



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Holtville High School	13-631491335306		

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Holtville High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Each School Plan for Student Achievement describes a schoolwide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents, work together to provide our students a high-quality education based on California State Content Standards. There are 1,582 students currently enrolled at HUSD, 80.5% of which are socio-economically disadvantaged (SED), 44.2% are English Learners, and 0.4% students are Foster Youth.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

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Purpose: Each School Plan for Student Achievement describes a schoolwide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents, work together to provide our students a high-quality education based on California State Content Standards. There are 1,582 students currently enrolled at HUSD, 80.5% of which are socio-economically disadvantaged (SED), 44.2% are English Learners, and 0.4% students are Foster Youth.

Description: Each SPSA is aligned with the goals of the HUSD Local Control and Accountability Plan (LCAP). They are aligned with the district LCAP through collaboration with the district in examining state and local data as part of a comprehensive needs assessment annually. The process includes developing goals, measurable outcomes, and strategies, actions, and services that are aligned with those of the district. Then, each school implements supplemental services that support improved performance for high-need students (especially low-achieving English Learner students and students at risk of not meeting state academic content standards) and monitors implementation and progress towards achieving its goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

CAFU 1: English Learners

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

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

CAFU 1:

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

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

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

CAFU 1 Action Plan:

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

- 1. Develop explicit practices and protocols for placing Els in a course of study
 - a. ELPAC scores, grades, and ELD teacher conference are considered for placement of students in ELD.
 - b. Mandatory ELD for ELPAC scores of 1, 2, and 3
- 2. Supporting and monitoring Els progress towards reclassification
 - a. Conduct transcript evaluations on a semester basis
 - b. Annual spring advising meeting with counselor
 - c. Professional development for all teachers regarding EL strategies
 - d. Parent meetings regarding student placement/progress
 - e. Annual ELD pre and post test
 - f. District monitoring towards reclassification
 - g. Teachers complete SOLOM report for Els
 - h. Celebration of reclassification
- 3. Ensuring consistency and fidelity in reading, writing, and speaking across the curriculum
 - a. Professional development for all teachers regarding EL strategies to ensure consistency of strategies
 - b. Implement WICOR in all departments
- 4. Disaggregating outcome data by EL status
 - a. Disaggregate ELPAC scores in fall with all teachers.
 - b. Els pairing/partners

CAFU 2: College and Career Readiness

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

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

CAFU 2:

Responsible Team: Administrator, Counselors, Leadership Team

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

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

CAFU 2 Action Plan:

- 1. Initiate partnerships with elementary and middle schools to provide college and career orientations and goal setting
 - a. Monthly district counselor meetings
 - b. Organization of career days
 - c. Parent meetings
 - d. College and career planning
- 2. Design a personalized college and career plan with each Holtville student (made available to all Holtville staff) and set, monitor, and revise college and career goals annually within those plans
 - a. Explore ready made programs to determine which will meet our needs
 - b. Develop a four year plan with goals for each 9th grader
 - c. Have each 9th grader complete an interest inventory

- d. Review plan on an annual basis with all students
- 3. Provide parent education classes addressing mindsets and cultural barriers of attending college (TK-12).
 - a. Barriers of attending college
 - b. Parental concerns of student leaving to college
 - i. Housing
 - ii. Budgeting for Personal Necessities
 - c. Financial Aid Literacy
 - d. College fair with families
 - e. Dual enrollment courses
 - f. Lifetime earnings high school vs college
- 4. Transitional Information for Seniors
 - a. Budgeting/Housing
 - b. College grading
 - c. Testing
 - d. College survival skills
 - e. Transportation
 - f. Virtual and in person tours of campus
 - g. Lifetime earnings high school vs college

CAFU 3: Expand dual enrollment course offerings so students earn college credit in high school.

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

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

CAFU 3 Action Plan:

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

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

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

SPSA Goal 1: Increase achievement for all students

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

CAFU 4 Action Plan:

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

- 1. Identify which courses can be setup for credit by exam.
- 2. Align course syllabi.
- 3. Start communication with IVC instructor.
- 4. Inform students about option for college credit.
- 5. Outreach to parents to inform them.

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

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

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

CAFU 5 Action Plan:

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

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

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

During the 2024-2025 school year, the graduation rate at Holtville High School was Blue, the suspension rate, English Learner Progress, and College and Career rates were all in the green category. The English and math categories were in the orange. The English Learner subgroup within the English category was within the red. In order to combat this, an additional ELD teacher was brought on board as not all students were receiving direct EL services. This was remedied for the 2024-2025 school year. In addition, Hispanic and Socioeconomically Disadvantaged Students scored within the orange category. The Math indicator also had similar data in that English Learners scored within the red category in mathematics. Hispanic and Socioeconomically Disadvantaged Students also scored in the orange category during the 2024-2025 school year.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Even though the suspension rate for Holtville High School was in the green, SPED students were in the red and Long Term English Learners were in the orange. In order to combat the suspension rates, all teachers will follow a process of multiple interventions prior to sending students to the office. In addition, two proctors will assist with student supervision during the school day. Additionally, a Dean of Students will support with student interventions prior to any suspensions taking place.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Other areas of improvement included changes and updates to the PE pathways as per an FPM visit. PE courses had to utilize and teach the 8 PE standards. Students that opted out of PE had to be board approved and be at least 16 years of age. In addition, per the last FPM visit, all EL's needed to be placed in ELD courses. For those that preferred to not take ELD, they needed to complete an ELD opt out form. In addition, scope and sequences along with pacing guides were developed for ELD courses.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Holtville High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	0.2%	0.38%	0.39%	1	2	2
Asian	0%	%	%	0		
Filipino	0.2%	%	%	1		
Hispanic/Latino	86.91%	86.84%	87.60%	445	462	452
Pacific Islander	0%	%	%	0		
White	12.3%	12.22%	11.05%	63	65	57
Two or More Races	0.39%	0.56%	0.97%	2	3	5
Not Reported	0%	%	%	0		
Total Enrollment				512	532	516

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	134	128	110
Grade 10	128	148	124
Grade 11	132	120	122
Grade 12	118	136	143
Total Enrollment	512	532	499

Conclusions based on this data:

1. The percentage of Hispanic and White students at Holtville High School has remained fairly constant throughout the past three years.
2. The current senior class is one of the largest senior classes that Holtville High School has had in recent years (144 students).
3. The amount of students served at Holtville High School has declined slightly over the past three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	199	190	165	38.9%	35.7%	32.0%
Fluent English Proficient (FEP)	134	151	164	26.2%	28.4%	31.8%
Reclassified Fluent English Proficient (RFEP)	23			11.5%		

Conclusions based on this data:

1. The amount of English Learners at Holtville High School has declined significantly.
2. Additionally, less English Learners are at Holtville High School due to their reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	134	116	141	130	115	138	130	115	138	97.0	99.1	97.9
All Grades	134	116	141	130	115	138	130	115	138	97.0	99.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2590.	2555.	2588.	24.62	18.26	22.46	26.92	27.83	33.33	26.92	24.35	21.01	21.54	29.57	23.19
All Grades	N/A	N/A	N/A	24.62	18.26	22.46	26.92	27.83	33.33	26.92	24.35	21.01	21.54	29.57	23.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	25.38	13.04	23.19	52.31	56.52	57.25	22.31	30.43	19.57
All Grades	25.38	13.04	23.19	52.31	56.52	57.25	22.31	30.43	19.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	27.69	25.22	24.64	53.08	46.96	52.90	19.23	27.83	22.46
All Grades	27.69	25.22	24.64	53.08	46.96	52.90	19.23	27.83	22.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	13.08	10.43	13.04	73.08	70.43	74.64	13.85	19.13	12.32
All Grades	13.08	10.43	13.04	73.08	70.43	74.64	13.85	19.13	12.32

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	24.62	13.04	20.29	53.85	65.22	64.49	21.54	21.74	15.22
All Grades	24.62	13.04	20.29	53.85	65.22	64.49	21.54	21.74	15.22

Conclusions based on this data:

1. Students did better on the ELA portion of the CAASPP test in 24-25 versus the previous year.
2. Holtville High School was ranked third amongst Imperial Valley High Schools in regards to ELA scores.
3. One of our strengths lies in the students writing scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	134	116	141	130	115	139	130	115	139	97.0	99.1	98.6
All Grades	134	116	141	130	115	139	130	115	139	97.0	99.1	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2552.	2522.	2542.	9.23	1.74	5.04	19.23	9.57	15.83	22.31	33.91	30.22	49.23	54.78	48.92
All Grades	N/A	N/A	N/A	9.23	1.74	5.04	19.23	9.57	15.83	22.31	33.91	30.22	49.23	54.78	48.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	14.62	3.48	7.91	35.38	49.57	42.45	50.00	46.96	49.64
All Grades	14.62	3.48	7.91	35.38	49.57	42.45	50.00	46.96	49.64

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	8.46	2.61	9.35	68.46	65.22	57.55	23.08	32.17	33.09
All Grades	8.46	2.61	9.35	68.46	65.22	57.55	23.08	32.17	33.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.00	3.48	8.63	62.31	67.83	64.03	27.69	28.70	27.34
All Grades	10.00	3.48	8.63	62.31	67.83	64.03	27.69	28.70	27.34

Conclusions based on this data:

1. Math scores increased in the 24-25 school year from the previous year.
2. Students did best in problem solving and modeling data analysis.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1524.2	1543.4	1556.3	1509.5	1524.1	1558.3	1538.5	1562.3	1553.8	37	38	39
10	1550.0	1545.6	1545.8	1546.1	1535.9	1532.8	1553.4	1554.8	1558.3	48	48	40
11	1554.8	1559.6	1529.3	1543.0	1566.1	1511.8	1566.0	1552.8	1546.3	50	36	33
12	1550.9	1571.6	1556.8	1535.8	1578.7	1561.0	1565.4	1564.1	1551.8	42	48	36
All Grades										177	170	148

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	13.51	15.79	23.08	35.14	36.84	33.33	13.51	23.68	33.33	37.84	23.68	10.26	37	38	39
10	22.92	22.92	12.50	22.92	27.08	45.00	33.33	25.00	25.00	20.83	25.00	17.50	48	48	40
11	14.00	19.44	15.15	36.00	30.56	27.27	38.00	22.22	18.18	12.00	27.78	39.39	50	36	33
12	11.90	22.92	22.22	40.48	31.25	27.78	30.95	37.50	30.56	16.67	8.33	19.44	42	48	36
All Grades	15.82	20.59	18.24	33.33	31.18	33.78	29.94	27.65	27.03	20.90	20.59	20.95	177	170	148

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	18.92	15.79	30.77	35.14	47.37	38.46	16.22	21.05	17.95	29.73	15.79	12.82	37	38	39
10	27.08	29.17	27.50	35.42	31.25	35.00	18.75	12.50	22.50	18.75	27.08	15.00	48	48	40
11	26.00	38.89	27.27	40.00	27.78	15.15	20.00	16.67	27.27	14.00	16.67	30.30	50	36	33
12	23.81	39.58	38.89	40.48	41.67	30.56	23.81	12.50	19.44	11.90	6.25	11.11	42	48	36
All Grades	24.29	31.18	31.08	37.85	37.06	30.41	19.77	15.29	21.62	18.08	16.47	16.89	177	170	148

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	8.11	7.89	2.56	27.03	34.21	30.77	21.62	42.11	43.59	43.24	15.79	23.08	37	38	39
10	10.42	14.58	7.50	29.17	25.00	40.00	35.42	22.92	27.50	25.00	37.50	25.00	48	48	40
11	8.00	13.89	3.03	24.00	11.11	21.21	50.00	30.56	33.33	18.00	44.44	42.42	50	36	33
12	2.38	10.42	8.33	26.19	14.58	11.11	47.62	45.83	38.89	23.81	29.17	41.67	42	48	36
All Grades	7.34	11.76	5.41	26.55	21.18	26.35	39.55	35.29	35.81	26.55	31.76	32.43	177	170	148

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	8.11	5.26	12.82	62.16	71.05	71.79	29.73	23.68	15.38	37	38	39
10	22.92	10.42	15.00	52.08	58.33	72.50	25.00	31.25	12.50	48	48	40
11	4.00	11.11	6.06	72.00	55.56	48.48	24.00	33.33	45.45	50	36	33
12	0.00	16.67	19.44	78.57	54.17	55.56	21.43	29.17	25.00	42	48	36
All Grades	9.04	11.18	13.51	66.10	59.41	62.84	24.86	29.41	23.65	177	170	148

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	51.35	47.37	69.23	16.22	36.84	17.95	32.43	15.79	12.82	37	38	39
10	70.83	62.50	47.50	10.42	12.50	35.00	18.75	25.00	17.50	48	48	40
11	58.00	66.67	54.55	30.00	22.22	27.27	12.00	11.11	18.18	50	36	33
12	59.52	87.50	69.44	23.81	8.33	19.44	16.67	4.17	11.11	42	48	36
All Grades	60.45	67.06	60.14	20.34	18.82	25.00	19.21	14.12	14.86	177	170	148

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	13.51	10.53	7.69	37.84	68.42	58.97	48.65	21.05	33.33	37	38	39
10	22.92	29.17	15.00	45.83	33.33	62.50	31.25	37.50	22.50	48	48	40
11	12.00	13.89	3.03	46.00	36.11	48.48	42.00	50.00	48.48	50	36	33
12	9.52	16.67	11.11	59.52	45.83	38.89	30.95	37.50	50.00	42	48	36
All Grades	14.69	18.24	9.46	47.46	45.29	52.70	37.85	36.47	37.84	177	170	148

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	10.81	0.00	0.00	59.46	81.58	87.18	29.73	18.42	12.82	37	38	39
10	4.17	0.00	0.00	66.67	72.92	87.50	29.17	27.08	12.50	48	48	40
11	14.00	5.56	12.12	74.00	55.56	60.61	12.00	38.89	27.27	50	36	33
12	9.52	4.17	2.78	71.43	81.25	77.78	19.05	14.58	19.44	42	48	36
All Grades	9.60	2.35	3.38	68.36	73.53	79.05	22.03	24.12	17.57	177	170	148

Conclusions based on this data:

- Holtville High School ranked second amongst Imperial Valley High Schools in regards to having the second highest ELPAC scores.
- The speaking domain was one the highest scoring areas for Holtville High School.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
516	75.2%	32%	0.0%
Total Number of Students enrolled in Holtville High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	165	32%
Foster Youth	0	0.0%
Homeless	4	0.8%
Socioeconomically Disadvantaged	388	75.2%
Students with Disabilities	50	9.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	452	87.6%
Two or More Races	5	1%
Pacific Islander	0	0.0%
White	57	11%

Conclusions based on this data:

1. The amount of Socioeconomically Disadvantaged students continues to remain high. The overall amount increased by .3% from the 2023 to 2024 school year.

2. The largest student group on campus continues to be the Hispanic population. One of our goals will be to continue to work towards reclassifying our Long Term English Learners.
3. The amount of students that are classified as English Learners has decreased from 38.9% to 35.7% throughout the past year.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Blue	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Orange		
College/Career  Yellow		

Conclusions based on this data:

1. An area of success for Holtville High School lies in the graduation rate. We have the highest graduation rate in the Imperial Valley.
2. The area that increased the most correlates to English Learners. They went from being Orange the previous year, to increasing to green. The EL population increased two performance levels.
3. The English Language Arts indicator decreased from Green to Orange. More emphasis will need to be placed in this category.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
4.6 points above standard	48.9 points below standard	64 points below standard
Increased 30.6 points	Increased 52.7 points	Increased 50.8 points
135 Students	54 Students	20 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
0 Students	0 Students	11.4 points below standard
		Increased 22.8 points
		98 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 0.2 points above standard Increased 31.4 points 120 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 39.9 points above standard Increased 25.7 points 15 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged Students served as the largest group (90 students) that scored low on the ELA assessment
2. The largest decline came from Long Term English Learners who declined 41.9 points.

School and Student Performance Data

Academic Performance Mathematics

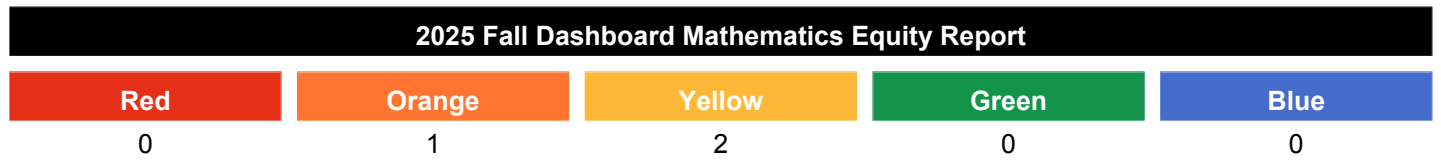
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 87 points below standard Increased 16.4 points 136 Students	English Learners  Orange 131.3 points below standard Increased 8.1 points 54 Students	Long-Term English Learners  No Performance Color 109.1 points below standard Increased 26.5 points 20 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 99.2 points below standard Increased 7.4 points 99 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 94 points below standard Increased 11.9 points 121 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 30.9 points below standard Increased 58.6 points 15 Students

Conclusions based on this data:

1. Students with disabilities did well in mathematics as their score increased by nearly 44.6 points as compared to the previous year.
2. Long Term English Learners maintained their scores in mathematics in comparison to the previous year.

School and Student Performance Data

Academic Performance Science

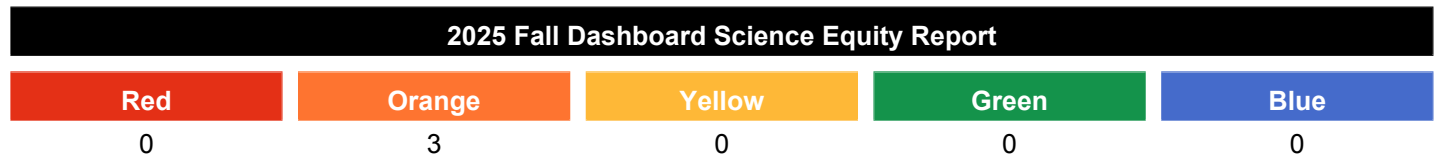
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Orange 44.2 science points Maintained -0.4 points 139 Students	English Learners  Orange 38.3 science points Maintained -0.9 points 55 Students	Long-Term English Learners  No Performance Color 35.1 science points Declined 2.2 points 21 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 41.9 science points Declined 2.3 points 102 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 43.6 science points Maintained -1.6 points 124 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 49.3 science points Increased 7.6 points 15 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 Orange
39.3 making progress.	41.7 making progress.
Number Students: 140 Students	Number Students: 103 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.1%	32.4%	7.2%	32.4%

Conclusions based on this data:

1. It appears that EL testing data is on the rise as the amount of students who increased at least one ELPI level increase by more than 18%.
2. The overall indicator for English Learners was in the green versus the previous year in which we were in the red.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

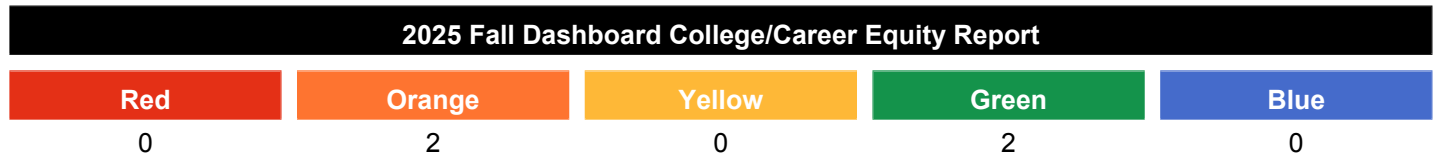
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Yellow Prepared 61.3% Declined 3.5% 124 Students	English Learners  Orange Prepared 46.8% Declined 7.6% 47 Students	Long-Term English Learners  Orange Prepared 43.6% Declined 2.9% 39 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Green Prepared 61.3% Maintained 1.3% 111 Students

Students with Disabilities  No Performance Color Prepared 15.4% Increased 15.4% 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green Prepared 60.6% Maintained -1.8% 109 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 71.4% Declined 4.8% 14 Students

Conclusions based on this data:

1. No student subgroups were in the red, orange, or yellow categories as compared to four subgroups that were in the green category: ELs, Hispanic, LTELs, and SED students.
2. Out of 139, 61.9% were prepared for college and career readiness.
3. Out of the various dashboard indicators this would be the closest one to moving to the blue category.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Data is pending.

School and Student Performance Data

Academic Engagement Graduation Rate

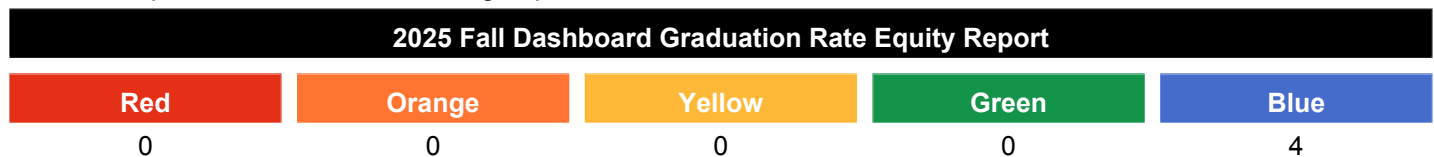
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 99.2% graduated Maintained -0.8% 124 Students	English Learners Blue 97.9% graduated Declined 2.1% 47 Students	Long-Term English Learners Blue 97.4% graduated Declined 2.6% 39 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged Blue 99.1% graduated Maintained -0.9% 111 Students

Students with Disabilities  No Performance Color 100% graduated Maintained 0% 13 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 99.1% graduated Maintained -0.9% 109 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 100% graduated Maintained 0% 14 Students

Conclusions based on this data:

1. Holtville High School continues to have the highest graduation rate in the Imperial Valley.
2. Socioeconomically disadvantaged students account for 82.7% of the graduating class.
3. Hispanic students account for 84.1% of the graduating class.

School and Student Performance Data

Conditions & Climate Suspension Rate

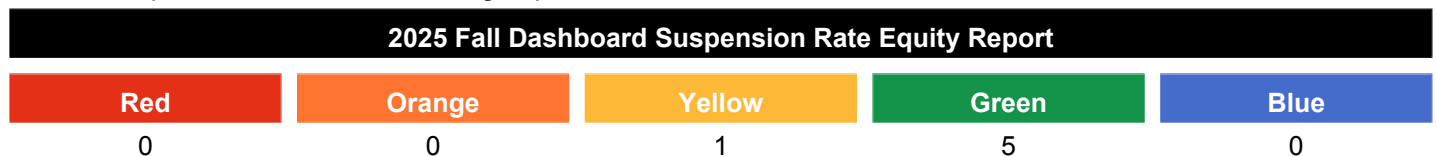
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 4.3% suspended at least one day Declined 1.7% 539 Students	English Learners  Green 5.1% suspended at least one day Declined 5.7% 178 Students	Long-Term English Learners  Yellow 6.4% suspended at least one day Declined 5.8% 125 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Socioeconomically Disadvantaged  Green 5.3% suspended at least one day Declined 1.8% 417 Students

Students with Disabilities  Green 5.7% suspended at least one day Declined 7.8% 53 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Green 4.6% suspended at least one day Declined 1.8% 475 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Green 1.8% suspended at least one day Declined 1.3% 57 Students

Conclusions based on this data:

1. Suspension rates were highest amongst students with disabilities as nearly 13.5%, with LTELs coming in second place in which 12.2% of them were suspended this past school year.
2. The single incident that led to the most suspensions involved students who were vaping on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal 1

School Goal 1:

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

Sub Goals:

By August 2026, 90% of teachers will report that they are prepared to teach in their assigned classroom as the result of the training and support received as measured by a staff survey.

By August 2026, all teachers will have had multiple opportunities to attend professional developments geared towards increasing teacher capacity through the likes of in house, district level, and county/state level professional developments.

By August 2026, the percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according to the following targets as measured by the English language arts portion of the CAASSPP (California Assessment of Student Performance and Progress)

-All 11th grade students will improve by 5% each year

-English learners will improve by 5% each year

-Socio-economically disadvantaged (SED) will improve by 5% each year

By August 2026, the percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according the following targets as measured by the Math portion of the CAASPP (California Assessment of Student Performance and Progress)

-All 11th grade students will improve by 5% each year

-English learners will improve by 5% each year

-Socio-economically disadvantaged (SED) will improve by 5% each year

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The largest identified need is in the area of increasing mathematics scores for the CAASPP assessment. In addition, it is important to focus on professional development in the area of science as science caaspp scores will now serve as a state indicator.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will report that they are prepared to teach in their assigned classroom as the result of the training and support received as measured by a staff survey.	Data from the 24-25 LCAP Survey could be used, however, several of the teachers have changed from the 24-25 school year to the 25-26 school year.	90% will feel prepared to teach in their assigned classroom.
All teachers will have had multiple opportunities to attend professional developments geared towards increasing teacher capacity through the likes of in house, district level, and county/state level professional developments	Data from the 24-25 LCAP Survey could be used, however, several of the teachers have changed from the 24-25 school year to the 25-26 school year.	100% will have had multiple opportunities to attend PD.
The percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according to the following targets as measured by the English language arts portion of the CAASSPP	56% of students who were 11th graders in the 24-25 school year scored standard met or standard exceeded.	61% of students who were 11th graders in the 24-25 school year scored standard met or standard exceeded.
The percentage of 11th grade students, including all 11th grade student subgroups (English learners, students with disabilities, socioeconomically disadvantaged, Hispanic) scoring at standard met or standard exceeded level will increase according the following targets as measured by the Math portion of the CAASPP	21% of students who were 11th graders in the 24-25 school year scored standard met or standard exceeded.	26% of students who were 11th graders in the 24-25 school year scored standard met or standard exceeded.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Holtville High School will provide standards-aligned instructional curriculum and materials for all students in all subjects. The principal will monitor the implementation of all academic and non academic activities of this plan especially the use of Core Materials by conducting weekly walk-throughs. The Principal will provide feedback during walk throughs and will provide individual teachers and whole staff feedback report data by means of notes and presentations in order to make sure that all teachers adhere to district and state guidelines when it comes to the implementation of core materials in our classrooms and technology (ex. laptop, TV). LCAP 1.1	Curriculum	Title I 4000-4999: Books And Supplies Curriculum, Integrated Science II and III Materials Curriculum Core Materials

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Law Enforcement Course Textbooks Motorcycle Repair, AP English, Small Engines, Dual Enrollment Textbooks, Lit Sets Dual Enrollment Textbooks WASC Annual Membership Materials and Supplies Classroom Desks Office Supplies, Ink Cartridges, Copy Machine Overages, Copy Paper
1.2	In an effort to ensure that all teachers, administrators, and other school personnel are prepared to be effective at helping the students of HHS, HHS will: -Offer (5) district wide training days -Provide department collaboration release time as requested. -Provide administrator PD in CCSS, Synergy, best practices, technology implementation, and EL strategies. -Utilize Wednesday Staff Meetings to review various trainings and implement new strategies. -Ensure that teachers are highly qualified by providing them with professional development time and collaborative planning time. -Provide professional development opportunities for non-core instructors teaching electives to learn more engaging teaching strategies that will promote course completion.	Professional Development	Title I 1000-1999: Certificated Personnel Salaries Subs Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Teacher Professional Development Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Subs for PD

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Continue to receive professional development in the area of strategies for English Learners. -Provide professional development in the area of Next Generation Science Standards, AVID, and Special Education. -Provide professional development in the area of WASC preparation. LCAP 1.2		
1.3	-Develop a systematic process to train and provide support to teachers for the integration of technology into all aspects of learning with a focus on student usage. -Continue to allow teacher/student access to multimedia websites such as YouTube and other live streaming content. -All new teachers will receive support through the BTSA Induction program as they are required to do for their credentialing. -Provide support to staff in maintaining and utilizing technology in support of student learning. -Staff development Wednesdays will be used to fully address staff concerns as well as students needs. -Provide support to new science teachers with an NGSS training. LCAP 1.2, 1.3b	Support	Curriculum Writing Across Disciplines Induction Support Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures PD: Google Breakout Rooms, AVID, AG, AP Training, CASC, Art, NCTM, Science Staff Development Wednesday Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries PD Subs
1.4	Weekly lesson plans, frequent observations, and continued professional development in ELA/Math Classes to support their teaching of English Learners. ELD teacher will present EL strategies at staff meetings. All teachers will incorporate EL strategies in daily instruction. The ELD teacher will attend appropriate workshops/conferences to learn strategies to assist students in acquiring language. HHS will continue to proctor the ELPAC exam on a yearly basis to all English Learners. ELD teachers will also facilitate the interim assessments for English Learners through the CAASPP website. Furthermore, time will be provided for peer observations amongst teachers.	English Language Development	Lesson Plans EL Strategies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	LCAP 1.3c		English Language Development Curriculum Title II Part A: Improving Teacher Quality ELD/ELA PD
1.6	Develop a consistent process by which formative/summative data is collected, disaggregated, analyzed, and communicated to all stakeholders on an ongoing basis. -The District will work individually with all certificated staff to ensure they are proficient in creating, collecting, disaggregating, and analyzing formative data through our Synergy Program. -Staff will produce formative data for review on an ongoing basis. -Data will be collected for intervention programs (Accelerated Reader) and analyzed to determine if programs are producing positive results -PSAT and CAASPP data will be reviewed on a yearly basis. LCAP 1.3e, g,	Data	Midterm and Final Renaissance Place (Accelerated Reader)
1.7	Provide access and library services for students and staff. Maintain current and sufficient materials for the library. English teachers will be assigned and responsible for taking their students to the library on their appointed day and time. All library time is to be utilized to check-out books for Accelerated Reader or reading for pleasure. The library can be reserved by teachers in other classes on an as needed basis for research, etc. Holtville High school will continue to purchase books at a variety of reading levels on a yearly basis. LCAP 1.3h, i	Library Services	Extra Textbooks/Textbook Repairs Library Books Accelerated Reader Library Program Destiny Follet Library Consultant Fees
1.10	HHS will subscribe and purchase supplemental programs which will benefit the students of HHS. -The school will continue to operate AVID programs to support students' efforts toward qualifying for four year universities. This program will serve students who are academically in the middle and have the potential for success in	Supplemental Programs	5700.00 Title I 5000-5999: Services And Other Operating Expenditures AVID Membership/AVID Weekly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	college prep curriculum. AVID tutors will also be hired on a yearly basis. -HHS will continue to offer credit recovery courses via Subject, as a supplemental program that will help at risk students graduate on time. -HHS will additionally offer Subject to students who would like to get back on track towards meeting their A-G graduation requirements. -Students at Holtville High School will have the opportunity to join a college level course through Dual Enrollment. Additionally, as an effect of distance learning, HHS students will now have the opportunity to take dual enrollment courses that are not specific to HHS. -Students at Holtville High School will be able to take a career readiness course and challenge Credit by Exams at Imperial Valley College Welding, Photoshop, Microsoft Word, Microsoft Excel, Medical Terminology, Auto I, Intro. to Business Technology, Intro. to Computer Science, Public Safety I, Public Safety II, and Public Safety III. LCAP 1.3f		Peak
1.11	HHS will continue to support innovative classroom instruction by providing teachers with the necessary goods/services/materials/and trainings needed. HHS will also continue to purchase graduation chords for honors students along with diploma covers for those who have met the necessary requirements. HHS will promote academic success of students by providing incentives towards CAASPP assessments. LCAP 1.3g/k/l	Innovative Instruction	Diploma Covers and Diplomas Classroom Instruction: Technology Graduation Chords Science Materials for Dissection, Chemistry Materials
1.12	Holtville High School will have Student Study Teams when it is deemed that a student is struggling academically or behaviorally. Teachers and counselors will be trained yearly on the Beyond SST program, which will be used for the online record keeping of all Student Study Teams. In addition, all teachers at Holtville High School will document provide their availability to students in the event that they may need tutoring. LCAP 1.6	Extended Learning Opportunities	SSTs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.14	Students reading ability is assessed using the AR program. AR determines the appropriate level of challenge for each student and identifies those who need individual help. It provides in-context vocabulary questions and authentic text passages that give a precise measure of each students' reading performance. STAR Reading assessments will be conducted on a quarterly basis. Reading assessments will also be administered through the MyPerspective website associated with the Pearson ELA curriculum. LCAP 1.3e	Accelerated Reading	Renaissance Place (Accelerated Reader)
1.15	Holtville High School follows all rules and regulations as they apply to the "Foster Youth/Homeless" student. Holtville High School also understands its responsibility to provide transportation to and from school for students who are not yet placed in a permanent "Foster Home", either back with their family or one authorized and licensed by the State. Holtville High School understands that the Foster Youth requires special notifications to multiple parties and may require assistance with basic needs as it relates to the school day. HUSD sets aside \$ 1000.00 dollars from Title 1 Part A funds yearly for use with the Homeless and Foster Youth Population to meet some of these needs. In addition, each school site will set aside \$500.00 from the General Fund to assist with the unique needs that accompany any and all Foster Youth that attend their school site. In the event the School site has no foster youth students, these funds can be used to help support their Homeless populations and their unique needs. LCAP 1.5a	Foster Youth	Foster Youth
1.16	HHS will provide extended learning opportunities for all students through tutoring, Saturday Schools, and the maintenance of summer school programs. -All teachers will provide the counseling department with their availability for tutoring hours. -Throughout the school year Saturday School will be offered to students. -Throughout the school year after school interventions will be offered for core subjects. -Summer School will be offered to assist students with maintaining their academic progress. -Students will have the opportunity to take further classes through Freedom Academy, PEAK, and Dual Enrollment. LCAP 1.5b, 1.6	Extended Learning	Title I 1000-1999: Certificated Personnel Salaries Tutoring and Saturday School Summer School: Books and Supplies Summer School: Certificated Salaries APEX at Freedom Academy and Edgenuity

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.17	Holtville High School will maintain/repair/expand technology to ensure that students are being exposed to 21st Century technology and innovative teaching methods: -All classrooms will be equipped with a laptop, TV, Wireless HDMI, Apple TV, and iPad. -All students at HHS will have a Google Classroom e-mail address along with access to the Google Education Suite -All students at HHS will have access to Synergy, the online Student Portal to check their grades -All students at HHS will be given a Chromebook to complete online coursework as needed. (A new round will be purchased for all 9th graders and distributed to them once they arrive.) -All teachers at HHS will continue to utilize Synergy for their attendance and gradebook. -All teachers at HHS will have access to link their Google Classrooms and Synergy Accounts for ease of grade transfers. -All parents of HHS students will be encouraged to utilize the Synergy Student Data Management system to monitor their students grades. -HHS will continue to expand upon its access points, to provide better Internet to all on campus. LCAP 1.7 a/b	Technology	Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies Student Chromebooks, TVs and Cables, Drops and APs MACs for Photoshop Mosyle Licenses Title III 4000-4999: Books And Supplies Student Chromebooks Ink Cartridges Tech Toolkit
1.18	All students will be given a school issued Chromebook. Add/Upgrade/Support technology for students/teachers to ensure CCSS readiness as well as AP testing readiness. The high school team will utilize Class Wise for student Chromebook monitoring. LCAP 1.7b	Chromebooks	Title I Class Wise
1.19	Holtville High School will continue to monitor and maintain its ELD program. -All students who are classified as English Learners will be placed in an ELD course. All teachers will attend professional development regarding the writing of language objectives. A part time ELD teacher will be added to the HHS team to help provide ELD services to all English Learners. -After school intervention/tutoring will be offered to all EL students. -Counselors will review transcripts and ELPAC scores to ensure proper placement. -All HHS teachers will be familiarized with the ELPAC Assessment in order to aid efforts at supporting student success on this assessment.	English Learners	Title III 4000-4999: Books And Supplies English Learner Support Title I 1000-1999: Certificated Personnel Salaries ELD Teacher Title I 2000-2999: Classified Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Resources will be provided to ensure that students have optimum opportunities to meet A-G requirements. -Teachers will be provided with a list of ELPAC scores for students identified as ELs or RFEP at the beginning of the school year. Teachers may use additional classroom or school site assessments along with personal observations to monitor progress throughout the course of the school year. -Develop a systematic process for the monitoring of English Learners and Reclassified Fluent English Proficient students to determine individual student achievement in learning English and grade-level content, as well as the effectiveness of the district's academic program and the implementation of the instructional materials for English Learners; the Optel report will also be completed by teachers as a part of the process. -Ensure that school/district provides an ELPAC testing environment that is most conducive to student success. -All English Learners will be assessed annually with the ELPAC assessment. -All English Learners will receive English Language Development services based on their ELD proficiency level on the ELPAC exam. They will be placed in ELD courses according to their score as well as the class. -A counselor will meet with each EL student annually to ensure academic progress. All RFEP (Reclassified Fluent English Proficient) students will be monitored regularly by a counselor. -Holtville High School will provide language support and instructional support to EL students in the SDC classroom. -An RSP teacher aide will be assigned to selected classes to provide supplemental support to RSP/EL students. The RSP teacher aide will also assist all EL students on an individual basis. -HHS will have a recognition ceremony for those students who are Redesignated to Fluent English Proficient. LCAP 1.8		ELD Paraprofessional Title I 1000-1999: Certificated Personnel Salaries ELD Substitute Teachers EL Institute ELPAC Testing English 3D ELD Textbooks
1.20	Holtville High School will provide materials, programs, and services to meet the goals and needs in accordance with student's IEPs: Provide supplemental instructional support to all students through teachers and paraprofessionals, including RSP students. Provide supplemental instructional support to SDC students through teachers and paraprofessionals. HHS will provide access to technology in SPED classrooms to support learning and test preparedness. LCAP 1.9	Individualized Learning Plan	SPED Training

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

While several subgoals exist for Holtville High School, the team will make a concerted effort to increase state scores in English, Math, and Science. In order to do this, teachers will utilize a multifaceted approach which includes targeting specific standards and utilizing online assessments through the CAASPP testing portal.

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

Some Title I-IV funds will be used to help meet the aforementioned goal. In addition, several other funds that include 0132, 0133, 3010, and 4035 will be used to help students and teachers succeed towards meeting the goal of increasing state testing scores.

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

No changes will be made to the various subgoals within goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal 2

School Goal:

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

Sub Goals:

By August 2026, the percentage of students who are graduating who have met their A-G requirements will increase by 5%.

By August 2026, the percentage of students obtaining college credit by AP exams, Credit by exams, and Dual Enrollment courses will increase by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Improve the success rates of English Learners on the ELPAC and CAASPP Assessments. Additionally, decrease the amount of English Learners that attend Holtville High School by reclassifying them. Continue to offer students at HHS with opportunities to receive college credit.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students who are graduating who have met their A-G requirements.	67.7% of the seniors from the graduating class of 2025 were A-G completers.	Increase the amount of A-G completers for the Class of 2026 to 72.7%.
The percentage of students obtaining college credit by AP exams, Credit by exams, and Dual Enrollment courses.	59% of the seniors from the graduating class of 2025 obtained college credit through AP Exams, Credit by Exams, and Dual Enrollment.	Increase the amount of seniors who obtain college credit through AP Exams, Credit by Exams, and Dual Enrollment to 64%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Holtville High School will continue to provide support for all students to progress toward meeting all grade level requirements including attaining proficiency in ELA and Math as well as achieving high school graduation.	Support with Interventions	Summer School

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Maintain a Summer School program for interventions to maintain academic progress for all students including Low Income, English Learners, Foster Youth, and students with exceptional needs. LCAP 2.1a		Summer School Program
2.2	HHS Counselors will provide workshops to review college applications as well as test prep. HHS Counselors will additionally provide workshops related to FAFSA, A-G counseling, paying for college, college entrance requirements, and they will host a Viking Signing Day to celebrate student success. LCAP 2.1b, c, d	Counselor Workshops	
2.3	HHS Counselors will provide informational workshops as well as 1 on 1 appointments to review A-G requirements on a regular basis with all students at Holtville High School. HHS counselors will also begin goal setting and future goal setting with all students. LCAP 2.1c	1 on 1 Appointments	A-G Requirements
2.4	HHS will provide college and career readiness to 9-12 students by implementing the following programs at HHS: -Teachers will be presented with AVID strategies on a monthly basis. They will also be expected to implement the aforementioned strategies. -Students will be placed in the AVID program to promote college awareness and provide students with the support needed for academic success in grades 9-12. -All teachers will be provided with AVID professional development at Holtville High School. -Four tutors will be hired to better meet the needs of students in AVID as they work through tutorials. -Higher Education Weeks 1 and 2 will be adhered to at Holtville High School to further expose all 11th and 12th graders to various universities. -Holtville High School will implement its partnership with IVC through the newly offered collegiate level courses which students can begin their freshmen year of school. -Counselors will provide classroom presentations on a range of topics related to college and career readiness. They will additionally facilitate college/university field trips throughout the year. -The workability program will be offered to students in the Special Education setting. -During the 25-26 school year, AP World History, Orchestra, and Subject courses will be added for students. LCAP 2.1e, 2.7 a, b, c	College and Career Readiness	Title I 5000-5999: Services And Other Operating Expenditures AVID Membership Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures AVID PD Title I 5000-5999: Services And Other Operating Expenditures AVID Weekly

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.5	Identify students who are eligible to complete the Dual Language assessment that will help place Dual Language students into the AP Spanish Language course their Freshman year of high school. HHS counselors will monitor students to determine which are eligible to receive the Seal of Bi-literacy. LCAP 2.3 a, b c	Seal of Biliteracy	Dual Language Program: AP Literature Course Textbook Dual Language Placement Assessment Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Dual Language Institute
2.6	To further increase the graduation rate at the Holtville High School, it will continue with its development and offerings of AVID, AP classes, ROP classes, electives, and credit recovery. Furthermore, teachers will attend trainings and inservices to provide them with the necessary skill-set to teach the aforementioned classes. Additionally, a Robotics/MESA and computer coding class will be offered at HHS, which will allow students to progress with Science, Technology, Engineering, and Mathematics standards. LCAP 2.4b	STEAM Classes	5500.00 Title I 5800: Professional/Consulting Services And Operating Expenditures MESA/Robotics Program Band, Instrument Repairs, Band Uniform Dry Cleaning Yearly Art Supplies
2.7	Holtville High School will continue to offer additional pathways to prepare students for college and career readiness. -A college and career readiness certificate will be available to those students who complete the Career Readiness course. -Continue to lead the way in articulated courses for the 25-26 school year with IVC and expand the amount of course offerings that are articulated. -Students not on track to graduate will enroll in the online course, Subject, to earn credits for graduation. -To provide a broad course of study at HHS the following electives will be offered: Art, Weight Training, AG, AG Leadership Medical Occupations, Health, Sports Medicine, Business Technology, Band, Choir, Percussion, Welding, Aerobics, ROP Office, Coding, Medical Terminology, Spanish Literature and Culture, and Career Readiness. -During the 25-26 school year Beginning Horsemanship, and Communications courses will be added as new course offerings. In addition,	Additional Pathways	Agriculture: Materials, Supplies, College and Career Readiness Certificate Law Enforcement Books Law Enforcement: Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Foods classes in Agriculture will be rebranded as Farm to Table classes. LCAP 2.5 a, b, c		Law Enforcement Agriculture
2.8	Holtville High School will promote college and career readiness through a variety of events: -Holtville High School will continue to offer Higher Ed Weeks 1 and 2 throughout the school year to promote college and career readiness. -The amount of students in AP level courses will increase by 5% for the 25-26 school year. EL's in AP courses will also increase by 5% yearly. We will start the new AP World History. -Counselors will review the multiple measures that will be utilized by colleges/universities for their placement. -CALSOAP will continue to target and support Juniors and Seniors with how to plan for, as well as, apply to college. -An ROP representative will help students with their "My Next Moves" program and provide them with information about four year universities and trade schools. -SAT and ACT test preparation will be offered to students prior to every test. -Educational Talent Search and Upward Bound will continue to provide services to students regarding tutoring. -Holtville High School will take students to visit several college campuses throughout the school year. LCAP 2.6 a, b	Promoting College and Career Readiness	Test Prep Higher Education Weeks 1 and 2/Tables and Chairs Title I 4000-4999: Books And Supplies PSAT 10 Testing 9463.05 Title I 4000-4999: Books And Supplies AP Testing Title I 4000-4999: Books And Supplies Credit by Exam at IVC SAT and ACT Test Prep CALSOAP
2.9	Holtville High School will promote post-secondary enrollment by providing students the opportunity to take dual enrollment courses with Imperial Valley College. Holtville High School will identify more classes to articulate with IVC to provide students with further opportunities to challenge credit by exam tests at IVC. During the 2025-2026 school year, eleven high school courses are articulated with IVC. Classes in Agriculture will be articulated with Mt. SAC community college. Holtville High School will further assist students by promoting AP exams and paying for a percentage of each students exam. LCAP 2.8 a, b, c	Promoting Post Secondary Enrollment	Articulated Course Books

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.10			

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The primary goal is to continue to provide a broad course of study to the students of Holtville High School. While we may be a small high school, we have much to offer our students. This school year, several new courses were started. The counseling team will continue to work diligently with administration to ensure that students continue to have access to ap exams and college level courses.

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

In order to continue to provide a broad course of study, HHS must utilize a broad array of school funds as each has specific indications for use.

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

No changes will be made to the goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal 3

School Goal:

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

Sub Goals:

By August 2026, the yearly attendance rate at Holtville High School will increase by .25%.

By August 2026, the chronic absenteeism rate at Holtville High School will decrease by .25%.

By August 2026, the drop out rate will remain at 0%.

By August 2026, suspension and expulsion rates will decrease by 1%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase attendance rates through monitoring of daily attendance.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the yearly attendance rate at Holtville High School.	The Synergy report for the 24-25 school year indicated a 94% attendance rate.	Increase the yearly attendance rate by .25%.
Decrease the chronic absenteeism rate at Holtville High School.	The chronic absenteeism rate at Holtville High School was 11.5% within the 23-24 year as indicated in the 24 SARC.	Decrease the chronic absenteeism rate by .25%.
Maintain the current drop out rate.	Within the Class of 2025, the drop out rate was 0.	Continue to the standard of a drop out rate of 0%.
Decrease the suspension rates.	The suspension rate as indicated in the 2024 Dashboard data was 6%.	Decrease the suspension rate by 1%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The Dean of Students/Counselors will provide behavioral intervention support to assist with discipline strategies that will help to prevent future suspension and expulsions. The Dean of Students/Attendance Officer will additionally monitor all attendance at Holtville High School on a regular basis. LCAP 3.1b	Behavioral Interventions	
3.2	The Principal, Dean of Students, Attendance Clerk, and Counselor will be a part of the Student Attendance Review Team to monitor and provide interventions to students who are chronically absent or who have been deemed as Truant. LCAP 3.1a	Student Attendance Review Team	Attendance Verification Slips SARTs/Attendance Letters
3.3	The Principal, Dean of Students, and Counselors will continue to counsel students in order to lower suspension rates. The Dean of Students will additionally monitor all student attendance on campus. ASB and Link Crew will promote a cohesive school environment which promotes school connectedness through school clubs. The HHS team will grill burgers for students two times throughout the school year to promote a cohesive school environment. HHS will also celebrate the success of students with CAASPP scores. LCAP 3.1 b, c, d	Cohesive School Environment	Title IV Part A: Student Support and Academic Enrichment None Specified Student Support and Involvement Open House HHS Graduation CSF Ceremony AVID Night
3.4	HHS will offer Saturday Schools on a monthly basis for students with chronic absenteeism. LCAP 3.1e	Saturday Schools	Saturday School
3.5	HHS will develop as well as update the School Safety Plan on a yearly basis. Furthermore, several staff meetings will be utilized to review the updated plan. HHS will conduct several emergency/safety drills throughout the school year	School Safety	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	which include earthquake, lockdown, and fire drills. Also, signs will be posted on campus to exhibit building names and water bottles will be placed in all classrooms in the event of a lockdown. All teachers will be provided with an emergency binder which contains the school safety plan along with class rosters with phone numbers. Furthermore, all classes will be provided with classroom fire extinguishers. The PA system, bell schedules, two way radios, video cameras, and school fencing will continue to be maintained. The addition of two campus proctors will also assist in the monitoring of students and getting them to class timely. Holtville High School will additionally have a campus SRO who works for the Sheriffs department. LCAP 3.2a, b, c, d, e, g, i		School Safety Plan, Binders, Rosters Forensic Drug Testing/SRO
3.6	HHS will regularly inspect and maintain all Emergency Kits. Additionally, all teachers will be provided with an Emergency Binder at the beginning of the school year which includes class rosters as well as the School Safety Plan. Teachers will also be trained in CPR and First Aid throughout the school year. LCAP 3.2b	Emergency Kits	Emergency Kits/Binders
3.7	The facilities at Holtville High School will remain in good repair and be serviced as needed to enhance campus security and school safety. The Principal as well as Dean of Students will regularly enter work orders to ensure that the campus is in good repair. In addition, a charging station will be added for electric school buses. Construction on the new cafeteria/gym will continue during the 25-26 school year. LCAP 3.2c	Facilities in Good Repair	Maintenance and Facilities
3.8	HHS will provide nursing/health support to all students. Furthermore, the nurse will help facilitate meetings regarding student allergies, medications, and the nurse will advise on other health concerns. The nurse at HHS will also create health plans as necessary and provide training to staff members regarding student health concerns. LCAP 3.2d	School Nurse	District Nurse
3.9	HHS will maintain an up to date website with a list of activities and teacher contact information. The following will serve as venues to promote parent contact/community involvement: Auto-dialer messages, mailings, news letters, Open House, SES Vendor Services Night, Newspaper advertisements, report cards, web-based grading parent portal, and the school marquee. The	Parent Contact	3211.26 Title I 5000-5999: Services And Other Operating Expenditures Parent Square

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Holtville High School staff will call home to invite parents to Open House, SST's, Parent Conferences, School Site Council, and ELAC meetings. Teachers will use the Synergy gradebook to maintain grades which parents/students can view through the Parent Vue in Synergy. Students and parents will be provided with access to the Synergy gradebook in order to better monitor student grades/progress. LCAP 3.3a, b		Doc Tracking for SPSA Synergy Report Card Postage
3.10	HHS will have functional parent groups such as the School Site Council (meets monthly) as well English Language Acquisition Committee (meets quarterly). In addition, teachers will be available to review grades with students during parent conference week. LCAP 3.3c	Parent Groups	School Site Council English Language Acquisition Committee
3.12	The Parent Liaison, SARB Clerk, Migrant Office, Curriculum Department will continue to work with students, teachers, and administrators to support students in regards to their academics and attendance. Moreover, district level services will be continued to assist with the SARC, Safety Plan, Tech Plan, SARB Process, Freedom Academy, and ordering of textbooks/materials. LCAP 3.3e	District Support	
3.13	Parents will receive support from administration, counselors, and teachers through parent nights and workshops: back to school night, parent conferences, AVID parent night, agriculture parent meetings, athletic parent meetings, and awards ceremonies. HHS will promote parent, family, and community involvement with schools through ceremonies (EL Reclassification, HHS Graduation, Sporting Banquets, Senior Banquet, Student of the Month, AVID Night, CSF Ceremony, and Awards Assemblies), events, and activities. LCAP 3.3	Community Events/School Ceremonies	Graduation Programs and Diplomas Graduation Audio and Screen Tables/Chairs HEW 1 and 2, Awards Ceremony, Graduation
3.14	HHS will explore responsibility centered discipline, character education, and/or positive behavior intervention strategies. Teachers will continue to receive training in student discipline practices for the classroom. 3.4 a, b	Responsibility Centered Discipline	
3.15	HHS will provide professional development in the area of effective discipline procedures.	PD on Discipline	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Staff meetings will also be utilized to share effective strategies amongst teachers: AVID strategies, ELD strategies, Best Teaching Practices. LCAP 3.4 a, b		Professional Development
3.16	HHS will provide low income students with home to school transportation to minimize chronic absenteeism. LCAP 3.5	Transportation	Transportation
3.17	HHS will provide social emotional learning opportunities with the Mental Health Specialist from ICOE who attends HHS three days a week.	SEL	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The primary goal of goal 3 is to get students to feel safe and connected at Holtville High School. Strategies to achieve the goal include the incorporation of activities ranging from involvement in athletics to the clubs. In addition, administration will continue to work with local law enforcement to continue to ensure the safety of students on campus.

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

The reported funds include the use of Title 1-4, however other funds will be used to help the school meet the aforementioned goal.

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

No changes are currently necessary for goal 3.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$23,874.31
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$23,874.31

Subtotal of additional federal funds included for this school: \$23,874.31

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

State or Local Programs	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$23,874.31

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	23,874.31

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	9,463.05
5000-5999: Services And Other Operating Expenditures	8,911.26
5800: Professional/Consulting Services And Operating Expenditures	5,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I	9,463.05
5000-5999: Services And Other Operating Expenditures	Title I	8,911.26
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,700.00
Goal 2	14,963.05
Goal 3	3,211.26

School Site Council Membership

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

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

Name of Members	Role
Anthony Arevalo	Principal
Carl Johnston	Classroom Teacher
Michelle Johnson	Classroom Teacher
Carlos Ledon	Classroom Teacher
Jason Turner	Parent or Community Member
Tiffany Terrill	Parent or Community Member
Kelly Kellum	Parent or Community Member
Sydney Trevino	Secondary Student
Annalisa Imperial	Secondary Student
Yaneli Lopez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

Principal, Anthony Arevalo on 11/4/25

SSC Chairperson, Jason Turner on 11/4/25