Emmett S. Finley Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the 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 website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Emmett S. Finley Elementary School
Street	460 Chestnut Ave.
City, State, Zip	Holtville, CA 92250-1450
Phone Number	(760) 356-2929
Principal	Brenda Villegas
Email Address	bvillegas@husd.net
School Website	https://finley.husd.net/en/
Grade Span	K-5
County-District-School (CDS) Code	13631496008510

2025-26 District Contact Information

District Name	Holtville Unified School District
Phone Number	(760) 356-2974
Superintendent	Celso Ruiz
Email Address	celso@husd.net
District Website	www.husd.net

2025-26 School Description and Mission Statement

Emmett S. Finley Elementary School is a vibrant, community-focused campus located in the rural, agricultural town of Holtville, California. Serving approximately 550 students in Transitional Kindergarten through 5th grade, Finley Elementary is one of six schools in the Holtville Unified School District. The school is situated on a historic 14.5-acre campus that blends tradition with modern educational resources, including 1-to-1 technology for students in grades 3–5 and multiple computer labs.

Finley Elementary is recognized as a leader in the Imperial Valley for its innovative programs. Notably, it hosts the first and highest-ranked Dual Language Program in the county, providing students with a pathway to bilingualism and biliteracy. The school has been honored as a California Distinguished School and is a certified AVID (Advancement Via Individual

2025-26 School Description and Mission Statement

Determination) Elementary School, emphasizing college and career readiness from an early age.

Beyond the classroom, Finley offers a comprehensive system of support through its popular ASES (After School Education and Safety) program, which includes enrichment in STEAM, gardening, art, and sports. The school also takes pride in its unique partnership with the Missoula Children's Theatre, offering students annual opportunities to engage in professional-grade performing arts.
Mission Statement

It is the goal of Emmett S. Finley Elementary 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. We are committed to a comprehensive system of support to ensure every student reaches their full potential emotionally, socially, and academically to become productive citizens and lifelong learners.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	70
Grade 2	94
Grade 3	93
Grade 4	82
Grade 5	99
Total Enrollment	559

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.4
Asian	0.2
Black or African American	0.5
Hispanic or Latino	93.6
Two or More Races	0.4
White	5
English Learners	47.2
Foster Youth	0.2
Homeless	7
Migrant	11.3
Socioeconomically Disadvantaged	80.5
Students with Disabilities	9.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	29.1	100	73.6	83.32	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2	2.26	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.3	1.52	11953.1	4.28
Unknown/Incomplete/NA	0	0	11.3	12.89	15831.9	5.67
Total Teaching Positions	29.1	100	88.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27	98.18	77	82.78	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	1.82	0.9	1.06	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	7.1	7.63	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.1	3.36	11746.9	4.23
Unknown/Incomplete/NA	0	0	4.8	5.16	14303.8	5.15
Total Teaching Positions	27.5	100	93.1	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25	84.75	72.9	75.91	230039.4	100
Intern Credential Holders Properly Assigned	1	3.39	4	4.16	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	6.78	5.6	5.88	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	5.08	4.9	5.13	12112.8	4.34
Unknown/Incomplete/NA	0	0	8.5	8.9	13705.8	4.91
Total Teaching Positions	29.5	100	96	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1.5
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	3.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 the board approved on October 5, 2021, that all schools have sufficient instructional materials.

Year and month in which the data were collected	2021, October

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2017 Adelante 2017 Sing, Spell, Read and Write	0
Mathematics	Great Minds - Eureka Math, 2016	0
Science	Harcourt, 2007 Ciencias California, 2008	0
History-Social Science	Pearson Scott Foresman, 2006 Ciencias Sociales para California, 2006	0
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	December 28, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None Needed
Interior: Interior Surfaces	X			Stain on ceiling tile CR 30. CR14 carpet needs to be replace/repair. Fascia outside overhead needs to be replace CR 17
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			None Needed
Electrical	X			Broken lights sensor CR 7, Electrical box cover missing Room
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 2 Boys RR needs ceiling to be repair.
Safety: Fire Safety, Hazardous Materials	X			None Needed
Structural: Structural Damage, Roofs	X			Cafeteria west wall needs repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			4 swings seats need to be replaced playground 1st & 2nd, Replace 1 swing seat Playground 4th & 5th.

Overall Facility Rate

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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	42	39	49	53	47	48
Mathematics (grades 3-8 and 11)	34	28	35	33	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	270	98.18	1.82	38.52
Female	141	138	97.87	2.13	42.03
Male	134	132	98.51	1.49	34.85
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	260	255	98.08	1.92	38.43
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	36.36
English Learners	134	129	96.27	3.73	10.85
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	47.06
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	220	98.21	1.79	33.18
Students Receiving Migrant Education Services	36	36	100.00	0.00	33.33
Students with Disabilities	30	29	96.67	3.33	13.79

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	275	275	100.00	0.00	27.64
Female	141	141	100.00	0.00	21.99
Male	134	134	100.00	0.00	33.58
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	260	260	100.00	0.00	26.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	134	134	100.00	0.00	12.69
Foster Youth	0	0	0	0	0
Homeless	17	17	100.00	0.00	29.41
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	224	100.00	0.00	24.55
Students Receiving Migrant Education Services	36	36	100.00	0.00	22.22
Students with Disabilities	30	30	100.00	0.00	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	29.27	31.63	23.67	27.08	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	98	100.00	0.00	31.63
Female	51	51	100.00	0.00	27.45
Male	47	47	100.00	0.00	36.17
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	93	93	100.00	0.00	29.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	51	51	100.00	0.00	9.80
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	84	100.00	0.00	26.19
Students Receiving Migrant Education Services	19	19	100.00	0.00	5.26
Students with Disabilities	11	11	100.00	0.00	27.27

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	96%	96%	96%	96%

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents and the community are very supportive of the educational program at Emmett S. 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/families 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, Holtville Fire Department, and local law enforcement provide student recognition and other donations to the school on a regular basis.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	584	575	86	15.0
Female	286	280	41	14.6
Male	298	295	45	15.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	544	537	79	14.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	30	28	5	17.9
English Learners	277	272	45	16.5
Foster Youth	--	--	--	--
Homeless	46	45	6	13.3
Socioeconomically Disadvantaged	476	468	80	17.1
Students Receiving Migrant Education Services	68	68	11	16.2
Students with Disabilities	71	70	19	27.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.22	2.59	1.88	5.13	3.61	3.35	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.06	0.06	0.12	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.88	0.00
Female	0.35	0.00
Male	3.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.02	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.89	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.10	0.00
Students Receiving Migrant Education Services	2.94	0.00
Students with Disabilities	2.82	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students and staff is a primary concern of Emmett S. Finley Elementary School. To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan was most recently updated in January 2026. 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 and on the district web site located at www.husd.net.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	3	0
1	24	1	3	0
2	19	2	2	0
3	26	1	3	0
4	20	2	2	0
5	22	2	2	0
6	0	0	0	0
Other	3	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4	0	0
1	24	0	4	0
2	25	1	3	0
3	19	2	2	0
4	26	0	4	0
5	20	2	2	0
6	0	0	0	0
Other	5	2	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		3	
1	17	4		
2	23		4	
3	23	2	2	
4	20	2	2	
5	25	1	3	
Other	7	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	550

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$22,029	$10,524	$11,506	$109,936
District	N/A	N/A	$10,605	$103,995
Percent Difference - School Site and District	N/A	N/A	8.1	5.6
State	N/A	N/A	$11,146	$92,686
Percent Difference - School Site and State	N/A	N/A	3.2	17.0

Fiscal Year 2024-25 Types of Services Funded

Holtville Unified School District provides options for parents/families and students at four sites: Holtville High School (9th -12th); Holtville Middle School (6th – 8th); Pine School (K-8th); and Emmett S. Finley Elementary School (TK-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.

Emmett S. 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.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$65,664	$57,978
Mid-Range Teacher Salary	$96,854	$89,612
Highest Teacher Salary	$123,419	$117,194
Average Principal Salary (Elementary)	$148,727	$143,632
Average Principal Salary (Middle)	$156,780	$149,447
Average Principal Salary (High)	$160,606	$162,334
Superintendent Salary	$195,342	$234,076
Percent of Budget for Teacher Salaries	29.75%	27.81%
Percent of Budget for Administrative Salaries	4.9%	5.47%

Professional Development

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 (37 days) 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. We have one full day of staff development during our school days, and we have 3 days of full day staff development before students start the school year, and one full day after the school year is done.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	5	5