



Serving Grades  
Kindergarten through Five

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Westminster  
School District

*“High Academic Achievement,  
Health, Safety and Well-Being  
for all Westminster School  
District Students”*

[www.wsd.k12.ca.us](http://www.wsd.k12.ca.us)

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# Finley Elementary School

## 2010-2011 School Accountability Report Card

### 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 an ongoing tradition of academic excellence that includes a dedicated and knowledgeable staff with a passion for pursuing the success of our diverse student body. Our goal is High Achievement for All Finley Students. We believe that all students can learn in a safe and supportive environment and must 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. Students participate in a variety of activities such as peer tutoring, cross age tutoring, reading buddies (upper grade and pre-school students), and middle school teacher aides 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 day care programs: PRIDE provided for grades 3, 4, and 5 and ESP for grades K-2.

In addition, the love for learning is celebrated throughout the school and begins in our parent center where parents, babies, and toddlers are welcomed into a supportive environment that nurtures a love for learning. In particular, to promote an emphasis on increased literacy, Finley School will continue to provide research based programs, extra reading teachers, the Accelerated Reader (AR) Program, the Accelerated Reader after school Book Club, Math Facts in a Flash, ST Mind Math for grades K-5, stages leveled books, SMARTBoards, and computers in every classroom.

We maintain our commitment to students, parents, community members, and staff to provide the best educational experience possible. Each year we renew this commitment to maintain our focus on preparing our Finley students for the challenges of their future.

### 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 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 six K-6 and seven K-5 elementary schools, and three middle schools. Total enrollment in the district for the 2010-11 school year was 9,725 students.

Finley Elementary School was built in 1958 and then closed in 1978. Due to an increase in district enrollment, the school reopened in 1991 to serve grades kindergarten through fifth. The school is located in Westminster, amongst a vivid city backdrop and operates on a traditional calendar. At the beginning of the 2010-11 school year, 419 students were enrolled at Finley Elementary School. Student body demographics are illustrated in the chart.

#### Student Enrollment by Ethnic Group

2010-11	
	Percentage
African American/Black	1.2%
American Indian	-
Asian	18.6%
Filipino	1.2%
Hispanic or Latino	72.8%
Pacific Islander	2.1%
White	2.4%
Two or More	0.2%
None Reported	1.4%

## Discipline & Climate for Learning

Students at Finley Elementary School are guided by the schoolwide Positive Behavior Intervention System (PBIS) that includes a schoolwide and classroom matrix of Positive Behavioral Expectations. Students, staff, and families follow the 3A Eagles Way:

- 1) Act Respectfully
- 2) Act Responsibly
- 3) Act Safely

We believe that for students to have a meaningful and successful year, the partnership of school staff, parents, and students plays an integral role. To achieve this we established the 3A Eagle Way Pledge, which formalizes this commitment.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, including a presentation by the principal and the PBIS Team, as well as individual parent-student materials. 3A Eagle Way schoolwide tours are held twice a year and our staff demonstrates the schoolwide expectations. The schoolwide PBIS policy is sent home at the beginning of the year in the language of choice: English, Spanish, or Vietnamese. The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Finley Elementary School.

The suspensions and expulsions table illustrates total cases for the school and district for all grade levels as well as the percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	30	1	19	928	819	721
Suspension Rate	7.0%	0.2%	4.5%	9.4%	8.4%	7.4%
Expulsions	0	0	0	4	6	4
Expulsion Rate	0.0%	0.0%	0.0%	0.01%	0.1%	0.01%

## Recognition Programs & Extracurricular Activities

Finley Elementary School staff encourages positive behavior with the support of a PBIS grant, and provide incentives and attainable goals for all children, which include: Rock the Band, for students who succeed in raising their scores on STAR or Benchmark testing; The Kiwanis Bringing Up Grades (BUG) Program; Student of the Month; Celebration With The Principal; 3 A's Eagle Slips; Principal's Award; Field Trips; Golden Apple Award; WELA Award; and a Foundation Award.

Students are encouraged to participate in the school's additional extracurricular, including the following clubs, groups and tutoring programs: Garden Club, Homework Club, PRIDE (after school daycare from 3-5pm), Extended School Program (ESP) for grades K-5, Outdoor Science Camp, and Student Council.

## Homework

Homework is a fundamental part of the learning process which helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas, and each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability.

Parents are encouraged to provide a supportive environment for homework activities and are responsible for reviewing homework assignments with their child.

## School Attendance & Enrollment

Regular attendance at Finley Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

The school monitors student attendance very closely, and makes phone calls to parents of absent students on a daily basis and will send letters home if absences become a problem.

Finley Elementary School encourages regular attendance by giving out periodic awards for perfect attendance. Independent study is available for students that require extended leaves from school.

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. The chart illustrates the trend in enrollment for the past three years.

### Enrollment Trend by Grade Level

	2008-09	2009-10	2010-11
K	60	89	77
1st	84	51	70
2nd	63	80	55
3rd	77	69	80
4th	70	69	69
5th	75	70	68

## Class Size

The chart illustrates the average class size for the past three years, as well as the number of classes with a specific range of students.

### Class Size Distribution

Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11			
By Grade Level												
K	20	19	21	3	4	1	-	-	3	-	-	-
1	19	23	29	5	-	-	-	3	2	-	-	-
2	18	28	24	4	-	-	-	2	3	-	-	-
3	29	25	30	-	-	-	2	3	2	-	-	-
4	33	30	38	-	-	-	-	2	-	1	-	2
5	29	33	30	-	-	-	2	2	2	-	-	-
K-3	19	-	-	1	-	-	-	-	-	-	-	-
3-4	32	-	-	-	-	-	1	-	-	-	-	-
4-8	31	-	-	-	-	-	1	-	-	-	-	-

## Data Sources

Data within the SARC was provided by the district, retrieved from the 2010-11 SARC template, Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

## Counseling & Other Support Services

The staff at Finley Elementary School strives to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The school provides qualified personnel to offer counseling and support services, on a part-time basis. The psychologist and counselor are devoted to helping students deal with problems and assisting them to reach positive goals. The school counselor is available three times a week, and the district psychologist is available twice a month. The chart indicates the support staff available to all Finley Elementary students.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Computer Aide	1	0.8
Health Aide	1	0.5
Library Media Aide	1	0.8
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	2	1.0
SDC Aide	2	2.0
Special Education Teacher	1	1.0
Speech/Language Specialist	1	0.2

English as a Second Language (ESL) instruction is integrated into each classroom's curriculum. All English learner students in grades K-five receive an extra 30 minutes of instruction on a daily basis.

Finley Elementary School offers Gifted and Talented Education (GATE) magnet classes, which include all third grade, fourth grade, and fifth grade classes. The teachers use differentiated instructional strategies and techniques to meet the needs of all students in the room.

A Special Day Class (SDC) for students in grades three through five is housed at Finley Elementary School. A Resource Specialist and a Speech/Language Specialist provide support for students who qualify.

## School Facilities & Safety

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. Finley Elementary School is comprised of a kindergarten area, library media center, computer lab, large multipurpose room, and 24 classrooms. The school also enjoys a spacious playground with swings, a slide and play bars, as well as grassy fields for running, sports, and games.

The school's Comprehensive School Site Safety Plan was last updated in February 2011 to ensure the protection of students and staff. All staff members have copies of the plan and annually attend in-service days regarding school site safety policies. Students are supervised throughout the day by classified employees and teachers. There is a designated area for student drop-off and pick-up. Visitors register at the office and receive identification badges that must be displayed at all times.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Earthquake preparedness drills and fire drills are held on a regular basis.

In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations and supplies are readily available.

## 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 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. Two full-time and one part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of restrooms are in complete working order. The chart displays the results of the most recent facility inspection provided by the district in November 2011.

School Facility Conditions				
Date of Last Inspection: 09/15/2011				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			Rms 24, 25 & 26 Modular - Wood rot to ramps 24, 25, 26.
External (Grounds, Windows, Doors, Gates, Fences)	X			

## 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.

For the 2010-11 school year, the district budgeted \$376,958 for the deferred maintenance program. This represents 0.5% of the district's general fund budget.

## Student Achievement & Testing

Assessments of student achievement in reading, writing, and math are administered as an ongoing part of the quality instructional program. These measure students' progress as well as the effectiveness of the instructional program, and are directly tied to the state's content standards. Teams of teachers work to analyze and revise district-wide benchmark assessments to ensure compliance with state content standards. Benchmark assessments are administered to all grade levels at least three times a year in preparation for statewide STAR assessments in the spring.

The school leadership team has spearheaded the schoolwide identification of essential learnings by trimester for each content area along with formative assessments to ensure ongoing academic growth.

## Physical Fitness

In the spring of each year, Finley Elementary School is required by the state to administer a Physical Fitness Test to all students in fifth grade. The Physical Fitness Test measures each student's ability to perform fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "Healthy Fitness Zone" (HFZ).

Students in grades 2-5 participate in the VAPA Grant which provides, two times per month, 45 minutes of instruction in physical education classes that address the physical education standards with a team of Physical Education Specialists.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.7%	20.0%	24.6%

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## California Standards Test (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	38	40	44	54	58	58	49	52	54
Mathematics	51	55	61	58	63	64	46	48	50
Science	43	42	58	58	65	66	50	54	57
History/Social Science	*	*	*	45	53	47	41	44	48

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	58	64	66	47
School	44	61	58	*
African American/ Black	*	*	*	*
American Indian	*	*	*	*
Asian	63	77	82	*
Filipino	*	*	*	*
Hispanic or Latino	39	57	51	*
Pacific Islander	*	*	*	*
White	*	*	*	*
Males	47	60	57	*
Females	41	62	59	*
Socioeconomically Disadvantaged	42	60	57	*
English Learners	34	53	32	*
Students with Disabilities	27	45	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to achieve.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	251	762	7,028	821	4,683,676	778
Asian	50	847	2,758	907	398,869	898
Hispanic or Latino	186	739	2,915	729	2,406,749	729
Socioeconomically Disadvantaged	230	758	4,928	793	2,731,843	726
English Learners	209	754	4,391	798	1,521,844	707
Students with Disabilities	34	585	848	654	521,815	595

## No Child Left Behind (NCLB)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for mathematics and English/language arts (ELA) by 014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in ELA and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the table.

## Library & Computer Resources

Finley Elementary School's library is stocked with numerous titles that are available for students to check out, and contains a large collection of videos and audiotapes for classroom use that tie into curricular areas of study. Computer resources within the library are connected to the Internet so students are able to access resources and information online and improve their research skills.

Each year in a collaborative effort that involves parent volunteers, school staff, and students, the librarian sponsors a schoolwide reading incentive program to inspire students in grades K-5 to read in marathon proportions. In addition, with the help of parent volunteers and staff members, she sponsors the Accelerated Reader After School Book Club four days per week for an hour after school.

## Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2008-2009	2011-2012
Year in PI (2011-12)	Year 3	Year 1
# of Schools Currently in PI	-	11
% of Schools Identified for PI	-	68.75%

## API School Results

	2008	2009	2010
Statewide	1	2	2
Similar Schools	2	1	1
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	43	10	23
Hispanic or Latino			
Actual API Change	48	12	29
Socioeconomically Disadvantaged			
Actual API Change	36	9	26
English Learners			
Actual API Change	40	7	22

## Adequate Yearly Progress (AYP)

	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	No		No	
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Computer skills and concepts provided through standard curriculum prepare students for technological growth and opportunities. Finley Elementary School has two computer labs and each classroom has five computers, smart boards and a projector. One computer lab for grades 3-5 has 36 computers while the computer lab for grades K-2 has 31 computers. All students attend the labs for two 45 minutes sessions each week of the ST MIND Institute courseware.

A Computer Tech Center, located at Willmore Elementary, is also available to the parents and students of Finley Elementary. The Computer Tech Center is staffed by a qualified Curriculum Resource Technology Teacher and is equipped with PCs, speakers, microphones, printers, digital cameras, a scanner, and instructional videos.

## Instructional Materials

Westminster School District held a public hearing on October 14, 2010 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 November 2011.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
3rd-5th	English/ Language Arts	Houghton Mifflin	2002	Yes	0.0%
K-2	English/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
K-5	History/Social Studies	Houghton Mifflin	2007	Yes	0.0%
K-5	Mathematics	Pearson Scott Foresman	2009	Yes	0.0%
K-5	Science	Scott Foresman	2008	Yes	0.0%
K-5	Visual and Performing Arts	MacMillan/McGraw Hill	2009	Yes	0.0%

## Additional Internet Access & Public Libraries

In addition to the computers at the school, students have access to the Internet and computers at the Westminster and Garden Grove branches of the Orange County Public Library system. For library hours, branch locations, and other information please call (714) 893-5057 or visit the library's website at [www.ocpl.org](http://www.ocpl.org).

## Teacher Assignment

Westminster School District recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	25	23	20	429
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	82

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Professional Development

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. The district offers three staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The areas of focus include differentiating instruction, and training to support English Learner (EL) students. Teachers were also trained in cultural proficiency.

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## School Leadership

Leadership at Finley Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. In the 2007-08 school year, Maria Gutierrez-Garcia assumed the role of principal at Finley Elementary School. Principal Gutierrez-Garcia brings with her 29 years of experience in education with positions as an elementary school principal, an assistant principal, an ELD Teacher at the middle school level, and an elementary school teacher and a bilingual resource teacher. Additionally, Principal Gutierrez-Garcia has experience as a district curriculum specialist with specific emphasis on ELD and Spanish Language Arts and was an assistant lecturer in the Spanish Department for three years at the University of Southern California.

Grade-Level Teams, also known as Professional Learning Communities, concentrate on curriculum planning, enrichment activities, and student assessment, with an emphasis on school wide programs such as reading and writing interventions, science curriculum, and assessment of student work. Representatives from each community meet regularly with school administration to share ideas, goals, and information. An on-going evaluation of student achievement and data analysis is in place to help improve instruction for all students. A School Leadership Team that has been in place for four years advises the principal on curriculum and assessments and participates in strategic planning to keep the school focused and inspired. A schoolwide PBIS Team provides training and support to the entire Finley School community to ensure a successful implementation at Finley.

Parents also participate in various capacities as leaders on the School Site Council, the English Language Advisory Committee, PBIS Team, Leadership Team and the PTA. As active members of the school community, they provide input on the 3A Eagle Way Pledge and the school plan each year.

Finley students are active on student council. Eighty students participate in various capacities that include room representatives, secretary, treasurer, president and vice president, under the direct guidance of three teacher moderators.

## Community & Parent Involvement

Westminster School District is aware of the positive correlation between parent and community involvement and the success of students. Parents and community members are encouraged to join the teachers and district administrators in the many activities, programs, and organizations that support its students, including GATE Plus Program, Mentoring Program, and Adult English as a Second Language.

The school also houses a Parent Center on campus which provides parents with tools and techniques for working with their children. The Parent Center is open one day a week. Parent/Pre-school workshops are held every Tuesday morning. ESL classes are offered Monday through Thursday 8:00 - 11:00am to assist parents in acquiring greater fluency in English and technology while learning techniques to help promote early literacy in the home.

Parent conferences, Open House, and Back to School nights are designed to welcome parents, seek input, and answer questions. The school has an active Parent Teacher Association (PTA) and publishes a monthly calendar to provide parents with updates on the school's classrooms. Parents also have the opportunity to participate in the School Site Council. Parents are encouraged to make an appointment with their child's teacher or principal any time. Finley Elementary School encourages all parents and community members to become involved in the school, to participate in educational workshops on campus, to volunteer in classrooms and on field trips, and participate in school fundraisers.

The Annual Parent Power Lunch is a celebration of the home-school partnership and commitment to academic improvement for all. Parents attend a "mini" conference to partake in the training of the schoolwide learning initiatives to empower them to provide support at home by adding to their repertoire of skills. The culmination of the day is sharing lunch with their child along with a special book.

## Curriculum Improvement

All training and curriculum development at Finley Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Finley Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum Steering Committees for Mathematics, Language Arts/Writing, and English Language Learners, consist of representatives from each school and each grade level. These committees assess the success of instructional programs, determine any areas of weakness, assess teachers' needs in terms of instructional materials and other resources, and develop plans for continually improving the quality of instruction in each subject.

Finley School is a host campus for the Orange County Department of Education Guided Language Acquisition Design (GLAD) center for teachers seeking certification. Finley School welcomes teachers from many school districts to continue their professional development.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	N/A	N/A

## School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having more than 5,000 Average Daily Attendance (ADA). At the time of publication, the most recent salary comparison data from the State of California was for the 2009-10 school year. The Average Teacher Salary table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state levels.

Average Teacher Salaries	
School & District	
School	\$71,574
District	\$72,046
Percentage of Variation	-0.66%
School & State	
All Elementary School Districts	\$69,419
Percentage of Variation	3.10%

## Average Teacher & Administrative Salaries

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts' budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$38,770	\$41,692
Mid-Range Teachers	\$74,828	\$68,251
Highest Teachers	\$92,211	\$86,582
Elementary School Principals	\$109,530	\$108,334
Middle School Principals	\$113,062	\$111,791
High School Principals	-	\$113,648
Superintendent	\$198,475	\$180,492
Salaries as a Percentage of Total Budget		
Teacher Salaries	46.4%	42.7%
Administrative Salaries	5.0%	5.6%

## Expenditures & Services Funded

The chart provides a comparison of a school's per pupil funding from unrestricted sources in the district and throughout the state.

In addition to general fund state funding, Westminster School District receives state and federal funding for the following categorical, special education, and support programs:

- 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
- Gifted and Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Special Education Transportation
- Educational Technology Assistance Grants
- Class Size Reduction K-2
- Peer Assistance and Review

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$2,003
From Restricted Sources	\$1,892
From Unrestricted Sources	\$112
District	
From Unrestricted Sources	\$109
Percentage of Variation between School & District	2.23%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-97.95%

## Contact Information

Parents who wish to participate in Finley Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school's office at (714) 895-7764.