

Emmett S. Finley Elementary School

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

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Holtville Unified School District

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

District Governing Board

Ben Abatti, Jr., President

Matt Hester, Clerk

John Hawk

Kevin Grizzle

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Jonathan Gil, 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

Finley Elementary School is located in the rural, agricultural community of Holtville, which is located 120 miles east of San Diego, 225 miles southeast of Los Angeles, 40 miles north of the Arizona/California border and 20 miles northeast of Mexicali, Baja California, Mexico. Finley School is a K-5 school and serves approximately 565 students. Finley Elementary School promotes an environment that fosters respectful, responsible students and ensures that every student reaches a high level of academic achievement. This will be determined by state and national standards. We commit to a comprehensive system of support to assure this outcome.

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 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 at (760) 356-2929 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	91
Grade 2	93
Grade 3	82
Grade 4	97
Grade 5	87
Total Enrollment	554

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Asian	0.2
Hispanic or Latino	92.1
White	7.2
Two or More Races	0.5
Socioeconomically Disadvantaged	70.8
English Learners	60.1
Students with Disabilities	4.7
Foster Youth	0.2

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

Emmett S. Finley Elementary School	13-14	14-15	15-16
With Full Credential	25	26	22
Without Full Credential	0	1	4
Teaching Outside Subject Area of Competence	0	0	0
Holtville Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	77
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School

Emmett S. Finley Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* "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

2014-15 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
This School	100.0	0.0
Districtwide		
All Schools	89.5	10.6
High-Poverty Schools	94.8	5.2
Low-Poverty Schools	41.7	58.3

* 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 2015-16)

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.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2015

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-1, Treasures, MacMillan/McGraw Hill, 2009 2, Treasures, MacMillan/McGraw Hill, 2010 3, Treasures, MacMillan/McGraw Hill, 2011 4-5, Treasures, MacMillan/McGraw Hill, 2012 Sing, Spell, Read and Write, 2009 Tesoros, Spanish Language Arts, 2010 The textbooks listed are from most recent adoption: Yes 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	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, an auditorium, a cafeteria and office building, two playgrounds, grassy play areas, a library, and three computer labs. Repairs have been on-going since the earthquake of 2009. 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: September 2015

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None Needed
Interior: Interior Surfaces		X		There is a plan to repair the cracks in the stage floor and paint cracks on walls in the auditorium. The flooring in the doorway of room 23 was repaired and stained ceiling tiles in room 18 were improved. The kitchen office ceiling was improved and the cracks in the door and storage floor were fixed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			None Needed

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical		X			Wire cords were covered in room 2, 31, 34. The kindergarten storage room north light and a bank of stage lights in the auditorium were replaced
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				None Needed
Safety: Fire Safety, Hazardous Materials	X				None Needed
Structural: Structural Damage, Roofs	X				None Needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				None Needed
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	32	40	44
Math	29	29	33

* 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	43	47	37	44	49	39	59	60	56

* Results are for grades 5, 8, and 10. 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	22.20	16.70	20.00

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	39
All Student at the School	37
Male	38
Female	35
Hispanic or Latino	33
White	--
Two or More Races	--
English Learners	9
Students with Disabilities	22
Students Receiving Migrant Education Services	6
Foster Youth	--

* 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 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	87	84	96.6	32	35	15	18
	4	97	94	96.9	53	24	15	7
	5	90	84	93.3	35	25	27	13
Male	3		47	54.0	34	36	15	15
	4		55	56.7	64	25	7	4
	5		43	47.8	42	23	23	12
Female	3		37	42.5	30	32	16	22
	4		39	40.2	38	23	26	13
	5		41	45.6	27	27	32	15
Hispanic or Latino	3		72	82.8	35	35	17	14
	4		88	90.7	53	25	14	8
	5		78	86.7	36	27	26	12
White	3		10	11.5	--	--	--	--
	4		6	6.2	--	--	--	--
	5		5	5.6	--	--	--	--
Two or More Races	3		2	2.3	--	--	--	--
	5		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		60	69.0	40	38	13	8
	4		73	75.3	55	27	12	5
	5		57	63.3	44	30	21	5
English Learners	3		49	56.3	43	29	18	10
	4		52	53.6	67	25	8	0
	5		40	44.4	55	30	15	0
Students with Disabilities	3		3	3.4	--	--	--	--
	4		8	8.2	--	--	--	--
	5		5	5.6	--	--	--	--
Students Receiving Migrant Education Services	3		12	13.8	58	25	17	0
	4		21	21.6	57	29	10	5
	5		15	16.7	60	27	13	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

School Year 2014-15 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 Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	87	84	96.6	19	35	32	14
	4	97	97	100.0	39	37	21	3
	5	90	87	96.7	52	30	11	7
Male	3		47	54.0	15	36	36	13
	4		58	59.8	45	34	17	3
	5		46	51.1	48	30	13	9
Female	3		37	42.5	24	32	27	16
	4		39	40.2	31	41	26	3
	5		41	45.6	56	29	10	5
Hispanic or Latino	3		72	82.8	21	35	32	13
	4		91	93.8	40	37	20	3
	5		81	90.0	53	30	11	6
White	3		10	11.5	--	--	--	--
	4		6	6.2	--	--	--	--
	5		5	5.6	--	--	--	--
Two or More Races	3		2	2.3	--	--	--	--
	5		1	1.1	--	--	--	--
Socioeconomically Disadvantaged	3		60	69.0	23	40	28	8
	4		75	77.3	44	35	17	4
	5		60	66.7	65	27	7	2
English Learners	3		49	56.3	31	27	31	12
	4		54	55.7	44	41	15	0
	5		43	47.8	74	21	5	0
Students with Disabilities	3		3	3.4	--	--	--	--
	4		8	8.2	--	--	--	--
	5		5	5.6	--	--	--	--
Students Receiving Migrant Education Services	3		12	13.8	42	25	17	17
	4		22	22.7	36	36	23	5
	5		15	16.7	73	27	0	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with 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

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, and award ceremonies. 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 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 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 Finley Elementary School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated in October 2015. It was discussed with the entire faculty and support staff at the beginning of school in August and 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 classified staff, certificated staff and school administrators.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	1.01
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.45	1.98	2.74
Expulsions Rate	0.12	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	66.7	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	23	24	21			2	4	4	3			
1	22	23	23	2		1	2	4	3			
2	19	21	23	2	2	2	3	2	2			
3	21	24	21	2	1	2	2	3	2			
4	27	29	25			1	3	2	1		1	2
5	23	28	29	1			3	2	3		1	
Other		6			1							

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
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	1
Other	0

Average Number of Students per Staff Member

Academic Counselor	
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* 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.

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 math, English Language Arts, and ELL 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 2013-14 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,343	\$38,953
Mid-Range Teacher Salary	\$66,882	\$57,103
Highest Teacher Salary	\$85,226	\$74,127
Average Principal Salary (ES)	\$84,672	\$90,225
Average Principal Salary (MS)	\$100,739	\$98,146
Average Principal Salary (HS)	\$124,000	\$97,758
Superintendent Salary	\$130,694	\$117,803
Percent of District Budget		
Teacher Salaries	42%	34%
Administrative Salaries	7%	7%

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

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,252.21	\$2,387.63	\$5,864.58	\$62,796.00
District	♦	♦	\$6,130.91	\$67,441
State	♦	♦	\$5,348	\$59,460
Percent Difference: School Site/District			-4.34%	-1.04%
Percent Difference: School Site/ State			7.51%	-0.15%

* Cells with ♦ do not require data.

Types of Services Funded

Holtville Unified School District funds many programs for our K-12 students. The ASES after school programs at the middle school and Finley Elementary School offer after school homework center and tutoring, other enrichment activities include: S.T.E.M., Cooking and Baking, Art, Board Games, Sports, Drill Team, and Baile Folklorico. Holtville Unified 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 citizenship and English classes. In order to provide options for parents and students, we have a 9-12 comprehensive high school, a 6-8 middle school, a K-8 school, and a K-5 elementary school. In addition, we offer an alternative/continuation high school and a newly opened Freedom Academy, which is a school of choice. We offer many extra-curricular activities such as clubs and sports for our students. We offer College Begins in Kindergarten (CBK) as a summer program. Finley Elementary also offers a Dual Immersion Program (English/Spanish). Pine Elementary and Finley Elementary also have a G.A.T.E. - Honors program for enrichment. The high school offers before and after school tutoring for all students. 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.