



Holtville High School

755 Olive Ave. • Holtville, CA 92250 • 760-356-2926 • Grades 9-12

Anthony Arevalo, Principal

aarevalo@husd.net

www.husd.net

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Holtville Unified

621 East 6th Street
Holtville, CA 92250
760-356-2974
www.husd.net

District Governing Board

Kevin Grizzle

Board Member

Jared Garewal

President

Matthew Hester

Board Member

Ben Abatti, Jr.

Clerk

Robin Cartee

Board Member

Ricardo Mendez

Student Representative

District Administration

Celso Ruiz

Superintendent

John Paul Wells

Assistant Superintendent/Chief

Business Officer

Patricia Harrison

Director of Curriculum

Marjorie Stacey

Director of Special Education

Mitchell W. Drye

Director of Special Projects,

Assessments, and Student

Information

School Description

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

Holtville High School, established in 1909, provides a caring, environment which supports our students' academic, extra-curricular, and social needs. In 2017 and 2018 Holtville High School was awarded the "Race to Submit, the Highest Number of FASFA's", and just the year before, Holtville High School received the distinction of having the highest CAASPP math scores in the Imperial Valley. Holtville High School won recognition, statewide, for having the highest graduation rate in the state of California. Holtville High School provides a one-to-one, take-home technology program to all students in grades 9 to 12, they are permitted to take their computers home or use them off-site. In November of 2019, Holtville Unified School District administered a parent survey and parents responded strongly that they feel their school is clean and well maintained. In addition, parents felt they had input, were able to communicate with staff, and were well informed. In January of this year, a Holtville Unified Administrative team performed a FIT, Facility Inspection Tool, where they walk through the campus and inspect it based on a number of points, and Holtville High School was rated as "good". Holtville High School enjoys a large volunteer group of people consisting of parents, grandparents, local community members, social groups, clubs and organizations, businesses as well as the fire and police departments. Holtville High School promotes a positive and competitive environment that fosters respectful, responsible students and ensures that every student reaches a high level of academic achievement. This has been determined by scores based on the state and national standards assessments, numerous FFA achievements, sports championships, and acceptance into colleges. Holtville High School is committed to a comprehensive system of support to assure all our students experience a positive and successful educational experience. It's liberating to see how our extended Viking community all work together to develop well-rounded young men and women who leave our institution prepared for college or the competitive working world of the 21st century. We use best practices to improve instruction and student achievement. We invite all stakeholders to share in our school's continuous improvement efforts. Holtville High School encourages all stakeholders to become part of all the factors contributing to the success of our students, by attending the sports events of our football team who made it to CIF again this year, the Cross-Country team who is the third group to make it to the State Level, Girls Soccer team and boys Basketball team who made it to the semi-finals, all of our students who were responsible for getting the highest overall math score in the Valley on the CAASPP. Fight on for Holtville!

Mission & Vision

Mission Statement:

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

Vision Statement:

Holtville High School closes the achievement gap by providing a learning environment in which each person has responsibility, communication and direction through effective leadership.

Holtville High School will maintain a clean and safe environment conducive to academic achievement and personal growth. A highly qualified staff uses data-driven teaching strategies to create a challenging curriculum with rigorous standards and instruction, including the use of technology, enabling success in a global society.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	126
Grade 10	136
Grade 11	128
Grade 12	138
Total Enrollment	528

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.2
Filipino	0.2
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.2
White	10.6
Two or More Races	1.7
Socioeconomically Disadvantaged	74.2
English Learners	29.5
Students with Disabilities	8.1

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

Teacher Credentials for Holtville High School	17-18	18-19	19-20
With Full Credential	22	20	26
Without Full Credential	6	8	1
Teaching Outside Subject Area of Competence	1	1	2

Teacher Credentials for Holtville Unified	17-18	18-19	19-20
With Full Credential	♦	♦	83
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at Holtville High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 September 16th of 2019 the board approved resolution 19/20-003 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019, September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pearson, My Perspectives 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Math Visions Project 2012 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Prentice Hall, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Prentice Hall, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	D C Heath & Co., 2005 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	Yearly Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 2020, January

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
Interior: Interior Surfaces	Good	Stained ceiling tile, light covers missing. AG3 classroom needs to be painted.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None Needed
Electrical: Electrical	Good	None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls showers missing couple of showers heads.
Safety: Fire Safety, Hazardous Materials	Good	None Needed
Structural: Structural Damage, Roofs	Good	None Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None Needed
Overall Rating	Good	Repairs are being done.

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	55	53	54	56	50	50
Math	38	38	42	45	38	39

Note: 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.

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	122	122	100.00	53.28
Male	56	56	100.00	44.64
Female	66	66	100.00	60.61
Asian	--	--	--	--
Hispanic or Latino	107	107	100.00	53.27
White	13	13	100.00	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	103	103	100.00	50.49
English Learners	43	43	100.00	27.91
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	23	23	100.00	47.83
Foster Youth	--	--	--	--

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	17.1	26.4	24.0

Note: 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.

Note: 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.

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	122	122	100.00	37.70
Male	56	56	100.00	42.86
Female	66	66	100.00	33.33
Asian	--	--	--	--
Hispanic or Latino	107	107	100.00	38.32
White	13	13	100.00	38.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	103	103	100.00	34.95
English Learners	43	43	100.00	23.26
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	23	23	100.00	34.78
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

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

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.

School Safety Plan

The safety of students and staff is a primary concern of Holtville High School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated November 2019. It was discussed with the entire faculty and support staff at the beginning of school in September and will be again discussed at the end of the school year. Procedures for what to do in case of an earthquake, fire, or a lock down are practiced at the site on a quarterly basis. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before and after school, during lunch and during passing periods. Supervision is a responsibility shared among teachers and school administrators. Safety plans are published on each school's web site, and made available to all stake holders. A printed copy of the Comprehensive School Safety Plan is available at each school site.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.7	5.9	6.0
Expulsions Rate	0.5	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.5	5.7	4.8
Expulsions Rate	0.2	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	264.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	22	11	13	4	24	9	12	5	22	16	10	2
Mathematics	23	8	14	1	22	9	12	2	23	8	12	2
Science	26	5	9	3	26	8	4	4	20	10	9	1
Social Science	24	7	6	6	25	4	11	3	22	8	8	3

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$46,208
Mid-Range Teacher Salary	\$75,227	\$72,218
Highest Teacher Salary	\$95,859	\$92,742
Average Principal Salary (ES)	\$119,030	\$134,864
Average Principal Salary (MS)	\$111,978	\$118,220
Average Principal Salary (HS)	\$111,555	\$127,356
Superintendent Salary	\$151,723	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	33%
Administrative Salaries	4%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

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

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

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,279.74	\$2,884.11	\$9,395.62	\$69,003.62
District	N/A	N/A	\$10,016.62	\$75,166.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.4	-8.5
School Site/ State	22.4	-5.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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

Rate for Holtville High School	2015-16	2016-17	2017-18
Dropout Rate	0	1.5	0.8
Graduation Rate	99.2	97	96.9

Rate for Holtville Unified	2015-16	2016-17	2017-18
Dropout Rate	0	2	4.2
Graduation Rate	95.2	93.3	92.3

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	331
% of pupils completing a CTE program and earning a high school diploma	42%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	86%

Career Technical Education Programs

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

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).

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.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.62
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	41.94

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	3	N/A
Mathematics	2	N/A
Science		N/A
Social Science	3	N/A
All courses	9	20.9

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

*Where there are student course enrollments of at least one student.