

**HUSD
District Office**

621 E. Sixth Street
Holtville, CA 92250
(760) 356-2974
(760) 356-4936 Fax

**District
Administration**

Jon K. LeDoux
Superintendent

Celso Ruiz
Assistant Superintendent

John Paul Wells
Chief Business Official

Margie Stacey
Special Education
Coordinator

Mitchell Drye
Director of Technology
and Projects

Board of Education

Kevin Grizzle
President

John Hawk
Clerk

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Member

Matthew Hester
Member

Rochelle Rolfe
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% |
| Native Hawaiian or Other 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) | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-----------------|----|----|----|----|----|----|----|----|------|----|----|----|----|----|---------|----|----|----|----|----|----|----|----|----|----|----|
| 7c a V]bYX' i 'cZ' Gh i XYbhg'GWcf]b['Uh' DfcUW]Ybh'UbX' 5XjUbWYX'@YjY'g | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | @Ub[iU[Y' 5fng | | | | | | | | | 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) | | | | | | | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|------|----|----|---------|----|----|----------------|----|----|----|----|----|----|
| 7c a V]bYX' i 'cZ'Gh i XYbhg'GWcf]b['Uh'DfcUW]Ybh'UbX'5X jUbWYX'@YjY'g | | | | | | | | | | | | | | | | | | | | | |
| @Ub[iU[Y'5fhg | | | | | | | | | Math | | | Science | | | Social Science | | | | | | |
| 6 | | | 7 | | | 8 | | | 6 | | | 7 | | | 8 | | | | | | |
| 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) | | | | | | | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----------------|----|----|----|----|----|----|
| 7c a V]bYX' i 'cZ'Gh i XYbhg'GWcf]b['Uh'DfcUW]Ybh'UbX'5X jUbWYX'@YjY'g | | | | | | | | | | | | | | | |
| @Ub[iU[Y'5fhg | | | | | | | | | 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) | | |
|--------------------------------|-------------------------|-------------|
| Made AYP Overall | District | |
| | English - Language Arts | Mathematics |
| Met AYP Criteria | Yes | Yes |
| Participation Rate | Yes | Yes |
| Ú^!&^}cú! [, &á^}c | 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 | |
|-----------------------------------|-----------|
| Program Improvement (PI) Status | District |
| | Not in PI |
| # of Schools Currently in PI | 1 |
| ÄÄ [-ÄÜ&@ [[]=Äá^}cä, ^á- [ÄÜÜ | 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