



Katherine Finchy Elementary

777 E. Tachevah • Palm Springs, CA 92262-4903 • (760) 416-8194 • Grades K-5

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



Palm Springs Unified School District

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Educational Services**

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**Assistant Superintendent,
Human Resources**

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**Assistant Superintendent,
Business Services**

School Description

Katherine Finchy Elementary School is an educational environment where individual differences and the rights of other are respected. We believe that every child will succeed with the help of his/her parents and teachers to his/her maximum potential in a safe and orderly academic environment.

Katherine Finchy Elementary school is named after Miss Katherine Finchy, a highly respected teacher, principal, and superintendent who came to Palm Springs Unified School District in 1921. The original school was dedicated in 1951 with the new building being dedicated in 1998. The school currently serves 620 transitional kindergarten through fifth grade students.

Katherine Finchy School has a heritage of strong commitment to student learning. Many students attend Katherine Finchy School on intra-district transfers under the school of choice guidelines. Katherine Finchy School scored above district and county averages on the SBAC in all grade levels for ELA and Math. Katherine Finchy has been named as a recipient of the California Title I Academic Achievement Award for both the 2009-2010, 2010-2011 and 2015-2016 school years. To meet the criteria for this distinction, the school had to demonstrate that all students are making significant progress towards proficiency on California's content standards. Katherine Finchy was awarded with the California Gold Ribbon Schools distinction.

The California Department of Education provides the common core state standards that are taught in each subject area and at each grade level. Student academic growth and school achievement are monitored with formative ELA and Math district assessments and a summative state assessment. Palm Springs Unified School District chooses state adopted textbooks and provides staff development so that students have access to standard-based materials and research based strategies. The School Site Council writes and revises its school plan in accordance with state and federal regulations.

Katherine Finchy School staff leadership team evaluates the effectiveness of the school plan throughout the year. The School Plan for Student Achievement is updated annually by the Katherine Finchy School Site Council.

About the SARC

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

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

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	134
Grade 1	106
Grade 2	98
Grade 3	98
Grade 4	97
Grade 5	122
Total Enrollment	655

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	8.9
American Indian or Alaska Native	0.9
Asian	2.6
Filipino	2.7
Hispanic or Latino	57.6
White	21.4
Two or More Races	6
Socioeconomically Disadvantaged	78.5
English Learners	27.8
Students with Disabilities	12.7
Homeless	13.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Katherine Finchy	17-18	18-19	19-20
With Full Credential	34	30	30
Without Full Credential	0	2	2
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Palm Springs Unified	17-18	18-19	19-20
With Full Credential	♦	♦	1018
Without Full Credential	♦	♦	17
Teaching Outside Subject Area of Competence	♦	♦	47

Teacher Misassignments and Vacant Teacher Positions at Katherine Finchy Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

Palm Spring Unified School District has adopted state approved curriculum in Reading, Math, Social Studies and Science that focus on state adopted performance standards. California Wonders is the adopted ELA curriculum for implementation starting 2017- 2018 school year. Bridges Math was newly adopted for the 2018 -2019 school year. Harcourt's California Science was adopted in 2007-2008 and is used for Science. Harcourt's Reflections was adopted in 2006-2007 and is used for Social Studies. Every student is given a set of textbooks to use at school. All textbooks are consistent with the content and cycles of the curriculum frameworks, adopted by the SBE. Every student, including English Learners, have access to their own textbooks and instructional materials.

Several technology base programs in ELA and Math are used during core instruction; STEM educational material is used; and Ten Mark support math in upper grades.

Textbooks and Instructional Materials

Year and month in which data were collected: September 24, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Macmillen/McGraw Hill Wonders 2017 - 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Bridges in Mathematics Curriculum/The Math Learning Institute 2018-2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt California Science 07/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Reflections 06/07 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)

The facility opened in the Spring of 1998. The school was designed with input from parents, staff, and administration. An Architectural Digest Award was given for the outstanding design features.

The school is made up of two kindergarten buildings that contain two rooms each, three buildings of eight classrooms in each and six portable classrooms. The administration building contains the office, health office and library. The multipurpose room contains the kitchen and an indoor/outdoor stage. The playground is large with 3 backstops, a soccer field, swings, tether-balls, and handball courts. Three shade structures provide relief on hot, sunny days. New playground equipment was installed on the main and kindergarten playground during the 2010-2011 school year.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 12/15/19

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Work order(s) on file in M&O office
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Work order(s) on file in M&O office
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	46	56	40	42	50	50
Math	40	48	26	28	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	20.0	21.7	29.2

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	317	316	99.68	56.33
Male	167	166	99.40	54.22
Female	150	150	100.00	58.67
Black or African American	27	26	96.30	26.92
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	185	185	100.00	49.19
White	77	77	100.00	77.92
Two or More Races	14	14	100.00	71.43
Socioeconomically Disadvantaged	244	243	99.59	51.03
English Learners	122	122	100.00	43.44
Students with Disabilities	29	29	100.00	13.79
Foster Youth	--	--	--	--
Homeless	37	36	97.30	2.70

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	318	316	99.37	47.78
Male	167	166	99.40	48.19
Female	151	150	99.34	47.33
Black or African American	27	26	96.30	19.23
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	185	185	100.00	41.08
White	77	77	100.00	64.94
Two or More Races	15	14	93.33	71.43
Socioeconomically Disadvantaged	245	243	99.18	43.21
English Learners	122	122	100.00	36.07
Students with Disabilities	29	29	100.00	6.90
Foster Youth	--	--	--	--
Homeless	38	36	94.74	5.26

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and community members have the opportunity to volunteer in the classrooms and parents may help chaperone field trips. The PTA provides many activities and educational opportunities that enrich students' school experience. Many activities also raise funds for classroom materials, field trips, and school-wide improvements. The Meet the Masters art program is purchased and taught by PTA members. Sound systems, school signs, student ipads and other instructional material have been purchased by the PTA. Many community businesses donate items for activities such as The Annual Spaghetti Family Dinner Night. In addition members of the community come to the event to participate in the evenings festivities.

Back to School Night, and the other Family Nights held throughout the school year provide information for parents from the teachers on how they can help their child at home. Family Nights are paid for through our Title I parent participation money. Participation for parent trainings, informational meetings, and the support of time for special school activities is very high.

The School Site Council is an opportunity for parents to get involved in the decision making of the school. The feedback that the staff receives from the parents guides the parent education provided at the school along with the input from the parent groups and School Site Council. The English Learner Advisory Committee meets regularly and makes suggestions for improving the learning experience for English Learners. Parent Involvement activities are posted on the school website.

The volunteer forms are available in the Parent/Student Handbook distributed at the beginning of the year and/or in the office.

The Katherine Finchy School Teacher, Parent, Student Compact is signed each year and kept on file at the school. This reminds each party that they are part of a team, working together for the benefit of the student's success. At Katherine Finchy School, we provide accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students to participate in our school and the development of parent engagement policy by encouraging them to be participate in all activities. Translators are provided for parent meetings and school activities for the Spanish speaking parents. All parents are invited to all activities and are given accommodations that are requested.

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

Students will learn to be respectful of each other and adults in the classroom, playground, and other common areas making school an effective learning environment. Students can direct full attention to learning when they feel secure and respected. We strive for a safe and accommodating atmosphere that encourages respect towards self and others. The goal of Katherine Finchy Elementary is to provide a safe and orderly environment for learning. All members of the Katherine Finchy learning community need to be immersed in an environment where they are safe and respected.

To ensure a daily sense of security and safety daily and provide a safe environment in the event of a natural disaster or human incursion on the campus, the safety plan is updated each March for the subsequent year. Emergency components include fire, earthquake, lock-down procedures for before during and after an event. The plan considers all possible contingencies. Drills provide practice throughout the school year for all possible emergencies. Components provide a daily safe environment includes providing Life Skill presenters, staff training in "I messages", Restorative Practices, PBIS, and unconscious bias training. Safe School Plan Committee meeting dates 8-22-19, 12-12-19, 2-6-20, 3-20-20, and 5-29-20. The safety plan was last reviewed in December 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.9	2.3	0.4
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.5	7.1	6.2
Expulsions Rate	0.3	0.2	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	17	4	3		19	2	5		16	5	3	
1	24	1	3		23	1	3		21	1	4	
2	22		4		24		4		25		4	
3	31		4		25		4		25		4	
4	28		4		26		5		24		4	
5	22	1	4		28		4		30		4	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	12	12	15

Each year we have designed professional learning based on student achievement data, research of best practices and discussions with teachers and principals. The specific approaches vary by content area. For ELA, in 2017-18, the focus was on aligning instruction to Smarter Balanced Assessments, depth of knowledge, and deeper understanding of the Reading Targets in Claim 1. In 2018-19 the focus was on the gradual release model, and 2019-20 was an extension of the previous two years. The professional development in these areas was provided by the Schoolhouse Project. In 2018-19 the teachers began working with High Impact Math consultants. This professional development centers around building students' conceptual understanding. The training will take place over the course of three years. During Year 1 (2018-19) the focus was on developing strategies to support number sense by implementing mental math routines and highlight the landscape of learning in mathematics. During Year 2 (2019-20) the focus is on strengthening mental math routines, identifying the math goal of a lesson, and planning for and implementing a three-part lesson (Launch, Explore, Summarize). This professional development also supports teachers with the implementation of the district-adopted math program (Bridges in Mathematics and Number Corner).

The numbers in the chart above represent 12 days of ELA training in 2017-18. For both 2018-19 and 2019-20 there are 6 days per year of training for ELA. The remaining number of days in 2018-19 and 2019-20 are full days of professional learning for math.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,457	\$48,612
Mid-Range Teacher Salary	\$78,080	\$74,676
Highest Teacher Salary	\$108,422	\$99,791
Average Principal Salary (ES)	\$129,170	\$125,830
Average Principal Salary (MS)	\$135,731	\$131,167
Average Principal Salary (HS)	\$153,326	\$144,822
Superintendent Salary	\$259,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	5%	5%

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,734	\$3,409	\$9,325	\$96,717
District	N/A	N/A	\$9,940	\$87,928.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-6.4	12.8
School Site/ State	-22.6	17.2

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Title I monies are used to increase student achievement providing intervention programs, staff development, parent education, instructional materials, a School Counselor, and instructional aides. LCAP monies support increasing achievement through the following resources: bilingual aides, instructional materials, parent education, playground supervision aides, and translating for our Spanish speaking parents.

Special Education Services and Programs include Resource Specialist Program, STARS Program for Pre-School through 3rd grade, and a Severely Handicapped - Medically Fragile class for preschool and grades K-5. Speech therapy, occupational therapy, adaptive PE, and physical therapy are also provided for those students that qualify.

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.