

# 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



## 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

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 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
Kindergarten	84
Grade 1	95
Grade 2	85
Grade 3	96
Grade 4	85
Grade 5	109
<b>Total Enrollment</b>	<b>554</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.2
Filipino	0
Hispanic or Latino	93.1
Native Hawaiian or Pacific Islander	0
White	6.3
Two or More Races	0.4
Socioeconomically Disadvantaged	73.8
English Learners	63.9
Students with Disabilities	6.9
Foster Youth	0

## 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	14-15	15-16	16-17
<b>With Full Credential</b>	26	22	27
<b>Without Full Credential</b>	1	4	3
<b>Teaching Outside Subject Area of Competence</b>	0	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			
Emmett S. Finley Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	1	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>	88.0	12.0
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)

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 2016	
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, 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: September 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		The carpet in rooms 1,18, and 27 was repaired and is no longer separating. The stained ceiling tiles in room P1 were improved. A light cover was replaced in the computer lab room 18. The lock on the refrigerator in the cafeteria was replaced.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			None Needed
<b>Electrical:</b> Electrical	X			Two lights in the auditorium were replaced.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: September 2016**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		The boy urinals were fixed and are no longer leaking or draining slowly. The leaky faucet in room 30 was fixed.
<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			Four seats were replaced on the swing sets of the 1st and 2nd grade playground, one seat was replaced on the 4th and 5th grade playground. There is a plan to repair the cracked cement near the 5th grade boys restroom, holes in cement outside room 17, and asphalt of the 4th and 5th grade playground. Also, there is a plan to repair the overhang near rooms 17 and 19 and paint outside the computer lab room 23.
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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

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
<b>Science</b>	47	37	45	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
<b>5</b>	17	25.5	16

\* 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 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
<b>ELA</b>	32	45	40	46	44	48
<b>Math</b>	29	40	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.

**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	109	106	97.3	45.3
Male	64	63	98.4	42.9
Female	45	43	95.6	48.8
Hispanic or Latino	102	99	97.1	44.4
Socioeconomically Disadvantaged	87	85	97.7	40.0
English Learners	65	62	95.4	32.3
Students Receiving Migrant Education Services	24	23	95.8	30.4

\* 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	3	101	98	97.0	35.7
	4	91	86	94.5	59.3
	5	109	104	95.4	42.3
Male	3	55	54	98.2	25.9
	4	51	48	94.1	56.3
	5	64	62	96.9	32.3
Female	3	46	44	95.7	47.7
	4	40	38	95.0	63.2
	5	45	42	93.3	57.1
Hispanic or Latino	3	99	96	97.0	35.4
	4	77	73	94.8	57.5
	5	102	97	95.1	42.3
White	3	--	--	--	--
	4	11	11	100.0	63.6
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	80	77	96.3	29.9
	4	68	65	95.6	53.9
	5	87	84	96.5	39.3
English Learners	3	69	67	97.1	23.9
	4	48	46	95.8	47.8
	5	65	60	92.3	28.3

**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
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	22	22	100.0	27.3
	4	16	16	100.0	37.5
	5	24	22	91.7	31.8
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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	3	101	99	98.0	52.5
	4	91	90	98.9	41.1
	5	109	106	97.3	27.4
Male	3	55	54	98.2	46.3
	4	51	50	98.0	38.0
	5	64	63	98.4	17.5
Female	3	46	45	97.8	60.0
	4	40	40	100.0	45.0
	5	45	43	95.6	41.9
Hispanic or Latino	3	99	97	98.0	52.6
	4	77	77	100.0	40.3
	5	102	99	97.1	26.3
White	3	--	--	--	--
	4	11	11	100.0	45.5
	5	--	--	--	--
Two or More Races	4	--	--	--	--
Socioeconomically Disadvantaged	3	80	78	97.5	50.0
	4	68	68	100.0	33.8
	5	87	85	97.7	25.9

**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
English Learners	3	69	67	97.1	46.3
	4	48	48	100.0	29.2
	5	65	62	95.4	14.5
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students Receiving Migrant Education Services	3	22	22	100.0	59.1
	4	16	16	100.0	25.0
	5	24	23	95.8	21.7
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

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)

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 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 2016. 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.

### Suspensions and Expulsions

School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.0	0.8
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	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	

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	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	554

\* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	21	21		2	2	4	3	3			
1	23	23	23		1	1	4	3	3			
2	21	23	23	2	2	2	2	2	2			
3	24	21	21	1	2	2	3	2	2			
4	29	25	25		1	1	2	1	1	1	2	2
5	28	29	29				2	3	3	1		
Other	6			1								

#### 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 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.

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 <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.

FY 2014-15 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	\$69,856
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-4.34%	-1.04%
Percent Difference: School Site/ State			7.51%	-0.15%

\* Cells with ♦ do not require data.