suspicious activity or other things that are bothering me.

Yes: 322    No: 86

25. When students see another student being picked on, they try to stop it or tell an administrator, teacher, counselor or other adult.

Yes: 275    No: 133

26. Student at this school are often teased or bullied.

Yes: 107    No: 301

27. At school students treat each other with respect.

Yes: 300    No: 108

28. At school, decisions are made based on what is best for students.

Yes: 341    No: 67

29. Students are given a chance to help make decisions at school.

Yes: 338    No: 70

30. Adults in my community know what goes on inside school.

Yes: 305    No: 103

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Probationary teachers are evaluated at least once per year. Permanent teachers are formally evaluated every other year unless they have been employed in the district for at least 10 years. In this case they may be formally evaluated every 5 years, if past evaluations are positive. Informal evaluations are done on a regular, frequent basis, with written or verbal feedback provided by

administration when applicable. "Data Sweeps" have also been initiated, where all or most teachers are visited by an administrator, counselors, or Dean of Students on the same day. Formal evaluations, informal evaluations, and data sweeps indicate that all teachers at Holtville High School: provide daily objectives which are aligned to the standards, engage their students; promote vocabulary; and consistently use EL strategies.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State assessment data will be analyzed at the beginning of the school year to determine school-wide goals and objectives. The data is used to drive the implementation of curriculum, create the master schedule, provide after school interventions, provide Saturday tutoring sessions, and offer teaching assignments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Formal and informal assessments, progress reports, and diagnostic assessments will be used by administration, counseling, and teachers to monitor student progress.

## **Staffing and Professional Development**

Status of meeting requirements for highly qualified staff (ESEA)

All certificated staff are required to attend weekly professional staff development meetings. Moreover, staff members are also required to attend five full day, district-wide professional development days during the school year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed in their respective content areas; however, with the influx of new teachers, several are currently working towards the completion of their credential. Furthermore, all educators are provided with instructional materials, and training towards Common Core State Standards as well as SBE-adopted instructional materials on an as needed basis.



Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is focused on implementing the California State Standards and providing quality English Learner strategies. Teachers also identify individual areas of need and are provided with trainings, workshops, and conferences. A major shift has occurred on campus in regards to the incorporation of technology; moreover, all teachers have received professional development in the area of technology.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Administrators and Counselors all provide instructional assistance and support for teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Educators at Holtville High School are provided with time for vertical and horizontal articulation during weekly staff meeting times and during district-wide collaboration days.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum at Holtville High School is aligned to the California State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

N/A

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

N/A

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All teachers have access to standards-based instructional materials. There is a future need to adopt new texts which are aligned to the California State Standards in Social Studies as well as Science in regards to Next Generation Science Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All ELA, math, science, ELD, and social studies curriculum have been approved by the state and district.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Support classes are offered to all students in RSP in which they can gain assistance for their core classes. In addition, ELD students also receive two periods of instruction with an ELD teacher. One period is used for ELD instruction and the other for general support for English Learners.

Evidence-based educational practices to raise student achievement

Nearly all teachers have been trained in Technology Integration strategies, AVID strategies, EL strategies, Close Reading, 1.8 Paragraphs, and Specifically Designed Academic Instruction (SDAIE) strategies. ELA teachers are incorporating writing into their curriculum on a regular basis. Math teachers have been trained in the updated Common Core State Standards/8 mathematical practices. Science teachers have been trained in the area of Next Generation Science Standards along with the 8 science and engineering practices. ELD curriculum (English 3D) is being utilized with English Learners in ELD.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The School Site Council, English Language Advisory Committee, and District English Language Advisory Committee are three resources that are available to ensure that Holtville High School better assists under-achieving students. Additionally, the students of Holtville High School receive support from MESA, ICOE, IVROP, Talent Search, and Upward Bound.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, classroom teachers, other school personnel, and students are involved in the planning and implementation of programs through the School Site Council and the English Learner Acquisition Committee.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following services will be provided through categorical funding: after school tutoring, Accelerated Reader, Instructional Aides, and SARB support personnel. Chromebooks will be provided to all students as Holtville continues with its one to one program.

Fiscal support (EPC)

Holtville High School's 2023-2024 categorical funds allocated to the school (General Fund, LCFF-EIA, EIA-LEP-LCFF, Title I, Title IIA, Title III, NCLB-Title III, Lotto) are utilized to fund personnel, services, equipment, materials, and supplies necessary to support the Single Plan for Student Achievement. As noted by the HUSD Projects Department, only Title I, II, III, and IV funds will be in the SPSA.



# Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The following stakeholders are involved in the yearly process of updating, reviewing, and monitoring of the schoolwide action plan: teachers, counselors, principal, parents, students, and the ELAC as well as SSC committees. As a part of this process, these committees monitor the progress of our schoolwide action plan throughout the school year. These committees continue to hold regular meetings (SSC meets monthly, ELAC meets quarterly) which focus on the accountability of the schoolwide action plan. In addition, faculty members at Holtville High School were also responsible for reviewing each of the three goals as well as all of the sub goals within the action plan. Teachers provided constructive feedback based upon their findings, which was then utilized to revise the schoolwide action plan. As a further means of monitoring the schoolwide action plan, various committees on campus such as: School Site Council, English Learner Advisory Committee, CTE Advisory Committee, Ag Advisory Committee, and the AVID Site Team will continue to assist with the progress of our school wide action plans. In order to ensure that our school action plan goals are met, multiple systems are set in place at Holtville High School to meet critical areas of need.

## WASC Action Plan

CAFU 1: English Learners

SPSA Goal 1: Increase Achievement for all students in ELA and Math

LCAP Goal 1: Annual increase in student achievement for all students.

CAFU 1:

The Holtville Leadership team will utilize the English Language Acquisition Committee composed of representatives across the school and community to improve academic achievement in English Language Arts for English learners. HHS Leadership will charge this group to

- A. develop explicit practices and protocols for placing English learners in a course of study,
- B. supporting and monitoring English learners' progress toward reclassification,
- C. ensuring consistency and fidelity in reading, writing and speaking across the curriculum, and
- D. disaggregating outcome data by English learner status.

The Holtville Leadership team will continue to build the capacity of teachers to use research-based English learner strategies including AVID-WICOR consistently and integrating writing across the curriculum.

CAFU 1 Action Plan:

Responsible Team: Administrator, Counselors, ELAC Committee, Leadership Team, ELD Teacher, Teachers

1. Develop explicit practices and protocols for placing EIs in a course of study
  - a. ELPAC scores, grades, and ELD teacher conference are considered for placement of students in ELD.
  - b. Mandatory ELD for ELPAC scores of 1, 2, and 3
2. Supporting and monitoring EIs progress towards reclassification
  - a. Conduct transcript evaluations on a semester basis
  - b. Annual spring advising meeting with counselor

- c. Professional development for all teachers regarding EL strategies
- d. Parent meetings regarding student placement/progress
- e. Annual ELD pre and post test
- f. District monitoring towards reclassification
- g. Teachers complete SOLOM report for EIs
- h. Celebration of reclassification
- 3. Ensuring consistency and fidelity in reading, writing, and speaking across the curriculum
  - a. Professional development for all teachers regarding EL strategies to ensure consistency of strategies
  - b. Implement WICOR in all departments
- 4. Disaggregating outcome data by EL status
  - a. Disaggregate ELPAC scores in fall with all teachers.
  - b. EIs pairing/partners

#### CAFU 2: College and Career Readiness

SPSA Goal 2: Continue to provide a broad course of study to prepare students for college and career upon graduation.

LCAP Goal 2: Provide a broad course of study to prepare students for college and career.

#### CAFU 2:

Responsible Team: Administrator, Counselors, Leadership Team

The Holtville Leadership team will develop a system for college and career readiness that ensures every student completes high school college-and-career ready. School counselors and staff will

- A. initiate partnerships with elementary and middle schools to provide college and career orientations and goal setting,
- B. design a personalized college and career plan with each Holtville student (made available to all Holtville staff) and set, monitor, and revise college and career goals annually within those plans, and
- C. provide parent education classes addressing mindsets and cultural barriers of attending college.

#### CAFU 2 Action Plan:

- 1. Initiate partnerships with elementary and middle schools to provide college and career orientations and goal setting
  - a. Monthly district counselor meetings
  - b. Organization of career days
  - c. Parent meetings
  - d. College and career planning
- 2. Design a personalized college and career plan with each Holtville student (made available to all Holtville staff) and set, monitor, and revise college and career goals annually within those plans
  - a. Explore ready made programs to determine which will meet our needs
  - b. Develop a four year plan with goals for each 9th grader
  - c. Have each 9th grader complete an interest inventory
  - d. Review plan on an annual basis with all students
- 3. Provide parent education classes addressing mindsets and cultural barriers of attending college (TK-12).
  - a. Barriers of attending college
  - b. Parental concerns of student leaving to college
    - i. Housing
    - ii. Budgeting for Personal Necessities
  - c. Financial Aid Literacy

- d. College fair with families
- e. Dual enrollment courses
- f. Lifetime earnings high school vs college
- 4. Transitional Information for Seniors
  - a. Budgeting/Housing
  - b. College grading
  - c. Testing
  - d. College survival skills
  - e. Transportation
  - f. Virtual and in person tours of campus
  - g. Lifetime earnings high school vs college

CAFU 3: Expand dual enrollment course offerings so students earn college credit in high school.  
 SPSA Goal 1: Increase Achievement for all students in ELA and Math  
 LCAP Goal 1: Annual increase in student achievement for all students.

CAFU 3 Action Plan:

Responsible Team: Administrator, Counselors, Students, IVC Tutors, Leadership Team

1. Educate parents and students at 9th grade orientation
2. Recruitment of students for program
  - a. Dual Enrollment students help recruit through video, in-person, and social media.
  - b. Social media recruitment campaign.
3. Tutors for each dual enrollment course
  - a. Request tutor at beginning of each course.
  - b. Canvas tutorial for all students.
  - c. Hold regular office hours.
4. Ensure that tech needs are met for all students.
5. Research/Survey
  - a. Asynchronous vs Synchronous Time
  - b. Class offerings based on student interest.
  - c. Offer multiple classes during the same semester.
- d. Open dual enrollment to 9th graders during their second semester with a GPA requirement of a 3.0.
- e. 3 vs 3.5 year cycle.
6. Celebrate students who completed a dual enrollment course.

CAFU 4: Expand credit by exams to increase the number of career credentials students earn while in high school.

SPSA Goal 1: Increase achievement for all students

LCAP Goal 1: Annual increase in student achievement for all students.

CAFU 4 Action Plan:

Responsible Team: Administrator, Counselors, CTE Teachers, Leadership Team

1. Identify which courses can be setup for credit by exam.
2. Align course syllabi.

3. Start communication with IVC instructor.
4. Inform students about option for college credit.
5. Outreach to parents to inform them.

CAFU 5: Develop a system for monitoring CTE pathway completion and respond to reasons why students are unable to complete pathways.

SPSA Goal 2: Provide a broad course of study to all students to prepare them for college and career.

LCAP Goal 2: Provide a broad course of study to prepare students for college and career.

CAFU 5 Action Plan:

Responsible Team: Administrator, Counselors, CTE Teachers, Leadership Team

1. Map out pathways (create visual/infographic)
2. Inform students of pathways.
3. Inform all stakeholders of pathways and sequence necessary for completion.
4. Partnership with IVROP to facilitate more completers.
5. Create working document with students' names and progress towards completion of pathway.
  - a. Rosters of Students in CTE Classes
  - b. Verify where students are towards completion.
6. Connect with Industry specific to CTE Pathway.
  - a. Classroom Presentations
  - b. Explore the possibility of industry certifications.
7. Trade/Technical School Presentations
8. Celebrate student completion of pathway.
9. Develop and Implement Exit Survey
  - a. Completer Survey
  - b. Non-Completer Survey

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	%	%	0.2%		0	1
Asian	%	%	0%		0	0
Filipino	0.2%	0.38%	0.2%	1	2	1
Hispanic/Latino	87.4%	87.36%	86.91%	470	456	445
Pacific Islander	0.2%	%	0%	1	0	0
White	11.3%	11.69%	12.3%	61	61	63
Multiple/No Response	0.9%	0.57%	0.39%	5	3	2
	<b>Total Enrollment</b>			538	522	512

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	135	125	134
Grade 10	141	146	128
Grade 11	126	131	132
Grade 12	136	120	118
<b>Total Enrollment</b>	538	522	512

### Conclusions based on this data:

1. Student enrollment subgroups have not fluctuated much in terms of percentage of students over the past three years.
2. The size of the junior class over the past three years has been increasing.
3. While the amount of students in the senior class is on the decline, the senior class of 23-24 has 121 students.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	198	199	199	36.8%	38.1%	38.9%
Fluent English Proficient (FEP)	146	146	134	27.1%	28.0%	26.2%
Reclassified Fluent English Proficient (RFEP)	14	6	23	7.1%	1.1%	11.5%

### Conclusions based on this data:

1. While the percentage of English Learners is on the rise at Holtville High School, the numbers remain fairly consistent.
2. The 22-23 school year saw the highest percentage of RFEPS over the past three years.
3. Of note, the criteria to be reclassified had a CAASPP criteria making it impossible for non juniors to be reclassified, that was adjusted.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	126	122	134	122	120	130	122	120	130	96.8	98.4	97.0
All Grades	126	122	134	122	120	130	122	120	130	96.8	98.4	97.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2568.	2554.	2590.	17.21	13.33	24.62	28.69	23.33	26.92	24.59	33.33	26.92	29.51	30.00	21.54
All Grades	N/A	N/A	N/A	17.21	13.33	24.62	28.69	23.33	26.92	24.59	33.33	26.92	29.51	30.00	21.54

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.03	18.33	25.38	56.56	51.67	52.31	25.41	30.00	22.31
All Grades	18.03	18.33	25.38	56.56	51.67	52.31	25.41	30.00	22.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	23.77	14.17	27.69	50.82	60.83	53.08	25.41	25.00	19.23
All Grades	23.77	14.17	27.69	50.82	60.83	53.08	25.41	25.00	19.23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	7.38	9.17	13.08	76.23	70.83	73.08	16.39	20.00	13.85
All Grades	7.38	9.17	13.08	76.23	70.83	73.08	16.39	20.00	13.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	24.59	10.00	24.62	59.84	69.17	53.85	15.57	20.83	21.54
All Grades	24.59	10.00	24.62	59.84	69.17	53.85	15.57	20.83	21.54

**Conclusions based on this data:**

1. The test completion rates for all juniors at Holtville High School is consistently very high, ranging between 96-100% in the past three years.
2. While 51% of the students in the 22-23 school year scored standard met or standard exceeded, we still need to improve on these scores.
3. The 21-22 school year was one of the worst on file for test scores. This led to the team revamping the testing process for the 22-23 school year.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	126	122	134	122	120	130	122	120	130	96.8	98.4	97.0
All Grades	126	122	134	122	120	130	122	120	130	96.8	98.4	97.0

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2578.	2509.	2552.	4.10	4.17	9.23	25.41	7.50	19.23	43.44	27.50	22.31	27.05	60.83	49.23
All Grades	N/A	N/A	N/A	4.10	4.17	9.23	25.41	7.50	19.23	43.44	27.50	22.31	27.05	60.83	49.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	18.03	5.00	14.62	56.56	40.00	35.38	25.41	55.00	50.00
All Grades	18.03	5.00	14.62	56.56	40.00	35.38	25.41	55.00	50.00

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.74	5.83	8.46	68.03	53.33	68.46	26.23	40.83	23.08
All Grades	5.74	5.83	8.46	68.03	53.33	68.46	26.23	40.83	23.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.74	5.00	10.00	71.31	60.83	62.31	22.95	34.17	27.69
All Grades	5.74	5.00	10.00	71.31	60.83	62.31	22.95	34.17	27.69

### Conclusions based on this data:

- Holtville High School has the highest percentage of students scoring as standard met or standard exceeded in math in the Imperial Valley amongst high schools.

2. The amount of students who scored standard exceeded in the 22-23 school year was double that of the previous two years.
3. Our students scored the lowest in the concepts and procedures area for math. This is an area for growth.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1547.2	1551.2	1524.2	1539.3	1561.5	1509.5	1554.6	1540.3	1538.5	55	56	37
<b>10</b>	1569.4	1563.7	1550.0	1564.8	1566.1	1546.1	1573.6	1560.9	1553.4	53	53	48
<b>11</b>	1563.2	1570.4	1554.8	1552.9	1561.6	1543.0	1573.0	1578.7	1566.0	48	45	50
<b>12</b>	1550.5	1579.3	1550.9	1532.6	1584.5	1535.8	1567.9	1573.7	1565.4	35	39	42
<b>All Grades</b>										191	193	177

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	20.00	26.79	13.51	38.18	30.36	35.14	25.45	17.86	13.51	16.36	25.00	37.84	55	56	37
<b>10</b>	28.30	26.42	22.92	37.74	37.74	22.92	18.87	18.87	33.33	15.09	16.98	20.83	53	53	48
<b>11</b>	20.83	28.89	14.00	33.33	31.11	36.00	33.33	26.67	38.00	12.50	13.33	12.00	48	45	50
<b>12</b>	14.29	23.08	11.90	42.86	38.46	40.48	17.14	35.90	30.95	25.71	2.56	16.67	35	39	42
<b>All Grades</b>	21.47	26.42	15.82	37.70	34.20	33.33	24.08	23.83	29.94	16.75	15.54	20.90	191	193	177

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	34.55	35.71	18.92	29.09	37.50	35.14	20.00	10.71	16.22	16.36	16.07	29.73	55	56	37
<b>10</b>	45.28	43.40	27.08	28.30	32.08	35.42	16.98	11.32	18.75	9.43	13.21	18.75	53	53	48
<b>11</b>	35.42	42.22	26.00	35.42	33.33	40.00	18.75	11.11	20.00	10.42	13.33	14.00	48	45	50
<b>12</b>	31.43	41.03	23.81	31.43	43.59	40.48	11.43	12.82	23.81	25.71	2.56	11.90	35	39	42
<b>All Grades</b>	37.17	40.41	24.29	30.89	36.27	37.85	17.28	11.40	19.77	14.66	11.92	18.08	191	193	177

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.09	14.29	8.11	34.55	21.43	27.03	36.36	21.43	21.62	20.00	42.86	43.24	55	56	37
10	22.64	9.43	10.42	26.42	26.42	29.17	24.53	39.62	35.42	26.42	24.53	25.00	53	53	48
11	6.25	13.33	8.00	25.00	28.89	24.00	45.83	33.33	50.00	22.92	24.44	18.00	48	45	50
12	5.71	5.13	2.38	22.86	35.90	26.19	37.14	41.03	47.62	34.29	17.95	23.81	35	39	42
All Grades	11.52	10.88	7.34	27.75	27.46	26.55	35.60	33.16	39.55	25.13	28.50	26.55	191	193	177

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	7.27	12.50	8.11	69.09	67.86	62.16	23.64	19.64	29.73	55	56	37	
10	20.75	5.66	22.92	60.38	83.02	52.08	18.87	11.32	25.00	53	53	48	
11	6.25	4.44	4.00	68.75	77.78	72.00	25.00	17.78	24.00	48	45	50	
12	0.00	12.82	0.00	68.57	64.10	78.57	31.43	23.08	21.43	35	39	42	
All Grades	9.42	8.81	9.04	66.49	73.58	66.10	24.08	17.62	24.86	191	193	177	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	65.45	71.43	51.35	14.55	14.29	16.22	20.00	14.29	32.43	55	56	37	
10	69.81	81.13	70.83	22.64	5.66	10.42	7.55	13.21	18.75	53	53	48	
11	66.67	64.44	58.00	25.00	22.22	30.00	8.33	13.33	12.00	48	45	50	
12	62.86	84.62	59.52	17.14	12.82	23.81	20.00	2.56	16.67	35	39	42	
All Grades	66.49	75.13	60.45	19.90	13.47	20.34	13.61	11.40	19.21	191	193	177	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
9	16.36	17.86	13.51	56.36	28.57	37.84	27.27	53.57	48.65	55	56	37	
10	35.85	13.21	22.92	35.85	52.83	45.83	28.30	33.96	31.25	53	53	48	
11	12.50	17.78	12.00	54.17	44.44	46.00	33.33	37.78	42.00	48	45	50	
12	2.86	12.82	9.52	60.00	53.85	59.52	37.14	33.33	30.95	35	39	42	
All Grades	18.32	15.54	14.69	50.79	44.04	47.46	30.89	40.41	37.85	191	193	177	



Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>9</b>	1.82	3.57	10.81	81.82	60.71	59.46	16.36	35.71	29.73	55	56	37
<b>10</b>	5.66	5.66	4.17	77.36	79.25	66.67	16.98	15.09	29.17	53	53	48
<b>11</b>	18.75	20.00	14.00	62.50	66.67	74.00	18.75	13.33	12.00	48	45	50
<b>12</b>	25.71	10.26	9.52	48.57	76.92	71.43	25.71	12.82	19.05	35	39	42
<b>All Grades</b>	11.52	9.33	9.60	69.63	70.47	68.36	18.85	20.21	22.03	191	193	177

**Conclusions based on this data:**

1. From the 21-22 school year to the 22-23 school year the overall ELPAC scores decreased.
2. The speaking domain in the ELPAC scores are our stronger areas of the test.
3. English learners scored lowest in the writing domain.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
522	79.7	38.1	0.2
Total Number of Students enrolled in Holtville High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	199	38.1
Foster Youth	1	0.2
Homeless	12	2.3
Socioeconomically Disadvantaged	416	79.7
Students with Disabilities	51	9.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino	2	0.4
Hispanic	456	87.4
Two or More Races	3	0.6
Pacific Islander		
White	61	11.7

**Conclusions based on this data:**

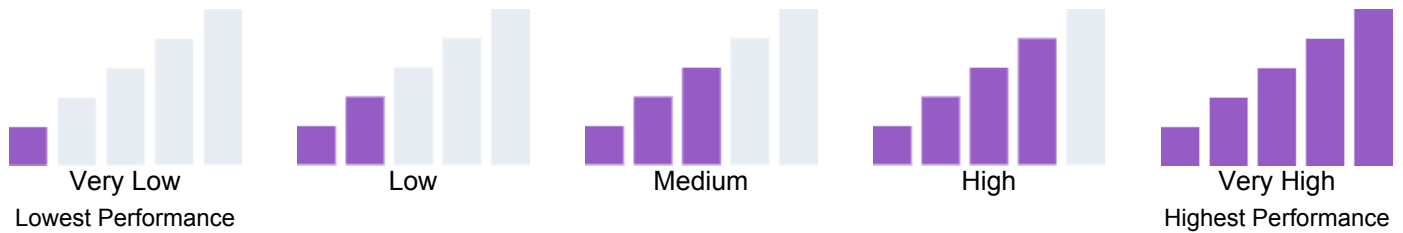
1. Out of 522 students that attend Holtville High School, 416 of them meet the requirements to be considered SED students.
2. Hispanic students make up the majority of Holtville High School at nearly 456 students out of 522.
3. at 38.1% of the student population, English Learners account for nearly 40% of all students on campus.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Low	<b>Graduation Rate</b>  Very High	<b>Suspension Rate</b>  Very High
<b>Mathematics</b>  Very Low		
<b>English Learner Progress</b>  Medium		
<b>College/Career</b> Not Reported in 2022		

**Conclusions based on this data:**

1. An area of success for Holtville High School lies in the graduation rate. We have the highest graduation rate in the Imperial Valley.
2. Two areas of improvement for HHS include suspensions as well as mathematic scores. In the 22-23 school year, Holtville High School scored the highest in the Imperial Valley in math.
3. English Learner Progress is trending in an upward direction.

# School and Student Performance Data

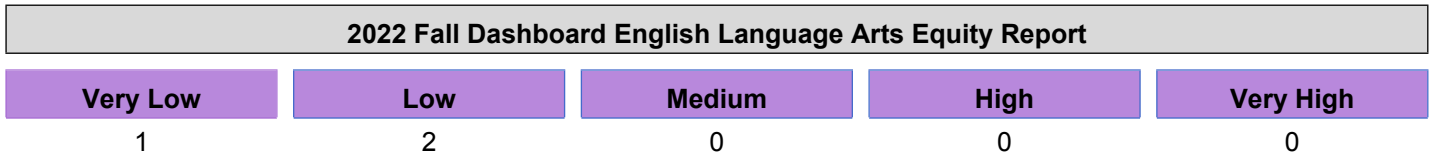
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

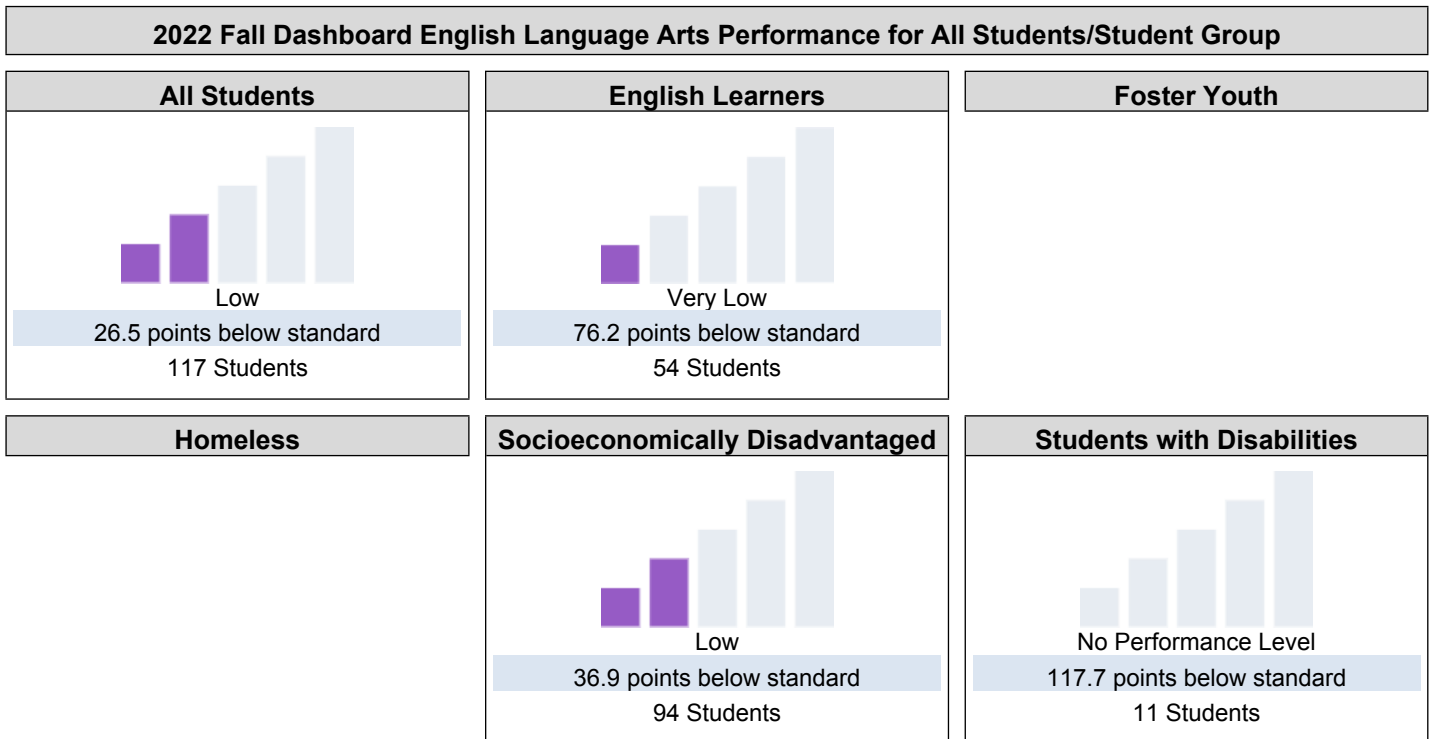
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
95.7 points below standard 43 Students	0.1 points above standard 11 Students	6.2 points below standard 36 Students

**Conclusions based on this data:**

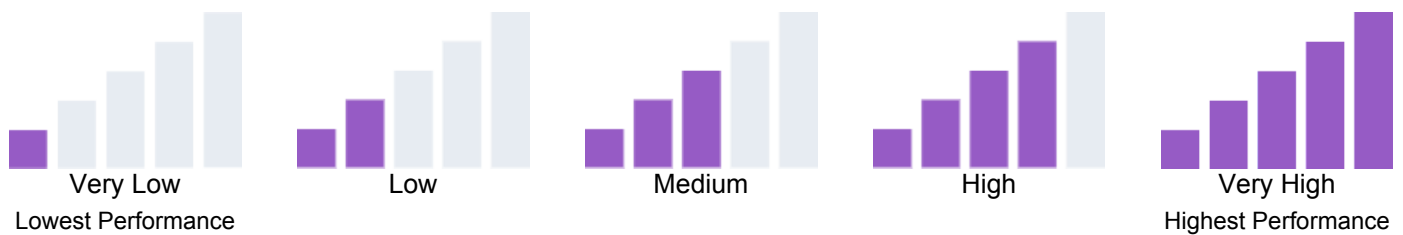
- While the majority of students scored low, English Learners scored very low.
- Dashboard data will need to be updated when it is released in the 23-24 school year.

# School and Student Performance Data

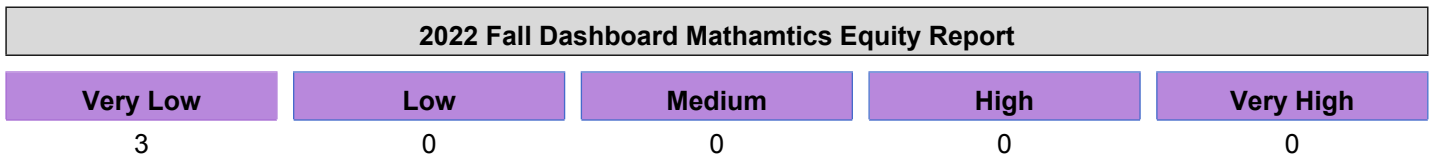
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

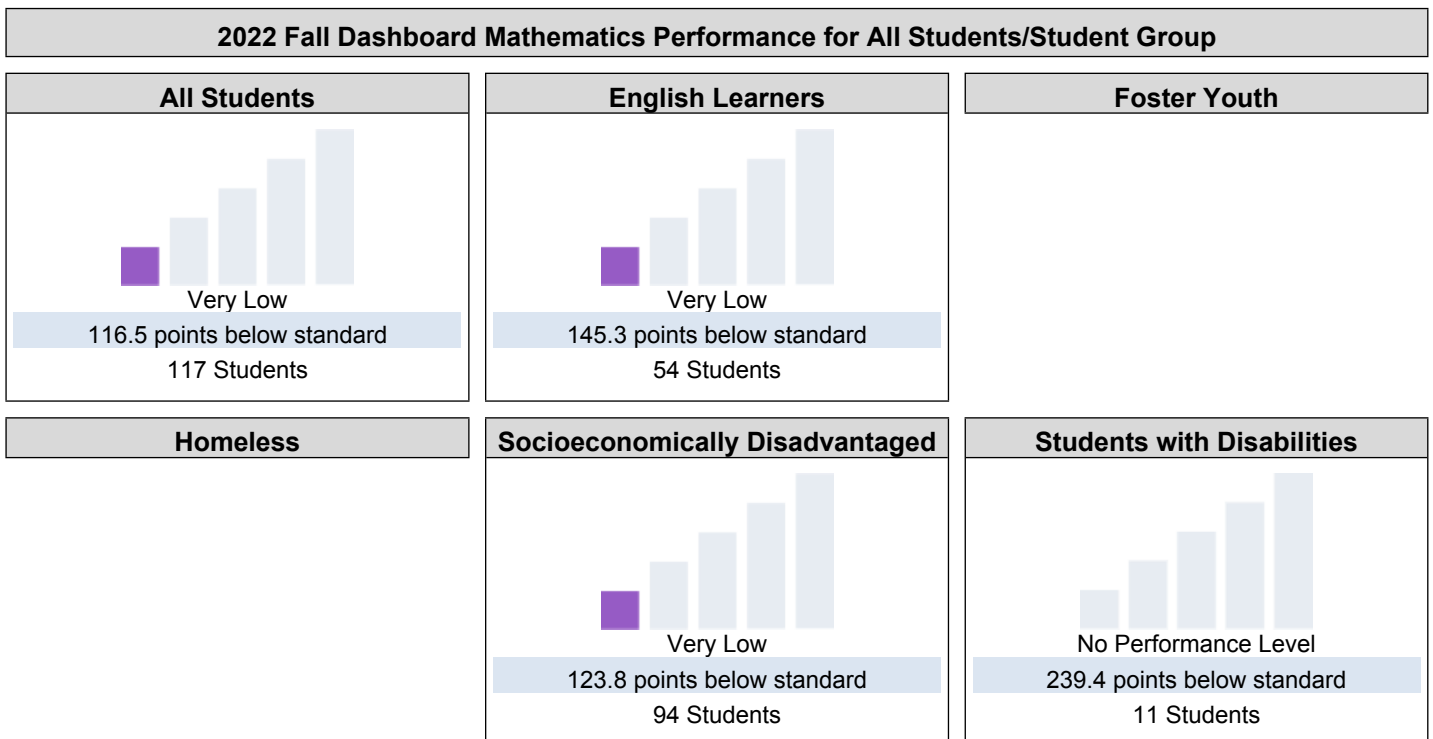
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>160.6 points below standard 43 Students</p>	<p>85.4 points below standard 11 Students</p>	<p>117.9 points below standard 36 Students</p>

### Conclusions based on this data:

1. The rating for math testing data was very low.
2. Dashboard data for the 23-24 school will need to be updated.

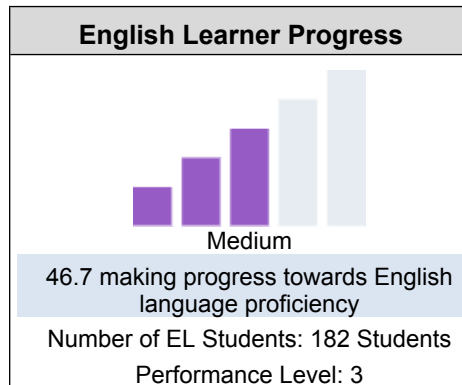
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.8%	33.5%	15.4%	31.3%

#### Conclusions based on this data:

1. It appears that EL testing data is on the rise.
2. 57 out of 182 students progressed at least one ELPI level.
3. 36 out of 182 students decreased at least one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High                      High                      Medium                      Low                      Very Low  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

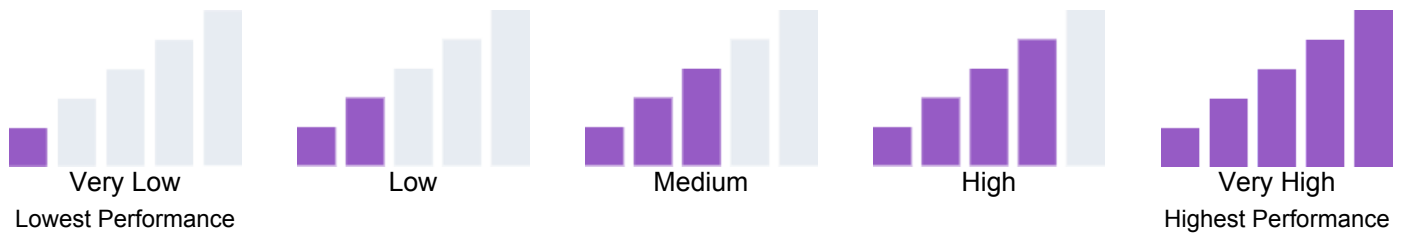
### Conclusions based on this data:

1. N/A

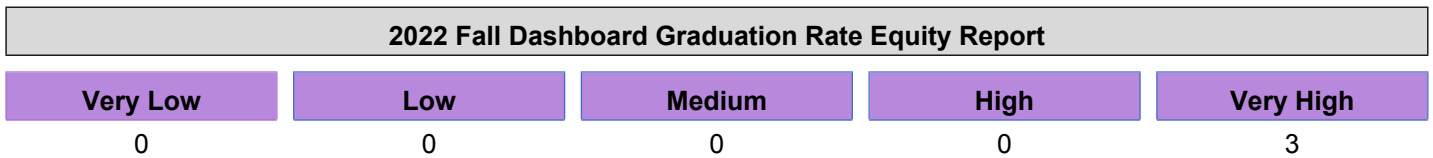
# School and Student Performance Data

## Academic Engagement Graduation Rate

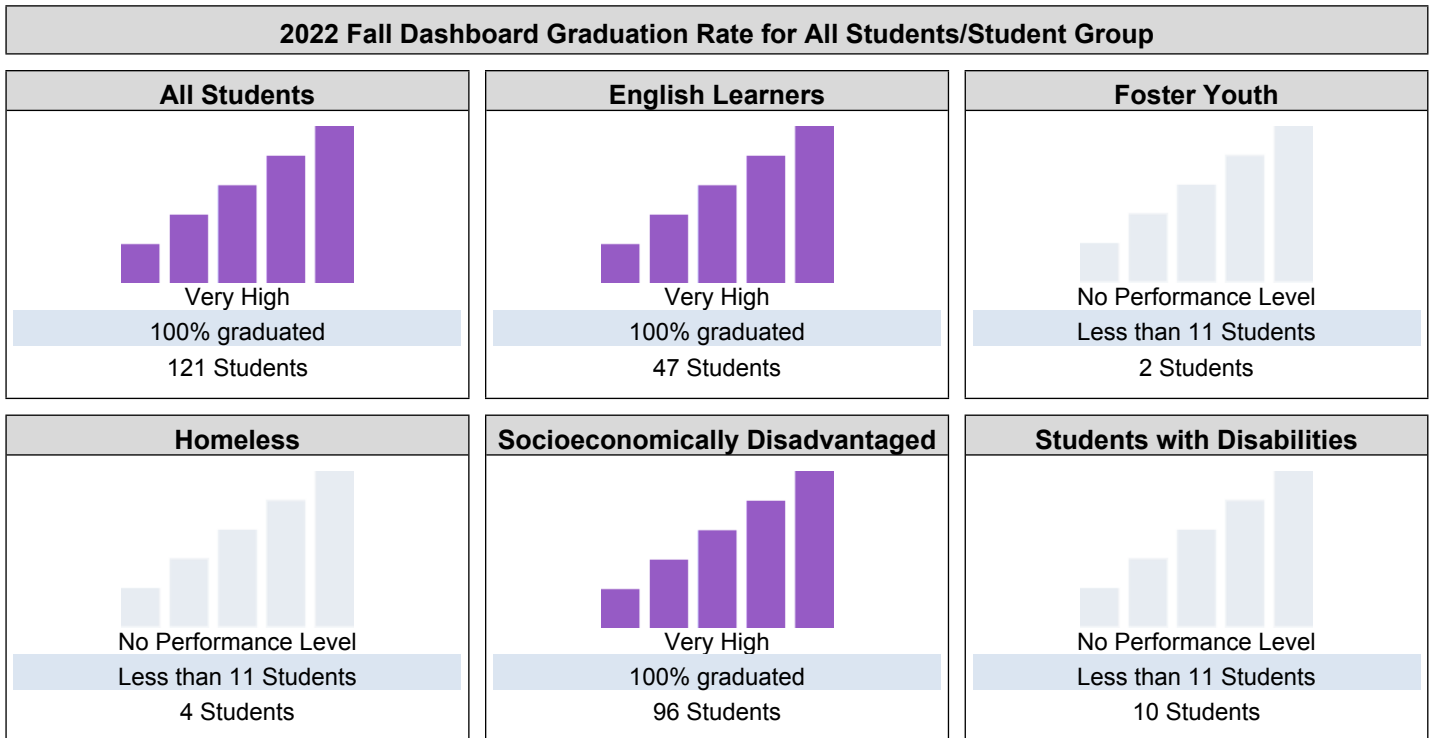
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



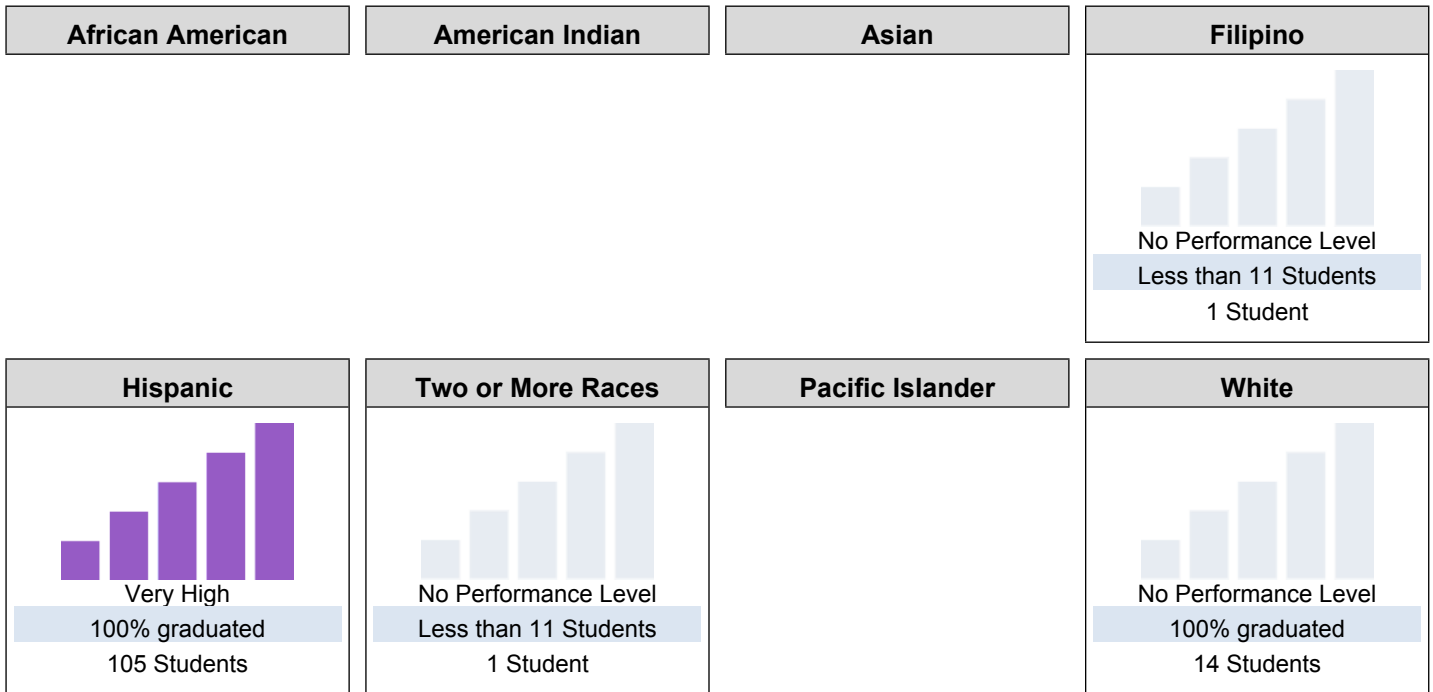
This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



**2022 Fall Dashboard Graduation Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Holtville High School continues to have the highest graduation rate in the Imperial Valley.
2. Socioeconomically disadvantaged students account for 79.3% of the graduating class.
3. Hispanic students account for 86.7% of the graduating class.

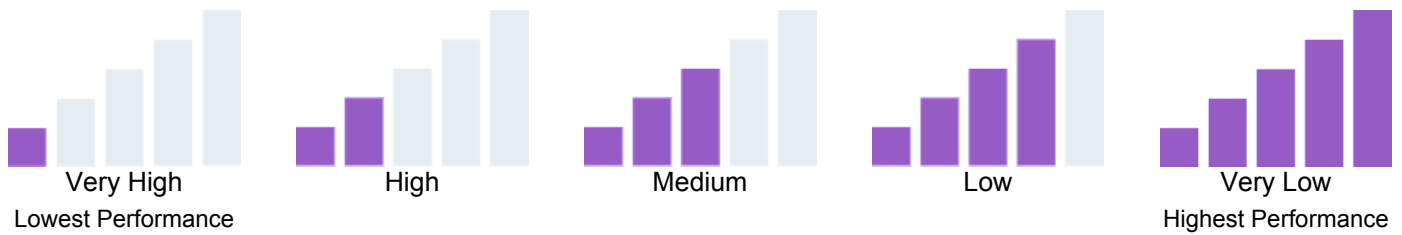


# School and Student Performance Data

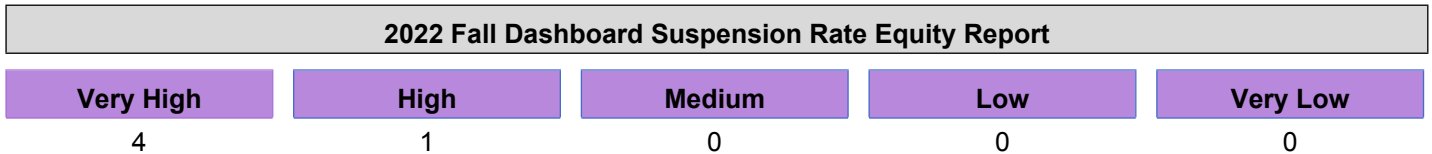
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

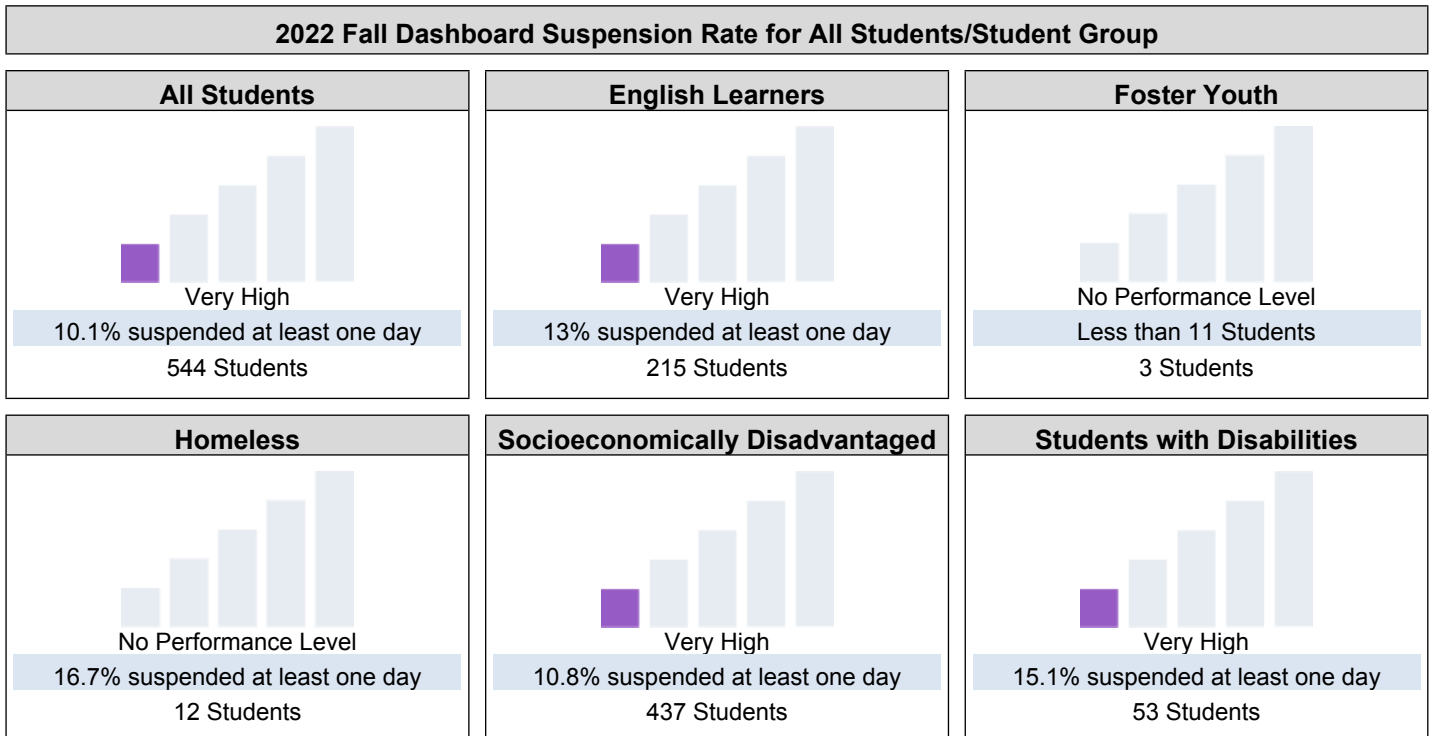
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



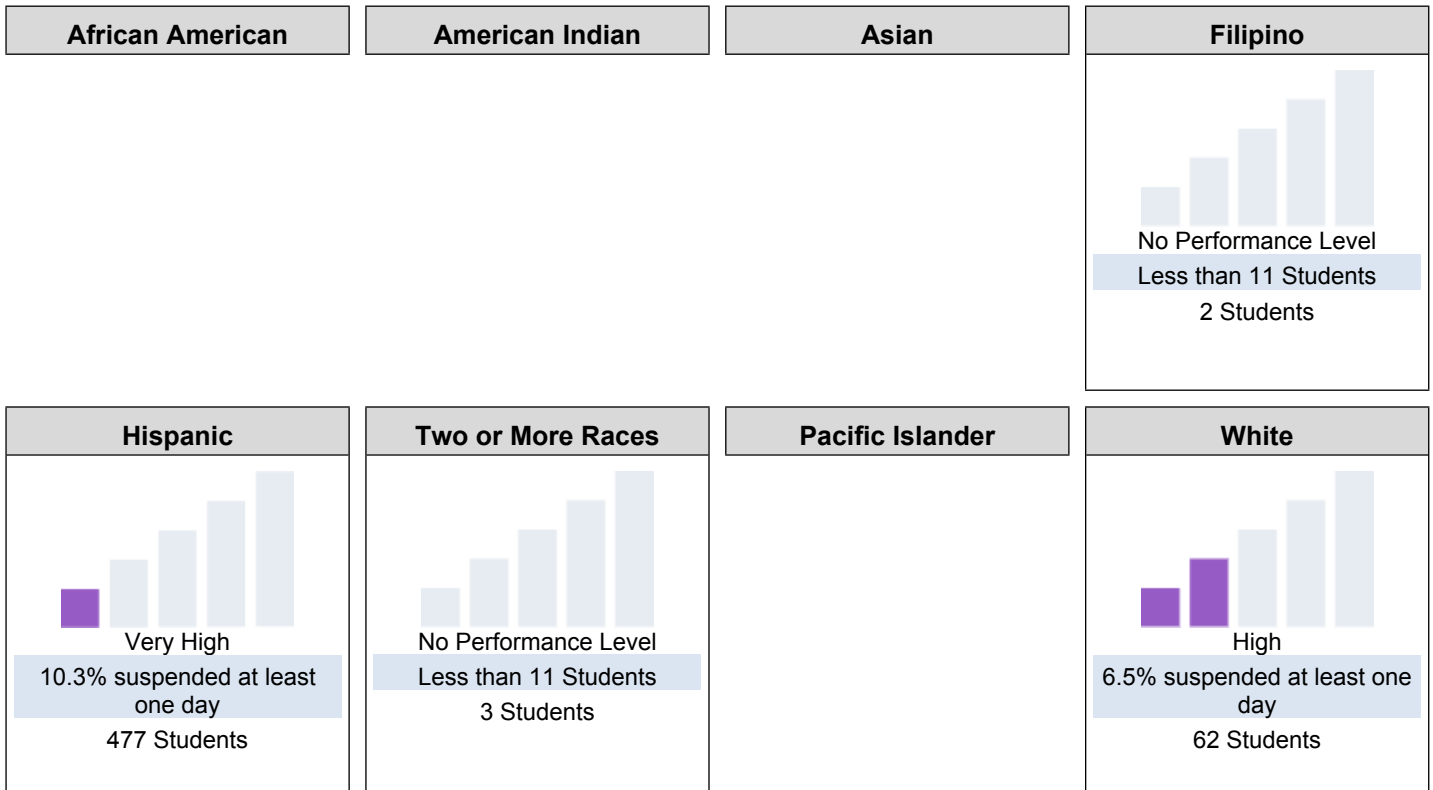
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspension rates were highest amongst students with disabilities as nearly 15% of them were suspended this past school year.
2. The incident that led to the most suspensions involved students who were vaping on campus.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

LCAP Goal 1

## LEA/LCAP Goal

Annual increase in student achievement for all students in all academic areas, including English Language Arts, and Math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low-income pupils, and pupils identified as special education by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers.

## Goal 1

School Goal 1:

Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Sub Goals:

By August 2024, 85% of teachers will report that they are prepared to teach in their assigned classroom as the result of the training and support received as measured by a staff survey.

By August 2024, all teachers will have had multiple opportunities to attend professional developments geared towards increasing teacher capacity through the likes of in house, district level, and county/state level professional developments.

By August 2024, the percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according to the following targets as measured by the English language arts portion of the CAASSPP (California Assessment of Student Performance and Progress)

- All 11th grade students will improve by 5% each year
- English learners will improve by 5% each year
- Socio-economically disadvantaged (SED) will improve by 5% each year

By August 2024, the percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according the following targets as measured by the Math portion of the CAASPP (California Assessment of Student Performance and Progress)

- All 11th grade students will improve by 5% each year
- English learners will improve by 5% each year
- Socio-economically disadvantaged (SED) will improve by 5% each year

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Curriculum

#### Strategy/Activity

Holtville High School will provide standards-aligned instructional curriculum and materials for all students in all subjects.

The principal will monitor the implementation of all academic and non academic activities of this plan especially the use of Core Materials by conducting weekly walk-throughs. The Principal will provide feedback during walk throughs and will provide individual teachers and whole staff feedback report data by means of notes and presentations in order to make sure that all teachers adhere to district and state guidelines when it comes to the implementation of core materials in our classrooms and technology (ex. laptop, TV). Additionally, HHS will fully implement Integrated Math classes and continue with its transition towards Integrated Science classes that address Next Generation Science Standards. HHS will work towards acquiring new textbooks for Precalculus as well as Agriculture courses.

LCAP 1.1

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

14521.99

Title I  
4000-4999: Books And Supplies  
Curriculum, Integrated Science II and III  
Materials

Curriculum

Core Materials

Law Enforcement Course Textbooks

	Motorcycle Repair, AP English, Small Engines, Dual Enrollment Textbooks, Lit Sets
	Dual Enrollment Textbooks
	WASC Annual Membership
	Materials and Supplies
	Classroom Desks
	Office Supplies, Ink Cartridges, Copy Machine Overages, Copy Paper

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Professional Development

### Strategy/Activity

In an effort to ensure that all teachers, administrators, and other school personnel are prepared to be effective at helping the students of HHS, HHS will:

- Offer (5) district wide training days
- Provide department collaboration release time as requested.
- Provide administrator PD in CCSS, Synergy, best practices, technology implementation, and EL strategies.
- Utilize Wednesday Staff Meetings to review various trainings and implement new strategies.
- Ensure that teachers are highly qualified by providing them with professional development time and collaborative planning time.
- Provide professional development opportunities for non-core instructors teaching electives to learn more engaging teaching strategies that will promote course completion.
- Continue to receive professional development in the area of strategies for English Learners.
- Provide professional development in the area of Next Generation Science Standards, AVID, and Special Education.
- Provide professional development in the area of WASC preparation.

LCAP 1.2

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality Teacher Professional Development
	Administrative PD

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support

#### Strategy/Activity

- Develop a systematic process to train and provide support to teachers for the integration of technology into all aspects of learning with a focus on student usage.
  - Continue to allow teacher/student access to multimedia websites such as YouTube and other live streaming content.
  - Establish ongoing training in the writing process (1.8) including the use of a standardized rubric.
  - All new teachers will receive support through the BTSA Induction program as they are required to do for their credentialing.
  - Provide support to staff in maintaining and utilizing technology in support of student learning.
  - Staff development Wednesdays will be used to fully address staff concerns as well as students needs.
- LCAP 1.2, 1.3b

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Curriculum
	Writing Across Disciplines (1.8)

	Induction Support
8366.15	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures PD: Google Breakout Rooms, AVID, AG, AP Training, CASC, Art, NCTM, Science
	Staff Development Wednesday
2453.13	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries PD Subs

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Language Development

**Strategy/Activity**

Weekly lesson plans, frequent observations, and continued professional development in ELA/Math Classes to support their teaching of English Learners. ELD teacher will present EL strategies at staff meetings. All teachers will incorporate EL strategies in daily instruction. The ELD teacher will attend appropriate workshops/conferences to learn strategies to assist students in acquiring language. HHS will continue to proctor the ELPAC exam on a yearly basis to all English Learners. ELD teachers will also facilitate the interim assessments for English Learners through the CAASPP website. Furthermore, time will be provided for peer observations amongst teachers.  
LCAP 1.3c

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Lesson Plans
	EL Strategies
	English Language Development Curriculum
	Title II Part A: Improving Teacher Quality ELD/ELA PD

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Data

### Strategy/Activity

Develop a consistent process by which formative/summative data is collected, disaggregated, analyzed, and communicated to all stakeholders on an ongoing basis.

- The District will work individually with all certificated staff to ensure they are proficient in creating, collecting, disaggregating, and analyzing formative data through our Synergy Program.
- Staff will produce formative data for review quarterly.
- Data will be collected for intervention programs (Accelerated Reader) and analyzed to determine if programs are producing positive results
- PSAT and CAASPP data will be reviewed on a yearly basis.

LCAP 1.3e, g,

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Midterm and Final

Renaissance Place (Accelerated Reader)

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Library Services

### Strategy/Activity

Provide access and library services for students and staff. Maintain current and sufficient materials for the library.

English teachers will be assigned and responsible for taking their students to the library on their appointed day and time. All library time is to be utilized to check-out books for Accelerated Reader or reading for pleasure. The library can be reserved by teachers in other classes on an as needed basis for research, etc.

Holtville High school will continue to purchase books at a variety of reading levels on a yearly basis. LCAP 1.3h, i



**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Extra Textbooks/Textbook Repairs
	Library Books
	Accelerated Reader
	Library Program Destiny Follet
	Library Consultant Fees

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Supplemental Programs

**Strategy/Activity**

HHS will subscribe and purchase supplemental programs which will benefit the students of HHS.

- The school will continue to operate AVID programs to support students' efforts toward qualifying for four year universities. This program will serve students who are academically in the middle and have the potential for success in college prep curriculum. AVID tutors will also be hired on a yearly basis.
- HHS will continue to offer credit recovery courses via PEAK, as a supplemental program that will help at risk students graduate on time.
- HHS will additionally offer PEAK to students who would like to get back on track towards meeting their A-G graduation requirements.
- Students at Holtville High School will have the opportunity to join a college level course through Dual Enrollment. Additionally, as an effect of distance learning, HHS students will now have the opportunity to take dual enrollment courses that are not specific to HHS.
- Students at Holtville High School will be able to take a career readiness course and challenge Credit by Exams at Imperial Valley College Welding, Photoshop, Microsoft Word, Microsoft Excel, Medical Terminology, Auto I, Intro. to Business Technology, Intro. to Computer Science, Public Safety I, Public Safety II, and Public Safety III.

LCAP 1.3f

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	AVID Membership/AVID Weekly
	Peak

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Innovative Instruction

**Strategy/Activity**

HHS will continue to support innovative classroom instruction by providing teachers with the necessary goods/services/materials/and trainings needed.  
 HHS will also continue to purchase graduation chords for honors students along with diploma covers for those who have met the necessary requirements.  
 LCAP 1.3g/k/l

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Diploma Covers and Diplomas
	Classroom Instruction: Technology
	Graduation Chords
	Science Materials for Dissection, Chemistry Materials

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Extended Learning Opportunities

Strategy/Activity

Holtville High School will have Student Study Teams when it is deemed that a student is struggling academically or behaviorally. Teachers and counselors will be trained yearly on the Beyond SST program, which will be used for the online record keeping of all Student Study Teams.  
LCAP 1.6

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

SSTs

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Accelerated Reading

Strategy/Activity

Students reading ability is assessed using the AR program. AR determines the appropriate level of challenge for each student and identifies those who need individual help. It provides in-context vocabulary questions and authentic text passages that give a precise measure of each students' reading performance. STAR Reading assessments will be conducted on a quarterly basis. Reading assessments will also be administered through the MyPerspective website associated with the Pearson ELA curriculum.  
LCAP 1.3e

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Renaissance Place (Accelerated Reader)

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

## Foster Youth

### Strategy/Activity

Holtville High School follows all rules and regulations as they apply to the “Foster Youth/Homeless” student. Holtville

High School also understands its responsibility to provide transportation to and from school for students who are not yet placed in a permanent “Foster Home”, either back with their family or one authorized and licensed by the State. Holtville High School understands that the Foster Youth requires special notifications to multiple parties and may require assistance with basic needs as it relates to the school day. HUSD sets aside \$ 1000.00 dollars from Title 1 Part A funds yearly for use with the Homeless and Foster Youth Population to meet some of these needs. In addition, each school site will set aside \$500.00 from the General Fund to assist with the unique needs that accompany any and all Foster Youth that attend their school site. In the event the School site has no foster youth students, these funds can be used to help support their Homeless populations and their unique needs.

LCAP 1.5a

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Foster Youth

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Extended Learning

### Strategy/Activity

HHS will provide extended learning opportunities for all students through tutoring, Saturday Schools, and the maintenance of summer school programs.

- All teachers will provide the counseling department with their availability for tutoring hours.
- Throughout the school year Saturday School will be offered to students.
- Throughout the school year after school interventions will be offered for core subjects.
- Summer School will be offered to assist students with maintaining their academic progress.
- Students will have the opportunity to take further classes through Freedom Academy, PEAK, and Dual Enrollment.

LCAP 1.6

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Summer School: Books and Supplies
	Summer School: Certificated Salaries
	APEX at Freedom Academy and Edgenuity

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Technology

#### Strategy/Activity

Holtville High School will maintain/repair/expand technology to ensure that students are being exposed to 21st Century technology and innovative teaching methods:

- All classrooms will be equipped with a laptop, TV, Wireless HDMI, Apple TV, and iPad.
- All students at HHS will have a Google Classroom e-mail address along with access to the Google Education Suite
- All students at HHS will have access to Synergy, the online Student Portal to check their grades
- All students at HHS will be given a Chromebook to complete online coursework as needed. (A new round will be purchased for all 9th graders and distributed to them once they arrive.)
- All teachers at HHS will continue to utilize Synergy for their attendance and gradebook.
- All teachers at HHS will have access to link their Google Classrooms and Synergy Accounts for ease of grade transfers.
- All parents of HHS students will be encouraged to utilize the Synergy Student Data Management system to monitor their students grades.
- HHS will continue to expand upon its access points, to provide better Internet to all on campus.

LCAP 1.7 a/b

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8408.97	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Student Chromebooks, TVs and Cables, Drops and APs

	MACs for Photoshop
	Mosyle Licenses
3619.86	Title III 4000-4999: Books And Supplies Student Chromebooks
	Drops and APs
	Ink Cartridges
	Tech Toolkit

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Chromebooks

**Strategy/Activity**

All students will be given a school issued Chromebook.  
 Add/Upgrade/Support technology for students/teachers to ensure CCSS readiness as well as AP testing readiness.  
 Go Guardian will be used as an additional Internet filter.  
 LCAP 1.7b

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

**Amount(s)**

**Source(s)**

Title I  
Go Guardian

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

English Learners

## Strategy/Activity

Holtville High School will continue to monitor and maintain its ELD program.

- Students who are identified as having scored a 1, or 2 on the ELPAC test will be placed in an ELD class as well as an ELA class with teachers who have been properly trained.
- After school intervention/tutoring will be offered to all EL students.
- Counselors will review transcripts and ELPAC scores to ensure proper placement.
- All HHS teachers will be familiarized with the ELPAC Assessment in order to aid efforts at supporting student success on this assessment.
- Resources will be provided to ensure that students have optimum opportunities to meet A-G requirements.
- Teachers will be provided with a list of ELPAC scores for students identified as ELs or RFEP at the beginning of the school year. Teachers may use additional classroom or school site assessments along with personal observations to monitor progress throughout the course of the school year.
- Develop a systematic process for the monitoring of English Learners and Reclassified Fluent English Proficient students to determine individual student achievement in learning English and grade-level content, as well as the effectiveness of the district's academic program and the implementation of the instructional materials for English Learners; the SOLOM report will also be completed by teachers as a part of the process.
- Ensure that school/district provides an ELPAC testing environment that is most conducive to student success.
- All English Learners will be assessed annually with the ELPAC assessment.
- All English Learners will receive English Language Development services based on their ELD proficiency level (emerging, expanding, bridging).
- English Learners at the emerging, low expanding, and mid expanding levels will be placed in ELD 1, and 2. Upper expanding, lower bridging, and upper bridging students will be placed in ELD 3 and 4.
- A counselor will meet with each EL student annually to ensure academic progress. All RFEP (Reclassified Fluent English Proficient) students will be monitored regularly by a counselor.
- Holtville High School will provide language support and instructional support to EL students in the SDC classroom.
- An RSP teacher aide will be assigned to selected classes to provide supplemental support to RSP/EL students. The RSP teacher aide will also assist all EL students on an individual basis.
- HHS will have a recognition ceremony for those students who are Redesignated to Fluent English Proficient.

LCAP 1.8

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

English Language Development

55431.00

Title I

	1000-1999: Certificated Personnel Salaries ELD Teacher
21331.00	Title I 2000-2999: Classified Personnel Salaries ELD Paraprofessional
4000.00	Title I 1000-1999: Certificated Personnel Salaries ELD Substitute Teachers
	EL Institute
	ELPAC Testing
	English 3D ELD Textbooks

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Individualized Learning Plan

**Strategy/Activity**

Holtville High School will provide materials, programs, and services to meet the goals and needs in accordance with student's IEPs:  
 Provide supplemental instructional support to all students through teachers and paraprofessionals, including RSP students.  
 Provide supplemental instructional support to SDC students through teachers and paraprofessionals.  
  
 HHS will provide access to technology in SPED classrooms to support learning and test preparedness.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	SPED Training
--	---------------



# Annual Review

## SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

While the primary goal of goal 1 is to increase student scores in ELA and math, HHS has several subgoals to help meet the overarching goal. The various strategies presented are geared towards increasing ELA and Math scores. In addition, it is imperative that HHS continues to send teachers to professional development to continue building their skill sets. In addition, much is done to provide students with the various materials they need to be successful during their time on campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

One of the largest changes for the team in the development of the SPSA lies in the funding that is included. As a district decision the only expenditures that we are currently entering within the SPSA is that which correlates to Title I, II, III, and IV monies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes will be made to this goal as necessary as the SPSA is a living document that gets adjusted from time to time throughout the school year.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

LCAP Goal 2

## LEA/LCAP Goal

HUSD will continue to provide a broad course of study to TK to 12 students that will prepare them for college and career upon graduation, with a focus on English Learners, Low-Income, Foster Youth, and students with exceptional needs.

## Goal 2

School Goal:

HHS will continue to provide a broad course of study to all students, including English Learners, Low-Income, foster youth, and students with exceptional needs that will prepare them for college and career upon graduation.

Sub Goals:

By August 2024, the percentage of students who are graduating who have met their A-G requirements will increase by 5%.

By August 2024, the percentage of students obtaining college credit by AP exams, Credit by exams, and Dual Enrollment courses will increase by 5%.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Support with Interventions

### Strategy/Activity

Holtville High School will continue to provide support for all students to progress toward meeting all grade level requirements including attaining proficiency in ELA and Math as well as achieving high school graduation.

Maintain a Summer School program for interventions to maintain academic progress for all students including Low Income, English Learners, Foster Youth, and students with exceptional needs.

LCAP 2.1a

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Summer School

Summer School Program

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Counselor Workshops

Strategy/Activity

HHS Counselors will provide workshops to review college applications as well as test prep. HHS Counselors will additionally provide workshops related to FAFSA, A-G counseling, paying for college, college entrance requirements, and they will host a Viking Signing Day to celebrate student success.

LCAP 2.1b, c, d

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Test Prep Materials

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

1 on 1 Appointments

Strategy/Activity

HHS Counselors will provide informational workshops as well as 1 on 1 appointments to review A-G requirements on a regular basis with all students at Holtville High School. HHS counselors will also begin goal setting and future goal setting with all students.  
LCAP 2.1c

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

A-G Requirements

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

College and Career Readiness

Strategy/Activity

HHS will provide college and career readiness to 9-12 students by implementing the following programs at HHS:

- Teachers will be presented with AVID strategies on a monthly basis. They will also be expected to implement the aforementioned strategies.
- Students will be placed in the AVID program to promote college awareness and provide students with the support needed for academic success in grades 9-12.
- Multiple teachers and a counselor will be sent to the AVID Summer Institute.
- Four tutors will be hired to better meet the needs of students in AVID as they work through tutorials.
- Higher Education Weeks 1 and 2 will be adhered to at Holtville High School to further expose all 11th and 12th graders to various universities.
- Holtville High School will implement its partnership with IVC through the newly offered collegiate level courses which students can begin their freshmen year of school.
- Counselors will provide classroom presentations on a range of topics related to college and career readiness. They will additionally facilitate college/university field trips throughout the year.
- The workability program will be offered to students in the Special Education setting.

LCAP 2.1e, 2.7 a, b, c

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5118.13

Title I

	5000-5999: Services And Other Operating Expenditures AVID Membership
	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures AVID Summer Institute
2761.09	Title I 5000-5999: Services And Other Operating Expenditures AVID Weekly

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Seal of Biliteracy

Strategy/Activity

Identify students who are eligible to complete the Dual Language assessment that will help place Dual Language students into the AP Spanish Language course their Freshman year of high school. Implement the new AP Spanish Literature Class at Holtville High School to all students who have passed the AP Spanish Language course. HHS counselors will monitor students to determine which are eligible to receive the Seal of Biliteracy.  
LCAP 2.3 a, b c

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Dual Language Program: AP Literature Course Textbook
	Dual Language Placement Assessment
	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Dual Language Institute

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

## STEAM Classes

### Strategy/Activity

To further increase the graduation rate at the Holtville High School, it will continue with its development and offerings of AVID, AP classes, ROP classes, electives, and credit recovery. Furthermore, teachers will attend trainings and inservices to provide them with the necessary skill-set to teach the aforementioned classes. Additionally, a Robotics/MESA and computer coding class will be offered at HHS, which will allow students to progress with Science, Technology, Engineering, and Mathematics standards.  
LCAP 2.4b

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5686.61	Title I 5800: Professional/Consulting Services And Operating Expenditures MESA/Robotics Program
	Band, Instrument Repairs, Band Uniform Dry Cleaning
	Yearly Art Supplies

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Additional Pathways

### Strategy/Activity

Holtville High School will continue to offer additional pathways to prepare students for college and career readiness.

- A college and career readiness certificate will be available to those students who complete the Career Readiness course.
- Law Enforcement, Transportation, Intro. to Business Technology, and Intro. to Computer Information Systems also became articulated courses during the 23-24 school year.
- Students not on track to graduate will enroll in the online course, Peak, to earn credits for graduation.
- To provide a broad course of study at HHS the following electives will be offered: Art, Weight Training, AG, AG Leadership Medical Occupations, Health, Sports Medicine, Business Technology, Band, Choir, Percussion, Welding, Aerobics, ROP Office, Coding, Medical Terminology, Spanish Literature and Culture, and Career Readiness.

LCAP 2.5 a, b, c

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Agriculture: Materials, Supplies,
	College and Career Readiness Certificate
	Law Enforcement Books
	Law Enforcement: Materials and Supplies
	Law Enforcement
	Agriculture

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Promoting College and Career Readiness

**Strategy/Activity**

Holtville High School will promote college and career readiness through a variety of events:

- Holtville High School will continue to offer Higher Ed Weeks 1 and 2 throughout the school year to promote college and career readiness.
- The amount of students in AP level courses will increase by 5% for the 23-24 school year. EL's in AP courses will also increase by 5% yearly. We will start the new AP Pre Calculus course.
- Counselors will review the multiple measures that will be utilized by colleges/universities for their placement.
- CALSOAP will continue to target and support Juniors and Seniors with how to plan for, as well as, apply to college.
- An ROP representative will help students with their "My Next Moves" program and provide them with information about four year universities and trade schools.
- SAT and ACT test preparation will be offered to students prior to every test.

- Educational Talent Search and Upward Bound will continue to provide services to students regarding tutoring.
- LCAP 2.6 a, b

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Test Prep
	Higher Education Weeks 1 and 2/Tables and Chairs
	Title I 4000-4999: Books And Supplies PSAT 10 Testing
8997.13	Title I 4000-4999: Books And Supplies AP Testing
	Title I 4000-4999: Books And Supplies Credit by Exam at IVC
	SAT and ACT Test Prep CALSOAP

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Promoting Post Secondary Enrollment

**Strategy/Activity**

Holtville High School will promote post-secondary enrollment by providing students the opportunity to take dual enrollment courses with Imperial Valley College.

Holtville High School will articulate more classes with IVC to provide students with further opportunities to challenge credit by exam tests at IVC. During the 2023-24 school year, twelve high school courses are articulated with IVC.

Holtville High School will further assist students by promoting AP exams and paying for a percentage of each students exam.

LCAP 2.8 a, b



### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Articulated Course Books

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overarching theme of Goal 2 is to provide various opportunities in which students can be successful. Students have many opportunities to flourish at Holtville High School as can be noted through the following programs: AVID, Dual Program, Dual Enrollment, Art, Band, CTE Classes, and Articulations. Not mentioned within the SPSA are the various accomplishments conducted by the athletic teams at Holtville High School.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The initial funds that were allocated for Titles I, II, III, and IV have shifted from the original development of the budget. It is important to note that these numbers will need to be updated and include financial numbers that are normally only viewable at the district office as they include salaries for team members.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will be modified as necessary throughout the year. No changes will be made to the goal. One of the subgoals that has been at the forefront for the team is the creation of more articulated classes which provide students with opportunities for college credit during their time at Holtville High School.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

LCAP Goal 3

## LEA/LCAP Goal

HUSD will provide an educational experience that promotes a culture of school connectedness and involvement, student health and well-being, and safety and security of pupils, staff, parents.

## Goal 3

School Goal:

HHS will provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff, parents.

Sub Goals:

By August 2024, the yearly attendance rate at Holtville High School will increase by .25%.

By August 2024, the chronic absenteeism rate at Holtville High School will decrease by .25%.

By August 2024, the drop out rate will remain at 0%.

By August 2024, suspension and expulsion rates will decrease by 2.5%.

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Behavioral Interventions

### Strategy/Activity

The Assistant Principal/Counselors will provide behavioral intervention support to assist with discipline strategies that will help to prevent future suspension and expulsions. The Assistant Principal/Attendance Officer will additionally monitor all attendance at Holtville High School on a regular basis.

LCAP 3.1a

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Student Attendance Review Team

Strategy/Activity

The Principal, Assistant Principal, Attendance Clerk, and Counselor will be a part of the Student Attendance Review Team to monitor and provide interventions to students who are chronically absent or who have been deemed as Truant.  
LCAP 3.1a

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Attendance Verification Slips

SARTs/Attendance Letters

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Cohesive School Environment

Strategy/Activity

The Principal, Assistant Principal, and Counselors will continue to counsel students in order to lower suspension rates. The Assistant Principal will additionally monitor all student attendance on campus.  
ASB and Link Crew will promote a cohesive school environment which promotes school connectedness through school clubs. The HHS team will grill burgers for students two times throughout the school year to promote a cohesive school environment. HHS will also celebrate the success of students with CAASPP scores.  
LCAP 3.1 b, c, d

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Student Counseling

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Saturday Schools

Strategy/Activity

HHS will offer Saturday Schools on a monthly basis for students with chronic absenteeism.  
LCAP 3.1e

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Saturday School

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

School Safety

Strategy/Activity

HHS will develop as well as update the School Safety Plan on a yearly basis. Furthermore, several staff meetings will be utilized to review the updated plan. HHS will conduct several emergency/safety drills throughout the school year which include earthquake, lockdown, and fire drills. Also, signs will be posted on campus to exhibit building names and water bottles will be placed in all classrooms in the event of a lockdown. All teachers will be provided with an emergency binder which contains the school safety plan along with class rosters with phone numbers. Furthermore, all classes will be provided with classroom fire extinguishers.

The PA system, bell schedules, video cameras, and school fencing were installed at HHS in the 22-23 school year.  
LCAP 3.2a, b, c, d, e

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

School Safety Plan, Binders, Rosters

[Empty box for Amount(s)]

Forensic Drug Testing

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Emergency Kits

Strategy/Activity

HHS will regularly inspect and maintain all Emergency Kits. Additionally, all teachers will be provided with an Emergency Binder at the beginning of the school year which includes class rosters as well as the School Safety Plan.  
LCAP 3.2b

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Emergency Kits/Binders

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Facilities in Good Repair

Strategy/Activity

The facilities at Holtville High School will remain in good repair and be serviced as needed to enhance campus security and school safety.  
The Principal as well as Assistant Principal will regularly enter work orders to ensure that the campus is in good repair.  
LCAP 3.2c

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Maintenance and Facilities

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

School Nurse

Strategy/Activity

HHS will provide nursing/health support to all students. Furthermore, the nurse will help facilitate meetings regarding student allergies, medications, and the nurse will advise on other health concerns.  
The nurse at HHS will also create health plans as necessary and provide training to staff members regarding student health concerns.  
LCAP 3.2d

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Nurse

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Parent Contact

Strategy/Activity

HHS will maintain an up to date website with a list of activities and teacher contact information.  
  
The following will serve as venues to promote parent contact/community involvement: Auto-dialer messages, mailings, news letters, Open House, SES Vendor Services Night, Newspaper advertisements, report cards, web-based grading parent portal, and the school marquee. The Holtville High School staff will call home to invite parents to Open House, SST's, Parent Conferences, School Site Council, and ELAC meetings.

Teachers will use the Synergy gradebook to maintain grades which parents/students can view through the Parent Vue in Synergy.  
 Students and parents will be provided with access to the Synergy gradebook in order to better monitor student grades/progress.  
 LCAP 3.3a, b

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Doc Tracking for SPSA
	Synergy Report Card Postage
	HHS Envelopes

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Parent Groups

**Strategy/Activity**

HHS will have functional parent groups such as the School Site Council (meets monthly) as well English Language Acquisition Committee (meets quarterly).  
 LCAP 3.3c

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	School Site Council
	English Language Acquisition Committee

**Strategy/Activity 11**



**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

District Support

**Strategy/Activity**

The Parent Liaison, SARB Clerk, Migrant Office, Curriculum Department will continue to work with students, teachers, and administrators to support students in regards to their academics and attendance. Moreover, district level services will be continued to assist with the SARC, Safety Plan, Tech Plan, SARB Process, Freedom Academy, and ordering of textbooks/materials.  
LCAP 3.3e

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Community Events/School Ceremonies

**Strategy/Activity**

Parents will receive support from administration, counselors, and teachers through parent nights and workshops: back to school night, parent conferences, AVID parent night, agriculture parent meetings, athletic parent meetings, and awards ceremonies.  
HHS will promote parent, family, and community involvement with schools through ceremonies (EL Reclassification, HHS Graduation, Sporting Banquets, Senior Banquet, Student of the Month, AVID Night, CSF Ceremony, and Awards Assemblies), events, and activities. A majority of these will be modified during the COVID-19 pandemic due to not being able to have students/parents on campus.  
LCAP 3.3

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Graduation Programs and Diplomas

Graduation Audio and Screen

--

Tables/Chairs HEW 1 and 2, Awards Ceremony, Graduation
--

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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AVID Night
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CSF Ceremony
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HHS Graduation
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--

Open House
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**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Responsibility Centered Discipline
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Strategy/Activity

HHS will explore responsibility centered discipline, character education, and/or positive behavior intervention strategies. Teachers will continue to receive training in student discipline practices for the classroom. 3.4
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**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

PD on Discipline

**Strategy/Activity**

HHS will provide professional development in the area of effective discipline procedures. Staff meetings will also be utilized to share effective strategies amongst teachers: AVID strategies, ELD strategies, Best Teaching Practices.  
LCAP 3.4

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

Professional Development

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Transportation

**Strategy/Activity**

HHS will provide low income students with home to school transportation to minimize chronic absenteeism.  
LCAP 3.5

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

Transportation

**Annual Review**

**SPSA Year Reviewed: 2022-23**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overarching theme of Goal 3 is to get students to school and to have them feel comfortable during their time at Holtville High School. In order to build capacity the team will have an active ASB and various clubs to get students involved with the various ongoing throughout campus. In addition, the team will have events that include grilling burgers for students as well as parent involvement activities.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The allocation of Title I, II, III, and IV money shifted from the beginning of the school year. At this point, Holtville High School can accomplish its goals with the allocated funds that it has.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes to the Goal 3 will be made as necessary.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$140,695.06

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$117,846.95
Title II Part A: Improving Teacher Quality	\$10,819.28
Title III	\$3,619.86
Title IV Part A: Student Support and Academic Enrichment	\$8,408.97

Subtotal of additional federal funds included for this school: \$140,695.06

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$140,695.06

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
Title I	117,846.95
Title II Part A: Improving Teacher Quality	10,819.28
Title III	3,619.86
Title IV Part A: Student Support and Academic Enrichment	8,408.97

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	61,884.13
2000-2999: Classified Personnel Salaries	21,331.00
4000-4999: Books And Supplies	35,547.95
5000-5999: Services And Other Operating Expenditures	16,245.37
5800: Professional/Consulting Services And Operating Expenditures	5,686.61

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	59,431.00
2000-2999: Classified Personnel Salaries	Title I	21,331.00
4000-4999: Books And Supplies	Title I	23,519.12
5000-5999: Services And Other Operating Expenditures	Title I	7,879.22

5800: Professional/Consulting Services And Operating Expenditures	Title I	5,686.61
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,453.13
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	8,366.15
4000-4999: Books And Supplies	Title III	3,619.86
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	8,408.97

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	118,132.10
Goal 2	22,562.96

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Anthony Arevalo	Principal
CC Wells	Classroom Teacher
Ruben Macias	Classroom Teacher
Marisela Valenzuela	Classroom Teacher
Jason Turner	Parent or Community Member
Tiffany Terrill	Parent or Community Member
Jasmine Garewal	Secondary Student
Jeshua Garcia	Secondary Student
Britney Gonzalez	Secondary Student
Jacob Deutsch	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Anthony Arevalo on 11-7-23

SSC Chairperson, Jason Turner on 11-7-23

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

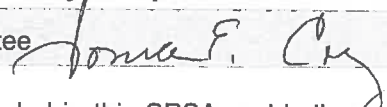
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Attested:

Principal, Anthony Arevalo on 11-7-23



SSC Chairperson, Jason Turner on 11-7-23

