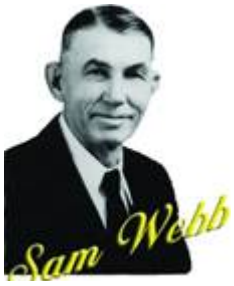
Sam Webb Continuation High School

2025-2026 School Accountability Report Card
(Published During the 2026-2027 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/.

2026-27 School Contact Information

School Name	Sam Webb Continuation High School
Street	522 West Eighth Street
City, State, Zip	Holtville, CA 92250
Phone Number	760-356-1304
Principal	Mitchell W. Drye
Email Address	mdrye@husd.net
School Website	https://swhs.husd.net/en/
Grade Span	
County-District-School (CDS) Code	13-631491337138

2026-27 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

2026-27 School Description and Mission Statement

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

Sam Webb Continuation High School serves students from Holtville High School, assisting them in their ability to get their high school diploma, by catching up on their units and improving their GPA. When they attending Sam Webb, students can choose to complete their high school career at Sam Webb and receive a diploma, or return to Holtville High School and graduate with their fellow classmates. Sam Webb Continuation High School provides instruction in English, Math, Science, and other core and elective subject areas. Sam Web Continuation High School is instrumental in giving high school students a second

2026-27 School Description and Mission Statement

chance. This second chance is in developing the necessary skills to be successful in high school, and in life. It is rewarding to see students succeed with help from the Sam Webb Continuation High School staff. Students are encouraged to take full advantage of the program and when they do, they are rewarded with the skills and tools they need to be successful in life.

Mission Statement:
The Sam Webb Continuation High School takes pride in valuing excellence, individuality, diversity, and creativity. Sam Webb is committed to the intellectual achievement, emotional, and social development of each student in a caring, collaborative, supportive environment.

Vision Statement:
The Sam Webb Continuation High School prepares students for their futures, which may include college, technical institutions, and/or careers. We provide an environment that supports quality instructional programs and empowers students to become independent, resourceful, and successful citizens and scholars.

About this School

2025-26 Student Enrollment by Grade Level

Grade Level	Number of Students

2025-26 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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.

2024-25 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	2022-23	2023-24	2024-25
Permits and Waivers	0	0	
Misassignments	0	0	
Vacant Positions	0	0	
Total Teachers Without Credentials and Misassignments	0	0	

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

Indicator	2022-23	2023-24	2024-25
Credentialed Teachers Authorized on a Permit or Waiver	0	0	
Local Assignment Options	0.5	0.5	
Total Out-of-Field Teachers	0.5	0.5	

Class Assignments

Indicator	2022-23	2023-24	2024-25
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	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	

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

2026-27 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. on October 5th, 2021 the board approved a resolution stating that all schools had 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, A+- Fuel online curriculum.	0
Mathematics	Math Visions Project 2012, A+- Fuel online curriculum.	0
Science	Globe Science Series, Life Science, 1996 Globe-Fearon, Prentice Hall, 2006 A+- Fuel online curriculum.	0
History-Social Science	History of the World by Steck-Vaughn, 2003 U.S. History 1987 Globe Fearon, Prentice Hall, 2006 A+- Fuel online curriculum.	0
Foreign Language	Merrill, 2006, D C Heath & Co., 2005 A+- Fuel online curriculum.	0
Health	A+- Fuel online curriculum.	
Visual and Performing Arts	Glencoe, 2005 A+- Fuel online curriculum.	0
Science Laboratory Equipment (grades 9-12)	A+- Fuel online curriculum.	

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

School Facility Conditions and Planned Improvements

Sam Webb High School is located just adjacent to Holtville High School. Each year The facility is inspected by a team comprised of members from maintenance, custodial staff, school and district administrators. After the inspection, the results are given to the Superintendent who then meets with the district Maintenance Director and a plan is developed to make the necessary repairs.

Year and month of the most recent FIT report	December 18, 2023

School Facility Conditions and Planned Improvements

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			None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			None Needed
Safety: Fire Safety, Hazardous Materials	X			None Needed
Structural: Structural Damage, Roofs	X			None Needed
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 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 2024-25	School 2025-26	District 2024-25	District 2025-26	State 2024-25	State 2025-26
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

2025-26 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.

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
Students with Disabilities							

2025-26 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.

Student Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
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 2024-25	School 2025-26	District 2024-25	District 2025-26	State 2024-25	State 2025-26
Science (grades 5, 8 and high school)						

2025-26 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 Groups	Total Enrollment	Percent Tested	Percent Not Tested	Percent Level 1	Percent Level 2	Percent Level 3	Percent Level 4
Statewide							
Schoolwide							
Female							
Male							
American Indian or Alaska Native							
Asian							
Black or African American							
Filipino							
Hispanic or Latino							
Native Hawaiian or Pacific Islander							
Two or More Races							
White							
English Learners							
Foster Youth							
Homeless							
Military							
Socioeconomically Disadvantaged							
Students Receiving Migrant Education Services							
Students with Disabilities							

2025-26 Career Technical Education Programs

Sam Webb High School does not have a Career Technical Education Program as it is an alternative/continuation high school. Sam Webb's goal is to assist and support students path back to the Holtville High School program where these and other services are provided.

2025-26 Career Technical Education (CTE) Participation

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

2025-26 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	
Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2025-26 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

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.

2026-27 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Sam Webb High School. Parents are invited to take part in planning activities such as the SPSA and LCAP, volunteer on campus, chaperone events, and participate in fund raising efforts. Sam Webb Continuation High School has a functioning School Site Council that also functions as their ELAC or English Language Advisory Committee. Because of COVID-19 this year, all meetings are done under the rules and regulations

2026-27 Opportunities for Parental Involvement

set by by the State and local agencies. We are continuing with giving access by using ZOOM, Google Meets and other programs that gives all stakeholders the ability to be involved and yet safe.

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 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26
Dropout Rate									
Graduation Rate									

2025-26 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			
Female			
Male			
Non-Binary			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
Two or More Races			
White			
English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged			
Students Receiving Migrant Education Services			
Students with Disabilities			

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.

2025-26 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26

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 2023-24	School 2024-25	School 2025-26	District 2023-24	District 2024-25	District 2025-26	State 2023-24	State 2024-25	State 2025-26

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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.

2026-27 School Safety Plan

The safety of students and staff is a primary concern of Sam Webb High School. To safeguard all stakeholders a comprehensive School Site Safety Plan was most recently updated in October 2025. It was discussed with the entire faculty

2026-27 School Safety Plan

and support staff at the beginning of school in August and again at the end of the semester in January of 2026. Procedures for what to do in case of an earthquake, fire, or a lockdown are practiced at the site on a quarterly basis. This year's procedures for dealing with COVID-19 were developed and approved by our school board and those too were shared and practiced by all staff, and others who are on campus daily. All guests to the campus must sign in at the office and wear a visitor's badge at all times. A printed copy of the Comprehensive School Safety Plan is available at each school site and is also available on the District web site located at www.husd.net. .

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				
Mathematics				
Science				
Social Science				

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				
Mathematics				
Science				
Social Science				

2025-26 Secondary Average Class Size and Class Size Distribution

This table displays the 2025-26 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				
Mathematics				
Science				
Social Science				

2025-26 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	

2025-26 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2024-25 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2024-25 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				
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2025-26 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. Sam Webb is an alternative to a comprehensive high school.

Fiscal Year 2025-26 Types of Services Funded

We offer one-on-one counseling while focusing on credit recovery with the goal of having the students return to Holtville High School, graduate from Sam Webb or move on to Adult Education depending on performance and age.

Fiscal Year 2024-25 Teacher and Administrative Salaries

This table displays the 2024-25 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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2025-26 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered Where there are student course enrollments of at least one student.	

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

Professional Development

staff with training in areas of need, curriculum development and alignment with the California Standards. The District has increased the number of days designated as staff development in order to keep pace with the changing state requirements and the implementation of the California State Standards (CCSS). 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 mathematics, 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	2024-25	2025-26	2026-27
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	