



HOLTVILLE UNIFIED SCHOOL DISTRICT

621 E. Sixth Street, Holtville, Ca. 92250

Phone: (760) 356-2974 Fax: (760) 356-4936 District Web site: www.holtville.k12.ca.us

Emmett S. Finley Elementary

Mr. Juan Aguilera, Principal

jaguilera@holtville.k12.ca.us

2011-12 School Accountability Report Card

Published in the 2012-13 School Year

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John Paul Wells – Chief Business Official

Margie-Stacey - Special Education Coordinator

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Executive Summary School Accountability Report Card, 2011–12

For Emmett S. Finley Elementary

Address:	627 East Sixth St., Holtville, CA, 92250-1450	Phone:	(760) 356-2929
Principal:	Mr. Juan Aguilera, Principal	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

The 2011-2012 school year promises to be another great year at Finley Elementary School. We continue to incorporate new strategies to promote a positive environment that focuses on student well-being and safety.

In addition, we are continuing to evaluate and overhaul our academic program to strategically develop a more cohesive system for instruction that will better service all students according to their needs. The Finley Elementary staff is working diligently to enhance our instructional delivery through collaboration and learning best teaching practices. We recognize that parents play a significant role in the education of children. Our goal is to create a welcoming environment for all parents. For this reason we work closely with Finley's Parent Teacher Organization (PTO) to coordinate activities for the benefit of our students.

Student Enrollment

Group	Enrollment
Number of students	557
Black or African American	0.4%
American Indian or Alaska Native	0.0%
Asian	0.7%
Filipino	0.0%
Hispanic or Latino	89.4%
Native Hawaiian or Pacific Islander	0.0%
White	8.6%
Two or More Races	0.9%
Socioeconomically Disadvantaged	89.6%
English Learners	61.0%
Students with Disabilities	6.3%

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	40%
Mathematics	49%
Science	30%

History-Social Science	0%
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*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	741
Statewide Rank (from 2011 Base API Report)	2
Met All 2012 AYP Requirements	no
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 12 of 17
2012–13 Program Improvement Status (PI Year)	Year 2

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Finley Elementary School was thoroughly inspected at the beginning of the school year and is routinely inspected by site administration and custodial staff. The school sustained some minor cracks during the California Easter earthquake in 2009. The continuation of those repairs is ongoing with the help of funding through FEMA.

Repairs Needed

Finley Elementary School buildings and recreational areas are in good repair. The facility sustained some minor damage, cracks to exterior and interior walls and sidewalks during the California Easter earthquake in 2009. With the help of funding by FEMA, the repair of those is continuing.

Corrective Actions Taken or Planned

District maintenance staff ensures that the repairs necessary to keep the school in good repair are completed in a timely manner. There are still some minor cracks to interior and exterior walls and sidewalks sustained during the California Easter earthquake in 2009. Those repairs are on-going.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	All students have materials
Mathematics	All students have materials

Science	All students have materials
History-Social Science	All students have materials
Foreign Language	NA
Health	NA
Visual and Performing Arts	NA
Science Laboratory Equipment (grades 9-12)	NA

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,864.58
District	\$6,130.91
State	\$5,455.00

School Completion

Indicator	Result
Graduation Rate (if applicable)	

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	NA
Graduates Who Completed All Courses Required for University of California or California State University Admission	0.0%

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Emmett S. Finley Elementary	District Name	Holtville Unified
Street	627 East Sixth St.	Phone Number	(760) 356-2974
City, State, Zip	Holtville, CA, 92250-1450	Web Site	www.holtville.k12.ca.us
Phone Number	(760) 356-2929	Superintendent	Celso Ruiz
Principal	Mr. Juan Aguilera, Principal	E-mail Address	celso@holtville.k12.ca.us
E-mail Address	jaguilera@holtville.k12.ca.us	CDS Code	13631496008510

School Description and Mission Statement (School Year 2011–12)

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, and 10 miles northeast of Mexicali, Baja California, Mexico. Finley School is a K-5 school and serves approximately 530 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.

Opportunities for Parental Involvement (School Year 2011–12)

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 Women's Club, Holtville Rotary Club, and Holtville Athletic Club provide student recognition and other donations to the school on a regular basis.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	89	Grade 8	0
Grade 1	104	Ungraded Elementary	0
Grade 2	89	Grade 9	0
Grade 3	87	Grade 10	0
Grade 4	87	Grade 11	0
Grade 5	101	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	557

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0.0%
Asian	0.7%
Filipino	0.0%
Hispanic or Latino	89.4%
Native Hawaiian or Pacific Islander	0.0%
White	8.6%
Two or More Races	0.9%
Socioeconomically Disadvantaged	89.6%
English Learners	61.0%
Students with Disabilities	6.3%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	0	5	0	22.2	4	1	0	22.0	3	1	0
1	21	3	2	0	21.0	4	1	0	20.6	4	1	0
2	18	6	0	0	18.0	5	0	0	22.0	2	2	0
3	22	1	4	0	21.3	4	0	0	18.8	5	0	0
4	28	1	4	0	27.8	0	4	0	28.0	0	3	0
5	30	0	3	0	31.0	0	2	1	24.8	0	4	0
6												
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* 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.

III. School Climate

School Safety Plan (School Year 2011–12)

The safety of students and staff is a primary concern of Finley Elementary School. All visitors 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 breaks, and at lunch. Supervision is a responsibility shared among teachers and school administrators. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was developed, which was most recently updated in September 2012. Any revisions made to the plan are reviewed with the staff at the beginning of the school year and periodically during the year.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	11.8%	1.3%	8.06%	12.2%	2.4%	7.14%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.0%	0.13%

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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 a computer lab. In 2009 Finley Elementary School sustained minor damage, cracks to interior and exterior walls and sidewalks, during the California Easter Earthquake. 2012 marked the continuation of those repairs with funding help from FEMA. The facility strongly supports teaching and learning through its ample classroom and recreational space.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			None Needed
Interior: Interior Surfaces		x			Repair cracks from earthquake
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		x			None Needed
Electrical: Electrical		x			None Needed
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		x			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	27	25	26	78
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	NA	NA

Note: 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.5	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	.5	
Psychologist	As needed	
Social Worker	0	
Nurse	1	
Speech/Language/Hearing Specialist	As needed	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: _____

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	K-2, MacMillan/McGraw Hill 2009 3 rd -5 th , SRA/McGraw Hill 2002	Yes No	0%
Mathematics	Houghton Mifflin 2009	Yes	0%
Science	Harcourt 2007	Yes	0%
History-Social Science	Pearson Scott Foresman 2006	Yes	0%
Foreign Language	NA	NA	NA

Health	NA	NA	NA
Visual and Performing Arts	NA	NA	NA
Science Laboratory Equipment (grades 9-12)	NA	NA	NA

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 8,252.21	\$ 2,387.63	\$ 5,864.58	\$62,796.00
District			\$ 6,130.91	\$63,454.00
Percent Difference – School Site and District			-4.34%	-1.04%
State			\$5,455.00	\$62,892.00
Percent Difference – School Site and State			7.51%	-0.15%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Holtville Unified School District funds many programs for our K-12 students. It has a very active Migrant Education Program, which allows students to receive extra tutoring, trips to colleges, and participation in activities such as debate teams. We have an adult education program which offers citizenship and English classes. We will be implementing a new adult computer literacy class this year. 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 Before Kindergarten (CBK) as a summer program in

addition to the ASES after school programs at the middle school and Finley Elementary School. Finley Elementary also offers a Dual Immersion Program (Spanish/English). 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.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,145	\$38,725
Mid-Range Teacher Salary	\$63,639	\$59,717
Highest Teacher Salary	\$81,094	\$77,957
Average Principal Salary (Elementary)	\$93,894	\$95,363
Average Principal Salary (Middle)	\$91,581	\$98,545
Average Principal Salary (High)	\$96,206	\$107,031
Superintendent Salary	\$135,000	\$149,398
Percent of Budget for Teacher Salaries	41.00%	37.00%
Percent of Budget for Administrative Salaries	7.00%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose

disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting 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		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	38%	37%	40%	44%	42%	45%	52%	54%	56%
Mathematics	45%	47%	49%	39%	38%	43%	48%	50%	51%
Science	23%	20%	30%	37%	35%	40%	54%	57%	60%
History-Social Science	0%	0%	0%	30%	32%	32%	44%	48%	49%

Note: 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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	45%	43%	40%	32%
All Students at the School	40%	49%	30%	0%
Male	41%	55%	27%	0%
Female	39%	42%	33%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	0%	0%	0%	0%

Filipino				
Hispanic or Latino	38%	49%	31%	0%
Native Hawaiian or Pacific Islander				
White	58%	50%	25%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	40%	49%	30%	0%
English Learners	27%	42%	10%	0%
Students with Disabilities	24%	35%	0%	0%
Students Receiving Migrant Education Services	30%	38%	18%	0%

Note: 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts				49%	46%	46%	54%	59%	56%
Mathematics				52%	43%	56%	54%	56%	58%

Note: 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.

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts	Mathematics
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	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	54%	21%	25%	44%	33%	23%
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Note: 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.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	30.10%	14.60%	21.40%

7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page* at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	3	2	2
Similar Schools	7	4	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	-8	-14	18
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-3	-6	15
Native Hawaiian or Pacific Islander			
White			
Two or More Races			

Socioeconomically Disadvantaged	-15	-21	32
English Learners	9	-15	20
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	342	741	1,149	743	4,664,264	788
Black or African American	1		5		313,201	710
American Indian or Alaska Native	0		0		31,606	742
Asian	2		2		404,670	905
Filipino	0		0		124,824	869
Hispanic or Latino	312	737	997	731	2,425,230	740
Native Hawaiian or Pacific Islander	0		0		26,563	775
White	25	789	131	832	1,221,860	853
Two or More Races	2		12	762	88,428	849
Socioeconomically Disadvantaged	342	741	1,149	743	2,779,680	737
English Learners	207	712	595	677	1,530,297	716
Students with Disabilities	36	627	131	564	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web page*: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the *CSU Web page* at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
Dropout Rate					6.7	5.9		16.6	14.4
Graduation Rate					85.82	87.41		74.72	76.26

Note: Cells shaded in black do not require data.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2011–12 school year in grade twelve and were a part of the school’s most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students		95.9%	N/D
Black or African American		0.0%	N/D
American Indian or Alaska Native		0.0%	N/D
Asian		0.0%	N/D
Filipino		0.68%	N/D

Hispanic or Latino		86.43%	N/D
Native Hawaiian or Pacific Islander		0.0%	N/D
White		12.14%	N/D
Two or More Races		0.71%	N/D
Socioeconomically Disadvantaged		67.86%	N/D
English Learners		22.14%	N/D
Students with Disabilities		0.71%	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2011–12)

Narrative provided by the LEA.

Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	NA
Percent of pupils completing a CTE program and earning a high school diploma	NA
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English		
Fine and Performing Arts		
Foreign Language		
Mathematics		
Science		
Social Science		

All courses		
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Note: Cells shaded in black do not require data. *Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 previously offered one day dedicated toward staff development; however, with the changing requirements and the advent of Common Core Standards, two days were offered during the 2011-2012 school year and for the 2012-2013 school year with the focus on Explicit Direct Instruction (EDI) and alignment of curriculum to the Common Core Standards. Teachers work to align classroom curriculum to ensure that all students meet or exceed state proficiency levels. The implementation of the school's curriculum is an ongoing process. Principals work in conjunction with other site administrators and the Imperial County Office of Education to develop and revise curriculum guides that align with the state standards, district goals, and the statewide assessment program.

Emmett S. Finley Elementary

Holtville Unified

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org