



# Holtville Middle School

800 Beale Ave. • Holtville, CA 92250 • 760-356-2811 • Grades 6-8

Fawn Nielsen, Principal

fnielsen@husd.net

www.husd.net

## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### Holtville Unified School District

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

#### District Governing Board

Matt Hester, President

John Hawk, Clerk

Kevin Grizzle

Jared Garewal

Ben Abatti, Jr.

Jorge Mendoza, Student  
Representative

#### District Administration

Celso Ruiz

**Superintendent**

John Paul Wells

**Assistant Superintendent/Chief  
Business Official**

Samantha Williams

**Director of Projects and Special  
Services**

Mitchell Drye

**Director of Technology**

### School Description

Located 120 miles east of San Diego, 225 miles southeast of Los Angeles, 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 300 students. The mission of Holtville Middle School 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	89
Grade 7	97
Grade 8	99
<b>Total Enrollment</b>	<b>285</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.4
Filipino	0
Hispanic or Latino	94.7
Native Hawaiian or Pacific Islander	0
White	4.2
Two or More Races	0.7
Socioeconomically Disadvantaged	80.4
English Learners	42.5
Students with Disabilities	10.2
Foster Youth	0.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Holtville Middle School	14-15	15-16	16-17
<b>With Full Credential</b>	8	12	15
<b>Without Full Credential</b>	4	2	2
<b>Teaching Outside Subject Area of Competence</b>	1	0	0
Holtville Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	78
<b>Without Full Credential</b>	♦	♦	8
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Holtville Middle School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	1	0
<b>Total Teacher Misassignments</b>	0	1	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	86.2	13.8
Districtwide		
<b>All Schools</b>	81.8	18.3
<b>High-Poverty Schools</b>	89.2	10.8
<b>Low-Poverty Schools</b>	40.0	60.0

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

At the end of the year, replacement textbooks are ordered on an as needed basis. All students have textbooks for their classes and all teachers have the instructional materials that are needed.

Textbooks and Instructional Materials Year and month in which data were collected: December 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McDougal/Littell, 2002 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds - Eureka Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Prentice Hall, 2001 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	Holt, Rinehart & Winston, 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Situated on 20.4 acres, Holtville Middle School was originally constructed in the 1960's. The campus is comprised of 20 classrooms, a cafeteria, an office building, two athletic fields, a gymnasium, a library, and a computer lab. 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. 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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: October 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			None Needed
<b>Interior:</b> Interior Surfaces		X		Stained ceiling tiles were improved.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			None Needed
<b>Electrical:</b> Electrical	X			None Needed
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			None Needed
<b>Safety:</b> Fire Safety, Hazardous Materials	X			None Needed
<b>Structural:</b> Structural Damage, Roofs	X			None Needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			None Needed
<b>Overall Rating</b>	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	48	48	40	46	44	48
Math	37	38	29	35	34	36

\* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	66	38	42	49	39	40	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown 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	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	20.4	16.3	16.3

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	102	100	98.0	42.0
Male	53	51	96.2	51.0
Female	49	49	100.0	32.7
Hispanic or Latino	97	95	97.9	41.1
Socioeconomically Disadvantaged	90	88	97.8	38.6
English Learners	34	33	97.1	12.1
Students with Disabilities	11	11	100.0	27.3
Students Receiving Migrant Education Services	21	21	100.0	42.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	90	86	95.6	40.7
	7	99	93	93.9	41.9
	8	102	98	96.1	60.2
Male	6	44	43	97.7	39.5
	7	53	51	96.2	33.3
	8	53	49	92.5	55.1
Female	6	46	43	93.5	41.9
	7	46	42	91.3	52.4
	8	49	49	100.0	65.3
Asian	8	--	--	--	--
Hispanic or Latino	6	84	80	95.2	38.8
	7	96	90	93.8	42.2
	8	97	93	95.9	60.2
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	6	68	64	94.1	32.8
	7	80	76	95.0	39.5
	8	90	86	95.6	60.5
English Learners	6	45	44	97.8	18.2
	7	46	42	91.3	16.7
	8	34	33	97.1	39.4
Students with Disabilities	6	--	--	--	--
	7	12	12	100.0	
	8	11	11	100.0	18.2
Students Receiving Migrant Education Services	6	29	26	89.7	26.9
	7	17	14	82.3	28.6
	8	21	20	95.2	75.0
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	90	89	98.9	32.6
	7	99	97	98.0	30.9
	8	102	100	98.0	50.0
Male	6	44	44	100.0	38.6
	7	53	52	98.1	23.1
	8	53	51	96.2	49.0
Female	6	46	45	97.8	26.7
	7	46	45	97.8	40.0
	8	49	49	100.0	51.0
Asian	8	--	--	--	--
Hispanic or Latino	6	84	83	98.8	30.1
	7	96	94	97.9	29.8
	8	97	95	97.9	51.6
White	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Two or More Races	6	--	--	--	--
	7	--	--	--	--
Socioeconomically Disadvantaged	6	68	67	98.5	23.9
	7	80	79	98.8	26.6
	8	90	88	97.8	50.0
English Learners	6	45	45	100.0	13.3
	7	46	45	97.8	13.3
	8	34	33	97.1	30.3
Students with Disabilities	6	--	--	--	--
	7	12	12	100.0	8.3
	8	11	11	100.0	18.2
Students Receiving Migrant Education Services	6	29	29	100.0	17.2
	7	17	17	100.0	11.8
	8	21	21	100.0	66.7
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

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 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.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2016-17)

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.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 Middle School. To safeguard the well-being of students and staff a comprehensive School Site Safety Plan was most recently updated in September 2016. 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	3.8	1.6	2.9
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	2.0	2.7	3.2
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.6
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	.05
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	285

\* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	20	20	20	7	7	7	3	3	3	1	1	1
Mathematics	22	22	22	4	4	4	3	5	5	2		
Science	24	25	25	2	3	3	4	3	3	2	2	2
Social Science	23	25	25	3	3	3	3	3	3	2	2	2

\* 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

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 Common Core State Standards (CCSS). The focus has been on aligning the curriculum to the Common Core 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 mathematics, English Language Arts, and ELL 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,703	\$42,063
Mid-Range Teacher Salary	\$68,889	\$64,823
Highest Teacher Salary	\$87,783	\$84,821
Average Principal Salary (ES)	\$101,474	\$101,849
Average Principal Salary (MS)	\$108,263	\$107,678
Average Principal Salary (HS)	\$124,000	\$115,589
Superintendent Salary	\$130,694	\$169,152
Percent of District Budget		
Teacher Salaries	40%	35%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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 Middle School offers the ASES after school program which includes: after school homework center, tutoring, Math, Engineering, Science Achievement (MESA), robotics, art, sports, cooking and baking, 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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,086.57	\$2,698.38	\$5,388.18	\$63,146.00
District	♦	♦	\$6,130.91	\$69,856
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-12.11%	-0.49%
Percent Difference: School Site/ State			-1.22%	0.40%

\* Cells with ♦ do not require data.



**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.