# Holtville High School

## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 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.

### 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/. |

## 2025-26 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 |

## 2025-26 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 |

## 2025-26 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 California. Holtville High School provides a one-to-one, take-home technology program to all students in grades 9 to 12, they

## 2025-26 School Description and Mission Statement

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

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Grade 9** | 111 |
| **Grade 10** | 138 |
| **Grade 11** | 148 |
| **Grade 12** | 119 |
| **Total Enrollment** | 516 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 49 |
| **Male** | 51 |
| **Black or African American** | 0.4 |
| **Hispanic or Latino** | 87.6 |
| **Two or More Races** | 1 |
| **White** | 11 |
| **English Learners** | 32 |
| **Homeless** | 0.8 |
| **Migrant** | 11.2 |
| **Socioeconomically Disadvantaged** | 75.2 |
| **Students with Disabilities** | 9.7 |

## 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.

## 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)** | 23.5 | 76.9 | 73.6 | 83.32 | 234405.2 | 84 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 0 | 0 | 4853 | 1.74 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 1.2 | 4.02 | 2 | 2.26 | 12001.5 | 4.3 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 1.3 | 1.52 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 5.8 | 19.02 | 11.3 | 12.89 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 30.6 | 100 | 88.3 | 100 | 279044.8 | 100 |

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 | 76.23 | 77 | 82.78 | 231142.4 | 83.24 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 0.9 | 1.06 | 5566.4 | 2 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 3.6 | 10.96 | 7.1 | 7.63 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 1 | 3.13 | 3.1 | 3.36 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 3.1 | 9.65 | 4.8 | 5.16 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 32.8 | 100 | 93.1 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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)** | 26.3 | 79.04 | 72.9 | 75.91 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 1.5 | 4.5 | 4 | 4.16 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments ("ineffective" under ESSA)** | 0.6 | 1.95 | 5.6 | 5.88 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)** | 1.4 | 4.47 | 4.9 | 5.13 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 3.3 | 9.99 | 8.5 | 8.9 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 33.3 | 100 | 96 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Permits and Waivers** | 0.30 | 2.5 | 0.1 |
| **Misassignments** | 0.80 | 1.1 | 0.5 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 1.20 | 3.6 | 0.6 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Credentialed Teachers Authorized on a Permit or Waiver** | 0.00 | 0.5 | 0.5 |
| **Local Assignment Options** | 0.00 | 0.5 | 0.9 |
| **Total Out-of-Field Teachers** | 0.00 | 1 | 1.4 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 2.7 | 4.5 | 1.5 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.8 | 4.2 | 2.6 |

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

## 2025-26 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 | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | Pearson, My Perspectives 2017 | 0% |
| **Mathematics** | Math Visions Project 2012 | 0% |
| **Science** | Prentice Hall, 2006 | 0% |
| **History-Social Science** | Prentice Hall, 2006 | 0% |
| **Foreign Language** | D C Heath & Co., 2005 | 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 Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Systems:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | None Needed |
| **Interior:**<br>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:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | None Needed |
| **Electrical** | X | | | Electrical outlet missing cover G53 |
| **Restrooms/Fountains:**<br>Restrooms, Sinks/ Fountains | X | | | Boys RR D floor needs painting, ceiling has a crack. Girls RR missing one of the shower head. |
| **Safety:**<br>Fire Safety, Hazardous Materials | X | | | None Needed |
| **Structural:**<br>Structural Damage, Roofs | X | | | A8 Nurse office crack on west wall. |
| **External:**<br>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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 46 | 56 | 49 | 53 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 11 | 21 | 35 | 33 | 35 | 37 |

### 2024-25 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** | 141 | 138 | 97.87 | 2.13 | 55.80 |
| **Female** | 71 | 70 | 98.59 | 1.41 | 65.71 |
| **Male** | 70 | 68 | 97.14 | 2.86 | 45.59 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 126 | 123 | 97.62 | 2.38 | 53.66 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 15 | 15 | 100.00 | 0.00 | 73.33 |
| **English Learners** | 34 | 33 | 97.06 | 2.94 | 18.18 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 103 | 100 | 97.09 | 2.91 | 50.00 |
| **Students Receiving Migrant Education Services** | 14 | 14 | 100.00 | 0.00 | 42.86 |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 2024-25 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** | 141 | 139 | 98.58 | 1.42 | 20.86 |
| **Female** | 71 | 71 | 100.00 | 0.00 | 16.90 |
| **Male** | 70 | 68 | 97.14 | 2.86 | 25.00 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | 0 | 0 | 0 | 0 | 0 |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 126 | 124 | 98.41 | 1.59 | 20.16 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 15 | 15 | 100.00 | 0.00 | 26.67 |
| **English Learners** | 34 | 33 | 97.06 | 2.94 | 3.03 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 103 | 101 | 98.06 | 1.94 | 16.83 |
| **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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 21.05 | 15.49 | 23.67 | 27.08 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| **All Students** | 261 | 257 | 98.47 | 1.53 | 16.34 |
| **Female** | 126 | 125 | 99.21 | 0.79 | 16.80 |
| **Male** | 135 | 132 | 97.78 | 2.22 | 15.91 |
| **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** | 231 | 227 | 98.27 | 1.73 | 16.30 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 29 | 29 | 100.00 | 0.00 | 17.24 |
| **English Learners** | 69 | 67 | 97.10 | 2.90 | 1.49 |
| **Foster Youth** | 0 | 0 | 0 | 0 | 0 |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 195 | 191 | 97.95 | 2.05 | 13.09 |
| **Students Receiving Migrant Education Services** | 25 | 25 | 100.00 | 0.00 | 12.00 |
| **Students with Disabilities** | 19 | 19 | 100.00 | 0.00 | 0.00 |

## 2024-25 Career Technical Education Programs

Holtville High School offers a robust variety of CTE programs designed to integrate core academic knowledge with technical skills. All programs are aligned with the California Model Curriculum Standards for their respective industry sectors.
CTE Program Sequences Offered

Students are encouraged to follow a "Pathway" consisting of an introductory course, a concentrator course, and a final capstone course. A student who completes 300 hours of in-sequence coursework is recognized as a Pathway Completer.
Industry Sector CTE Pathway Introductory Course Concentrator Course Capstone Course
Ag & Natural Resources Ag Mechanics Intro to Ag Mechanics Inter. Ag-Mech-Welding Adv. Ag Fabrication I/II
Ag & Natural Resources Agriscience Intro to Agri-Science Ag Biology Agri-Plant & Soil Science
Ag & Natural Resources Veterinary Science Intro to Agri-Science Veterinary I Veterinary II
Ag & Natural Resources Horticulture Intro to Agri-Science Floriculture I Floriculture II
Business & Finance Business Management Intro to Business Tech Business Technology Adv. Business Management
Health Science Patient Care Intro to Medical Occupations Medical Terminology Sports Medicine
Public Service Public Safety Public Safety I Public Safety II Public Safety III
Transportation Systems Diagnostics Small Engine Repair Auto Tech I Auto Tech II

Course Providers

## 2024-25 Career Technical Education Programs

District-Operated: Most pathways listed above (including Agriculture, Business, and Health Science) are conducted directly by Holtville Unified School District on the Holtville High School campus.

Regional Occupational Program (ROP): Vocational programs and certain advanced capstone certifications are offered in partnership with the Imperial Valley Regional Occupational Program (IVROP). These often include off-site or specialized training in Public Safety and Medical Occupations.

CTE Advisory Committee

The district maintains a CTE Advisory Committee to ensure programs meet current industry standards and provide a bridge between the classroom and the local workforce.

Primary Representative: Marcos "Marc" Rosales (Project Coordinator, IVROP / HUSD Liaison)

Industries Represented:

Agriculture: Local farm bureaus, irrigation districts, and equipment dealerships.

Public Safety: Representatives from the Holtville Fire Department and Imperial County Sheriff's Office.

Health Services: Local clinical providers and sports medicine practitioners.

Business: Imperial Valley Small Business Development Center and local banking representatives.

Transportation: Local automotive and mechanical service industry owners.

## 2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 400 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 24.1 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## 2024-25 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 |
|---|---|
| **Pupils Enrolled in Courses Required for UC/CSU Admission** | 100 |
| **Graduates Who Completed All Courses Required for UC/CSU Admission** | 86.18 |

## 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.

### 2024-25 California Physical Fitness Test Participation Rates

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 9** | 92% | 93% | 93% | 93% | 90% |

## 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.

### 2025-26 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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | 1.7 | 0 | 0.8 | 5.7 | 0.7 | 2.3 | 8.2 | 8.9 | 8 |
| **Graduation Rate** | 98.3 | 100 | 99.2 | 92.9 | 98.6 | 96.9 | 86.2 | 86.4 | 87.5 |

### 2024-25 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** | 124 | 123 | 99.2 |
| **Female** | 56 | 56 | 100.0 |
| **Male** | 68 | 67 | 98.5 |
| **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** | -- | -- | -- |
| **Filipino** | 0 | 0 | 0.00 |
| **Hispanic or Latino** | 109 | 108 | 99.1 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 |
| **Two or More Races** | 0 | 0 | 0.00 |
| **White** | 14 | 14 | 100.0 |
| **English Learners** | 47 | 46 | 97.9 |
| **Foster Youth** | -- | -- | -- |
| **Homeless** | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 111 | 110 | 99.1 |
| **Students Receiving Migrant Education Services** | 18 | 18 | 100.0 |
| **Students with Disabilities** | 13 | 13 | 100.0 |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 539 | 535 | 98 | 18.3 |
| **Female** | 264 | 261 | 49 | 18.8 |
| **Male** | 275 | 274 | 49 | 17.9 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 475 | 471 | 88 | 18.7 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- |
| **White** | 57 | 57 | 9 | 15.8 |
| **English Learners** | 178 | 176 | 38 | 21.6 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 417 | 415 | 86 | 20.7 |
| **Students Receiving Migrant Education Services** | 64 | 64 | 12 | 18.8 |
| **Students with Disabilities** | 53 | 52 | 17 | 32.7 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 8.96 | 5.99 | 4.27 | 5.13 | 3.61 | 3.35 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.19 | 0.18 | 0.19 | 0.06 | 0.06 | 0.12 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| **All Students** | 4.27 | 0.19 |
| **Female** | 2.65 | 0.00 |
| **Male** | 5.82 | 0.36 |
| **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** | 4.63 | 0.21 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 1.75 | 0.00 |
| **English Learners** | 5.06 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 5.28 | 0.24 |
| **Students Receiving Migrant Education Services** | 6.25 | 0.00 |
| **Students with Disabilities** | 5.66 | 0.00 |

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.

## 2025-26 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. 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.

## 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 | 0 |
| **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 |

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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** | 17 | 26 | 10 | 1 |
| **Mathematics** | 19 | 16 | 8 | 2 |
| **Science** | 19 | 11 | 7 | |
| **Social Science** | 24 | 8 | 5 | 5 |

## 2024-25 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 |

## 2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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** | $18,874 | $5,618 | $13,256 | $103,425 |
| **District** | N/A | N/A | $10,605 | $103,995 |
| **Percent Difference - School Site and District** | N/A | N/A | 22.2 | -0.5 |
| **State** | N/A | N/A | $11,146 | $92,686 |
| **Percent Difference - School Site and State** | N/A | N/A | 17.3 | 11.0 |

## Fiscal Year 2024-25 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 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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** | $65,664 | $57,978 |
| **Mid-Range Teacher Salary** | $96,854 | $89,612 |
| **Highest Teacher Salary** | $123,419 | $117,194 |
| **Average Principal Salary (Elementary)** | $148,727 | $143,632 |
| **Average Principal Salary (Middle)** | $156,780 | $149,447 |
| **Average Principal Salary (High)** | $160,606 | $162,334 |
| **Superintendent Salary** | $195,342 | $234,076 |
| **Percent of Budget for Teacher Salaries** | 29.75% | 27.81% |
| **Percent of Budget for Administrative Salaries** | 4.9% | 5.47% |

## 2024-25 Advanced Placement (AP) Courses

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

| | |
|---|---|
| **Percent of Students in AP Courses** | 34.9 |

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** | 2 |
| **Fine and Performing Arts** | 3 |
| **Foreign Language** | 4 |
| **Mathematics** | 2 |
| **Science** | 0 |
| **Social Science** | 2 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 13 |

## 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.

## Professional Development

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

| Subject | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 4 | 5 | 5 |