



Myrtle S. Finney Elementary School

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

Beverly Prange, Ed. D., Principal

beverly.prange@cvesd.org

finneyelementary.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

84 East J Street

Chula Vista, CA 91910-6100

(619) 425-9600

www.cvesd.org

District Governing Board

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Armando Farias

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Francisco Tamayo

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

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

School Description

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 82%, Asian, not Hispanic 9%, African American, not Hispanic 1%, White, not Hispanic 4%, and Two or more races 3%.

Our TK-6th grade enrollment is 383 students. 34% of our students are classified as English Learners and 67% of our students are classified as Socioeconomically Disadvantaged. 22% 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 that is responsive to students' individual needs, 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	50
Grade 1	54
Grade 2	54
Grade 3	51
Grade 4	48
Grade 5	75
Grade 6	53
Total Enrollment	385

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	1.6
Filipino	8.1
Hispanic or Latino	81.8
Native Hawaiian or Pacific Islander	0.3
White	3.9
Socioeconomically Disadvantaged	76.6
English Learners	31.4
Students with Disabilities	15.3
Foster Youth	0.3

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	16-17	17-18	18-19
With Full Credential	20	20	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	0	
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Myrtle S. Finney Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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 2019	
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%

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: 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
Electrical: Electrical	Poor	400 Bldg

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
		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
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)

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
		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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	57.0	65.0	62.0	65.0	48.0	50.0
Math	42.0	35.0	49.0	51.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 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	213	209	98.12	64.59
Male	108	105	97.22	52.38
Female	105	104	99.05	76.92
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	16	16	100.00	81.25
Hispanic or Latino	170	167	98.24	64.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	162	158	97.53	62.03
English Learners	93	91	97.85	60.44
Students with Disabilities	31	31	100.00	19.35

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 2017-18 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	214	211	98.6	34.6
Male	108	107	99.07	36.45
Female	106	104	98.11	32.69
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	16	16	100	43.75
Hispanic or Latino	171	169	98.83	33.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	160	98.16	32.5
English Learners	93	93	100	27.96
Students with Disabilities	32	31	96.88	9.68

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 2018-19)

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 9/10/18.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.2	0.0	0.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

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 (non-teaching)	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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	19	17	1	1	1	2	2	2			
1	25	23	26				2	2	2			
2	21	23	24	1			1	2	2			
3	24	15	19		3	1	3		2			
4	27	29	25				2	2	1			
5	23	28	30				2	2	3			
6	18	24	20	2		1	2	2	2			
Other	12	8		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. 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.

2016-17 Focus: Sentence fluency and vocabulary development

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

2018-19 Focus: Problem-solving in math

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 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	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			9.4	10.1
Percent Difference: School Site/ State			34.7	5.3

* Cells with ♦ 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.