

Emmett S. Finley Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Holtville Unified School District

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School Description

Emmett S. Finley Elementary School is located in the rural, agricultural community of Holtville, California, which is 120 miles east of San Diego, 225 miles southeast of Los Angeles, and 10 miles northeast of Mexicali, Baja California, Mexico. Finley Elementary School is one of six schools within the Holtville Unified School District. Finley School is a Transitional Kindergarten through grade 5 school and serves approximately 550 students.

The mission and vision of Finley School are shared by all, with the Finley School PTO (Parent Teacher Organization), ASB (Associated Student Body) and community of Holtville all working together to provide students with many opportunities that promote the mission and vision. Each child at Finley School should reach his or her full potential emotionally, socially, academically in order to become productive citizens and lifetime readers and learners. It is the goal of Finley School to provide a safe, nurturing environment that will enable each child to gain self-esteem, respect diversity, develop academic and social skills and become an independent problem solver.

Finley's Dual Language Program was the first in the Imperial Valley eleven years ago and is ranked as number one in the Imperial County. Finley was awarded the California Distinguished School award and was recognized by the Business for Educational Excellence as an Honor Roll school. Finley is also a certified AVID Elementary School. Finley offers ASES (After School Education and Safety) with classes that include: GATE/Honors, Art, Crafts, Cooking and Baking, Gardening, STEAM, Computer Technology and Sports.

The 2018 Parent Survey results showed that parents feel that their school is well maintained, that they have input in the school and were well informed. The FIT (Facilities Inspection Tool) inspection rated the school as "Good".

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 staff, students and parents. Finley Elementary is committed to a comprehensive system of support to assure all of their students receive a positive and successful educational experience.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	91
Grade 2	75
Grade 3	74
Grade 4	92
Grade 5	86
Total Enrollment	539

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.6
Hispanic or Latino	92.6
White	5.6
Two or More Races	1.1
Socioeconomically Disadvantaged	79
English Learners	60.3
Students with Disabilities	8.9
Foster Youth	1.1

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 for Emmett S. Finley	17-18	18-19	19-20
With Full Credential	29	31	28
Without Full Credential	2	0	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Holtville Unified School	17-18	18-19	19-20
With Full Credential	◆	◆	83
Without Full Credential	◆	◆	7
Teaching Outside Subject Area of Competence	◆	◆	2

Teacher Misassignments and Vacant Teacher Positions at Emmett S. Finley Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

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 16th of 2019 the board approved resolution 19/20-003 that all schools had sufficient instructional materials.

Textbooks and Instructional Materials

Year and month in which data were collected: 2019, September

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

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

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: 2019, August

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	None Needed
Structural: Structural Damage, Roofs	Good	None Needed

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
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	All repairs are in the process of being done.

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	59	54	56	50	50
Math	49	52	42	45	38	39

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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.5	10.8	10.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	246	239	97.15	59.00
Male	120	117	97.50	54.70
Female	126	122	96.83	63.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	230	223	96.96	57.40
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	193	97.47	53.89
English Learners	169	163	96.45	53.37
Students with Disabilities	16	16	100.00	18.75
Students Receiving Migrant Education Services	43	43	100.00	44.19
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 2018-19 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	246	245	99.59	51.84
Male	120	120	100.00	52.50
Female	126	125	99.21	51.20
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	230	229	99.57	49.78
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	198	198	100.00	45.96
English Learners	169	169	100.00	44.97
Students with Disabilities	16	16	100.00	25.00
Students Receiving Migrant Education Services	43	43	100.00	46.51
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 2019-20)

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	1.4	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	4.5	5.7	4.8
Expulsions Rate	0.2	0.1	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	539.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	18	6			20	2	4		20	2	4	
1	18	3	1		20	4			23		4	
2	22	2	2		17	4			18	4		
3	23		4		22	1	3		19	2	2	
4	24	2	2		22	2	2		18	2	3	
5	29		3		25	1	2	1	22	2	2	
Other**	8	1							3	1		

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,000	\$46,208
Mid-Range Teacher Salary	\$75,227	\$72,218
Highest Teacher Salary	\$95,859	\$92,742
Average Principal Salary (ES)	\$119,030	\$134,864
Average Principal Salary (MS)	\$111,978	\$118,220
Average Principal Salary (HS)	\$111,555	\$127,356
Superintendent Salary	\$151,723	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	38%	33%
Administrative Salaries	4%	6%

* 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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,220.18	\$2,724.46	\$9,495.71	\$76,543.48
District	N/A	N/A	\$10,016.62	\$75,166.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.3	1.8
School Site/ State	23.4	4.8

Note: Cells with N/A values 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.