



Myrtle S. Finney Elementary School

3950 Byrd Street • Chula Vista, CA 92154 • (619) 690-1334 • Grades K-6

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finneyelementary.org

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



Chula Vista Elementary School District

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and Support**

Mission

Our mission at Myrtle S. Finney School is to nurture and teach students so that they will become confident, critical thinkers who possess a deep sense of responsibility to self and to the community. We create a safe learning environment, where our students engage in rigorous academic work and learn to communicate effectively, develop technological skills to keep up with the rapid changes of today's world. We instill in them an appreciation for diversity by promoting positive interactions between all students, and we encourage them to pursue their lifelong dreams.

Description

Finney School is one of 49 schools in the Chula Vista Elementary School District, including charters. It has a diverse ethnic makeup and many students come from homes in which English is not the primary language. Many students are third and fourth generation residents in the area and our school is at the core of neighborhood layout. Our demographic breakdown is as follows: Hispanic or Latino 81%, Filipino 8%, African American, not Hispanic 2%, White, not Hispanic 5%, and Two or more races 3%.

Our TK-6th grade enrollment is 384 students. 34% of our students are classified as English Learners and 80% of our students are classified as Socioeconomically Disadvantaged. 21% of our population is classified as Students with Disabilities and 5% are identified as GATE.

A variety of programs are offered to meet the needs of our students. These include computer programs that build reading, language and math skills. An SDC preschool program is on site along with three full-day Moderate/Severe special education classes for students TK-6, a Resource Specialist Program, and Speech & Language Therapy preschool through grade 6. To support our English Learners, teachers incorporate both integrated and designated English Language Development (ELD) instruction.

As students focus on learning and achieve grade level targets, student recognition assemblies are planned to recognize citizenship and academic achievement. During our assemblies, parents, teachers, staff, students, and parents are celebrated thus creating a positive climate focused on learning and success.

The CVESD state preschool program offers classes for three- and four-year-olds at Finney. These daily, three-hour sessions are offered in English and Spanish. They provide students with a developmentally appropriate experience before entering kindergarten.

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	52
Grade 1	50
Grade 2	57
Grade 3	54
Grade 4	52
Grade 5	49
Grade 6	72
Total Enrollment	386

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.3
Asian	1.6
Filipino	7.8
Hispanic or Latino	81.9
White	5.2
Two or More Races	1.8
Socioeconomically Disadvantaged	70.7
English Learners	34.2
Students with Disabilities	20.7
Homeless	0.8

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 Myrtle S. Finney	17-18	18-19	19-20
With Full Credential	20	18	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Chula Vista Elementary	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Myrtle S. Finney Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	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)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members.

Students are provided with an adequate supply of Board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance. Adopted June 2017. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Hartcourt Go Math: K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Houghton-Mifflin Science series for Kindergarten to Sixth Grade English and Spanish. Adopted Spring 2008. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Finney school is adequate to support our school's current enrollment. The District maintains a planned program, which ensures routine maintenance functions are performed on a scheduled basis. Custodial staff performs basic cleaning operations daily. None of the eight emergency facilities needs specified in Education Code Section 17592.72 (c) (1) exist at our school.

Students participating in the YMCA program are on campus from 6 am to 6 pm.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	CR 605: Tackboard damaged. Ceiling tile falling over won't stay in place in soffit; broken pencil sharpener; spider webs on window; cabinet door doesn't close properly CR 305: one lamp out; webs on window; dirty walls; missing magnet on cabinet CR 502: Paint peeling by window; window seals dirty; cobwebs CR 702: One lamp out; stains on toilet; blinds not working properly; sagging tile; tackboard damage Lounge (popsicle freezer): Tackboard peeling off; dirty blinds and window seals; missing 1 blind; 1 light out Pre-K Speech (YMCA office): wall damaged; 2 lights out; spray bottles not marked; window cobwebs Stage: Steps right side are cracked on edge of tread; lights out; handicap lift missing top copping; hole on stage wall
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	CR 603: One bulb out; sink drawers need adjustment; spider webs on window; pencil sharpener missing cover CR 303: two lamps out; window webs CR 304: Computer bracket loose; webs on window CR 501: Two lamps out; tackboard around sink dirty; AC noisy rattling; window seal cobwebs CR 502: Paint peeling by window; window seals dirty; cobwebs CR 703: One lamp out. Fountain high; webs on windows; 1 screen ripped; cabinet not secure; sink doors do not close properly; bathroom stains by toilet

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>400 Bldg Girls RR: Six lamps out; soap dispenser loose; mirror faded; sink needs caulking; dirty window 500 Bldg Girls RR: GFI does not work. Six lamps out; sink needs caulking; toilet dispenser loose; 2 toilet seats loose Admin Office: 2 lights off; window seals dirty; 2 chairs stained Book Storage 408: Book cases not secured; 2 lights out; ceiling tile stained; dirty wall and door CR 601: Scratched ceiling tiles; dirty vents, light near teacher's desk flickers; computer desk needs adjustment CR 607: 2 lights out; intake dirty CR 201: Two lamps out. GFI loose on wall; pencil sharpener cover off; faucet low pressure CR 301: 1 light out CR 302: 2 lights out; stained sink CR 303: two lamps out; window webs CR 405: Three lamps out; 1 freshener plug; drinking fountain low pressure; window seals dirty CR 501: Two lamps out; tackboard around sink dirty; AC noisy rattling; window seal cobwebs CR 701: Tackboard damaged. Electrical panel blocked; water turn off; sagging ceiling tile; some ceiling tiles have small holes Library Work Room: Two lamps out. Parent Room (CR) 401: GEI does not work; drinking fountain low pressure; ceiling tile stained and 1 is loose Pre-K Speech (YMCA office): wall damaged; 2 lights out; spray bottles not marked; window cobwebs</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	400 Bldg Boys RR: Hand soap dispenser loose; sink needs caulking CR 203: Faucet handle came off; sink wall dirty; loose fire box CR 703: One lamp out. Fountain high; webs on windows; 1 screen ripped; cabinet not secure; sink doors do not close properly; bathroom stains by toilet Parent Room (CR) 401: GEI does not work; drinking fountain low pressure; ceiling tile stained and 1 is loose
Safety: Fire Safety, Hazardous Materials	Good	CR 404: 1 freshener plug in; 3 sagging ceiling tiles CR 405: Three lamps out; 1 freshener plug; drinking fountain low pressure; window seals dirty
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Kinder Play-Toy and yard: Big cracks in blacktop; rusty; cobwebs; woodchips low MP: Ceiling tile stained; 1 door doesn't stay open; AC intake dirty; walls peeling and dirty Play Toy and Playground: Board on track is lifting Pre-K Play Toy: cobwebs; rusty; low woodchips
Overall Rating	Good	Job orders were placed.

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	65	60	65	64	50	50
Math	35	37	51	51	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	20.0	13.3	8.9

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	204	202	99.02	59.50
Male	102	102	100.00	50.00
Female	102	100	98.04	69.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100.00	88.24
Hispanic or Latino	167	165	98.80	56.10
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	148	99.33	54.73
English Learners	91	90	98.90	48.31
Students with Disabilities	36	36	100.00	22.22
Homeless	--	--	--	--

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	204	203	99.51	37.44
Male	102	102	100.00	39.22
Female	102	101	99.02	35.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	18	18	100.00	66.67
Hispanic or Latino	167	166	99.40	33.13
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	149	148	99.33	34.46
English Learners	91	91	100.00	29.67
Students with Disabilities	36	36	100.00	16.67
Homeless	--	--	--	--

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)

Contact person: Principal Beverly Prange

Contact Phone Number: (619) 690-1334

Parents are encouraged to participate in all school activities at Finney. Finney has an active Parent Volunteer Program, Parent Teacher Association, School Site Council and English Learner Advisory Committee. Parents support in the classroom, workroom and during school-wide events.

Research shows a high correlation between parent involvement and effective schools. We encourage parents to become actively involved in our school. Our school blog, finneyelementary.org provides a weekly update to our school community about school events and information. All families receive a weekly phone call on Sundays at 5:00 reviewing the week's announcements. Coffee with the Principal meetings are held monthly in conjunction with English Learner Advisory Committee meetings.

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 Comprehensive School Safety Plan (CSSP) details our emergency preparedness plan, including fire safety, earthquake preparedness, lock down procedures and bus safety. In addition, the CSSP describes programs at Finney that contribute to a safe and positive school climate for learning. Finney has a Positive Behavior Interventions and Supports (PBIS) system, where students learn the Finney Bulldog Expectations: Be Kind, Be Safe, and Be Responsible. The student-led Line-up Committee promotes student safety before school. Peace Patrol helps students with conflict resolution, and Student Council provides leadership opportunities focusing promoting school spirit and on safe decision making. The School Site Council approved the School Safety Plan on 9/9/19.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.7	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	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*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.7
Social Worker	
Nurse	.5
Speech/Language/Hearing Specialist	2.2
Resource Specialist (non-teaching)	1.0
Other	3.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	1	2		17	1	2		18	1	2	
1	23		2		26		2		23		2	
2	23		2		24		2		26		2	
3	15	3			19	1	2		24		2	
4	29		2		25		1		23		2	
5	28		2		30		3		25		1	
6	24		2		20	1	2		29		3	
Other**	8	1							11	2		

*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	2.5	2.5	2.5

Each year, targeted professional learning is provided for teachers, instructional aides, and support staff. Training sessions are linked to our school's goals as we work to improve teaching and learning for all students. Goals are selected based on analysis of CAASPP and Local Measures data.

2.5 non-teaching days are allocated for professional learning each school year, in addition to 75 minute professional development sessions on minimum days each week. In addition, teachers receive coaching support from the District Resource Teacher and Principal.

2017-18 Focus: Refining and vertically aligning best practices in language art and math

2018-19 Focus: Problem-solving in math

2019-20 Focus: Teacher Clarity as evidenced by student understanding

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$13,627.07	\$6,008.90	\$7,618.17	\$76,278.00
District	N/A	N/A	\$166,094.33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	9.4	10.1
School Site/ State	34.7	5.3

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.

Types of Services Funded

Our expenditures are aligned with our School Plan for Student Achievement goals, and allocations are identified through staff and parent input. LCAP and Title I funds are used to support student achievement by funding a music teacher, art teacher, English Learner instructional assistant, library technician, and technology accelerators. Funds are also allocated to provide transportation for students attending the district-funded after school tutoring program.

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.