

Myrtle S. Finney Elementary School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

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District Governing Board

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**Assistant Superintendent, Business
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Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Mission

Our mission at 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 46 schools in the Chula Vista Elementary School District. It has a richly 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.

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 with a blend of Push-in/Pull-out that is responsive to student's individual needs, 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 connected to our school values of; respect, responsibility, caring, honesty and perseverance. Academic achievement is also recognized for students who meet or exceed grade level goals and have a strong academic record. During our assemblies, parents, teachers, staff, students, and parents are celebrated thus creating a positive climate focused on learning and success.

The Chula Vista 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 youngsters with a developmentally appropriate experience before entering kindergarten. The state preschool partners with our preschool special day class to offer mainstreaming opportunities for children with exceptional needs focused on a blend of functional and academic skills throughout the school day.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	50
Grade 1	54
Grade 2	51
Grade 3	39
Grade 4	71
Grade 5	48
Grade 6	50
Total Enrollment	363

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.3
Asian	1.9
Filipino	9.1
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	0.8
White	3
Two or More Races	3
Socioeconomically Disadvantaged	68.9
English Learners	38
Students with Disabilities	15.4
Foster Youth	0

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			
Myrtle S. Finney Elementary School	15-16	16-17	17-18
With Full Credential	18	20	20
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	NA	0
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Myrtle S. Finney Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2018	
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%
Foreign Language	N/A Percent of students lacking their own assigned textbook: N/A
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: N/A

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

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: 8/17/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 703: air cond. very noisy
Interior: Interior Surfaces	X			CR 404: Tackboard stained. Pre-K Speech (YMCA office): wall damaged, no fire extinguisher
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			CR 701: Tackboard damaged. Electrcial panel blocked.
Electrical: Electrical			X	400 Bldg Girls RR: Six lamps out. 400 Bldg Boys RR: Hand dryer not working 500 Bldg Boys RR: One lamp out, GFI does not work. 500 Bldg Girls RR: GEI does not work. Six lamps out. Admin Men's RR: One lamp out Admin Women's RR: Faucet handles leak CR 603: One bulb out CR 201: Two lamps out. GFI loose on wall. CR 202: Five bulbs out CR 303: two lamps out CR 305: one lamp out CR 405: Three lamps out CR 501: Two lamps out CR 502: Two bulbs out CR 503: two lamps out CR 701: Tackboard damaged. Electrcial panel blocked. CR 702: One lamp out. CR 703: One lalmp out. Fountain high Library Men's RR: One lamp out Library Work Room: Two lamps out. Library: One lamp out, ceiling tile stain Parent Room (CR) 401: GEI does not work RSP 407: Dry wall damage. Four lamps out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			CR 607: Fountain low CR 203: Faucet handle came off CR 304: Fountain low CR 406: Fountain low, faucet handle comes off. GEI does not work CR 703: One lalmp out. Fountain high
Safety: Fire Safety, Hazardous Materials	X			CR 702: One lamp out. Pre-K Speech (YMCA office): wall damaged, no fire extinguisher
Structural: Structural Damage, Roofs	X			CR 605: Tackboard damaged. Ceiling tile falling over won't stay in place in soffit. Library: One lamp out, ceiling tile stain MP: Seven amps out, ceiling tile cracked, covebase loose (back wall)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			400 Bldg Boys RR: Hand dryer not working CR 203: Faucet handle came off CR 301: ceiling tile stained
Overall Rating	Exemplary	Good	Fair	Poor
		X		
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	63	57	62	62	48	48
Math	47	42	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	85	73	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25	29.2	16.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	50	48	96.0	72.9
Male	26	25	96.2	84.0
Female	24	23	95.8	60.9
Hispanic or Latino	36	36	100.0	75.0
Socioeconomically Disadvantaged	32	32	100.0	62.5
English Learners	15	15	100.0	46.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 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	217	206	94.93	56.8
Male	111	104	93.69	54.81
Female	106	102	96.23	58.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	21	19	90.48	52.63
Hispanic or Latino	171	164	95.91	55.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	143	94.08	51.05
English Learners	97	91	93.81	48.35
Students with Disabilities	37	36	97.3	11.11

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 2016-17 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	217	211	97.24	41.71
Male	111	108	97.3	44.44
Female	106	103	97.17	38.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	21	21	100	38.1
Hispanic or Latino	171	167	97.66	41.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	152	148	97.37	35.81
English Learners	97	96	98.97	29.17
Students with Disabilities	37	37	100	5.41

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Principal Beverly Prange

Contact Person 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 details our emergency preparedness plan, including fire safety, earthquake preparedness, lock down procedures and bus safety. 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. Staff received training in the School Safety Plan on 10/2/2017. The School Site Council approved the School Safety Plan on 9/12/2017.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	2.1	0.2	0.0
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.75
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	2
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	19	19	19	1	1	1	2	2	2			
1	20	25	23	2				2	2			
2	20	21	23	1	1		2	1	2			
3	25	24	15			3	2	3				
4	24	27	29				2	2	2			
5	30	23	28				2	2	2			
6	27	18	24		2		2	2	2			
Other	11	12	8	1	1	1						

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

Professional Development provided for Teachers

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.

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.

2015-16 Focus: Close reading instruction with a writing connection focused on short constructed response, and math instruction through conceptual understanding of math and support by our district math resource teacher.

2016-17 Focus: Sentence fluency and vocabulary development.

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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
Administrative Salaries	5%	5%

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

Types of Services Funded

Our expenditures are aligned with our Single 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, science teacher, English Learner instructional assistant, library technician, technical support personnel, 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$13,627.07	\$6,008.90	\$7,618.17	\$76,278.00
District	♦	♦	\$166,094.33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			9.4	10.1
Percent Difference: School Site/ State			34.7	5.3

* Cells with ♦ do not require data.