

Finley Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

| | |
|--|--------------------------|
| School Name | Finley Elementary School |
| Street | 13521 Edwards Street |
| City, State, Zip | Westminster, CA 92683 |
| Phone Number | (714) 895-7764 |
| Principal | Pamella LeMuiex |
| Email Address | plemuiex@wSDK8.us |
| School Website | finley.wSDK8.us |
| County-District-School (CDS) Code | 30667466030753 |

2023-24 District Contact Information

| | |
|-------------------------|-----------------------------|
| District Name | Westminster School District |
| Phone Number | (714) 894-7311 |
| Superintendent | Dr. Gunn Marie Hansen |
| Email Address | mmerlos@wSDK8.us |
| District Website | wSDK8.us |

2023-24 School Description and Mission Statement

Finley School's Mission Statement

"At Finley we practice respect, responsibility, and safety while providing all students with the necessary tools for success."

Finley School Vision Statement

"To prepare our students for the future with the skills to be successful, by igniting a passion for learning while developing critical thinking, creativity, and confidence in a fun and motivating way so that our children develop the skills and the mindset to become contributing leaders in a global society."

Principal's Message

Welcome to the Finley Annual School Accountability Report Card and thank you for taking the time to explore it! Finley Elementary School has a history of academic excellence that includes a dedicated and knowledgeable staff with a passion for pursuing the success of our diverse student body. With that being said, we continue to seek methods to provide our students with an education that prepares them for today's world and beyond. We have had the honor of being named the 1st Computer Science Magnet School in the past year, and our instruction, classrooms, and campus as a whole has undergone an innovative transformation. Our goal is High Achievement for All Finley Students. We believe that all students can learn in a safe and supportive environment through our school wide focus on Positive Behavior Intervention and Supports (PBIS) and 21st Century Learning. With the school wide integration of technology using one-to-one Chromebooks in all grades (TK-5th grade), access to an Upper Grade and Lower Grade Innovation Lab, collaboration with Orange County Department Of Education STEM Team and the support of a OCDE STEM Facilitator on site, we are on the cutting edge of using our resources to ensure our students become competent readers, writers, and mathematicians who have the academic and personal skills to become ethical and responsible citizens.

At Finley, students, staff, and parents work in partnership as members of a professional learning community to address the needs of the whole child. By moving from incidental to intentional, staff members work with students and parents to build assets in our school through PBIS and the Guided Language Acquisition Design (GLAD) model. Students participate in a variety of activities such as peer tutoring, cross-age tutoring, and reading buddies (upper grade and primary grade students) to promote a sense of community among the student body. All students participate in the District BOLD Character Development curriculum which celebrates a specific character trait for each month. Many students participate in the after school ASES PRIDE program funded through prop 49 for grades TK-5. The ASES PRIDE program is an integrated after school program that incorporates

2023-24 School Description and Mission Statement

sports, enrichment, and homework assistance. Our ESP program offers before and after school care for students in TK and Kindergarten.

We continue to maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. It's an exciting time to be a Finley Eagle, where we hold true to our motto: Empowered by Innovation.

Community & School Profile

Westminster School District is located 35 miles southeast of Los Angeles in the city of Westminster, California, in beautiful Orange County. Real estate opportunities, self-owned businesses, marketing companies, and a variety of private and public sector organizations enrich the local economy. The district serves grades Transitional kindergarten through eight in the Westminster area as well as the neighboring communities of Garden Grove, Huntington Beach, and Midway City. The district is comprised of seven K-5, six K-6 elementary schools, and three middle schools. Finley Elementary School operates on a traditional schedule with 334 students enrolled at the beginning of the 2023-2024 school year. Total enrollment in the district for the 2023-224 school year was approximately 8,500 students.

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 76 |
| Grade 1 | 49 |
| Grade 2 | 38 |
| Grade 3 | 62 |
| Grade 4 | 59 |
| Grade 5 | 62 |
| Total Enrollment | 346 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.4% |
| Male | 52.6% |
| Asian | 23.4% |
| Black or African American | 1.4% |
| Filipino | 2.3% |
| Hispanic or Latino | 62.4% |
| Native Hawaiian or Pacific Islander | 2% |
| Two or More Races | 1.4% |
| White | 5.5% |
| English Learners | 49.4% |
| Foster Youth | 0.3% |
| Homeless | 3.2% |
| Socioeconomically Disadvantaged | 85% |
| Students with Disabilities | 15.9% |

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.

2020-21 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) | 18.50 | 100.00 | 361.60 | 88.06 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 17.00 | 4.14 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.00 | 0.00 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 32.00 | 7.79 | 18854.30 | 6.86 |
| Total Teaching Positions | 18.50 | 100.00 | 410.60 | 100.00 | 274759.10 | 100.00 |

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.

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) | 18.50 | 100.00 | 378.10 | 89.28 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 14.40 | 3.41 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 0.80 | 0.20 | 11953.10 | 4.28 |
| Unknown | 0.00 | 0.00 | 30.10 | 7.11 | 15831.90 | 5.67 |
| Total Teaching Positions | 18.50 | 100.00 | 423.40 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

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

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| 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 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Westminster School District held a hearing on October 13, 2022 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. The State of California. Core subject textbooks and instructional materials are provided for each student, including English Learners.

Standards-aligned texts and materials are reserved both for use in the classroom and to take home. All textbooks and instructional materials used within the school are aligned with California State Frameworks, State Board of Education, and District Standards.

Westminster School District is actively involved in the selection process of materials and textbooks. The selection process involves teachers, administrators, district support personnel, and parents. The district follows the State of California's Textbook Adoption Cycle, which requires every school site to review textbooks in each curriculum area within a seven-year cycle; textbooks are replaced at the rate of one subject area per year. The table contains a list of the most recent textbook adoptions in core curriculum areas for the school as of October 13, 2022.

Year and month in which the data were collected

October 13, 2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|--|-----------------------------|--|
| Reading/Language Arts | McGraw-Hill World of Wonders / 2017 McGraw-Hill World of Wonders with Integrated ELD (Program 2) / 2017 Scholastic Read 180/System 44 / 2011 | Yes | 0 |
| Mathematics | McGraw-Hill (My Math) / 2016 | Yes | 0 |
| Science | McGraw-Hill Inspire Science / 2020 | Yes | 0 |
| History-Social Science | Pearson My World Social Studies/2023 | Yes | 0 |
| Visual and Performing Arts | McMillan McGraw-Hill (Spotlight on Music California) / 2009 | Yes | 0 |

School Facility Conditions and Planned Improvements

Finley Elementary School offers a safe and secure campus for students, staff, and visitors. The chart displays the results of the most recent facility inspection provided by the district in September 2022.

Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, multipurpose room, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance & Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service that emergency repairs are given the highest priority.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems.

Year and month of the most recent FIT report

9/25/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Upper & Lower Playgrounds: Asphalt needs to be replaced, showing signs of cracking |

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.

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.

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.

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 40 | 38 | 54 | 53 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 28 | 26 | 44 | 44 | 33 | 34 |

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 180 | 177 | 98.33 | 1.67 | 37.85 |
| Female | 89 | 88 | 98.88 | 1.12 | 44.32 |
| Male | 91 | 89 | 97.80 | 2.20 | 31.46 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 48 | 46 | 95.83 | 4.17 | 50.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 105 | 105 | 100.00 | 0.00 | 27.62 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 79 | 76 | 96.20 | 3.80 | 17.11 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 19 | 18 | 94.74 | 5.26 | 38.89 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 160 | 157 | 98.13 | 1.87 | 36.31 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 6.67 |

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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 | 180 | 180 | 100.00 | 0.00 | 26.11 |
| Female | 89 | 89 | 100.00 | 0.00 | 25.84 |
| Male | 91 | 91 | 100.00 | 0.00 | 26.37 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 48 | 48 | 100.00 | 0.00 | 41.67 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 105 | 105 | 100.00 | 0.00 | 16.19 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 79 | 79 | 100.00 | 0.00 | 15.19 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 19 | 19 | 100.00 | 0.00 | 31.58 |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 160 | 160 | 100.00 | 0.00 | 26.25 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 30 | 30 | 100.00 | 0.00 | 3.33 |

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

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 22.92 | 12.07 | 36.03 | 37.69 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 62 | 62 | 100.00 | 0.00 | 12.90 |
| Female | 31 | 31 | 100.00 | 0.00 | 16.13 |
| Male | 31 | 31 | 100.00 | 0.00 | 9.68 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 17 | 17 | 100.00 | 0.00 | 35.29 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 35 | 35 | 100.00 | 0.00 | 2.86 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 29 | 29 | 100.00 | 0.00 | 3.45 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 54 | 54 | 100.00 | 0.00 | 12.96 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 11 | 11 | 100.00 | 0.00 | 9.09 |

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.

2022-23 California Physical Fitness Test Results

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 during 2021-22 and 2022-23 school years, only participation results are required 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 | 100% | 81% | 97% | 36% | 98% |

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.

2023-24 Opportunities for Parental Involvement

Finley Elementary School understands the positive correlation between parent and community involvement and the success of students. Finley Staff value Parent and community member involvement. Parents are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students. Numerous programs and activities are enriched by the generous contributions made by the following sources: Student Council, School Site Council, Parent & Community Volunteers, and the Parent Teacher Association (PTA).

Finley Elementary School encourages all parents to become involved in the school. The annual Lunch on the Lawn, Back to School Night, Parent conferences, Open House, and special events such as the Fall Festival, Family Literacy Night, and International Day are designed to welcome parents, celebrate our families and their rich heritages, launch school wide initiatives while soliciting input, and answering questions. The school also has an active Parent Teacher Association (PTA) and publishes a newsletter to provide parents with updates on the school's initiatives, goals, accomplishments, and recent developments. Parents are encouraged to make an appointment with their child's teacher prior to scheduling an appointment with the principal. We also offer our families educational opportunities by participating in our Parenting Partners and School Smarts program.

Parent involvement is an integral part of the school program. We offer workshops, showcases and education sessions for parents.

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 359 | 355 | 92 | 25.9 |
| Female | 170 | 168 | 41 | 24.4 |
| Male | 189 | 187 | 51 | 27.3 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 85 | 85 | 13 | 15.3 |
| Black or African American | 5 | 5 | 1 | 20.0 |
| Filipino | 8 | 8 | 0 | 0.0 |
| Hispanic or Latino | 224 | 221 | 69 | 31.2 |
| Native Hawaiian or Pacific Islander | 7 | 7 | 2 | 28.6 |
| Two or More Races | 5 | 5 | 0 | 0.0 |
| White | 20 | 19 | 7 | 36.8 |
| English Learners | 179 | 178 | 39 | 21.9 |
| Foster Youth | 3 | 3 | 0 | 0.0 |
| Homeless | 27 | 27 | 4 | 14.8 |
| Socioeconomically Disadvantaged | 309 | 307 | 79 | 25.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 69 | 68 | 25 | 36.8 |

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 and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.30 | 1.67 | 0.20 | 3.58 | 3.83 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 1.67 | 0 |
| Female | 2.35 | 0 |
| Male | 1.06 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 1.18 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 1.34 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 1.12 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 3.7 | 0 |
| Socioeconomically Disadvantaged | 1.29 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 1.45 | 0 |

2023-24 School Safety Plan

Finley Elementary School offers a safe and secure campus for students, staff, and visitors. The school was built in 1958 and provides up-to-date facilities and adequate space for students and staff. Finley Elementary School is comprised of a kindergarten area, library media center, Upper-Grade Innovation Lab, Lower-Grade Innovation Lab, large multipurpose room, and 24 classrooms. The school also enjoys a spacious playground with swings, a slide, play bars, and grassy fields for running, sports, and games.

Finley Elementary School's Comprehensive School Site Safety Plan is reviewed annually to ensure the protection of students and staff, the school and school property, and to establish a climate that is conducive to learning. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students participating in in-person instruction are supervised throughout the day by classified employees and teachers.

Additionally, earthquake preparedness drills, fire drills, active intruder and shelter in place drills are held regularly. Teachers are trained annually in active intruder protocols. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises and emergency supplies are available.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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 | 21 | 1 | 2 | |
| 1 | 26 | | 2 | |
| 2 | 24 | | 2 | |
| 3 | 26 | | 2 | |
| 4 | 25 | | 2 | |
| 5 | 26 | | 2 | |
| Other | 13 | 2 | 1 | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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 | 18 | 3 | | |
| 1 | 18 | 2 | | |
| 2 | 27 | | 2 | |
| 3 | 21 | 1 | 1 | |
| 4 | 23 | | 2 | |
| 5 | 24 | | 2 | |
| Other | 13 | 3 | | |

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 | 18 | 4 | 0 | 0 |
| 1 | 24 | 0 | 2 | 0 |
| 2 | 18 | 2 | 0 | 0 |
| 3 | 29 | 0 | 2 | 0 |
| 4 | 28 | 0 | 2 | 0 |
| 5 | 30 | 0 | 2 | 0 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 11 | 2 | 0 | 0 |

2022-23 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 | 1730 |

2022-23 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.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.2 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 0.5 |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | \$6,165 | \$836 | \$5,758 | \$80,265 |
| District | N/A | N/A | \$5,801 | \$102,334 |
| Percent Difference - School Site and District | N/A | N/A | -0.7 | -18.4 |
| State | N/A | N/A | \$7,607 | \$89,574 |
| Percent Difference - School Site and State | N/A | N/A | -13.5 | -8.4 |

Fiscal Year 2022-23 Types of Services Funded

- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement per UDC
- Federal, Special Education, Discretionary Grants
- Federal, Drug/Alcohol/Tobacco Funds
- Federal, Interagency Contracts
- Special Education Master Plan - Current Year
- Local Control Funding Formula
- Special Education Transportation
- Educational Technology Assistance Grants
- McKinney-Vento Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | \$48,069 | \$54,215 |
| Mid-Range Teacher Salary | \$88,416 | \$86,843 |
| Highest Teacher Salary | \$122,041 | \$111,440 |
| Average Principal Salary (Elementary) | \$145,693 | \$140,851 |
| Average Principal Salary (Middle) | \$142,405 | \$147,065 |
| Average Principal Salary (High) | \$0 | \$142,189 |
| Superintendent Salary | \$277,355 | \$252,466 |
| Percent of Budget for Teacher Salaries | 40.32% | 33.16% |
| Percent of Budget for Administrative Salaries | 4.34% | 5.15% |

Professional Development

Annually there are three district staff, classified and certificated, professional development days. The topics for these days are determined by the district level focus areas such as safety, curriculum adoptions and instructional supports as well as input from the staff for "voice and choice" session tailored to specific needs such as social-emotional supports and staff evaluations. In addition, the district provides monthly release time for professional teams to work and learn together. Certificated staff also participates in bi-monthly Wednesday professional development in either team professional learning communities or targeted professional training sessions. Instructional support specialists provide classroom coaching and professional development that is on-going throughout the year. District staff also attend conferences and outside training that is site determined such as behavior interventions and supports, AVID training and conferences, reading and writing professional development, technology conferences and GATE conferences.

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 6 | 5 |