Holtville High School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Holtville High School
Street	755 Olive Ave.
City, State, Zip	Holtville, CA 92250
Phone Number	760-356-2926
Principal	Anthony Arevalo
Email Address	aarevalo@husd.net
School Website	https://hhs.husd.net/en/
Grade Span	9-12
County-District-School (CDS) Code	13-631491335306

2024-25 District Contact Information

District Name	Holtville Unified
Phone Number	760-356-2974
Superintendent	Celso Ruiz
Email Address	celso@husd.net
District Website	www.husd.net

2024-25 School Description and Mission Statement

Holtville High School is located in the rural, agricultural community of Holtville, which is located 120 miles east of San Diego, 40 miles north of the Arizona/California border and 20 miles northeast of Mexicali, Baja California, Mexico.

Holtville High School, established in 1909, provides a caring, environment which supports our students' academic, extra-curricular, and social needs. In 2017 and 2018 Holtville High School was awarded the "Race to Submit, the Highest Number of FASFA's", and just the year before, Holtville High School received the distinction of having the highest CAASPP math scores in the Imperial Valley. Holtville High School won recognition, statewide, for having the highest graduation rate in the state of

2024-25 School Description and Mission Statement

California. Holtville High School provides a one-to-one, take-home technology program to all students in grades 9 to 12, they are permitted to take their computers home or use them off-site. In October of 2021, Holtville Unified School District administered a parent survey and parents responded strongly that they feel their school is clean and well maintained. In addition, parents felt they had input, were able to communicate with staff, and were well informed. In January of this year, a Holtville Unified Administrative team performed a FIT, Facility Inspection Tool, where they walk through the campus and inspect it based on a number of points, and Holtville High School was rated as “good”. Holtville High School enjoys a large volunteer group of people consisting of parents, grandparents, local community members, social groups, clubs and organizations, businesses as well as the fire and police departments. Holtville High School promotes a positive and competitive environment that fosters respectful, responsible students and ensures that every student reaches a high level of academic achievement. This has been determined by scores based on the state and national standards assessments, numerous FFA achievements, sports championships, and acceptance into colleges. Holtville High School is committed to a comprehensive system of support to assure all our students experience a positive and successful educational experience. It’s liberating to see how our extended Viking community all work together to develop well-rounded young men and women who leave our institution prepared for college or the competitive working world of the 21st century. We use best practices to improve instruction and student achievement. We invite all stakeholders to share in our school's continuous improvement efforts. Holtville High School encourages all stakeholders to become part of all the factors contributing to the success of our students, by attending the sports events of our football team who made it to CIF again this year, the Cross-Country team who is the third group to make it to the State Level, Girls Soccer team and boys Basketball team who made it to the semi-finals, all of our students who were responsible for getting the highest overall math score in the Valley on the CAASPP. Fight on for Holtville!

Mission & Vision

Mission Statement:
Holtville High School provides standards-based curriculum that offers a system of support to help students close the achievement gap and provide college and career pathways.

Vision Statement:
Our students will journey forth, armed with knowledge and experiences that prepare them for success in college and careers in a dynamic global economy.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	128
Grade 10	148
Grade 11	120
Grade 12	136
Total Enrollment	532

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	51.9
Non-Binary	0.4
Black or African American	0.4
Hispanic or Latino	86.8
Two or More Races	0.6
White	12.2
English Learners	35.7
Homeless	1.9
Migrant	13
Socioeconomically Disadvantaged	78.6
Students with Disabilities	9.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.40	71.08	65.10	74.60	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.00	3.43	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.50	5.54	3.90	4.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	9.41	4.80	5.49	12115.80	4.41
Unknown/Incomplete/NA	3.90	13.87	10.30	11.88	18854.30	6.86
Total Teaching Positions	28.70	100.00	87.30	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	76.90	73.60	83.32	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.20	4.02	2.00	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.30	1.52	11953.10	4.28
Unknown/Incomplete/NA	5.80	19.02	11.30	12.89	15831.90	5.67
Total Teaching Positions	30.60	100.00	88.30	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	76.23	77.00	82.78	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.90	1.06	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	10.96	7.10	7.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	3.13	3.10	3.36	11746.90	4.23
Unknown/Incomplete/NA	3.10	9.65	4.80	5.16	14303.80	5.15
Total Teaching Positions	32.80	100.00	93.10	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.30	2.5
Misassignments	1.50	0.80	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.50	1.20	3.6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.70	0.00	0.5
Local Assignment Options	1.00	0.00	0.5
Total Out-of-Field Teachers	2.70	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.90	2.7	4.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	2.8	4.2

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Textbooks are ordered at the end of each year on an as needed basis. All students have the required textbooks. Teachers have the necessary instructional materials for their classes the board approved on October 5, 2021, that all schools have sufficient instructional materials.

Year and month in which the data were collected	2021, October

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson, My Perspectives 2017	Yes	0%
Mathematics	Math Visions Project 2012	Yes	0%
Science	Prentice Hall, 2006	Yes	0%
History-Social Science	Prentice Hall, 2006	Yes	0%
Foreign Language	D C Heath & Co., 2005	No	0%
Health	NA		0%
Visual and Performing Arts	NA		0%
Science Laboratory Equipment (grades 9-12)	Yearly		0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Holtville High School, originally constructed in 1909, is situated on 26 acres. The campus is comprised of 26 permanent classrooms, six portable classrooms, a cafeteria, an office building, a gymnasium, three athletic fields, a library, and three computer labs. Beginning in 2004, the campus underwent extensive modernization and reconstruction. The facility is constantly inspected by the maintenance and custodial staff and by site and district administration.

Year and month of the most recent FIT report	December 27, 2023

System Inspected	Rate	Rate	Rate	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None Needed
Interior: Interior Surfaces	X			Stained ceiling tile in AG1, AG2, and C7. G53 missing AC grill cover in G54, D3 and D4 east door needs paint. C9 South wall missing a piece of wall base.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None Needed
Electrical	X			Electrical outlet missing cover G53
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR D floor needs painting, ceiling has a crack. Girls RR missing one of the shower head.
Safety: Fire Safety, Hazardous Materials	X			None Needed
Structural: Structural Damage, Roofs	X			A8 Nurse office crack on west wall.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None Needed

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	52	46	52	49	46	47
Mathematics (grades 3-8 and 11)	28	11	37	35	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	115	99.14	0.86	46.09
Female	53	53	100.00	0.00	64.15
Male	62	61	98.39	1.61	31.15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	101	100	99.01	0.99	44.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	14	100.00	0.00	64.29
English Learners	34	34	100.00	0.00	5.88
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	92	98.92	1.08	41.30
Students Receiving Migrant Education Services	14	14	100.00	0.00	42.86
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	116	115	99.14	0.86	11.30
Female	53	53	100.00	0.00	11.32
Male	62	61	98.39	1.61	11.48
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	101	100	99.01	0.99	11.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	14	14	100.00	0.00	14.29
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	93	92	98.92	1.08	11.96
Students Receiving Migrant Education Services	14	14	100.00	0.00	14.29
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.82	21.05	23.11	23.67	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	247	98.02	1.98	21.05
Female	117	117	100.00	0.00	21.37
Male	134	129	96.27	3.73	20.93
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	215	214	99.53	0.47	20.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	31	88.57	11.43	25.81
English Learners	79	79	100.00	0.00	2.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	198	196	98.99	1.01	17.86
Students Receiving Migrant Education Services	33	33	100.00	0.00	18.18
Students with Disabilities	22	22	100.00	0.00	0.00

2023-24 Career Technical Education Programs

Holtville High School strives to graduate citizens who are fully capable of functioning and prospering in society. The school's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Programs are available in the area of business, agriculture, medical terminology and pharmacy technology, and new this year coding, and the current building of a new AG barn. The courses are aligned with post-secondary educational institutions. Curriculum and instructional strategies that foster critical thinking, problem solving, leadership, and academic skills are consistently taught to ensure work-readiness skills. Speakers from the community, use of technology, and career-related research projects and community service projects are made available for students to heighten their awareness of options for education, training, and employment beyond high school. All career preparation courses satisfy the district's graduation requirements and incorporate State Career/Technical Education standards. Two CTE standards additionally articulation agreements with our local community college.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	407
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	60.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	99.07
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	82.73

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.23%	95.23%	100%	95.23%	95.23%
Grade 7	100%	100%	100%	100%	100%
Grade 9	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Holtville High School. Parents are always invited to volunteer on campus, chaperone events, and participate in fund raising efforts. Parents are members of the School Site Council and the English Learner Advisory Committee; they further participate in the self-review for Western Association of Schools and Colleges (WASC). Numerous programs and activities are enriched by the generous contributions from the community, local businesses, and service organizations. The Holtville Women's Club, Holtville Rotary Club, Holtville Touchdown Club, Band Boosters, and the Holtville Athletic Club as well as others provide student recognition and other donations to the school on a regular basis.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.0	1.7	0.0	0.0	5.7	0.7	7.8	8.2	8.9
Graduation Rate	100.0	98.3	100.0	96.3	92.9	98.6	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	137	137	100.0
Female	66	66	100.0
Male	71	71	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	115	115	100.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	21	21	100.0
English Learners	56	56	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	113	113	100.0
Students Receiving Migrant Education Services	21	21	100.0
Students with Disabilities	12	12	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	551	547	63	11.5
Female	262	260	35	13.5
Male	287	285	28	9.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	481	477	56	11.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	65	65	7	10.8
English Learners	196	194	23	11.9
Foster Youth	--	--	--	--
Homeless	11	11	3	27.3
Socioeconomically Disadvantaged	436	433	58	13.4
Students Receiving Migrant Education Services	70	70	9	12.9
Students with Disabilities	52	52	8	15.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
10.11	8.96	5.99	7.56	5.13	3.61	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.37	0.19	0.18	0.12	0.06	0.06	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.99	0.18
Female	3.44	0.00
Male	8.36	0.35
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.44	0.21
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.08	0.00
English Learners	10.71	0.51
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	7.11	0.23
Students Receiving Migrant Education Services	10.00	0.00
Students with Disabilities	13.46	1.92

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a primary concern of Holtville High School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated January 2022. It was discussed with the entire faculty and support staff at the beginning of school in September and will be again discussed at the end of the school year.

2024-25 School Safety Plan

Procedures for what to do in case of an earthquake, fire, or a lock down are practiced at the site on a quarterly basis. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before and after school, during lunch and during passing periods. Supervision is a responsibility shared among teachers and school administrators. Safety plans are published on each school's web site, and made available to all stake holders. A printed copy of the Comprehensive School Safety Plan is available at each school site and can be found on the District web site located at www.husd.net.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	17	10	3
Mathematics	22	8	14	2
Science	18	16	6	
Social Science	23	7	9	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	25	11	1
Mathematics	18	16	10	1
Science	17	17	5	
Social Science	22	9	9	2

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	31	10	1
Mathematics	20	12	13	
Science	17	15	6	
Social Science	23	7	9	3

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	212.8

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	15148.74	4774.07	10374.66	84888.87
District	N/A	N/A	10237.93	$93,792
Percent Difference - School Site and District	N/A	N/A	1.3	-10.0
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	-3.7	7.6

Fiscal Year 2023-24 Types of Services Funded

Holtville Unified School District provides options for parents and students at four sites: Holtville High School (9th -12th); Holtville Middle School (6th – 8th); Pine School (K-8th); and Emmett S. Finley School (K-5th). In addition, we offer an alternative/continuation high school at Sam Webb High School and Freedom Academy, which is a school of choice. We offer

Fiscal Year 2023-24 Types of Services Funded

many extra-curricular activities such as band, clubs and sports for our students.

Holtville High School offers: FFA, sports, robotics, choir, band, jazz band, cheerleading, flag team, Yellow Ribbon Club, Pep Club and Associate Student Body (ASB).

The district also offers College Begins in Kindergarten (CBK) as a summer program. AVID (Advancement Via Individual Determination) strategies and college readiness skills have been implemented district wide. All sites within the district offer tutoring opportunities for all students.

Holtville Unified also has a very active Migrant Education Program, which allows students to receive extra tutoring, trips to colleges, and participation in activities such as the Migrant Speech and Debate teams. We have an adult education program which offers ESL, a high school diploma, citizenship and English classes. We have a full transportation department that transports students to and from school as well as our athletes to and from activities. We have a full time nurse for the students as well as two nurse's aides to provide for the health of our students. We are continually looking at the best uses for all funds to meet the needs of our students.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$61,368	$50,757
Mid-Range Teacher Salary	$90,518	$75,693
Highest Teacher Salary	$115,345	$105,687
Average Principal Salary (Elementary)	$138,997	$121,443
Average Principal Salary (Middle)	$146,523	$132,509
Average Principal Salary (High)	$150,099	$133,106
Superintendent Salary	$182,563	$167,660
Percent of Budget for Teacher Salaries	30.78	25.51
Percent of Budget for Administrative Salaries	4.1	5.93

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	33.2

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	4
Mathematics	2
Science	0
Social Science	2
Total AP Courses Offered Where there are student course enrollments of at least one student.	11

Professional Development

Professional development is an on-going process in the Holtville Unified School District Staff members participate in conferences and workshops throughout the school year. The District provides early release Wednesdays in order to provide all staff with training in areas of need, curriculum development and alignment with the California State Standards. Teachers are given release time to work with colleagues in order to look at student data and make changes, as needed, to their lessons in order to prepare all students to meet or exceed state proficiency levels. The focus of professional development continues to be in the areas of math, English Language Arts, and EL improvement. Administrators work closely with other district administrators as well as with the Imperial County Office of Education. Teachers are provided feedback from administration and an on-site teacher resource coach.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	5