

Emmett S. Finley Elementary School

627 East Sixth Street • Holtville, CA 92250-1450 • (760) 356-2929 • Grades K-5

Lupita Perez, Principal

lperez@husd.net

www.husd.net



2017-18 School Accountability Report Card Published During the 2018-19 School Year



Holtville Unified School District

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

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Mitchell W. Drye

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**Local Control and Accountability
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School Description

Finley Elementary 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. Finley Elementary is a TK-5 school and serves approximately 534 students.

Finley's Dual Immersion program was the first in the Imperial Valley eleven years ago and is ranked as number one currently. In 2018 Finley was awarded the Distinguished School award and recognized as a top Honor Roll, Gate School, and a certified AVID Elementary School. Finley offers a full day program for their Kinder and Transitional Kindergarten populations. For the last two years, and again this year, students took part in a private theater production called the Missoula Theater, that travels around the country offering our students a chance to experience the theater through acting, production support and even directing a live theater production. Finley offers a one-to-one technology program to all students in grades 3 to 5. Finley Elementary School offers popular after-school programs called ASES, After School Education & Safety Program, and the Science, Technology, Engineering, and Math or STEM program. In November of 2018, 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, the Imperial County Office of Education performed a FIT, Facility Inspection Tool, where they walk through the campus and inspect it based on a number of points, and Finley Elementary School was rated as "good". Finley Elementary School receives very strong support from volunteer groups consisting of parents, grandparents, local community members, social groups, clubs, and organizations as well as the fire and police departments. These groups assist with activities like career day, fundraising, community support clubs, student clubs, parades, open houses, sports, transportation to and from special events, carnivals, and much more. Finley Elementary School promotes an environment that fosters respectful, responsible students and ensures that every student reaches a high level of academic achievement. Finley Elementary School is rated as one of the top five elementary schools in the Imperial Valley and has gotten there through the hard work of their students, parents, teachers, and staff. Finley Elementary School is committed to a comprehensive system of support to assure all of their students receive a positive and successful educational experience.

Mission Statement

The mission of Emmett S. Finley Elementary School is to help every child reach his or her full potential emotionally, socially and academically in order to become productive citizens, lifetime readers, and learners. Through a safe learning environment that promotes diversity, we provide a rigorous curriculum that helps develop each student's academic, social and problem-solving skills.

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	117
Grade 1	80
Grade 2	67
Grade 3	89
Grade 4	86
Grade 5	95
Total Enrollment	534

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	94.2
Native Hawaiian or Pacific Islander	0.0
White	4.9
Socioeconomically Disadvantaged	77.2
English Learners	61.4
Students with Disabilities	7.3
Foster Youth	0.0

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			
Emmett S. Finley Elementary School	16-17	17-18	18-19
With Full Credential	27	29	31
Without Full Credential	3	2	0
Teaching Outside Subject Area of Competence	0	0	0
Holtville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	78
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Emmett S. Finley Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
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 2018-19)

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 17th of 2018 the board approved resolution 2018/19-006 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 Adelante 2017 Sing, Spell, Read and Write The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Great Minds - Eureka Math, 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt, 2007 Ciencias California, 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman, 2006 Ciencias Sociales para California, 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 14.5 acres, Finley Elementary School was originally constructed in 1920. The campus is currently comprised of 28 permanent classrooms, 15 portable classrooms, a cafeteria and office building, two playgrounds, grassy play areas, a library, and three computer labs. Construction and repairs have been on-going and based on safety and priority. Areas that have been repaired since the most recent facility inspection include the repairs to the auditorium ramp, repair of minor plumbing issues in restrooms and in the kitchen and student restrooms, painting of the library and one of the kinder classrooms, and the addition of sand to the playground areas. Other repairs that have been completed in 2013 include the resurfacing of the basketball courts and repairs to carpets in several classrooms. 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: August, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None Needed
Interior: Interior Surfaces	Fair	Stain on ceiling tile. Tiles replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	None Needed
Electrical: Electrical	Good	None Needed
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	None Needed
Safety: Fire Safety, Hazardous Materials	Good	The piano should have locking wheels for earthquake safety. The door knobs are difficult to open and close, periodically the pupils cannot open them to exit. Repairs are in progress.
Structural: Structural Damage, Roofs	Good	None Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The sidewalk next to the north wing building has several areas that need to be repaired before someone trips. Options are being reviewed.
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	51.0	60.0	51.0	54.0	48.0	50.0
Math	44.0	49.0	39.0	42.0	37.0	38.0

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. 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 CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.7	15.5	10.3

* 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.

School Year 2017-18 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	278	267	96.04	59.55
Male	150	142	94.67	50.70
Female	128	125	97.66	69.60
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	262	252	96.18	57.54
White	14	13	92.86	92.31
Socioeconomically Disadvantaged	219	210	95.89	52.38
English Learners	190	184	96.84	54.35
Students with Disabilities	21	20	95.24	10.00
Students Receiving Migrant Education Services	48	47	97.92	48.94
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.

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 2017-18 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	278	275	98.92	49.45
Male	150	148	98.67	48.65
Female	128	127	99.22	50.39
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	262	261	99.62	47.51
White	14	12	85.71	83.33
Socioeconomically Disadvantaged	219	217	99.09	42.4
English Learners	190	190	100	44.21
Students with Disabilities	21	20	95.24	0
Students Receiving Migrant Education Services	48	48	100	45.83
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 2018-19)

Parents and the community are very supportive of the educational program at Finley Elementary School. Parents are always invited to volunteer on campus, attend student performances, award ceremonies and various other activities and events that take place throughout the school year. The school has monthly meetings to provide parents with useful information to help them with supporting their child's success in school. Parents are welcome to join the Parents of Finley School (PTO). Parents are also invited to be members of the School Site Council and the English Learner Advisory Committee. 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 Athletic Club, and local law enforcement 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 Finley Elementary School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated in December 2018. It was discussed with the entire faculty and support staff at the beginning of school in August and again in October. 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 recess. Supervision is a responsibility shared among the school administrator, counselor, teachers and school personnel. 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.8	1.7	1.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	3.2	4.5	5.7
Expulsions Rate	0.0	0.2	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	.5
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.3
Social Worker	0
Nurse	.3
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	537

* 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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	17	18	20	4	6	2	1		4			
1	24	18	20		3	4	3	1				
2	21	22	17	2	2	4	2	2				
3	23	23	22	2		1	2	4	3			
4	28	24	22		2	2	3	2	2			
5	23	29	25	1		1	4	3	2			1
Other	23	8			1		1					

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$45,681
Mid-Range Teacher Salary	\$75,227	\$70,601
Highest Teacher Salary	\$95,859	\$89,337
Average Principal Salary (ES)	\$115,516	\$110,053
Average Principal Salary (MS)	\$108,899	\$115,224
Average Principal Salary (HS)	\$124,742	\$124,876
Superintendent Salary	\$151,723	\$182,466
Percent of District Budget		
Teacher Salaries	39.0	33.0
Administrative Salaries	5.0	6.0

* 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.

Finley Elementary School offers the ASES after school program which includes: after school homework center, tutoring, and enrichment activities, such as Science, Technology, Engineering, and Mathematics (S.T.E.M.), cooking and baking, art, board games, sports, dance and gardening. Finley offers the G.A.T.E. – Honors program for enrichment and 5th grade band. Finley 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.

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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$ 7,530.22	\$1,203.60	6326.62	\$77,017.95
District	♦	♦	\$9,453.24	\$76,705
State	♦	♦	\$7,125	\$71,392
Percent Difference: School Site/District			-39.6	0.4
Percent Difference: School Site/ State			-11.9	7.6

* Cells with ♦ 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.