

**HUSD
District Office**

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Member

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**HOLTVILLE
UNIFIED
SCHOOL
DISTRICT**



2007-2008 District Accountability Report Card

District Mission Statement

The mission of the Holtville Unified School District is to ensure a standards-based curriculum that promotes excellence in academic, social, and emotional growth for every student through the establishment of strong parent/school/community partnerships in a stable and safe learning environment.

District & Community Profile

Located 120 miles east of San Diego, 225 southeast of Los Angeles, and 10 miles northeast of Mexicali, Baja California, Mexico, Holtville Unified School District serves more than 1,750 students on a traditional calendar schedule. The District is comprised of two elementary schools, one middle school, one comprehensive high school, and one continuation high school. The educational programs at each school are tailored to meet the needs of a changing society. Individual staff members are dedicated to ensuring the academic success of every student and providing a safe and comprehensive educational experience.

Teacher Assignment

Holtville Unified School District recruits and employs only the most qualified credentialed teachers. During the 2007-08 school year, the district staffed 70 fully certificated teachers who met all credential requirements in accordance with the State of California guidelines.

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include: Possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	0.4%
American Indian or Alaska Native	0.1%
Asian	0.4%
Caucasian	17.6%
Filipino	0.6%
Hispanic or Latino	80.3%
Pacific Islander	0.1%
Multiple or No Response	0.4%

Teacher Credential Status

	District
	07-08
Fully Credentialed	70
Without Full Credentials	19
Working Outside Subject	2

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
District	84.5%	15.5%
High-Poverty Schools in District	84.5%	15.5%
Low-Poverty Schools in District	N/A	N/A

California Standards Test

Holtville Unified School District participates in California's mandatory Standardized Testing and Reporting (STAR) Program which includes the California Standards Tests (CST) administered each spring to students in grades two through eleven. The California Standards Test administers exams in the subject areas of Language Arts, Mathematics, Science, and Social Science. Scores are used to assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the content standards tested; these include: "Advanced" (A), "Proficient" (P), "Basic" (B), "Below Basic" (BB), and "Far Below Basic" (FBB) levels. The state target for every student is to score at the "Advanced" or "Proficient" level.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the State average. In this report, the percentage of students achieving "Advanced" and "Proficient" levels is reported. Data is broken down by gender, participation in special programs, and ethnicity. More information about STAR testing and the CST is available at the California Department of Education's website: <http://www.cde.ca.gov>.

Subgroups

Socioeconomically Disadvantaged: According to the State Board of Education, students may be categorized as Socioeconomically Disadvantaged (SED) if neither of the student's parents received a high school diploma, or if the students participate in the Free or Reduced-Price Lunch Program.

English Learners: English Learners (EL) are students whose primary language is not English, and who have low proficiency in the English language. Students are identified as English Learners through the California English Language Development Test (CELDT). In Holtville Unified School District, English Learners are supported by a variety of programs including English Language Development (ELD) classes, in-class support by bilingual aides, and after-school assistance. Many teachers within the district also possess Cross-Cultural Language and Academic Development (CLAD), or Bilingual Cross-Cultural Language and Academic Development (BCLAD) certification.

Special Education: A student is considered Special Education when one or more disabilities have been identified: Mental Retardation (MR), Hard of Hearing (HH), Deaf (DEAF), Speech and Language Impairment (SLI), Visual Impairment, Emotional Disturbance (ED), Orthopedic Impairment (OI), Other Health Impairment (OHI), Specific Learning Disability (SLD), Deaf-Blindness (DB), Multiple Disability (MD), Autism (AUT), and/or Traumatic Brain Injury (TBI).

California Standards Test (CST)																											
Combined % of Students Scoring at Proficient and Advanced Levels																											
	Language Arts									Math						Science											
	2			3			4			5			2		3		4		5								
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08			
All Students																											
District	46	45	35	17	28	28	49	45	41	32	40	34	52	49	49	48	57	51	59	60	49	38	40	37	19	28	27
State	47	48	48	36	37	38	49	51	55	43	44	48	59	59	59	58	58	61	54	56	61	48	49	51	32	37	46
Males																											
District	46	39	32	11	31	26	39	48	40	29	31	36	61	45	49	49	60	51	50	61	47	37	33	45	22	26	30
State	43	44	44	33	33	35	46	48	52	40	41	46	59	59	61	58	58	62	54	56	61	48	48	51	34	38	48
Females																											
District	46	51	39	23	25	29	58	41	43	37	49	32	43	54	49	46	52	51	67	59	50	38	46	28	14	31	25
State	50	53	51	39	41	40	54	55	59	47	48	52	57	58	58	56	57	60	55	58	62	48	49	52	30	35	45
Socioeconomically Disadvantaged																											
District	44	45	35	12	28	28	45	45	41	27	40	34	48	49	49	45	57	51	55	60	49	34	40	37	15	28	27
State	33	35	35	22	23	24	35	36	41	28	29	34	48	48	49	46	47	51	42	45	51	35	36	40	18	22	32
Hispanic or Latino																											
District	46	39	31	16	24	25	47	42	38	30	39	32	49	47	44	44	53	46	58	58	44	36	37	34	15	25	23
State	33	35	35	22	23	24	35	37	42	29	30	34	47	48	49	46	48	52	43	46	51	36	37	40	18	23	32
Caucasian																											
District	46	80	60	23	48	48	55	56	57	50	42	45	65	70	75	63	76	81	65	70	70	50	53	50	45	41	55
State	65	66	64	55	56	57	69	71	74	63	64	67	74	74	74	73	72	74	68	70	74	64	63	65	52	58	68

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)																					
Combined % of Students Scoring at Proficient and Advanced Levels																					
	Language Arts						Math						Science			Social Science					
	6			7			8			6			7			8			8		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students																					
District	37	34	47	43	40	40	39	33	45	48	28	45	41	41	38	25	21	46	19	18	18
State	41	42	47	43	46	49	41	41	45	41	42	44	41	39	41	38	42	52	34	35	36
Males																					
District	27	32	40	40	30	36	26	37	31	45	28	44	51	36	42	29	30	47	17	23	18
State	38	40	44	38	42	44	37	37	41	42	42	44	41	39	42	41	45	54	36	36	39
Females																					
District	51	37	54	46	54	44	50	30	65	52	28	46	31	49	36	20	12	42	22	14	20
State	44	45	50	48	51	54	45	46	50	41	41	43	41	38	41	34	41	50	31	33	35
Socioeconomically Disadvantaged																					
District	34	34	47	38	40	40	27	33	45	46	28	45	36	41	38	18	21	46	13	18	18
State	26	27	32	28	31	34	25	26	30	28	28	30	27	27	30	23	29	39	19	20	22
Hispanic or Latino																					
District	31	31	45	34	34	36	32	25	40	44	27	43	34	37	39	20	14	41	15	10	13
State	26	28	33	28	32	34	25	26	31	29	29	31	28	27	30	23	28	38	20	21	23
Caucasian																					
District	70	61	56	70	75	58	66	59	75	70	39	55	63	65	42	46	41	65	39	42	50
State	61	61	66	63	66	68	62	62	63	58	58	60	58	54	57	55	60	70	51	52	53

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
All Students															
District	46	50	52	40	37	47	26	36	39	20	14	16	18	17	21
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
Males															
District	37	44	56	46	28	39	24	40	31	36	14	16	20	29	23
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
Females															
District	54	54	48	34	44	54	29	30	43	5	13	15	16	5	21
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
Migrant Education															
District	31	41	36	23	32	37	16	25	30	13	11	8	13	11	19
State	21	26	25	14	14	19	14	14	15	12	13	15	15	15	19
Socioeconomically Disadvantaged															
District	36	50	52	33	37	47	23	36	39	11	14	16	14	17	21
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
Hispanic or Latino															
District	35	43	47	32	27	42	21	31	29	14	8	12	13	10	16
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
Caucasian															
District	73	72	72	70	61	70	47	58	62	44	28	30	42	40	37
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
Students with Disabilities															
District	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
English Learners															
District	11	15	18	12	9	9	3	6	6	4	5	2	3	0	3
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools, within their district, that meet their AYP and the former school would be required to provide the transportation to the new site. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. After two consecutive years of failure in a particular subgroup, the school becomes eligible for Title I Program Improvement (PI). Schools can be categorized as PI for a maximum of five years, however, a school may exit from this status after two consecutive years of success in the affected subgroup(s).

Results of District performance are displayed at right. AYP information by school site can be found in each school's annual School Accountability Report Card.

Adequate Yearly Progress (AYP)		
	District	
Made AYP Overall	No	
Met AYP Criteria	English - Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	No	Yes
API School Results	Yes	
Graduation Rate	Yes	

Title I Funding & No Child Left Behind

Title I funding plays a critical role in No Child Left Behind (NCLB). Title I resources are used to support additional teaching staff and programs to meet the needs of low-income, low-achieving students and other designated students with special needs. Information regarding a school's Title I designation assists parents and the school community in understanding the impact NCLB will have on their child's school.

Any school receiving Title I funding is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals.

NCLB requires an annual evaluation of student performance, both schoolwide and by specific subgroups within the student population. A profile of the District's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's Accountability Report Card (SARC).

Federal Intervention Programs	
	District
Program Improvement (PI) Status	Not in PI
# of Schools Currently in PI	1
% of Schools Identified for PI	16.67%

Finley Elementary School
Principal David Martinez
627 East Sixth Street
Holtville, CA 92250
(760) 356-2929

Pine Elementary School
Principal Margie Stacey
3295 Holt Road
Holtville, CA 92250
(760) 356-2615

Holtville Middle School
Principal Mario Garcia
800 Beale Avenue
Holtville, CA 92250
(760) 356-2811

Holtville High School
Principal Jacqueline Hester
755 Olive Avenue
Holtville, CA 92250
(760) 356-2926

Sam Webb Continuation High School
Principal Darrell Pecht
522 West Eighth Street
Holtville, CA 92250
(760) 356-1304