Holtville Middle School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

![Holtville Middle School logo]

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.

2023-24 School Contact Information

School Name	Holtville Middle School
Street	800 Beale Ave.
City, State, Zip	Holtville, CA 92250
Phone Number	760-356-2811
Principal	Mario A Garcia
Email Address	magarcia@husd.net
School Website	https://hms.husd.net/en/
County-District-School (CDS) Code	13-631496008528

2023-24 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

2023-24 School Description and Mission Statement

Holtville Middle School 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. Holtville Middle School is in a rural, agricultural area and serves approximately 292 students.

In 2017 Holtville Middle School was awarded the Gold Ribbon School Award and recognized as a top Title One School in academic achievement. Holtville Middle School is a certified AVID School. In addition to the standards-based, rigorous core curriculum, Holtville Middle School offers a variety of electives including Band, Spanish, Math, and ELD support classes, Ag. Science, and Communications. Holtville Middle School has also been successful in integrating MESA into the curriculum as an elective and after school as a club. MESA students gain first-hand experience in robotics, programs, and web design. HMS also facilitates a comprehensive After School Education and Safety Program (ASES) program. Homework centers, sports, and tutoring are coordinated by teachers and tutors every day, after school. Holtville Middle School participates in the Imperial County Elementary Athletic Association and offers Soccer, Volleyball, Basketball, Softball, and Flag Football. In addition to sports, ASB creates an engaging environment by running clubs such as Flags, Shields, and Cheer and hosting student-led events such as dances and field days.

To teach students 21st skills and prepare them for an innovative college and career understanding, Holtville Middle School is moving towards a one-to-one device instructional model. Classrooms are equipped with state-of-the-art equipment such as computers, projectors, wireless access points, Apple TV's, wall mounted 60" TVs, and other electronics. Google Chrome, Microsoft programs, and other software support some of their technological goals.

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 August of this year, a Holtville Unified Administrative team performed a FIT, Facility Inspection Tool, where they walked through the campus and inspect it based on several points, and Holtville Middle School was rated as "good."

Holtville Middle School enjoys a large volunteer group of people consisting of parents, grandparents, local community members, social groups, clubs and organizations, public and private organizations and businesses, as well as the fire and police departments. Holtville Middle School promotes a safe and fun learning environment that fosters respectful and responsible students and ensures that every student reaches a high level of academic achievement through their school foundations. The school foundations are Prepared, Responsible, Integrity, Determined and Engaged (P.R.I.D.E).

Holtville Middle School Students, Parents and Teachers Drive to Success

2023-24 School Description and Mission Statement

Vision Statement:
Our vision is to have every student be a responsible citizen, an independent thinker, an effective communicator, and a life-long learner capable of success.

Mission Statement:
Our mission is to create a safe academic environment, which ensures learning to the highest standards, instills responsibility, self-worth, respect, and a strong work ethic in all students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	78
Grade 7	76
Grade 8	94
Total Enrollment	248

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.2%
Male	48.8%
Black or African American	0.4%
Hispanic or Latino	94.4%
Two or More Races	1.2%
White	4%
English Learners	52.4%
Homeless	3.2%
Migrant	15.3%
Socioeconomically Disadvantaged	89.1%
Students with Disabilities	10.5%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.10	46.74	65.10	74.60	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	11.45	3.00	3.43	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.30	13.69	3.90	4.57	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	4.80	5.49	12115.80	4.41
Unknown	4.90	28.06	10.30	11.88	18854.30	6.86
Total Teaching Positions	17.40	100.00	87.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.20	68.00	73.60	83.32	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	4.59	2.00	2.26	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.30	1.52	11953.10	4.28
Unknown	4.50	27.36	11.30	12.89	15831.90	5.67
Total Teaching Positions	16.50	100.00	88.30	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.30	0.70
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.30	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.8	5.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.2	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	Pearson, My Perspectives, 2017	Yes	0
Mathematics	Great Minds - Eureka Math, 2015	Yes	0
Science	Prentice Hall, 2001	No	0
History-Social Science	Holt, Rinehart & Winston, 2006	Yes	0
Foreign Language	N/A		
Health	N/A		
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Situated on 20.4 acres, Holtville Middle School was originally constructed in the 1960's. The campus is comprised of 18 classrooms, a cafeteria, an office building, two athletic fields, a pair of locker rooms, a library, and three computer labs. All damages caused by the 2009 earthquake have been repaired. In addition, the quad area was updated with a concrete floor, picnic tables, trees and a grassy area for students to study, visit, relax, and enjoy their time between classes. In 2017, the blacktop areas were updated with concrete and a new full-size basketball court and two volleyball courts were added for additional recreation use. The facility is constantly inspected by the maintenance and custodial staff and by site and district administration. The facility strongly supports teaching and learning through its ample classroom and recreational space.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None Needed
Interior: Interior Surfaces	X			Stains ceiling tiles. Stained carpet in meetings room. Damage ceiling titles in Library.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None Needed
Electrical	X			None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys RR south side broken soap dispenser.
Safety: Fire Safety, Hazardous Materials	X			None Needed
Structural: Structural Damage, Roofs	X			B1 small piece of wall base missing.
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.

Percentages are not calculated 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.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	50	49	48	52	47	46
Mathematics (grades 3-8 and 11)	35	30	32	37	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	241	240	99.59	0.41	48.75
Female	124	124	100.00	0.00	57.26
Male	117	116	99.15	0.85	39.66
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	227	226	99.56	0.44	48.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	114	99.13	0.87	25.44
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	215	99.54	0.46	46.51
Students Receiving Migrant Education Services	38	38	100.00	0.00	47.37
Students with Disabilities	26	26	100.00	0.00	3.85

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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	241	240	99.59	0.41	30.00
Female	124	124	100.00	0.00	29.84
Male	117	116	99.15	0.85	30.17
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	227	226	99.56	0.44	29.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	115	114	99.13	0.87	7.02
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	216	215	99.54	0.46	26.05
Students Receiving Migrant Education Services	38	38	100.00	0.00	21.05
Students with Disabilities	26	26	100.00	0.00	3.85

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.09	18.89	20.34	23.11	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	90	98.90	1.10	18.89
Female	42	42	100.00	0.00	21.43
Male	49	48	97.96	2.04	16.67
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	85	84	98.82	1.18	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	39	38	97.44	2.56	7.89
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	79	78	98.73	1.27	16.67
Students Receiving Migrant Education Services	11	11	100.00	0.00	9.09
Students with Disabilities	11	11	100.00	0.00	0.00

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required 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	100%	100%	100%	100%	100%
Grade 9	97.85%	97.85%	97.85%	97.85%	97.85%

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.

2023-24 Opportunities for Parental Involvement

Holtville Middle School offers many opportunities for parent and community involvement. Parents and community members are encouraged to participate in and be members of the School Site Council and the English Learner Advisory Council. They are welcomed and encouraged to be volunteers for events, assist with fund raising activities, and be chaperones for various school events. The parents and the community are very supportive of the educational program at Holtville Middle School.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	266	255	31	12.2
Female	134	129	15	11.6
Male	132	126	16	12.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	1	1	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	252	241	31	12.9
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	10	10	0	0.0
English Learners	142	135	20	14.8
Foster Youth	1	1	0	0.0
Homeless	10	9	1	11.1
Socioeconomically Disadvantaged	238	229	31	13.5
Students Receiving Migrant Education Services	45	44	11	25.0
Students with Disabilities	28	28	4	14.3

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.42	10.36	6.39	0.48	7.56	5.13	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.12	0.06	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.39	0
Female	0.75	0
Male	12.12	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.75	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	6.34	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	7.14	0
Students Receiving Migrant Education Services	13.33	0
Students with Disabilities	10.71	0

2023-24 School Safety Plan

The safety of students and staff is a primary concern of Holtville Middle School. To safeguard the well-being of students and staff a comprehensive School Site Safety Plan was most recently updated in January 2022. 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 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 at breaks. Supervision is a responsibility shared among teachers and school administration. 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 on the District web site located at www.husd.net..

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	8	3	
Mathematics	20	7	3	
Science	23	5	3	
Social Science	23	5	3	

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	5		
Mathematics	8	2		
Science				
Social Science				

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	18	10	2	0
Mathematics	17	8	2	0
Science	18	10	2	0
Social Science	20	6	2	0

2022-23 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	248

2022-23 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.

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 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	15820.67	5326.83	10493.84	97676.30
District	N/A	N/A	10237.93	$88,877
Percent Difference - School Site and District	N/A	N/A	2.5	13.2
State	N/A	N/A	$7,607	$77,993
Percent Difference - School Site and State	N/A	N/A	45.6	20.9

Fiscal Year 2022-23 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 Middle School offers the ASES afterschool program which includes: after school homework center, tutoring, Math, Engineering, Science Achievement (MESA), robotics, art, sports, cooking and baking, band and drill team. HMS also offers a Dual Immersion Program (English/Spanish).

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 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$57,353	$47,616
Mid-Range Teacher Salary	$84,596	$75,580
Highest Teacher Salary	$107,799	$100,485
Average Principal Salary (Elementary)	$126,329	$114,067
Average Principal Salary (Middle)	$133,147	$123,622
Average Principal Salary (High)	$140,279	$125,386
Superintendent Salary	$170,620	$157,977
Percent of Budget for Teacher Salaries	34.85%	27.82%
Percent of Budget for Administrative Salaries	3.82%	5.78%

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 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,

Professional Development

and EL improvement. Holtville Middle School continues to commit to preparing students for career and college readiness through the AVID program. Holtville Middle School is an AVID-wide school and teachers are trained and updated annually on strategies at the AVID Summer Institute. Administrators work closely with other district administrators as well as with the Imperial County Office of Education. Teachers are provided feedback from administration and an on-site teacher resource coach.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4