# Pine Elementary

## 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** | Pine Elementary |
| **Street** | 3295 Holt Road |
| **City, State, Zip** | Holtville, CA 92250 |
| **Phone Number** | 760-356-2615 |
| **Principal** | Samantha Williams |
| **Email Address** | swilliams@husd.net |
| **School Website** | https://pine.husd.net/en/ |
| **Grade Span** | K-8 |
| **County-District-School (CDS) Code** | 13-631496008536 |

## 2025-26 District Contact Information

| | |
|---|---|
| **District Name** | Holtville Unified School District |
| **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

Pine School is located in the rural, agricultural community of Holtville, which is located 120 miles east of San Diego, 225 miles southeast of Los Angeles, 40 miles west of the California/Arizona border and 20 miles northeast of Mexicali, Baja California, Mexico.

Pine School is a K-8 school approximately 6 miles north of Holtville and serves approximately 225 students. Pine School has transitioned to a technology-driven, one-to-one, cloud-based school. Each student is assigned an iPad. Also, each classroom, the library, cafeteria and computer lab are equipped with LCD projectors, carts for portability, Apple TVs, speakers, and internet capable 60" televisions. Each teacher is assigned an iPad and Mac book with internet connectivity. The entire Pine campus is

## 2025-26 School Description and Mission Statement

wireless, where teachers, students, and visitors can go outside and use the technology outside when weather permits. The Apple Connect Ed program provided Pine with a full-time support person from Apple during the initial implementation of the Connect Ed grant and has provided follow up training to teachers. In October of 2022, 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. Pine School was given a rating of "Exemplary" on the Facility Inspection Tool. In addition to technology and all core content areas, Pine offers sports programs, an Exploring Agriculture CTE pathway, beginning band, and a creative arts program. Pine Elementary School continues to grow in all areas of instruction. Pine's goal is to provide a rigorous curriculum aligned with state standards in order to raise student achievement. Pine School strives to enhance the academic, physical, and social emotional skills of each student through the various programs and teaching techniques used inside and outside of the classroom. Pine School staff is committed to the education of every child. Students are provided access to the curriculum and appropriate interventions. Pine Elementary School believes the community, home, and school share the responsibility for a child's education and development; therefore, we work together with members of our community to provide real-world learning opportunities and experiences for our students.

Mission Statement:

At Pine School we are PROUD:

Persistent- never give up
(overcome challenges, meet your goals)
Respectful- kind and courteous
(build positive relationships)
Organized- on time and ready to learn
(build life skills to prepare you for your future)
Understanding- compassionate
(creates meaningful foundation for relationships)
Disciplined- think before doing
(self-control)

Vision

Pine School shapes global learners today into global leaders tomorrow. We provide a safe and secure environment in which all students are given the opportunity to achieve their maximum academic level while ensuring social and emotional well-being. Through a dedicated and positive staff and a supportive community, we foster creativity by establishing an innovative and flexible learning environment which includes technology and the arts.

## About this School

### 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 31 |
| **Grade 1** | 18 |
| **Grade 2** | 15 |
| **Grade 3** | 25 |
| **Grade 4** | 18 |
| **Grade 5** | 22 |
| **Grade 6** | 24 |
| **Grade 7** | 28 |
| **Grade 8** | 29 |
| **Total Enrollment** | 210 |

### 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 50 |
| **Male** | 50 |
| **Asian** | 0.5 |
| **Hispanic or Latino** | 65.7 |
| **White** | 33.8 |
| **English Learners** | 15.2 |
| **Foster Youth** | 1.4 |
| **Homeless** | 1 |
| **Migrant** | 3.8 |
| **Socioeconomically Disadvantaged** | 65.7 |
| **Students with Disabilities** | 12.9 |

## 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)** | 8.5 | 89.47 | 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)** | 0 | 0 | 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** | 1 | 10.53 | 11.3 | 12.89 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 9.5 | 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)** | 11.1 | 91.8 | 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)** | 0 | 0 | 7.1 | 7.63 | 14938.3 | 5.38 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 3.1 | 3.36 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 1 | 8.2 | 4.8 | 5.16 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 12.1 | 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)** | 11.1 | 91.8 | 72.9 | 75.91 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 4 | 4.16 | 6213.8 | 2.23 |
| **Teachers Without Credentials and Misassignments (“ineffective” under ESSA)** | 0 | 0 | 5.6 | 5.88 | 16855 | 6.04 |
| **Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)** | 0 | 0 | 4.9 | 5.13 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 1 | 8.2 | 8.5 | 8.9 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 12.1 | 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** | 0.00 | 0 | 0 |
| **Misassignments** | 0.00 | 0 | 0 |
| **Vacant Positions** | 0.00 | 0 | 0 |
| **Total Teachers Without Credentials and Misassignments** | 0.00 | 0 | 0 |

## 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 | 0 |
| **Local Assignment Options** | 0.00 | 0 | 0 |
| **Total Out-of-Field Teachers** | 0.00 | 0 | 0 |

## 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) | 0 | 0 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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 and the board approved in October of 2022, 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** | Benchmark Advance 2017<br>Pearson, My Perspectives 2017 | 0 |
| **Mathematics** | Great Minds - Eureka Math, 2015 | 0 |
| **Science** | K-5, Science, Harcourt, 2007<br>6, Focus on Earth Science, Prentice Hall 2001 (No)<br>7, Focus on Life Science, Prentice Hall 2001 (No)<br>8, Focus on Physical Science, Prentice Hall 2001 (No) | 0 |
| **History-Social Science** | K-5,Social Studies, Pearson Scott Foresman, 2006<br>6-7, World History, Holt, Rinehart & Winston, 2002 (No)<br>8, U. S. History, Holt, Rinehart, Winston, 2002 (No) | 0 |
| **Foreign Language** | NA | |
| **Health** | NA | |
| **Visual and Performing Arts** | NA | |
| **Science Laboratory Equipment (grades 9-12)** | NA | |

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

## School Facility Conditions and Planned Improvements

Situated on 8.3 acres, Pine Elementary School was originally constructed in 1948 and remodeled in 2002.The campus is comprised of eleven classrooms, a library, a counseling office and a special projects room for the creative arts program, EL classes and many other activities. Pine School also has a cafeteria, an office building, a concrete volleyball and basketball

## School Facility Conditions and Planned Improvements

courts, grassy play areas, and dressing rooms. The facility is constantly inspected by the maintenance and custodial staff and by site and district administration.

In 2015, Pine School was awarded the Pine ConnectED Grant, bringing with it a fully wireless campus and a one-to-one student computer use and resources. All student-used rooms have been upgraded with wireless internet, 60" fully functional flat screen TV's, projectors, Apple TV's, and projector screens. Wireless access has been added to the area outside so that teachers are able to take students outside to learn while still accessing their wireless iPads. Every teacher received an iPad, an Apple laptop, speakers and more. A matching grant was awarded by the USDA in 2020 to update all the student iPads. In addition, Imperial Irrigation District purchased new MacBook laptops for the teachers, the counselor and the principal in December of 2020.

| | |
|---|---|
| **Year and month of the most recent FIT report** | December 19, 2023 |

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|---|---|---|---|
| **Systems:** Gas Leaks, Mechanical/HVAC, Sewer | X | | | None Needed |
| **Interior:** Interior Surfaces | X | | | None Needed |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | None Needed |
| **Electrical** | X | | | Room 13 missing light covers |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | None Needed |
| **Safety:** Fire Safety, Hazardous Materials | X | | | None Needed |
| **Structural:** Structural Damage, Roofs | X | | | Stained ceiling tile room #1 and room #9. |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Concrete flooring needs filling in the cracks. Blacktop needs to be replace at the end. |

## 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) | 62 | 54 | 49 | 53 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 57 | 44 | 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** | 142 | 142 | 100.00 | 0.00 | 54.23 |
| **Female** | 71 | 71 | 100.00 | 0.00 | 56.34 |
| **Male** | 71 | 71 | 100.00 | 0.00 | 52.11 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 85 | 85 | 100.00 | 0.00 | 50.59 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 56 | 56 | 100.00 | 0.00 | 60.71 |
| **English Learners** | 21 | 21 | 100.00 | 0.00 | 0.00 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 93 | 93 | 100.00 | 0.00 | 48.39 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 20 | 20 | 100.00 | 0.00 | 40.00 |

## 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** | 142 | 142 | 100.00 | 0.00 | 44.37 |
| **Female** | 71 | 71 | 100.00 | 0.00 | 42.25 |
| **Male** | 71 | 71 | 100.00 | 0.00 | 46.48 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | 0 | 0 | 0 | 0 | 0 |
| **Filipino** | 0 | 0 | 0 | 0 | 0 |
| **Hispanic or Latino** | 85 | 85 | 100.00 | 0.00 | 36.47 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 56 | 56 | 100.00 | 0.00 | 57.14 |
| **English Learners** | 21 | 21 | 100.00 | 0.00 | 9.52 |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 93 | 93 | 100.00 | 0.00 | 39.78 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | 20 | 20 | 100.00 | 0.00 | 30.00 |

## 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) | 46.81 | 36 | 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** | 50 | 50 | 100.00 | 0.00 | 36.00 |
| **Female** | 23 | 23 | 100.00 | 0.00 | 26.09 |
| **Male** | 27 | 27 | 100.00 | 0.00 | 44.44 |
| **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** | 29 | 29 | 100.00 | 0.00 | 31.03 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0 | 0 | 0 |
| **Two or More Races** | 0 | 0 | 0 | 0 | 0 |
| **White** | 21 | 21 | 100.00 | 0.00 | 42.86 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | 0 | 0 | 0 | 0 | 0 |
| **Socioeconomically Disadvantaged** | 30 | 30 | 100.00 | 0.00 | 36.67 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- | -- |
| **Students with Disabilities** | -- | -- | -- | -- | -- |

## 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 5** | 100% | 100% | 100% | 100% | 100% |
| **Grade 7** | 93% | 89% | 96% | 89% | 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.

### 2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Pine School. Through the Pine Community Club, parents are invited to plan and participate in fund raising activities, and school events. Parents also serve on the School Site Council and as members of the English Learner Advisory Committee.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 217 | 217 | 15 | 6.9 |
| **Female** | 109 | 109 | 9 | 8.3 |
| **Male** | 108 | 108 | 6 | 5.6 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 145 | 145 | 11 | 7.6 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | -- | -- | -- | -- |
| **White** | 71 | 71 | 4 | 5.6 |
| **English Learners** | 35 | 35 | 1 | 2.9 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 143 | 143 | 12 | 8.4 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 29 | 29 | 1 | 3.4 |

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 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 |
| 3.02 | 2.73 | 6.91 | 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 | 0 | 0 | 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** | 6.91 | 0.00 |
| **Female** | 4.59 | 0.00 |
| **Male** | 9.26 | 0.00 |
| **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** | 9.66 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 0.00 | 0.00 |
| **White** | 1.41 | 0.00 |
| **English Learners** | 17.14 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 9.09 | 0.00 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 10.34 | 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 Pine School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated in January 2026. It was discussed with the entire faculty and support staff at the beginning of school in September and again at the end of the semester in January. 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. Supervision is provided to ensure the safety of each student before and after school, during lunch and at breaks. Supervision is a responsibility which is shared among yard aides, teachers and school administration. Safety plans are published on each school's web site, and made available to all stakeholders. A printed copy of the Comprehensive School Safety Plan is available at www.husd.net

# D. Other SARC Information

## Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 18 | 1 | 1 | 0 |
| **1** | 21 | 0 | 1 | 0 |
| **2** | 17 | 1 | 0 | 0 |
| **3** | 19 | 1 | 0 | 0 |
| **4** | 24 | 0 | 1 | 0 |
| **5** | 19 | 1 | 0 | 0 |
| **6** | 27 | 1 | 7 | 0 |
| **Other** | 0 | 0 | 0 | 0 |

## 2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 19 | 1 | 0 | 0 |
| **1** | 13 | 1 | 0 | 0 |
| **2** | 23 | 0 | 1 | 0 |
| **3** | 19 | 1 | 0 | 0 |
| **4** | 22 | 0 | 1 | 0 |
| **5** | 23 | 0 | 1 | 0 |
| **6** | 26 | 0 | 7 | 0 |
| **Other** | 31 | 0 | 1 | 0 |

## 2024-25 Elementary 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 class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **K** | 20 | 1 | | |
| **1** | 18 | 1 | | |
| **2** | 15 | 1 | | |
| **3** | 25 | | 1 | |
| **4** | 18 | 1 | | |
| **5** | 22 | | 1 | |
| **6** | 24 | | 7 | |
| **Other** | 12 | 2 | | |

## 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** | 210 |

## 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)** | 1 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 1 |

## 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** | $16,441 | $6,332 | $10,109 | $93,659 |
| **District** | N/A | N/A | $10,238 | $102,625 |
| **Percent Difference - School Site and District** | N/A | N/A | -1.3 | -9.1 |
| **State** | N/A | N/A | $11,146 | $92,686 |
| **Percent Difference - School Site and State** | N/A | N/A | -9.8 | 1.0 |

## 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 (TK-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.

Pine School offers one-to-one iPads, robotics, coding, K – 8th grade Creative Arts program, Science, Technology, Engineering, Art and Math (STEAM), project-based learning, ELOP before and after school program, transportation, sports, EL support, and much more to all of our students. The Apple ConnectED grant provides Pine School with one-to-one iPads and technology resources that are offered to students and parents.

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.

## Fiscal Year 2024-25 Types of Services Funded

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 to oversee 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% |

## Professional Development

Holtville Unified School District provides two days of Professional Development in August before the start of school and two additional days during the school year for staff members. Additionally, professional development is an on-going process in the 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 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.

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 |