



HOLTVILLE UNIFIED SCHOOL DISTRICT

Governing Board of Trustees

Regular Board Meeting

November 17, 2025

Board of Trustees

Ben Abatti Jr., President

Julie Duarte, Clerk

Kevin Grizzle, Member

Larry Iten, Member

Jared Garewal, Member

Superintendent

Celso Ruiz

Assistant Superintendent

John Paul Wells



**REGULAR MEETING
of the
BOARD OF TRUSTEES
HOLTVILLE UNIFIED SCHOOL DISTRICT**

Monday, November 17, 2025

CLOSED SESSION 5:00 P.M. OPEN SESSION 6:00 P.M.

Holtville Unified School District, Board Room, 621 East Sixth Street, Holtville, CA. 92250

From time-to-time writings that are public records, which are related to open session items on an agenda for a regular meeting, may be distributed to Trustees after the posting of the agenda. Whenever this occurs, such writings will be available for public inspection in the Office of the Superintendent located at 621 E. Sixth Street, Holtville, Ca. 92250

Members of the public who require disability accommodation in order to participate in the meeting should contact the Superintendent at (760)356-2974, or in writing, at least 24 hours prior to the meeting. (Government Code section 54954.2).

1. PRELIMINARY

Call to Order

Flag Salute

Roll Call

Present Absent

Ben Abatti Jr., President

Julie Duarte, Clerk

Kevin Grizzle, Member

Larry Iten, Member

Jared Garewal, Member

2. MODIFICATIONS OF THE ORDER OF THE AGENDA, IF ANY.

Motion: _____ Second: _____ Ayes: ____ Nays: ____ Vote: ____ - ____

**3. STATEMENTS FROM THE PUBLIC REGARDING ITEMS ON THE
CLOSED SESSION AGENDA.**

At this time, members of the public may address the Board only as to items on the closed session agenda. If you wish to address the Board, please stand, give your name and address and proceed to the podium from which you will speak. Individual presentations shall not be for more than three (3) minutes and the total time for this purpose shall not exceed twenty minutes.

4. CLOSED SESSION

A) Negotiations with the CSEA Chapter 338 – Pursuant to Government Code Section 3549.1

**B) Conference with Labor Negotiator Pursuant to Government Code Section 54957.6: Agency
Negotiator: Superintendent; Employee organization: Holtville Teachers Association**

5. REPORTABLE CLOSED SESSION ACTIONS:

6. ADMINISTER OATH OF OFFICE

Oath of office administered by Superintendent to new Student Board Member Sydney Trevino

Pg. 2

7. RECOGNITIONS – Finley students

BOARD OF TRUSTEES
HOLTVILLE UNIFIED SCHOOL DISTRICT
REGULAR MEETING – November 17, 2025
AGENDA PAGE 2

8. PUBLIC COMMENT ON ITEMS ON THE OPEN SESSION AGENDA AND ON NON AGENDA ITEMS OF INTEREST TO THE PUBLIC THAT ARE WITHIN THE SUBJECT MATTER

JURISDICTION OF THE BOARD. At this time, members of the public may address the Board only as to items on the open session agenda or items within the subject matter jurisdiction of the Board. Public comment will not be taken during the Board's consideration of an item on the open session agenda. If you wish to address the Board, please stand, give your name and address and proceed to the podium from which you will speak. Individual presentations shall not be for more than three (3) minutes and the total time for this purpose shall not exceed twenty minutes. In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. The Board may 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

9. COMMUNICATIONS FROM THE SCHOOL DISTRICT

Holtville Teachers Association
California School Employees Association
Student Board Member
Governing Board
Assistant Superintendent
Superintendent

10. CONSENT AGENDA

All matters on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion in the form listed below. The Superintendent and staff recommend approval of all Consent Agenda items.

A. GENERAL FUNCTION

- 1) Adoption of Minutes: October 20, & October 30, 2025
(Supplemental Information)

Pgs. 5-9

B. FINANCE AND BUSINESS

- 1) Warrant Orders week beginning 10/23/25 to week ending 11/6/25
(Supplemental Information)

Pgs. 11-22

C. PERSONNEL SERVICES

- 1) Certificated Leave
2) Classified Resignation
3) Classified Employment
4) Coaching Resignation
5) Coaching Employment

Pg. 24

Pg. 25

Pg. 26

Pg. 27

Pg. 28

D. GENERAL BUSINESS

The Board is asked to approve the following items:

- 1) SELPA Executive Board & Operations Committee Representatives
2) SELPA Community Advisory Committee
3) University of Massachusetts Global Supervised Internship Agreement
4) 2025-26 HUSD Parent & Family Engagement Policy
5) HUSD Designated ELD Expectations Updates
6) Possible overnight and/or out of state trips for HHS sports & FFA
7) 2025-26 HHS Winter Sports Schedules
8) Donation for \$5000 to HHS students & families from Arevon

Pg. 30

Pg. 31

Pgs. 32-47

Pgs. 48-53

Pgs. 54-58

Pgs. 59-60

Pgs. 61-66

Pg. 67

Motion: _____ Second: _____ Ayes: ____ Nays: ____ Vote: ____ - ____

**BOARD OF TRUSTEES
HOLTVILLE UNIFIED SCHOOL DISTRICT
REGULAR MEETING – November 17, 2025
AGENDA PAGE 3**

11. INFORMATION ITEMS

- A) Women in Law Enforcement Day presentation – Mr. Peter Martinez*
- B) 2025 CA School Dashboard Update – Mr. Velazquez*

12. ACTION/DISCUSSION ITEMS

The Board is asked to approve the following items:

- A) Update Board Policy BP5030 Student Wellness Policy*

(Mr. Ruiz)

*Motion: _____ Second: _____
Ayes: _____ Nays: _____ Vote: ____ - ____*

13. FUTURE BOARD MEETING DATE

Monday, December 15, 2025, is the next Regular Board Meeting

14. ADJOURNMENT

***** A copy is available at the District office**

MISSION STATEMENT

The Mission of the Holtville Unified School District is to ensure a standards-based curriculum that promotes excellence in academic, social and emotional growth for every student through the establishment of strong parent/school/community partnerships in a stable and safe learning environment.

HOLTVILLE UNIFIED SCHOOL DISTRICT
School Board Meeting Agenda

OATH of OFFICE

Oath of Office

I, (repeat your name), do solemnly swear (or affirm) that I will support and defend the Constitution of the United States and the Constitution of the State of California against all enemies, foreign and domestic that I will bear true faith and allegiance to the Constitution of the United States and the Constitution of the State of California; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties upon which I am about to enter.

HOLTVILLE UNIFIED SCHOOL DISTRICT
School Board Meeting Agenda

CONSENT AGENDA

HOLTVILLE UNIFIED SCHOOL DISTRICT
School Board Meeting Agenda

MINUTES

**Holtville Unified School District
Regular Board Meeting
Minutes – October 20, 2025**

{Page 1 of 3}

The Board of Trustees of the Holtville Unified School District met in a Regular Session on October 20, 2025, at the Holtville Unified School District Board Room 621 E 6th Street, Holtville, California. The meeting was called to order at 5:00 p.m. by the Presiding Chairman.

MEMBERS PRESENT: Ben Abatti Jr., President; Julie Duarte, Clerk; Kevin Grizzle, Member; Larry Iten, Member; Jared Garewal, Member; Celso Ruiz, Superintendent; John Paul Wells, Assistant Superintendent.

MEMBERS ABSENT: Julie Duarte had to leave after closed session

MODIFICATION OF THE AGENDA: None

STATEMENTS FROM THE PUBLIC REGARDING ITEMS ON THE CLOSED SESSION AGENDA. None

CLOSED SESSION

A) Negotiations with the CSEA Chapter 338 – Pursuant to Government Code Section 3549.1
B) Conference with Labor Negotiator Pursuant to Government Code Section 54957.6: Agency Negotiator: Superintendent; Employee Organization: Holtville Teachers Association

REPORT OF CLOSED SESSION In: 5:02 p.m. **Out:** 6:16 p.m.
Nothing to report.

RECOGNITIONS

HMS Students of the Month
6th grade – Laylah Ramos & Estrella Perez
7th grade – Alessandra Lepe & Ericka Perez Nunez
8th grade – Valeria Rocha & Derian Rodriguez-Ambrocio

ORAL COMMUNICATION FROM THE PUBLIC ON NON AGENDA ITEMS AND/OR ITEMS OF INTEREST TO THE PUBLIC THAT ARE WITHIN THE SUBJECT MATTER JURISDICTION OF THE BOARD. Nothing

COMMUNICATIONS FROM THE SCHOOL DISTRICT

Garewal – congratulations to the students recognized
Iten – congratulations to the students on their achievements
Grizzle – thanked Roger and crew for the work on the football field. Looks great
Abatti – Congratulations to the students recognized and to the HHS football team. They make Holtville proud. The HHS volleyball team did well also. Thank you to Roger and the crew for the good work on the football field
Wells – gave the Board members a monthly business brief

**CONSENT AGENDA
GENERAL FUNCTIONS**

Moved by Trustee Grizzle, Seconded by Trustee Iten to approve the following consent agenda items as follows: MINUTES – Adoption of Minutes: October 8, 2025. FINANCE AND BUSINESS – Warrant orders week beginning 10/9/25 to week ending 10/16/25. PERSONNEL SERVICES – Classified/Classified Management Leave of Karina Acosta, Food Service Chef, 9/29/25-11/3/25; Julia Meza, Projects Secretary, 2/2/26-4/13/26; Betsy Estrada, Accounting Technician II, 12/29/25-4/13/26. Classified Retirement of Juana Nunez, Attendance Secretary (Finley) 12/19/25. Classified Employment of Julian Jimenez, Proctor (HHS), 10/15/25; Elsa Rodriguez, Health Clerk (HHS), 10/14/25; Diana Acuna, SpEd Bus Assistant Temp, 10/15/25. Certificated Employment of Marely Garcia Montano, Teacher (HHS). Extra Duty Employment of Michelle Johnson, Athletic Director Assistant, Stipend; Ethan Ming, Athletic Director Assistant, Stipend. GENERAL BUSINESS – Updated HHS 2025-26 Fundraisers. Quarterly Report on Williams Uniform Complaints September 30, 2025. Donation of various parts from Nasa Auto Parts in the amount of \$18,757.99 & a donation in the amount of \$950 from Comite Civico del Valle, Inc. for the certification of the EV charger. All approved by unanimous votes, Ayes: 4, Nays: 0. Vote: 4-0.

INFORMATION ITEMS

- A) Greg Cox gave a construction update. The fire alarm is complete at HHS, just polishing up loose ends. There are 3 miles of conduit in the ground for the HHS gym/multipurpose building. The forms are up for the building. The old schoolhouse at Pine was brought down and leaves a lot of space. The security is also complete at Pine.
- B) Mr. Velazquez explained that the ASES program is federally funded while the ELOP program is state funded. Both programs are now called the Horizons program, for the public and community. They will come up with a new logo.
- C) Mr. Velazquez presented a PowerPoint overview of the 2024-25 CAASPP-ELPAC test results. The slides showed various charts and graphs of the test results for the District as well as by each school. There were also results in comparison to other Imperial County schools. The proficiency rate of Els is less than half to one-third of proficiency rate of all students. The next update will be the LCAP mid-year update, after the release of the Dashboard.

ACTION/DISCUSSION ITEMS

Moved by Trustee Garewal, Seconded by Trustee Iten to approve the Purchase Contract of Musco Lighting Equipment (LED Lights) in the amount of \$150,230, Utilizing Sourcewell Purchase Contract #041123-MSL. Mr. Drye explained that Musco Lighting Systems will upgrade the existing lighting at the HHS football field to LED. The project will be funded using awarded and remaining funds from the IID “GLOW-IID Lighting Grants” and HUSD funds. Passed by unanimous votes Ayes: 4, Nays: 0.

**Holtville Unified School District
Regular Board Meeting
Minutes – October 20, 2025**

{Page 3 of 3}

FUTURE BOARD MEETING DATE

Regular Board Meeting: Monday, November 17, 2025

ADJOURNMENT

The meeting was adjourned at 6:49 p.m.

**Julie Duarte, Clerk
Holtville Unified School District
Board of Trustees**

**Holtville Unified School District
Special Board Meeting
Minutes – October 30, 2025**

{Page 1 of 2}

The Board of Trustees of the Holtville Unified School District met in a Special Session on October 30, 2025, at the Holtville Unified School District Board Room 621 E 6th Street, Holtville, California. The meeting was called to order at 10:04 a.m. by the Presiding Chairman.

MEMBERS PRESENT: Ben Abatti Jr., President; Julie Duarte, Clerk; Kevin Grizzle, Member; Jared Garewal, Member; Celso Ruiz, Superintendent; John Paul Wells, Assistant Superintendent.

MEMBERS ABSENT: Larry Iten, Member

MODIFICATION OF THE AGENDA: None

STATEMENTS FROM THE PUBLIC REGARDING ITEMS ON THE CLOSED SESSION AGENDA. None

CLOSED SESSION

A) Superintendent's Evaluation – Government Code Section 54957

REPORT OF CLOSED SESSION In: 10:06 a.m. **Out:** 11:44 a.m.
Nothing to report.

ORAL COMMUNICATION FROM THE PUBLIC ON NON AGENDA ITEMS AND/OR ITEMS OF INTEREST TO THE PUBLIC THAT ARE WITHIN THE SUBJECT MATTER JURISDICTION OF THE BOARD. Nothing

CONSENT AGENDA

Moved by Trustee Duarte, Seconded by Trustee Grizzle to approve the following consent Agenda items as follows: PERSONNEL SERVICES – Classified leave of Jessica Rodriguez, Cook, 12/1/25. Classified Resignation of Nazarie Alvarado, Paraprofessional, 11/21/25. Certificated Employment of Carlos Ledon, Teacher (HHS), 10/27/25. GENERAL BUSINESS – HMS 7th Grade Otis Spunkmeyer Cookie Dough Fundraiser in November. Measure G Citizen's Oversight Committee Member List. Measure G Citizen's Oversight Committee 2024-25 Annual Report. All approved by unanimous votes, Ayes: 4, Nays: 0. Vote: 4-0.

ACTION/DISCUSSION ITEMS

Moved by Trustee Grizzle Seconded by Trustee Garewal to approve Class Leasing LLC bid for New Modular Classroom Additions Modular Package, FA Project# 24087. Mr. Wells explained that Finney Architects was the only bidder for this project with a total base bid of \$2,218,892.00. This project is 2 modular buildings with 3 classrooms each. Passed by unanimous votes Ayes: 4, Nays: 0. Moved by Trustee Garewal, Seconded by Trustee Duarte to approve A&N Quality Builders, Inc. bid for New Modular Classroom Additions Site Package, FA Project# 24087. Mr. Wells explained that this was the lowest bid for the site work of the modular classrooms project at \$1,711,678.00. Passed by unanimous votes Ayes: 4, Nays: 0.

FUTURE BOARD MEETING DATE

Regular Board Meeting: Monday, November 17, 2025

ADJOURNMENT

The meeting was adjourned at 11:44 a.m.

**Julie Duarte, Clerk
Holtville Unified School District
Board of Trustees**

HOLTVILLE UNIFIED SCHOOL DISTRICT
School Board Meeting Agenda

WARRANTS

ReqPay94a

County Check Register

Register 000370 - 10/23/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
Bank Account COUNTY - County, Register 000370, Dated 10/23/2025					
26344874	995.00	Printed	010		3P Learning Inc (000909/2)
26344875	429.72	Printed	010		A T & T (000008/2)
26344876	1,342.30	Printed	010		A1 GOLF CARS (000009/2)
26344877	1,580.45	Printed	010		AMAZON CAPITAL SERVICES, INC (000822/1)
26344878	75.00	Printed	010		ANTUNEZ AUTO BODY PARTS (000033/1)
26344879	604.92	Printed	010		AUTO ZONE (000049/1)
26344880	250.00	Printed	010		AVILA, DAVID (000510/1)
26344881	5,274.06	Printed	010		C R and R INCORPORATED (000070/2)
26344882	194.85	Printed	010		CALIBER SCREENING (000075/1)
26344883	490.05	Printed	010		CAPITAL ONE TRADE CREDIT (000972/3)
26344884	24,212.73	Printed	010		CARDMEMBER SERVICES (000322/2)
26344885	501.96	Printed	010		COASTAL SUPPLY CO, INC (001225/1)
26344886	1,537.47	Printed	010		COX.LINDSAY (000522/1)
26344887	8,000.00	Printed	010		Ctrl IQ, Inc (001423/2)
26344888	476.50	Printed	010		CURRIER and HUDSON (000117/2)
26344889	108.90	Printed	010		D LUPITAS RESTAURANT (000119/1)
26344890	1,072.50	Printed	130		D STELLA HEALTH BAKERY & MORE (001219/1)
26344891	38.38	Printed	130		DEL SOL MARKET (000125/1)
26344892	770.00	Printed	010		Department of Justice Accounting Office (000130/1)
26344893	255.47	Printed	010		DRISCOLL'S (001065/1)
26344894	1,840.00	Printed	010		EWELL EDUCATIONAL SERVICES (001186/1)
26344895	207.11	Printed	010		FEDERAL EXPRESS CORP (000155/1)
26344896	335.00	Printed	010		FORTUNA UNION HIGH SCHOOL DIST (000659/1)
26344897	798.71	Printed	010		GAS COMPANY (000172/1)
26344898	201.49	Printed	010		GEORGES PIZZA (000177/1)
26344899	4,749.93	Printed	130		GOLD STAR FOODS, INC (001163/2)
26344900	23.22	Printed	010		GUZMAN, YEENI (001414/1)
26344901	299.97	Printed	010		HeidiSongs (001434/1)
26344902	3,508.71	Printed	130		HOLLANDIA DAIRY, INC (000608/1)
26344903	9,562.81	Printed	010		HOLTVILLE UNIFIED FOOD SERVICE (000201/1)
26344904	180.00	Printed	010		HOLTVILLE UNIFIED SCHOOL DISTR (000202/1)
26344905	710.76	Printed	010		HOLTVILLE USD- TRANSPORTATION DEPARTMENT (000661/1)
26344906	709.94	Printed	010		HOLTVILLE USD- TRANSPORTATION DEPARTMENT (000661/1)
26344907	48,988.21	Printed	010		IMPERIAL IRRIGATION DISTRICT (000221/1)
26344908	4,100.34	Printed	010		Industrial Plumbing Supply LLC (001436/1)

Selection Grouped by Sort/Group - Sorted by Sort, Check Number, Include Address? No, Checks Dated 10/23/2025, Filtered by (Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Summary? = N, Sort/Group = 1, Further Sort by = N)

ERP for California

Page 25 of 82

030 - Holtville Unified School District

Generated for Jordi Garcia (JORDI.GARCIA), Oct 22 2025 2:21PM

Register 000370 - 10/23/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
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Bank Account COUNTY - County, Register 000370, Dated 10/23/2025 (continued)

26344909	532.00	Printed	010		INVICTA PCS LLC (001326/1)
26344910	267.27	Printed	010		JONES BROS GLASS (000248/1)
26344911	358.88	Printed	010		KAZ-BRO'S DESIGN SHOP (001447/1)
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26344915	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
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26344941	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26344942	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26344943	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)

Selection Grouped by Sort/Group - Sorted by Sort, Check Number, Include Address? No, Checks Dated 10/23/2025, Filtered by (Bank Account(s) IN ('COUNTY')), Source = A, Pay To = N, Payment Method = C, Summary? = N, Sort/Group = 1, Further Sort by = N)

Register 000370 - 10/23/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
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Bank Account COUNTY - County, Register 000370, Dated 10/23/2025 (continued)

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26344969	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
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26344975	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26344976	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26344977	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26344978	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)

Selection Grouped by Sort/Group - Sorted by Sort, Check Number, Include Address? No, Checks Dated 10/23/2025, Filtered by (Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Summary? = N, Sort/Group = 1, Further Sort by = N)

ERP for California

Page 27 of 82

Register 000370 - 10/23/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
Bank Account COUNTY - County, Register 000370, Dated 10/23/2025 (continued)					
26344979	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26344980	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26344981	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26344982	2,734.10	Printed	010		KONICA MINOLTA PREMIER FINANCE (000642/4)
26344983	958.48	Printed	010		LA BRUCHERIE IRRIGATION SUPPLY (000260/1)
26344984	280.00	Printed	210		LANDMARK CONSULTANTS, INC (000717/1)
26344985	3,950.00	Printed	010		MCT INC (000274/1)
26344986	915.00	Printed	010		MEDIC FIRST (000700/4)
26344987	350.00	Printed	010		MOMENTS PRODUCTIONS (001428/1)
26344988	235.40	Printed	010		MORQUECHO, ERIKA (001412/1)
26344989	900.00	Printed	010		NATIONAL FFA ORGANIZATION (000285/2)
26344990	1,812.96	Printed	010		Pixabytes Solutions, Inc (000884/1)
26344991	900.00	Printed	010		PNC Bank c/o ParentSquare, Inc (001401/2)
26344992	332.63	Printed	010		Primo Brands BlueTriton Brands Inc (001388/1)
26344993	144.48	Printed	010		Primo Brands BlueTriton Brands Inc (001388/1)
26344994	149.88	Printed	010		Primo Brands BlueTriton Brands Inc (001388/1)
26344995	45.07	Printed	010		RAMIREZ, RAQUEL (000779/1)
26344996	59.53	Printed	010		ROMANS WATER (000331/1)
26344997	404.50	Printed	110		RUIZ, CELSO (000576/1)
26344998	8,992.84	Printed	130		SHAMROCK FOODS COMPANY (000356/2)
26344999	6,142.78	Printed	130		SYSCO FOOD SERVICES OF SAN DIE (000384/1)
26345000	1,160.98	Printed	010		THE SHERWIN- WILLIAMS CO (000357/3)
26345001	330.00	Printed	010		TRIAD SECURITY INCORPORATED (001358/1)
26345002	318.84	Printed	010		UNFIRST CORPORATION (000727/2)
26345003	855.00	Printed	010		WATER TREATMENT SERVICES (000483/1)
26345004	450.00	Printed	010		YUMAUHSD #70 (001317/1)
162,945.58		Number of Items		131	Totals for Register 000370

Org Summary

Holtville Unified School District

Check #	26344874	through	26345004	Total Count	131	\$162,945.58
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Register 000371 - 10/30/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
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Bank Account COUNTY - County, Register 000371, Dated 10/30/2025

26345459	237.96	Printed	010		MOEDANO,ROBERTO (000568/2)
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237.96	Number of Items	1	Totals for Register 000371
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Register 000372 - 10/30/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
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Bank Account COUNTY - County, Register 000372, Dated 10/30/2025

26346183	2,384.75	Printed	010		A T & T (000008/2)
26346184	347.70	Printed	010		A-Z BUS SALES INC (001446/1)
26346185	3,002.40	Printed	010		AMAZON CAPITAL SERVICES, INC (000822/1)
26346186	379.80	Printed	010		ANTUNEZ AUTO BODY PARTS (000033/1)
26346187	215.28	Printed	010		APPLE COMPUTER INC (000037/1)
26346188	67.72	Printed	010		AUTO ZONE (000049/1)
26346189	439.80	Printed	010		AVILA, DAVID (000510/1)
26346190	25.00	Printed	010		Baja Desert Tire Co (000052/2)
26346191	349.24	Printed	130		Brady Industries of California (001176/1)
26346192	209.39	Printed	010		CAPITAL ONE TRADE CREDIT (000972/3)
26346193	274.42	Printed	010		CARDMEMBER SERVICES (000322/2)
26346194	317.89	Printed	010		COSTCO (000110/1)
26346195	265.12	Printed	010		D LUPITAS RESTAURANT (000119/1)
26346196	2,145.00	Printed	130		D STELLA HEALTH BAKERY & MORE (001219/1)
26346197	60.00	Printed	010		David West (000758/1)
26346198	1,092.00	Printed	010		DAVID WEST INSURANCE (000121/1)
26346199	649.61	Printed	010		DEL SOL MARKET (000125/1)
26346200	8,496.00	Printed	010		ELLEVATION INC Curriculum Associates (000969/2)
26346201	1,787.95	Printed	010		EMPLOYMENT DEVELOPMENT DEPT (000151/1)
26346202	72.00	Printed	130		FBC OF HENDERSON LLC (000154/3)
26346203	1,738.01	Printed	010		GEORGES PIZZA (000177/1)
26346204	52.78	Printed	010		GODFREY, LYNDZIE (001426/1)
26346205	3,463.58	Printed	130		GOLD STAR FOODS, INC (001163/2)
26346206	1,986.31	Printed	130		HOLLANDIA DAIRY, INC (000608/1)
26346207	200.00	Printed	010		HOLTVILLE UNIFIED SCHOOL DISTR (000202/1)
26346208	100.00	Printed	010		HOLTVILLE UNIFIED SCHOOL DISTR (000202/1)
26346209	100.00	Printed	010		HOLTVILLE UNIFIED SCHOOL DISTR (000202/1)
26346210	808.93	Printed	010		HOLTVILLE USD- TRANSPORTATION DEPARTMENT (000661/1)
26346211	654.44	Printed	010		HOLTVILLE USD- TRANSPORTATION DEPARTMENT (000661/1)
26346212	685.62	Printed	010		HOLTVILLE USD- TRANSPORTATION DEPARTMENT (000661/1)
26346213	3,598.85	Printed	010		IMPERIAL VALLEY PUBLIC ART (001444/1)
26346214	1,790.00	Printed	010		INVICTA PCS LLC (001326/1)
26346215	1,383.75	Printed	010		Jack Schreder & Associates (000824/2)
26346216	305.67	Printed	010		JOHNSTON, CARL J (000533/1)
26346217	101.13	Printed	010		KC AUTO SERVICE LLC (001368/1)

Selection Grouped by Sort/Group - Sorted by Sort, Check Number, Include Address? No, Checks Dated 10/30/2025, Filtered by (Bank Account(s) IN ('COUNTY'), Source = A, Pay To = N, Payment Method = C, Summary? = N, Sort/Group = 1, Further Sort by = N)

Register 000372 - 10/30/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
Bank Account COUNTY - County, Register 000372, Dated 10/30/2025 (continued)					
26346218	8,444.00	Printed	010		KIDDER MEDIA (001251/1)
26346219	3,650.00	Printed	210		LANDMARK CONSULTANTS, INC (000717/1)
26346220	250.00	Printed	010		PEREZ, NANCY (000722/1)
26346221	248.65	Printed	010		PEREZ, STEPHANIE (001417/1)
26346222	9,404.39	Printed	130		SHAMROCK FOODS COMPANY (000356/2)
26346223	1,620.80	Printed	010		SISC II Life Ins (000474/1)
26346224	13,465.00	Printed	010		SISC III (000473/1)
26346225	211,092.18	Printed	010		SISC III- INS (000361/1)
26346226	5,841.46	Printed	130		SYSCO FOOD SERVICES OF SAN DIE (000384/1)
26346227	307.88	Printed	010		UNFIRST CORPORATION (000727/2)
26346228	1,396.34	Printed	010		Varsity Spirit Fashions (000420/3)
26346229	2,752.44	Printed	010		Verizon Wireless Services LLC (000422/1)
26346230	105.00	Printed	010		WATER TREATMENT SERVICES (000483/1)
26346231	200.00	Printed	010		YUMAUSD #70 (001317/1)

298,328.28

Number of Items

49 Totals for Register 000372

18

Org Summary

Holtville Unified School District

Check #	26345459 through	26346231 Total Count	50	\$298,566.24
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Register 000373 - 11/06/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
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Bank Account COUNTY - County, Register 000373, Dated 11/06/2025

26347234	153.42	Printed	010		A T & T (000008/2)
26347235	262.85	Printed	010		AMAZON CAPITAL SERVICES, INC (000822/1)
26347236	11,959.23	Printed	010		AMPLIFY EDUCATION (000781/2)
26347237	419.11	Printed	010		AUTO ZONE (000049/1)
26347238	596.39	Printed	010		AVILA, DAVID (000510/1)
26347239	3,000.00	Printed	010		Blanca Aguirre-Tolpezninkas (001160/1)
26347240	140.00	Printed	010		CALIFORNIA AG TEACHERS ASSOC (000076/1)
26347241	100.00	Printed	010		CALIFORNIA INTERSCHOLASTIC FED (000080/1)
26347242	25.00	Printed	010		CALIFORNIA INTERSCHOLASTIC FED (000080/4)
26347243	1,816.17	Printed	010		CALIFORNIA SCHOOLS VEBB (000083/1)
26347244	720.49	Printed	010		CAPITAL ONE TRADE CREDIT (000972/3)
26347245	367.10	Printed	010		COSTCO (000110/1)
26347246	584.86	Printed	010		D LUPITAS RESTAURANT (000119/1)
26347247	325.96	Printed	010		DEL SOL MARKET (000125/1)
26347248	27,967.78	Printed	010		DELL MARKETING LP (000126/1)
26347249	737.85	Printed	010		FIDELITY SECURITY LIFE INSURANCE CO (000276/1)
26347250	176.69	Printed	010		GARCIA, M. EDGAR (001452/1)
26347251	792.75	Printed	130		GOLD STAR FOODS, INC (001163/2)
26347252	1,328.97	Printed	130		HOLLANDIA DAIRY, INC (000608/1)
26347253	140.00	Printed	010		HOLTVILLE UNIFIED SCHOOL DISTR (000202/1)
26347254	100.00	Printed	010		HOLTVILLE UNIFIED SCHOOL DISTR (000202/1)
26347255	100.00	Printed	010		HOLTVILLE UNIFIED SCHOOL DISTR (000202/1)
26347256	200.00	Printed	010		HOLTVILLE UNIFIED SCHOOL DISTR (000202/1)
26347257	1,853.80	Printed	010		IMPERIAL COUNTY OFFICE OF ED (000218/1)
26347258	560.00	Printed	010		IMPERIAL VALLEY ROP (000232/1)
26347259	532.00	Printed	010		INVICTA PCS LLC (001326/1)
26347260	432.15	Printed	010		JOHNSTON, CARL J (000533/1)
26347261	23.14	Printed	010		KC AUTO SERVICE LLC (001368/1)
26347262	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347263	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347264	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347265	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347266	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347267	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347268	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)

Selection Grouped by Sort/Group - Sorted by Sort, Check Number, Include Address? No, Checks Dated 11/06/2025, Filtered by (Bank Account(s) IN ('COUNTY')), Source = A, Pay To = N, Payment Method = C, Summary? = N, Sort/Group = 1, Further Sort by = N)

ERP for California

Page 24 of 80

Register 000373 - 11/06/2025

Bank Account COUNTY - County

Number	Amount	Status	Fund	Cancel Register (Date)	Payee
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Bank Account COUNTY - County, Register 000373, Dated 11/06/2025 (continued)

26347269	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347270	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347271	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347272	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347273	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347274	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347275	70.55	Printed	010		KONICA MINOLTA BUSINESS USA (000642/2)
26347276	502.41	Printed	010		LA BRUCHERIE IRRIGATION SUPPLY (000260/1)
26347277	738.00	Printed	010		PLUSOPTIX INC (001448/1)
26347278	10,120.00	Printed	210		PRECISION INSPECTIONS INC (001147/2)
26347279	965.66	Printed	010		Primo Brands BlueTriton Brands Inc (001388/1)
26347280	313.75	Printed	010		Primo Brands BlueTriton Brands Inc (001388/1)
26347281	267.83	Printed	010		Primo Brands BlueTriton Brands Inc (001388/1)
26347282	29.18	Printed	010		RAMIREZ, RAQUEL (000779/1)
26347283	80.00	Printed	010		RIGO'S AUTO SHOP & SMOG (001405/1)
26347284	7,235.82	Printed	130		SHAMROCK FOODS COMPANY (000356/2)
26347285	175.80	Printed	010		SOTO, KARLA (001451/1)
26347286	450.00	Printed	010		SOUTHWEST HIGH SCHOOL (000613/1)
26347287	4,141.89	Printed	130		SYSCO FOOD SERVICES OF SAN DIE (000384/1)
26347288	470.00	Printed	010		Tom A Brady and Sons Inc (000394/1)
26347289	510.00	Printed	010		TRIAD SECURITY INCORPORATED (001358/1)
26347290	307.88	Printed	010		UNFIRST CORPORATION (000727/2)
26347291	304.08	Printed	010		Verizon Wireless Services LLC (000422/1)
26347292	4,656.12	Printed	010		VISION SERVICE PLAN (000424/1)
26347293	12,216.58	Printed	010		VOL. EMPLOYEES' BENEFITS ASSOC (000480/1)
26347294	1,394.00	Printed	010		WILKINSON HADLEY KING and CO L (000436/1)
26347295	200.00	Printed	010		YUMA CATHOLIC HIGH SCHOOL (001317/2)
26347296	3,485.66	Printed	130		ZORA ENTERPRISE DBA DOMINIO'S (001443/1)

104,968.07

Number of Items

63 Totals for Register 000373

Selection Grouped by Sort/Group - Sorted by Sort, Check Number, Include Address? No, Checks Dated 11/06/2025, Filtered by (Bank Account(s) IN ('COUNTY')), Source = A, Pay To = N, Payment Method = C, Summary? = N, Sort/Group = 1, Further Sort by = N)

ERP for California

Page 25 of 80

Org Summary

Holtville Unified School District

Check #	26347234 through	26347296	Total Count	63	\$104,968.07
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22

HOLTVILLE UNIFIED SCHOOL DISTRICT

School Board Meeting Agenda

PERSONNEL

MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: CELSO RUIZ, SUPERINTENDENT
SUBJECT: CERTIFICATED LEAVE
DATE: NOVEMBER 17, 2025

The Board is requested to accept the following Certificated Leave:

1) David Avila	Teacher (HMS)	11/6/25 – 1/6/26
2) Larissa Hansen	Teacher (Pine)	1/5/26 – 2/16/26

MEMORANDUM

TO: BARD OF TRUSTEES
FROM: CELSO RUIZ, SUPERINTENDENT
SUBJECT: CLASSIFIED RESIGNATIONS
DATE: NOVEMBER 17, 2025

The Board is requested to accept the following Classified Resignation:

- | | | |
|-------------------|-----------------------------|----------|
| 1. Diana Bernal | SpEd Paraprofessional (HMS) | 11/14/25 |
| 2. Eduardo Zamora | Yard Aide (Finley) | |
| 3. Erika Fregoso | SpEd Bus Aide | |
| 4. Gina Rivas | ASES/ELOP Tutor | |

MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: CELSO RUIZ, SUPERINTENDENT
SUBJECT: CLASSIFIED EMPLOYMENT FOR 2025/26
DATE: NOVEMBER 17, 2025

The Board is requested to approve the following Classified Employment for 2025-26 SY:

- | | |
|-------------------|---|
| 1. Jazmin Camacho | Paraprofessional (Finley) |
| 2. Michele Foss | Yard Aide (Finley) |
| 3. Eduardo Zamora | Proctor (Pine) |
| 4. Erika Fregoso | SpEd Paraprofessional (Finley) |
| 5. Alma Zarazua | From SpEd Para to Regular Para (Finley) |

MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: CELSO RUIZ, SUPERINTENDENT
SUBJECT: COACHING/EXTRA DUTY RESIGNATIONS
DATE: NOVEMBER 17, 2025

The Board is requested to accept the following Coaching/Extra Duty Resignation:

- | | |
|----------------------|------------------------------------|
| 1. Brody Garcia | HHS JV Boys Basketball Coach |
| 2. Tirso Lara Jr. | HHS Assistant Boys Wrestling Coach |
| 3. Tirso Lara Sr. | HHS Assistant Boys Wrestling Coach |
| 4. Charenni Carrillo | HHS Girls Soccer Assistant Coach |

MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: CELSO RUIZ, SUPERINTENDENT
SUBJECT: COACHING/EXTRA DUTY EMPLOYMENT
DATE: NOVEMBER 17, 2025

The Board is requested to accept the following Coaching/Extra Duty Employment:

Carl Johnston	Head Boys Wrestling Coach	\$5,253
Preston Claverie	Assistant Boys Wrestling	\$1,641
Michael Johnston	Assistant Boys Wrestling	\$1,641
Christopher Strahm	Assistant Boys Wrestling (Volunteer)	-----
Michael Toten	Assistant Boys Wrestling	\$1,641
Daniel Jauregui	Assistant Boys Wrestling	\$1,641
Ralph Garcia	Assistant Boys Wrestling (Volunteer)	-----
Jose Navarro	Head Girls Wrestling	\$5,253
Joey Navarro Jr	Assistant Girls Wrestling	\$3,283
Mason Navarro	Assistant Girls Wrestling (Volunteer)	-----
Mia Navarro	Assistant Girls Wrestling (Volunteer)	-----
Christine Navarro	Volunteer Girls Wrestling (Driver)	-----
Even Velez	Assistant Girls Wrestling (Volunteer)	-----
Stacey Britschgi	Volunteer Girls Wrestling (Driver)	-----
Marely Garcia	Head Girls Basketball	\$5,253
Valerie Mendoza	Assistant Girls Basketball	\$3,283
Joshua Granados	Assistant Girls Basketball	\$3,283
Carlos Jacinto	Assistant Girls Basketball (Volunteer)	-----
Carlos Moreno	Head Boys Basketball	\$5,253
Zacharius Soto	Assistant Boys Basketball	\$3,283
Raymundo Franco	Assistant Boys Basketball	\$3,283
Oscar Gonzalez	Head Boys Soccer	\$5,253
Isaac Burgos	Assistant Boys Soccer	\$1,641
Andres Velez	Assistant Boys Soccer	\$1,641
Bryant Ruiz	Assistant Boys Soccer	\$3,283
Ruben Macias	Head Girls Soccer	\$5,253
Jose Arroyo	Assistant Girls Soccer	\$3,283
Justin Elizalde	Assistant Girls Soccer (Volunteer)	-----
Priscilla Rendon	Assistant Girls Soccer (Volunteer)	-----
Mykell Johnston Lofton	A Team Softball Coach HMS	\$1,149
Celeste Taylor	B Team Softball Coach HMS	\$1,149
Lee Quarcelino	Soccer Coach Pine	\$1,149
Alma Reyes	Volleyball Coach Pine	\$1,149

HOLTVILLE UNIFIED SCHOOL DISTRICT
School Board Meeting Agenda

GENERAL BUSINESS



IMPERIAL COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

Date: June 18, 2025
To: Superintendents
From: Christina Zavala, SELPA Senior Director

Christina Zavala
Senior Director
(760) 312-6417
christina.zavala@coe.org

A Consortium of School Districts

Brawley Elementary
Brawley Union High
Calxico Unified
Calipatria Unified
Central Union High
El Centro Elementary
Heber Elementary
Holtville Unified
ICOE
Imperial Unified
Magnolia Union
McCabe Union
Meadows Union
Mulberry Union
San Pasqual Unified
Seeley Union
Westmorland Union

Please list the name(s) of the district personnel who will be representing your district on the SELPA Executive Board and the SELPA Operations Committee for the 2025-2026 school year.

Please remember that the "Alternate" **IS** the "Superintendent" when representing the district on the SELPA Executive Board in the absence of the superintendent.

Please complete this form and send to the SELPA office via e-mail to edith.diaz@coe.org by July 15, 2025.

SELPA EXECUTIVE BOARD

Celso Ruiz celso@husd.net

Superintendent name and email

Lillian Aguirre laguirre@husd.net

*Alternate name and email

*Reminder: If you do not have this form completed with an official voting alternate listed, the representative sent will not be able to vote. If an unofficial alternate is sent and the Superintendent wants this alternate to vote, a memo from the Superintendent should be given to the Board Secretary prior to the meeting.

SELPA OPERATIONS COMMITTEE

Lillian Aguirre laguirre@husd.net

Person assigned and email

Superintendents Signature _____ Date: _____



COMMUNITY ADVISORY COMMITTEE
MUST BE SCHOOL BOARD APPROVED

Clear form

SPECIAL EDUCATION PARENT

Name: Elizabeth Pritchard
Mailing Address: 540 Palo Verde Avenue
City: Holtville State/Zip: CA 92250
School Site: Pine Elementary Cell phone: 760-693-0350
Email address: lizrobinson84@gmail.com

SPECIAL EDUCATION PARENT

Name: Beatriz Gonzalez
Mailing Address: 408 Walnut Avenue Apt 1
City: Holtville State/Zip: CA 92250
School Site: Finley Elementary Cell phone: 760-886-2746
Email address: betty790@gmail.com

GENERAL EDUCATION PARENT

Name: Cristina Stiff
Mailing Address: 635 Orange Avenue
City: Holtville State/Zip: CA 92250
School Site: Finley Elementary Cell phone: 760-697-8782
Email address: o.tina1984@gmail.com

SPECIAL EDUCATION TEACHER

Name: Nayeli Garcia
Mailing Address: 640 Chestnut Avenue
City: Holtville State/Zip: CA 92250
School Site: Finley Elementary Cell phone: 760-595-1064
Email address: ngarcia@husd.net

GENERAL EDUCATION TEACHER

Name: Kathryn Knapp
Mailing Address: 640 Chestnut Avenue
City: Holtville State/Zip: CA 92250
School Site: Finley Elementary Cell phone: 760-356-2929
Email address: kknapp@husd.net

DISTRICT PERSONNEL

Name: Lillian Aguirre
Mailing Address: 1941 E. Underwood Road
City: Holtville State/Zip: CA 92250
School Site: HUSD Cell phone: 760-222-7065
Email address: laguirre@husd.net

SCHOOL DISTRICT: Holtville Unified School District

VOTE: AYES: _____
NOES: _____
ABSENT: _____

I certify the foregoing statement is true and correct.

School Board Chair's Signature Date

District Superintendent's Signature Date



SUPERVISED INTERNSHIP AGREEMENT

Please check below all the applicable supervised internship programs in which your District will be participating with University of Massachusetts Global.

- | | |
|--|--|
| ☒ SINGLE SUBJECT

☒ MULTIPLE SUBJECT

☒ SPECIAL EDUCATION | ☒ SCHOOL PSYCHOLOGY

☒ SCHOOL COUNSELING

☒ EDUCATION ADMINISTRATION

☐ Early Childhood Education |
|--|--|

THIS AGREEMENT is made and entered into by and between University of Massachusetts Global hereinafter called the "UNIVERSITY," and the

Holtville Unified School District

hereinafter called "DISTRICT."

WHEREAS, an INTERN, as program and role is defined in Appendix A and B, is required to enroll in education courses while serving under the supervision of experienced UNIVERSITY and DISTRICT professionals, during which time the INTERN shall hold an internship credential granted by the California Commission on Teacher Credentialing, (hereinafter the "COMMISSION" or "CTC").

I. THE DISTRICT AGREES:

- A. To employ and provide job opportunity for Intern to work as a teacher in the subject area for which the Intern is obtaining their credential. The District will not hire an Intern if hiring the Intern would displace certificated teacher.
- B. To pay Intern according to the applicable Collective Bargaining Agreement and the District's Payroll Tables in place at the time Interns begin internship with the District. The District reserves it right to reduce Interns' salary by no more than 1/8 of its total to pay for costs of supervision for Interns, but will not pay an Intern less than the minimum salary required to be paid by the state to a regularly certificated teacher. (Education Code section 44462)
- C. To identify and designate a Support Provider that possesses a valid, corresponding life teaching credential or clear teaching credential and a minimum of three years of successful teaching experience. Support Providers will mentor, coach, and consult with Interns on all areas of responsibility as a teacher of record by visiting classrooms to conduct observations, debriefing, modeling, coaching and assessment of the Intern while Intern is working at the District. District Support Providers shall counsel each Intern and shall develop a plan for the Intern to complete the requirements to earn a credential in the content or specialty area(s) of the intern credential ("Plan")
- D. To comply with Education Code section 44830.3(b) and CTC Preconditions (Appendix B) in developing the Plan.
- E. The District has authority to remove or terminate any Intern if, in the District's judgment, the Intern's conduct or behavior violates the District's rules, regulations, policies, or procedures or otherwise threatens the health, safety or welfare of any District Pupils, invitees, or employees at District. The

District is to notify the University of any removal or termination of Intern supported through the University.

- F. The District shall allow Intern to video record their teaching, including visibility and audio of pupils and intern, for credentialing requirements, as required by the CTC. Video will not be shared publicly and only shared within password protected platforms with required University designees.

II. UNIVERSITY AGREES:

- A. University is accredited, and will maintain accreditation, by the Western Association of Schools and Colleges. University has met, and will continue to meet, all of the CTC requirements to offer the internship credentials.
- B. To identify and designate a qualified faculty member as the University Supervisor for the Program to act jointly with the District Support Provider to ensure the appropriate type and amount of mentoring to Intern in accordance with the Plan. The qualifications of each University Supervisor shall be documented by the University and made available to the District upon request.
- C. To ensure that the University Supervisor will coordinate with the Intern and District Support Provider to implement the Plan on District school sites or virtually, as required or needed.
- D. To ensure that each agent and employee implementing the Programs is aware of all applicable District policies and procedures and shall direct each agent and employee to conform to all such District policies, procedures, regulations, standards for health, safety, cooperation, ethical behavior, and any additional requirements and restrictions agreed upon by representatives of District and University.
- E. To comply with all applicable District policies in implementing the Programs and ensure that all agents and employees visiting any District School or virtually complies with the Code of Conduct with Students.
- F. To ensure agents and employees implementing the Programs comply with the District's rules related to security and protection of the District's Protected Health Information ("PHI") and Personally Identifiable Information ("PII") of District Pupils, and that they may not, therefore, either retain PHI or PII outside of the District or disclose PHI or PII to anyone outside of the District, except as required by law. For purposes of compliance with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g and 34 C.F.R. Part 99, and California Education Code §§ 49060-49085, agents and employees implementing the Programs are considered "school officials" with respect to the use and maintenance of PII from education records. The University shall advise agents and employees implementing the Programs that, for purposes of compliance with the Health Insurance and Portability Accountability Act ("HIPAA"), they are considered "work force members," defined as individuals who are given access to the District's PHI, and that PHI means any information, whether oral or recorded in any form or medium, created or received by the agents and employees and: (i) that relates to the past, present or future physical or mental condition of the patient; the provision of health care to the patient; or the past, present or future payment for the provision of health care to the patient; and (ii) that identifies the individual or with respect to which there is reasonable basis to believe the information can be used to identify the patient and shall have the same meaning as the term "protected health information" defined in the Code of Federal Regulations (45 CFR § 164.501).
- G. To assume responsibility for assuring compliance with all federal, state, and local laws and policies concerning the confidentiality of District Pupil records and not to disclose District Pupil records except to District officials who have a legitimate need to know consistent with their official responsibilities. University recognizes that records relative to Pupils, maintained by them respectively, are confidential pursuant to provisions of applicable federal and state law, including but not limited to the FERPA and California Education Code §§ 49060-49085.

- H. To maintain accurate and complete records and reports regarding the Interns' participation in the Programs.
- I. To assume responsibility for assuring compliance with applicable educational standards and to oversee required academic and instructional content provided to Interns of the Programs.
- J. To inform the District immediately, and in no event more than five business days, if it has information that it, the University Supervisor, or the Intern is not qualified in any way to carry out any of the duties they are responsible for.
- K. The University has authority to terminate the participation of an Intern in the Program if the Intern violates any of the University's policies, rules, regulations, or procedures. The University shall have full responsibility for the conduct of any student disciplinary proceedings regarding the Intern's violation of its policies, rules, regulations, or procedures.

III. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, if so required, to be eligible for supervised fieldwork. For intern teachers, this includes the minimum number of preservice hours required by the CTC for issuance of the Intern Credential.
- B. Each Intern shall apply for the Internship Credential through the UNIVERSITY, upon verification of employment from the DISTRICT.
- C. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the DISTRICT mentor teacher at the DISTRICT, the activities of each student assigned to DISTRICT, and student fieldwork experience.
- D. The UNIVERSITY shall complete observations following CTC guideline and/or evaluations of the student regarding their performance at the DISTRICT as per arrangement between the UNIVERSITY faculty or staff member and the DISTRICT supervisor.

IV. RESPONSIBILITIES OF THE DISTRICT

- A. The DISTRICT shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics, and/or disabilities.
- B. The DISTRICT staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the DISTRICT or involving employees or agents of the DISTRICT, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. To notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- D. Comply with all federal, state, and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- E. The DISTRICT staff shall comply with APPENDIX A and B regarding the DISTRICT's supervision of UNIVERSITY students.
- F. The DISTRICT acknowledges that each INTERN under this Agreement shall be a paid employee of the DISTRICT and thus covered under the DISTRICT'S insurance policies, including Workers' Compensation, to the extent available to other teachers. No intern shall be considered an employee or agent of UNIVERSITY while performing services for the DISTRICT.

V. THE PARTIES MUTUALLY AGREE

- A. Neither party shall discriminate in the assignment of INTERNS on the basis of race, color, disability, gender, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- B. The parties mutually agree each shall provide and maintain commercial general liability insurance or self-insurance acceptable to both parties in the minimum amounts of \$1,000,000 per occurrence, \$3,000,000 general aggregate and upon request shall furnish proof thereof in the form of a certificate of insurance within 30 days of the effective date of this Agreement. Each Certificate of Insurance shall specify that should any above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the DISTRICT, its agents, and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the DISTRICT because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the UNIVERSITY, its agents, employees, or students.
- E. The DISTRICT agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its agencies and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the UNIVERSITY because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement, and due or claimed to be due to the negligence of the DISTRICT, its agents, or employees.
- C. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

DISTRICT CONTACT INFORMATION:

Holtville Unified School District
Attn: Celso Ruiz
621 East Sixth St.
Holtville, CA 92250-1450

UNIVERSITY CONTACT INFORMATION:

University of Massachusetts Global
65 Enterprise, Suite 150
Aliso Viejo, CA 92656
Attn: School of Education, Dean

- D. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
- E. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- F. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- G. This Agreement shall be construed in accordance with the laws of the State of California in effect

at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

- H. Both parties acknowledge they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.

VI. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective
(Cannot be older than older than 2 months from signature date)

10/14/2025

and shall continue in full force and effect through
(not to exceed 3 years)

09/01/2028

This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.

- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the DISTRICT with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature:

Name:

Title:

Date:

UNIVERSITY:

Signature:

DocuSigned by:
David Andrews
5FE5BE3779704C0...

Name: Dr. David Andrews

Title: Chancellor & CEO

Date: 10/20/2025

Appendix A **Specific Supervision Requirements for Each Program**

Intern Teachers:

- A. Candidates in the internship program to assume the functions that are authorized by the regular standard credential and that the interns' services meet the instructional or service needs of the participating district(s).
- B. The intern is expected to attend all school and district in-service training sessions whenever possible. The intern will also attend assigned District and School orientations that occur prior to the start of the school. If there is a conflict between University and District training, University meetings shall take priority during the Internship period.
- C. Pursuant to California Education Code §44321, the supervision and support of interns is the responsibility of both the Commission-approved teacher preparation program and the District. The UNIVERSITY and DISTRICT have shared authority and responsibility for implementing the program, and for the continuous improvement of the program. The Commission requires that each approved intern program must have a signed Memorandum of Understanding (MOU) outlining the respective responsibilities of the program and of the employer.

a. General Support and Supervision Provided to All Intern Teachers

The UNIVERSITY and DISTRICT together shall provide a minimum of 144 hours of support/mentoring. Supervision for each intern teacher per school year may include: coaching, modeling and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. The minimum support, mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to four hours times the number of instructional weeks remaining in the school year. A minimum of 9 hours of support, mentoring, and supervision must be provided to an intern teacher every five instructional days, to be shared by University and District.

- i. The UNIVERSITY shall select supervisors that have current knowledge in their subject matter area; understand the context of public schooling; ability to model best professional practices in teaching and learning, scholarship and service; knowledge about diverse abilities, cultural, language, ethnic and gender diversity; and understanding of academic standards, frameworks, and accountability systems that drive the curriculum of public schools.
- ii. The UNIVERSITY shall provide supervision and ongoing support for a minimum of 72 hours per school year. University supervisors will conduct observations a minimum of six times each term that include co-planning meetings and advising. Supervisors will maintain weekly contact with the intern to provide support related to planning, curriculum, and instruction in addition to problem solving regarding students.
- iii. The DISTRICT shall select mentor teachers who meet the following qualifications:
 - 1. valid corresponding Clear or Life credential in a subject area comparable to that of the intern's subject area,
 - 2. three years successful teaching experience, and
 - 3. the English Learner (EL) Authorization (if responsible for providing specified EL support).

If the mentor does not hold an EL Authorization, the district must identify an individual who does have a valid EL authorization and who is immediately available to assist the intern with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and to support language accessible instruction, through in-classroom modeling and coaching as needed.

- iv. The DISTRICT shall provide supervision and ongoing support for a minimum of 72 hours per school year with a minimum of 4.5 hours of support/mentoring and supervision per week. The mentor(s) role is to provide support specifically addressing issues in the intern's classroom. Interns without an English Language Authorization must also receive focused English Language instruction support.
- v. The UNIVERSITY shall provide orientation and training for the district mentors and university supervisors.
- vi. The UNIVERSITY provides the 10 hour CTC mandatory mentor training.
- vii. The DISTRICT requires mentors complete the CTC mandatory 10 hour training. Experienced mentors may be eligible to waive up to 8 hours of this training based on prior experience and professional development.
- viii. The University Supervisor and District Mentor shall meet together regularly with the intern to ensure the intern is following the California Teaching Performance Expectations.
- ix. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that intern teachers are receiving the minimum 144 hours of general support.
- x. The District Mentor and site administrator shall participate in surveys that provide feedback to the university regarding the internship experience.
- xi. District must allow the use of video capture for candidate supervision, reflection, and CalTPA completion to reflect to the extent possible Intern's knowledge, skills, and abilities to instruct TK-12 students while meeting state-adopted academic standards.

b. Support and Supervision Specific to Teaching English Learners

The following additional support/mentoring and supervision shall be provided to an intern teacher who enters the program without a valid English learner authorization listed on a previously issued multiple subject, single subject, or education specialist instruction teaching credential; a valid English learner or Cross-cultural, Language and Academic Development (CLAD) authorization:

- i. The University and District shall share the responsibility to provide 45 hours of support/mentoring and supervision, including in-classroom coaching, specific to the needs of English learners. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to five hours times the number of months remaining in the school year. The support/mentoring and supervision should be distributed in a manner that

sufficiently supports the intern teacher's development of knowledge and skills in the instruction of English learners.

- ii. The DISTRICT shall identify an individual who will be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing language needs and progress, and for support of language accessible instruction through in-classroom modeling and coaching as needed. The identified individual may be the same mentor assigned pursuant to section I above provided the individual possesses an English learner authorization and will be immediately available to assist the intern teacher. (See Appendix B for examples of support/supervision activities).
- iii. An individual who passes the California Teaching of English Learner (CTEL) examinations prior or subsequent to the issuance of the intern credential may be exempted from the additional 45 hours of support/mentoring and supervision specific to the needs of English learners.
- iv. The UNIVERSITY shall monitor the completion of university and employer-provided support/mentoring to ensure that interns teachers are receiving the minimum 45 hours of support/mentoring specific to the needs of English learners.

School Counseling Fieldwork:

- A. Provide an average of one (1) hour of individual or one-and-one-half (1.5) hours of small group supervision per week from an experienced school counselor with at least two years of professional experience.
- B. The program assigns qualified supervisors and provides training based on the program's design.

Qualifications for supervisors must include, but are not limited to:

- a. Possession of a PPS School Counselor credential and a minimum of two years PPS experience as appropriate to the candidate's fieldwork setting.
- b. The University will provide materials for supervisors on training in models of supervision, the SCPEs, and program fieldwork requirements share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.

Candidates are required to:

- c. Complete a minimum of eight hundred (800) clock hours in two of three school levels such as elementary, middle, high school with a minimum of two hundred (200) clock hours within each level. Two hundred (200) hours of the eight hundred (800) clock hours may be completed in other areas related to schools and/or counseling, such as field work hours needed for a Child Welfare and Attendance (CWA) authorization.
- d. Meet with their supervisor for one (1) hour of individual or one-and-one-half (1.5) hours of small group (limit 8 candidates per group) supervision per week. 600 clock hours are required in a public Pre-K-12 school, must be supervised by a professional who holds a valid PPS credential and is always also accessible to the candidate while the candidate is accruing fieldwork hours.

C. University Supervision Requirements include:

- e. One-and-one-half (1.5) hours per week of group supervision provided on a regular schedule throughout the field experience, usually performed by a program faculty member.
 - f. The program provides preparation and continuing education for field experience supervisors on program requirements, models of supervision, and the SCPEs, in collaboration with site supervisors. Site Supervisors share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
- D. Provide opportunities for students to gain a broad range of experiences, including experiences in:
- a. Personal and career assessments
 - b. Personal counseling experience in either an individual or group context
 - c. Experience in School-based programs serving parents and family members
 - d. Observing classroom instruction
 - e. Attending district and school-based meetings
 - f. Mapping school-based community resources
 - g. The candidate is to perform, under supervision, the functions of school counselors in school counseling domains.
 - h. Participating in professional development activities.
 - i. Participating in individual or group supervision.
 - j. Learning about and using technology and information systems.
 - k. Learning about Individual differences and student diversity.
- E. The DISTRICT shall provide activities that occur across at minimum of two of four settings, including, (a) elementary, middle school or junior high, and (b) high school.
- F. The DISTRICT in collaboration with the UNIVERSITY will designate one school counselor who has at least two years' experience in school counseling to serve as the primary supervisor. The candidate may also work with other experienced school counselors for specific activities. In no case shall any supervisor be assigned by the FIELDWORK SITE to provide concurrent supervision for more than two candidates.
- G. The DISTRICT shall ensure that the candidate receives an average of one hour of individual or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- H. The DISTRICT supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university session.
- I. The DISTRICT shall ensure that the candidate will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the candidate is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

Specific Supervision Requirements School Psychology Fieldwork:

- A. There are two required levels of field-based activities. The first level, practicum, consists of a series of supervised experiences that occur prior to the culminating field experience or internship, and is conducted in field-based settings. The practicum provides for the application of pedagogical knowledge, skills and abilities as identified in the SPPEs.
- B. Provide an average of two (2) hours of individual or small group supervision per week from an experienced school psychologist.

- A. Assigned practicum supervisors must meet the following qualifications for practicum/fieldwork supervisors must include but are not limited to:
 - Minimum of 3 years of experience as professional in the field
 - Possession of a PPS School Psychology Credential
 - Knowledge of context and content appropriate to the practicum experience. A field-based professional holding a current and valid credential authorizing service as a school psychologist provides direct culminating fieldwork or internship supervision.
- B. Provide experiences with a diverse student population.
- C. Provide experiences with a variety of educational programs.
- D. A minimum of twelve hundred (1,200) clock hours of field experience is required as part of the culminating fieldwork or internship according to the following guidelines:
 - a. The culminating field experience or internship is typically completed within one (1) academic year but shall be completed within no more than two (2) consecutive academic years.
 - b. The culminating field experience or internship must include a minimum of one thousand (1000) clock hours in a preschool –grade 12 school setting providing direct and indirect services to pupils.
 - c. Up to two hundred (200) hours of field experience may be acquired in other settings such as(a) private, state-approved educational programs; (b) other appropriate mental health-related program settings involved in the education of pupils; (c) relevant educational research or evaluation activities. Supervision and principal responsibility for the field experience in other settings is the responsibility of the off-campus agency.
 - d. A written plan for the culminating field (or intern) experience is prepared and agreed upon by representatives of the local educational agency, the field (or intern) supervisor(s), and program supervisory staff. The field experience plan is completed early in the field experience and is periodically reviewed and revised by the University Supervisor along with input from the site supervisor. The plan identifies the field experience objectives, describes appropriate experiences for the achievement of the objectives across settings, and outlines the evaluation plan for determining the achievement of each objective. The plan also delineates the responsibilities of both the university and the local supervisory personnel.
- E. Provide opportunities for candidates to gain a broad range of experiences, including experiences in:
 - a. Data based decision making: Assessing and reevaluating individual pupils and their programs.
 - b. Collaboration and consultation with school personnel and participation on interdisciplinary teams.
 - c. Developing, implementing and evaluating academic and behavioral interventions.
 - d. Providing counseling and other mental health interventions.
 - e. Home, school, community collaboration: working with parents and community members.
 - f. Learning about, helping develop, or evaluating policy, practices and programs.
 - g. Participating in professional development activities.
 - h. Participating in individual or group supervision.
 - i. Learning about and using technology and information systems.
 - j. Learning about Individual differences and student diversity.

- F. The University will provide materials for supervisors on training in models of supervision, the SPPEs, and program fieldwork requirements share responsibility for the quality of field experience, design of field experiences, quality of clinical progress, and assessment and verification of candidate competence.
- G. The DISTRICT shall provide activities that occur across at minimum of two of four settings, including (a) preschool, (b) elementary, (c) middle school or junior high, and (d) high school.
- H. The DISTRICT in collaboration with the UNIVERSITY will designate one school psychologist who has at least three years' experience in School Psychology to serve as the primary supervisor. The student may also work with other experienced school psychologists for specific activities. In no case shall any supervisor be assigned by the DISTRICT to provide concurrent supervision for more than two interns or students.
- I. The DISTRICT shall ensure that the student receives an average of two hour of individual or two hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- J. The DISTRICT supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluations of the student's performance near the end of each university session.
- K. The DISTRICT shall ensure that the candidate will be treated by the district as part of the professional staff and provided a supportive work environment, adequate supplies, counseling and test materials. In addition, it shall see that the candidate is encouraged to participate in district, SELPA, or county committees; and that he/she is provided release time as needed to attend professional development experiences or professional association meetings.

School Administration Fieldwork:

- A. The DISTRICT shall provide student with individual and/or small group supervision from an experienced school administrator.
- B. The DISTRICT shall provide student with experiences with a diverse student population.
- C. The DISTRICT shall provide student with experiences with a variety of educational programs.
- D. The DISTRICT shall ensure that the student receives an average of one hour of individual and/or one and one-half hours of group face-to-face supervision per week, although more time may be needed, especially at the beginning of the FIELDWORK experience.
- E. The DISTRICT supervisor, in collaboration with the UNIVERSITY faculty, will complete at least one written evaluation of the student's performance near the end of each university semester.
- F. The DISTRICT shall ensure that the student will be treated by the DISTRICT as part of the professional staff and is provided a supportive work environment and adequate supplies. In addition, it shall see that the INTERN is encouraged to participate in district or county committees and that he/she is provided release time as needed to attend professional development experiences or professional association meetings

Appendix B
CTC Preconditions for Teaching Internship Programs

- A. **Bachelor's Degree Requirement.** Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.
- B. **Subject Matter Requirement.** Each Multiple Subject intern admitted into the program has passed the Commission-approved subject matter examinations(s) for the subject area(s) in which the Intern is authorized to teach, and each Single Subject intern admitted into the program has passed the Commission-approved subject matter examination(s) or completed the subject matter program for the subject areas(s) in which the Intern is authorized to teach. Reference: Education Code Section 44325(c) (3).
- C. **Pre-Service Requirement.**
- a. Each Multiple and Single Subject Internship program must include a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and specific content regarding the teaching English Learners pursuant to California Code of Regulations §80033.
 - b. Each Education Specialist Internship program includes a minimum of 120 clock hour (or the semester or quarter unit equivalent) pre-service component which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English Learners.
- D. **Professional Development Plan.** The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:
- a. Provisions for an annual evaluation of the intern.
 - b. A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching. Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
 - c. Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.
- E. **Supervision of Interns.**
- a. In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

- b. **University Intern Programs only:** No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

- F. **Assignment and Authorization.** To receive program approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. Reference: Education Code Section 44454. The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). Reference: Education Code Section 44458.

- G. **Participating Districts.** Participating districts are public school districts or county offices of education. Submissions for approval must identify the specific districts involved and the specific credential(s) involved. Reference: Education Code Sections 44321 and 44452.

- H. **Early Program Completion Option.** (Does not apply to an Education Specialist intern program) Each intern program must make available to candidates who qualify for the option the opportunity to choose an early program completion option, culminating in a five-year preliminary teaching credential. This option must be made available to interns who meet the following requirements:
 - a. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
 - i. Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - ii. Techniques to address learning differences, including working with students with special needs
 - 1. Techniques to address working with English learners to provide access to the curriculum
 - iii. Reading instruction in accordance with state standards
 - 1. Assessment of student progress based on the state content and performance standards
 - 2. Classroom management techniques
 - 3. Methods of teaching the subject fields
 - b. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
 - c. Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
 - d. Meet the requirements for teacher fitness.
 - i. An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program. (Reference: Education Code Section 44468).

- I. **Length of Validity of the Intern Certificate.** Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years

if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).

J. **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

K. **Bilingual Language Proficiency.** Each intern who is authorized to teach in bilingual classrooms has passed the language proficiency subtest of the Commission-approved assessment program leading to the Bilingual Crosscultural Language and Academic Development Certificate. Reference: Education Code Section 44325 (c) (4).

Appendix C **Literacy Instruction**

Literacy instruction is required of all Commission approved Preliminary Multiple Subject, Education Specialist (Mild to Moderate Support Needs, Extensive Support Needs, Visual Impairments, Deaf and Hard of Hearing, Early Childhood Special Education), and PK-3 Early Childhood Education (ECE) Specialist Instruction teacher preparation programs pursuant to Senate Bill (SB) 488 (Chap. 678, Stats. 2021).

- A. District and University must ensure that:
 - a. Candidates have the opportunity to Practice Teaching Foundational Literacy Skills in settings that allow candidates opportunities to practice teaching students foundational skills. Opportunities must be provided to candidates in clinical practice settings to take and pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.
 - b. Candidates must have the opportunity to practice a strong literature, language, and comprehension component with a balance of oral and written language.
 - c. The clinical practice settings must allow candidates opportunities to practice TPEs related to oral and written language, as applicable to the credential program. Candidates must have opportunities to practice diagnostic techniques that inform teaching and assessment and early intervention techniques. This includes practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard.
 - d. In addition to the full list of Teaching Performance Expectations (TPEs), candidates must have opportunities to engage specifically with TPE 7.6, 7.7, and 7.8 in their clinical experiences. The TPEs are outlined below:
 - i. 7.6/U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
 - ii. 7.7/U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

- iii. 7.8/U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
- e. Within each clinical setting, it is expected that candidates have opportunities to practice skills outlined in the California Dyslexia Guidelines:
<https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>



Title I LEA-Level Parent and Family Engagement Policy 2025-26 School Year

1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2]) Every year, the LEA-level parent and family engagement policy is developed jointly with, agreed on with, and distributed to, parents and family members of participating children. The LEA-level Parent and Family Engagement policy is submitted to the HUSD Governing Board for review and approval. With the updates, the policy is distributed to parents and families.

1.1 Holtville Unified School District has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2]).) The LEA-level parent and family engagement policy is developed jointly with, agreed on with, and distributed to, parents and family members of participating children on an annual cycle. The policy is distributed to parents at the beginning of every school year by sending a paper copy home with students, emailing an electronic version to all families, posting a paper form in the school office, keeping extra copies in the school office, and posting the policy on the school website. This allows parents to become aware and familiar with the policy independently. The policy is reviewed at a DELAC/LCAP Parent Advisory Committee meeting. Input from parents and other members at those meetings helps develop the plan. Further discussion and review help the committee agree on the policy. Furthermore, the policy is discussed at site-level staff meetings and School Site Council meetings. Additional input is gathered through an annual LCAP Parent survey offered to all families at HUSD. The policy is submitted to the HUSD Governing Board for review and approval. With the updates, the policy is distributed to parents and families. The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2]) The HUSD LCAP addresses parent and family engagement in Goal 3: HUSD will provide an educational experience that promotes a culture of school connectedness and involvement, student health and well-being, and the safety and security of pupils, staff, and parents. Goal 3, Action 3 is to provide additional parent involvement.

To involve parents and family members in the Title I program at Holtville Unified School District, the following practices have been established:

a) The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])

One metric in goal 3 is the percentage of parents who feel their child's school seeks parent input in decision making and encourages parental participation. A



question in the LCAP Parent survey asks parents and families to rate the level at which they agree their child's school seeks parent input in decision making and encourages parent participation. In the 2024-25 Parent LCAP Survey, 85.7% of parents agree or strongly agree. The results from the LCAP Parent survey help inform the development of the LCAP, LCAP Federal Addendum, and the LEA-level Parent and Family Engagement policy.

b) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. All school sites facilitate parent-teacher conferences during the 2nd week of the 2nd quarter. In the conferences, teachers review California state standards, the assessments that students will take during the year, and strategies for improving their child's success and helping their child's learning at home. Strategies include setting up online, two-way communication between teacher and parents, resources for homework help, online gradebook access for parents. The district provides support to school staff on creating communication platforms such as ParentSquare and technical assistance to school staff and parents on ParentVue, the online gradebook portal. Other activities include parent information nights, achievement ceremonies, academic content nights, reading on the lawn, and carnivals. Activities for each site are described in each school's Title I Parent and Family Engagement Policy and their School Plan for Student Achievement (SPSA).

c) To the extent feasible and appropriate, the LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies of other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

Parent and family engagement is prioritized in the HUSD LCAP, Migrant Program, SPSAs, and EL Master Plan. For example, Goal 3 of the LCAP involves school connectedness. One of the actions for Goal 3 is additional parental involvement. HUSD coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

d) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

HUSD collaborates with various parent advisory committees with the goal of improving student outcomes. This includes presentations on LCAP goals, CA School Dashboard data, and Local Priorities data. HUSD administers surveys to all parents seeking input regarding school climate, parent engagement,



professional development needs, and top priorities for LCAP targeted actions. Annually, parent advisory committee members participate in the evaluation of the Title I Parent and Family Engagement Policy by providing input at district and site meetings and by completing the LCAP survey.

The LEA identifies the following:

1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])

HUSD annually conducts a needs assessment with parents and families to evaluate the effectiveness of the parent and family engagement policy and to identify barriers to greater participation by parents in activities authorized by this section with particular attention to parents who are disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The needs assessment is conducted through a combination of parent surveys, parent committee meetings, staff meetings and leadership team meetings.

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])

Needs and barriers are identified through this process, then actions are developed to address the needs of families, such as providing translated information and presentations, offering flexible meeting times, and distributed information using various methods. The LEA also supports learning at home by offering homework support for parents.

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

One barrier that has been identified is communication from the school. HUSD offers alternative options for parent communication, including phone, email, and communication apps such as ParentSquare. Parents recommend the district send more information, such as current class grades.

- e) The LEA uses the findings of such evaluation in section 1.1(d) of the CE program instrument to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

As stated in the previous paragraph, the results from parent surveys and the needs assessment are used to implement evidence-based strategies to improve family engagement and to revise the HUSD Title I Parent and Family Engagement Policy regularly. For example, teachers at Holtville High School



f) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

Every year, HUSD engages with parents and families from the following committees to gather input regarding the HUSD Title I Parent and Family Engagement Policy and the use of Title I, Part A funds, including how funds reserved are allotted for parental involvement activities: DELAC, PAC, and MPAC. In addition, all parents can provide input through the LCAP Parent Survey. Discussion in the meetings and questions from the survey include improving parent and family engagement strategies by providing professional development for LEA and school personnel. The input gathered through the advisory meetings and the survey helps to develop, review, and revise the current parent and family engagement policy.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (EC §§ 11502, 11504, 11506)

a) Engage parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

Every year, the LEA conducts parent-teacher conferences. During the conferences, the California Common Core State Standards are reviewed with parents. The annual summative state assessments are also reviewed with parents. Annually, the district reviews the results of the summative state assessments at a regular school board meeting and at staff meetings at each of the school sites.

b) Inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])

The LEA conducts interim assessments for CAASPP and ELPAC assessments throughout the year in class. The LEA also reviews the availability of practice tests to complete at home.

c) Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c]) The LEA uses Title I reservations to provide direct services to students and to enhance parent and family engagement by providing school sites with online communication surveys. During back-to-school nights at school sites, instructions on setting up ParentSquare classes for parents are reviewed and distributed to the



parents unable to attend the back-to-school night. The two-way communication between family members and the school allows parents to ask the teacher questions to better assist their children in support of classroom learning activities. Furthermore, the two-way communication allows the teacher to extend class time and availability to family members.

- d) Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])

The LEA supports teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners by providing training on ParentSquare, the online, two-way communication tool. Furthermore, the LEA supports all staff by offering professional learning opportunities before the school year begins and throughout the school year.

- e) Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])

Parent and family engagement is prioritized in the HUSD LCAP. For example, Goal 3 of the LCAP involves school connectedness. One of the actions for Goal 3 is additional parental involvement. The LEA uses the responses from the LCAP surveys to update the HUSD LCAP.

1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])

In LCAP Parent surveys, parents prefer alternative options for parent communication, including phone, email, and communication apps such as ParentSquare. In LCAP Parent surveys, parents recommend the district send more information, more frequent communication, and constant communication with student and parents. As a result, the LEA uses Title I funds to enhance parent and school communication using online two-way communication tools such as ParentSquare.

1.4 Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of



economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])

d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])

e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

The LEA uses Title I reservations to provide direct services to students and to enhance parent and family engagement by providing school sites with online communication tools, such as ParentSquare. Furthermore, reservations are used to partially fund direct administrative services including AVID District Leadership and administrator professional development which include strategies to enhance parent and family engagement.

*It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.

**The policy must be updated periodically to meet changing needs of parents and family members and the LEA. If the LEA has a process in place for involving parents and family members in planning and designing the school's programs, the LEA may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.



Designated English Language Development (D-ELD) Expectations

The purpose of this document is to provide a summary regarding the expectations for Designated ELD (D-ELD). If you have questions about this summary, or other questions about English learner students, please contact the Director of State and Federal Programs.

D-ELD Instruction

- Provided by certificated classroom teachers
 - Is core content for EL students
 - Provided in addition to all other core instruction
 - Not an intervention or tier II/III service
 - Continues for students until the reclassification process is complete
- Provided as a protected instructional block of 30 minutes daily for 5 days a week
 - D-ELD block does not preclude EL students from other core instruction
 - Passing time for student deployment, or recess is in addition to the instructional minutes
 - Alternate D-ELD schedules are created for assemblies, minimum days, etc.
 - Only the site administrator determines if the site schedule warrants cancellation of D-ELD
 - Site D-ELD schedules are submitted to the Department of State and Federal Programs
- Lessons are based on
 - The four domains of language (listening, speaking, reading and writing)
 - Student output (especially speaking), interaction & collaboration constitute the majority of most lessons
 - 2012 California ELD Standards
 - ELA/ELD Framework
 - EL Roadmap
 - District approved D-ELD resources

Curriculum

- Grades TK-3: HMH English 3D
- Grades 4-5: HMH English 3D

- Grades 6-8: HMH English 3D
- Grades 9-12: HMH English 3D

Spectrum of Services

- EL students provided with additional services (RSP, Intervention, etc.) are to receive those services at an alternate instructional time
- Newcomer students receive supplemental EL services in addition to designated ELD at their school sites
- EL students with a Special Education classification are placed into D-ELD groups based on:
 - Most current English Language Proficiency Assessments for California (ELPAC) data
 - Individualized Education Plan (IEP) linguistically appropriate academic goals for dually classified learners
 - IEP description of D-ELD setting and how services will be provided
- EO students receive high-level English instruction during D-ELD time
- Reclassified (RFEP) students are monitored for four years after reclassification
 - RFEP students (prior EL students) are counted in EL student group the on Dashboard Academic Performance indicators

Student Grouping

- D-ELD instructional groups are based on the most recent ELPAC data and revised as new data becomes available
 - Initial grouping is based on overall language proficiency level
 - Individual domains (listening, speaking, reading, writing) may be included as a secondary data consideration for appropriate grouping
- Careful consideration to the number of students placed into each group should be taken, so language proficiency growth can be accelerated
- Maximum of two sequential language proficiency levels and/or grade levels per group, in order to allow the teacher to focus on specific language needs
 - i.e. 2nd grade or 4th/5th grade, or
 - Newcomer/Emerging, Expanding, Bridging
- TK/K and Newcomer EL students without ELPAC scores are temporarily placed into ELD groups, and groups are revised when the initial scores are available
- During D-ELD, non EL students engage in language and literacy tasks that are appropriate for their instructional needs

ELD Program Vertical Alignment

E3D Grades K-1 Vol 1 and 2	Grades K-1	Emerging, Expanding, and Bridging
E3D Grades 2-3 Vol 1 and 2	Grades 2-3	Emerging, Expanding, and Bridging
Language Launch Vol 1	Grades 4-5	Emerging
E3D Course A Vol 1	Grades 4-5	Expanding and Bridging**
Language Launch Vol 1	Grade 6	Emerging
E3D Course A Vol 2	Grade 6	Expanding and Bridging**
Language Launch Vol 2	Grades 7-8	Emerging
E3D Course B Vol 1	Grades 7-8	Expanding and Bridging**
School materials	Grades 9-10	Emerging
E3D Course B Vol 2	Grades 9-10	Expanding and Bridging
School materials	Grades 11-12	Emerging
E3D Course C	Grades 11-12	Expanding and Bridging

**Schools may include students in these courses who scored an overall two on the ELPAC, but have basic language and literacy to access E3D programs. These programs are rigorous and are not intended for students who are unable to read the texts or have basic communication skills.

Assessment

- Initial and Summative ELPAC
 - At least 2 practice tests (one in Fall and one in Winter)
 - Optional training tests
- Quarterly STAR assessment
 - STAR Math and STAR Reading or Early Literacy
 - Prior to the end of each quarter
 - STAR assessments performance results are for diagnostic purposes and shall not affect students' course grade
- Regular Progress Monitoring
 - EL Progress Monitoring OPTEL Form in Ellevation
 - Teacher observations
 - Course grades
 - Formative assessments
- Data analysis
 - STAR assessments results

- Occurs within a week of each assessment
- Mobility between group levels
 - Occurs at the beginning of each quarter
- 6th Grade Placement
 - 5th grade teachers complete documentation of their EL students, the program used during ELD, and a recommendation in middle school
 - For example, a student in E3D Course A Vol 1 at the elementary level should transition straight to Course A Vol 2.

Reclassification Criteria

- Criterion 1: Assessment of English Language Proficiency
 - Summative ELPAC Overall Performance Level 4; or
 - Summative Alternate ELPAC Level 3; or
 - School sites must convene to inform planning, placement, and personal goals for the short term and the next school year for students who score at Summative ELPAC Overall PL 3 or lower
- Criterion 2: Teacher Evaluation
 - Passing grade in Reading and Language Arts (K-8) or English (9-12) course
 - Use of formative and summative assessments, including OPTTEL, to evaluate students' receptive and expressive skills
 - Progress toward linguistically appropriate goals in student IEP (if applicable)
- Criterion 3: Parent Consultation
 - Parent opinion and consultation to inform parents/guardians of the reclassification process.
- Criterion 4: Basic Skills Relative to English Proficient Students
 - Level 3 (Standard Met) or higher on CAASPP SBAC ELA (3-12), or
 - Level 3 (Understanding) on CAA ELA (3rd – 11th), or
 - Proficient reading level on STAR Reading (3rd – 8th) or Early Literacy (Kinder – 2nd), or
 - TK – 8th: At or above grade level, or
 - 9th – 12th: At or above 9th grade level

Resources

CA ELD Standards (CDE) SBE EL Roadmap Policy ELA/ELD Framework (CDE)
CAASPP and ELPAC Practice and Training Tests

[Interim Assessments \(CAASPP\)](#)
[California Educator Reporting System \(CERS\)](#)

[ELD Standards One-pagers \(Nathalie Longrée-Guevara\)](#)
[Designated ELD Strategies Reference Sheet](#)
[Academic Language Functions Toolkit](#)
[Discussion Protocol Handout](#)

[Strategies for ELD \(TCOE collection\)](#)
[Formative Assessment Practices to Support Student Learning videos \(Teaching Channel\)](#)
[Webinar Series on the CDE Integrated and Designated ELD \(WestEd\)](#)
[Integrated and Designated ELD Video Series \(CDE\)](#)

[HUSD District Calendar](#)
[Ellevation](#)
[Renaissance](#)
[HUSD EL Resources Padlet](#)

MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: CELSO RUIZ, SUPERINTENDENT
SUBJECT: OUT OF STATE AND/OR OVERNIGHT TRIPS
DATE: NOVEMBER 17, 2025

The Board is requested to approve the following Out of State and/or Overnight Trips:

Girls Soccer

- Yuma Tournament @ Kofa & Cibola HS - out of state travel on 12/11-12/13

Boys Basketball

- Yuma Catholic Tournament - out of state on January 1st-3rd 2026

Boys Wrestling

- Hamada Tournament @ La Costa Canyon HS - overnight stay on 12/12
- Raul Huerta Tournament @ Canyon Springs HS - overnight stay on 12/18 & 12/19
- Bishop Amat Classic @ Bishop Amat HS - possible overnight stay on 12/19
- Juan Enriquez Tournament @ John Glenn HS - overnight stay on 1/9
- 5-Counties Tournament @ Fountain Valley HS - overnight stay on 1/15 & 1/16
- CIF @ Mar Vista HS - Overnight stay on 2/13
- Masters @ Olympian HS - overnight stay on 2/19 & 2/20
- CIF State Championships @ Rabobank Arena in Bakersfield - possible overnight stay on 2/25, 2/26, 2/27 & 2/28

Girls Wrestling

- Goddess of Victoria @ University City HS - possible overnight stay on 12/5
- Mira Mesa Tournament @ Mira Mesa HS - possible overnight stay on 12/12
- Goddess of Olympia @ Olympian HS - overnight stay on 12/18 & 12/19
- Cimarron Memorial Tournament @ Cimarron Memorial HS in Las Vegas Nevada - overnight stay and **out of state** approval on 12/28, 12/29 & 12/30
- Warrior of the West @ Clairemont HS - possible overnight stay on 1/1
- South Bay Classic @ Eastlake HS - possible overnight stay on 1/9
- Yucca Valley Tournament @ Yucca Valley HS - possible overnight stay on 1/16

- CIF @ TBD - Overnight stay on 2/6
- Masters @ Olympian HS - overnight stay on 2/19 & 2/20
- CIF State Championships @ Rabobank Arena in Bakersfield - possible overnight stay on 2/25, 2/26, 2/27 & 2/28

FFA

- FFA Arizona National in Phoenix, AZ 12/30/25-12/31/25

Holtville Boys Basketball Schedule 2025-26

<u>Date</u>	<u>Day</u>	<u>Opponent</u>	<u>Level</u>	<u>Location</u>	<u>Start Time</u>
11-18	Tuesday	Pruess	Varsity	Home	4:30 PM
11-21	Friday	RM Tourney - Yucca Valley	Varsity	Rancho Mirage HS	4:00 PM
11-22	Saturday	RM Tourney - Xavier	Varsity	Rancho Mirage HS	4:30 PM
11-29	Saturday	Sweetwater	JV/Varsity	Away	12/1:30PM
12-2	Tuesday	Vincent Memorial	F/JV/V	Home	4/5:30/7pm
12-5	Friday	RM Tourney - Racho Mirage	Varsity	Rancho Mirage HS	2:30 PM
12-6	Saturday	RM Tourney - Xavier	Varsity	Rancho Mirage HS	6:00 PM
12-8	Monday	Calipat	F/JV/V	Away	4/5:30/7pm
12/11-13	Thur-Sat	JV Tiger Classic**	JV	Away	TBD
12-12	Friday	Escondido	JV/V	Away	4/5:30pm
12/16	Tuesday	Vincent Memorial	F/JV/V	Away	4/5:30/7pm
12/18-20	Thur-Sat	Frosh Tiger Classic**	Frosh	Away	TBD
12/19-12/20	Fri & Sat	Chula Vista Tournament	Varsity	Chula Vista HS	TBD
12/22 - 12/23	Mon - Tues	Chula Vista Tournament	Varsity	Chula Vista HS	TBD
1/1-1/3	Thur-Sat	Yuma Catholic Tournament	Varsity	YCHS	TBD
1/6	Tuesday	Calipat	F/JV/V	Home	4/5:30/7pm
1/7	Wednesday	Central	JV	Away	5:30 PM
1/13	Tuesday	Palo Verde*	F/JV/V	Home	4/5:30/7pm
1-16	Friday	Imperial*	F/JV/V	Away	4/5:30/7pm
1-19	Monday	Central	JV/V	Home	5:30/7PM
1-20	Tuesday	Southwest*	F/JV/V	Home	4/5:30/7pm
1-23	Friday	Palo Verde*	F/JV/V	Away	4/5:30/7pm
1-27	Tuesday	Imperial*	F/JV/V	Home	4/5:30/7pm
1/30	Friday	Southwest*	F/JV/V	Away	4/5:30/7pm
1/29-1/31		GYM UNAVAILABLE			
2-2	Monday	Palo Verde*	F/JV/V	Home	4/5:30/7pm
2-5	Thursday	Imperial*	F/JV/V	Away	4/5:30/7pm
2-12	Thursday	Southwest*	F/JV/V	Home	4/5:30/7pm

* = league games

bold= home games

Italics= JV Only

**JV Nathan Mata (Calipat) Dec 5&6

dec 4-6th southwest frosh

Holtville Girls Basketball Schedule 2025-26

<u>Date</u>	<u>Day</u>	<u>Opponent</u>	<u>Level</u>	<u>Location</u>	<u>Start Time</u>
11-20	Thursday	Palo Verde	JV/Varsity	Away	5:30/7PM
11-22	Saturday	Ramona	Varsity	Away	3:00 PM
12/1	Monday	Santana	Varsity	Del Lago	4:30 PM
12/3	Wednesday	<i>Del Lago Academy</i>	<i>Varsity</i>	<i>Del Lago</i>	<i>5:30 PM</i>
12/4	Thursday	<i>Mission Bay</i>	<i>Varsity</i>	<i>Del Lago</i>	<i>7:00 PM</i>
12/6	Saturday	<i>Del Lago Tournament</i>	<i>Varsity</i>	<i>Del Lago</i>	
12/8-10	Mon-Wed	<i>Jan Anderson Classic</i>	<i>JV</i>	<i>Holtville</i>	
12/11	Thursday	Palo Verde	JV/Varsity	Home	5:30/7pm
12/13/2025	Saturday	Mission Bay	Varsity	Granite Hills HS	1:30 PM
12/15/2025	Monday	Mt. Empire	Varsity	Away	5:00 PM
12/17	Wednesday	Santana	Varsity	Granite Hills HS	4:30 PM
12/19	Friday	Ramona	Varsity	El Cajon Valley	3:00 PM
12/20	Saturday	TBD	Varsity	TD	TBD
1/7	Wednesday	<i>Central</i>	<i>JV</i>	<i>Away</i>	<i>4:00 PM</i>
1/7	Wednesday	Warner	Varsity	Home	4:00 PM
1/9	Friday	Castle Park	Varsity	Away	6:00 PM
1/12	Monday	Southwest*	JV/Varsity	Away	5:30/7PM
1/13/2025	Tuesday	Cibola	JV	Home	4:00 PM
1/15	Thursday	Calexico*	JV/Varsity	Home	5:30/7pm
1/16	Friday	Warner	Varsity	Away	3:15 PM
1/17	Saturday	<i>Clairemont</i>	<i>Varsity</i>	<i>Away</i>	<i>3:00 PM</i>
1/19	Monday	Central	JV	Home	4:00 PM
1/22	Thursday	Calipat*	JV/Varsity	Away	5:30/7pm
1/26	Monday	Southwest*	JV/Varsity	Home	5:30/7pm
1-29	Thursday	Calexico*	JV/Varsity	Away	5:30/7pm
1/29-1/31		GYM UNAVAILABLE			
2-3	Tuesday	Calipat*	JV/Varsity	Home	5:30/7pm
2-6	Friday	Southwest*	JV/Varsity	Away	5:30/7pm
2-9	Monday	Calexico*	JV/Varsity	Home	5:30/7pm
2/13	Friday	Calipat*	JV/Varsity	Away	5:30/7pm

* = league games

bold= home games

Italics= JV Only

Holtville Boys Soccer Schedule 2025-26

<u>Date</u>	<u>Day</u>	<u>Opponent</u>	<u>Level</u>	<u>Location</u>	<u>Start Time</u>
11-14	Friday	Southwest	Varsity	Away	6:00 PM
11-19	Wednesday	West Shores	Varsity	Home	5:00 PM
11-21	Friday	Palo Verde	JV/Varsity	Home	4/6pm
12-2-2025	Tuesday	Calipat	Varsity	Away	5:00 PM
12-2	Tuesday	Imperial	JV	Away	5:30 PM
12-4	Thursday	Palo Verde	JV/Varsity	Away	4/6pm
12-8	Monday	<i>Cibola</i>	JV	Home	5:30 PM
12-9	Tuesday	Vincent Memorial	JV/Varsity	Home	4/6pm
12-11	Thursday	Calipat	Varsity	Home	5:00 PM
12-13	Saturday	Grossmont Tournament	Varsity	TBD	TBD
12-20	Saturday	Grossmont Tournament	Varsity	TBD	TBD
12-22	Monday	Grossmont Tournament	Varsity	TBD	TBD
1-6	Tuesday	Imperial	JV	Home	5:30 PM
1-7	Wednesday	Ramona	JV/Varsity	Away	4/6pm
1-13	Tuesday	Calexico*	JV/Varsity	Home	4/6pm
1-14	Wednesday	<i>Cibola</i>	JV	Away	5:30 PM
1-16	Friday	Central*	JV/Varsity	Home	4/6pm
1-20	Tuesdsay	Imperial*	JV/Varsity	Away	4/6pm
1-23	Friday	Brawley*	JV/Varsity	Home	4/6pm
1-3-2026	Tuesday	Southwest*	JV/Varsity	Home	4/6pm
1-30	Friday	Calexico*	JV/Varsity	Away	4/6pm
2/3	Tuesday	Central*	JV/Varsity	Away	4/6pm
2/6/2026	Friday	Imperial*	JV/Varsity	Home	4/6pm
2-10-2026	Tuesday	Brawley*	JV/Varsity	Away	4/6pm
2/13	Friday	Southwest*	JV/Varsity	Away	4/6pm

D4

* = league games

bold= home games

Italics= JV Only

Holtville Girls Soccer Schedule 2025-26

<u>Date</u>	<u>Day</u>	<u>Opponent</u>	<u>Level</u>	<u>Location</u>	<u>Start Time</u>
11-18	Tuesday	Central	Varsity	Home	6:00 PM
11-20	Thursday	Imperial	JV/Varsity	Away	4/6pm
12/1-12-6	Mon-Sat	Martha Arroyo Tournament	Varsity	Home	TBD
12-2	Tuesday	<i>Imperial</i>	JV	Away	4:00 PM
12/11-12/13	Thur-Sat	Yuma Tournament	Varsity	TBD	TBD
12-8	Monday	<i>Cibola</i>	JV	Home	4:00 PM
12-9	Tuesday	Lincoln	JV/Varsity	Away	4/5pm
12-16	Tuesday	BYE			
12-19	Friday	Palo Verde*	JV/Varsity	Home	4/6pm
1-6	Tuesday	<i>Imperial</i>	JV	Home	4:00 PM
1-6	Tuesday	Borrego	Varsity	Away	3:15 PM
1-9	Friday	Southwest	JV/Varsity	Away	4/6pm
1-12	Monday	Mt. Empire	Varsity	Home	3:30 PM
1-13	Tuesday	Julian*	Varsity	Home	4:00 PM
1-14	Wednesday	<i>Cibola</i>	JV	Away	4:00 PM
1-16	Friday	West Shores*	Varsity	Home	
01-20	Tuesday	Vincent Memorial*	JV/Varsity	Home	4/6pm
1-23	Friday	Imperial*	JV/Varsity	Home	4/6pm
1/27	Tuesday	Palo Verde	JV/Varsity	Away	4/6pm
01-29	Thursday	Mt. Empire	Varsity	Away	3:30 PM
01-30	Friday	Borrego*	Varsity	Home	
02-03	Tuesday	BYE			
2/6	Friday	Julian*	Varsity	Away	
2-10	Tuesday	West Shores*	Varsity	Away	
2-13	Friday	Vincent Memorial*	JV/Varsity	Home	4/6pm

D5

* = league games

bold= home games

Italics= JV Only

Holtville Boys Wrestling Schedule 2025-26

Week	Day	Date	Opponent	Level	Location	Weight-ins	Start Time	
1	11/20-11/22	Thursday	11-20	Joe Moreno Tournament	Frosh/Novice	BUHS	1-2pm	3:30 PM
		Saturday	11-22	Rancho Bernardo Invitational	JV/Varsity	Rancho Bernardo HS	-	8:00 AM
2	11/24-11/28	Tuesday	11-25	Eagle Rumble	JV	Olympian HS		
3	12/1-12/6	Wednesday	12-3	Southwest Dual	JV/V	Away	5:00 PM	6:00 PM
		Thursday	12-4	Brawley Tournament	JV	BUHS	1-2pm	3:00 PM
		Saturday	12-6	Battle by the Beach	Varsity	Mar Vsita		
4	12/8 - 12/13	Tuesday	12-9	Palo Verde Dual	JV/Varsity	Away	5:00 PM	6:00 PM
		Sat	12-13	Madison JV Duals	JV	Madison HS	7:30 AM	9:30 AM
		Fri & Sat	12/12-12/13	Hamada Tournament	Varsity	La Costa Canyon HS	9:00 AM	11:00 AM
5	12/15-12/20	Saturday	12-20	Bishop Amat Classic	Varsity	Bishop Amat HS	7:00 AM	10:00 AM
		Wednesday	12-17	Calexico Dual	JV/Varsity	Home	5:00 PM	6:00 PM
		Fri & Sat	12/19-12/20	Raul Huerta	Varsity	Canyon Springs HS	7:00 AM	10:00 AM
6	12/22-12/27							
7	12/29-1/3	Saturday	1-3	Mission Hills Tournament	Varsity	Mission Hills HS	7:00 AM	9:00 AM
8	1/5-1/10	Wednesday	1/7	Calipat Dual	JV/Varsity	Home	5:00 PM	6:00 PM
		Saturday	1/9-1/10	J.E.M tournament	Varisty	John Glenn HS	11:30 AM	1:30 PM
9	1/12-1/17	Wednesday	1/14	Brawley Dual	JV/Varsity	Away	5:00 PM	6:00 PM
		Fri @ Sat	1/16-1/17	5 counties	Varsity	Fountain Valley HS		
		Saturday	1-17	San Pasqual	Varisty	San Pasqual HS	7:00 AM	9:00 AM
10	1/19-1/24	Wednesday	1-21	Central Dual	JV/Varsity	Home	5:00 PM	7:00 PM
11	1/26 1/31	Wednesday	1-28	Imperial Dual	JV/Varsity	Home	5:00 PM	6:00 PM
		Fri & Sat	1/30-1/31	Holtville Rotary Tournament	Varsity	Home		
12	2/2 2/7	Thursday	2-5	IVL JV Tournament	JV	BUHS	1:00 PM	3:00 PM
13	2/9 - 2/14	Friday	2-14	CIF	Varsity	Mar Vista HS	7:00 AM	9:00 AM
14	2/16 - 2/21	Fri & Sat	2/20-2/21	Masters	Varsity	Olympian HS	TBD	TBD
15	2/23 - 3/1	Thur/Fri/Sat	2/26-2/28	State				

Holtville Girls Wrestling Schedule 2025-26

	<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Opponent</u>	<u>Level</u>	<u>Location</u>	<u>Weight-ins</u>	<u>Start Time</u>
1	11/20- 11/22	Saturday	11-22	Rancho Bernardo Tournament	JV/V	RBHS	-	8:00 AM
2	11/24- 11/28	Tuesday	11-25	Hunter Lopez	Varsity	Shadow Hills HS	TBD	TBD
3	12/1- 12/6	Wednesday	12-3	Southwest Dual	JV/V	Away	5:00 PM	6:00 PM
		Friday	12-5	Queen of the Beach	Varsity	Mar Vista HS	TBD	TBD
		Saturday	12-6	Goddess of Victoria	Varsity	University City	TBD	TBD
4	12/8 - 12/13	Tuesday	12-9	Palo Verde Dual	JV/Varsity	Away	5:00 PM	6:00 PM
		Saturday	12-13	Mira Mesa Tournamnet	Varsity	Mira Mesa HS	TBD	TBD
5	12/15- 12/20	Wednesday	12-17	Calexico Dual	JV/Varsity	Home	5:00 PM	6:00 PM
		Fri-Sat	12/19-12/20	Goddess of Olympia	JV/V	Olympian HS	TBD	TBD
6	12/22- 12/27	Mon & Tues	12/29-12/30	Cimarron Memorial	Varsity	Cimmaron HS	TBD	TBD
7	12/29- 1/3	Saturday	1-2	Clairemont Warrior of the West	Varsity	Clairemont HS	TBD	TBD
8	1/5- 1/10	Wednesday	1/7	Calipat	JV/Varsity	Home	5:00 PM	6:00 PM
		Saturday	1-10	South Bay Classic	Varsity	Eastlake HS	TBD	TBD
9	1/12- 1/17	Wednesday	1/14	Brawley	JV/Varsity	Away	5:00 PM	6:00 PM
		Friday	1-16	Mayhem on the Mountain	JV	Mt Empire	TBD	TBD
		Saturday	1-17	Yucca Valley Tournament		YVHS	TBD	TBD
10	1/19- 1/24	Wednesday	1-21	Central	JV/Varsity	Home	5:00 PM	7:00 PM
		Saturday	1-24	Queen of the Desert	Varsity	Brawley HS	TBD	TBD
11	1/26 1/31	Wednesday	1-28	Imperial	JV/Varsity	Home	5:00 PM	6:00 PM
12	2/2 2/7	Saturday	2-7	CIF Divison III	Varsity	TBD	TBD	TBD
13	2/9 - 2/14							
14	2/16 - 2/21	Saturday	2/21	Masters Tournament	Varsity	Eastlake HS	7:00 AM	9:00 AM
15	2/23 - 3/1	Thur/Fri/Sat	2/26-2/28	CIF State Championships	Varsity	Bakersfield	TBD	TBD

MEMORANDUM

TO: BOARD OF TRUSTEES
FROM: CELSO RUIZ, SUPERINTENDENT
SUBJECT: DONATIONS
DATE: NOVEMBER 17, 2025

The Board is requested to approve the following donations:

1. Donation in the amount of \$5,000 for HHS students & families to help with holiday meals from Arevon

HOLTVILLE UNIFIED SCHOOL DISTRICT

School Board Meeting Agenda

INFORMATION ITEMS

HOLTVILLE UNIFIED SCHOOL DISTRICT
School Board Meeting Agenda

ACTION/DISCUSSION