School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Katherine Finchy Elementary School
Address	777 E. Tachevah Palm Springs, CA 92262-4903.
County-District-School (CDS) Code	33-67173-6032437
Principal	Matthew Hammond
District Name	Palm Springs Unified School District
SPSA Revision Date	07/01/2023 - 06/30/2024
Schoolsite Council (SSC) Approval Date	10-25-23
Local Board Approval Date	12/12/23

X This certifies that updates to my SPSA are completed

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page 1
Table of Contents....2
School Vision and Mission 4
School Profile....4
Purpose and Description....5
Educational Partner Involvement 5
Resource Inequities 6
Needs Assessment – Review of Performance....7
Reflections: Success....7
Reflections: Identified Need 10
School and Student Performance Data 13
Student Enrollment....13
Student Population....15
Overall Performance 17
Academic Performance....18
Academic Engagement 23
Conditions & Climate....26
Annual Review and Update 29
Goal 1 – Increased Academic Achievement 29
Goal 2 – Parent Engagement....39
Goal 3 – Safe and Healthy Learning Environment....43
Goals, Strategies, & Proposed Expenditures....49
Goal 1....49
Goal 2....61
Goal 3....66
Centralized Services for Planned Improvements in Student Performance 77
Budget Summary and Consolidation 79
Budget Summary 79
Allocations by Funding Source....79
Other Federal, State, and Local Funds 79
Expenditures by Funding Source 81
Expenditures by Budget Reference 82
Expenditures by Budget Reference and Funding Source 83
School Site Council Membership 84
Recommendations and Assurances 85
Title I and LCFF Funded Program Evaluation 86

School Vision and Mission

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

School Profile

Katherine Finchy Elementary school is located near Desert Regional Medical Center. It was 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 approx 575 Pre-K through fifth-grade students. Katherine Finchy School has a heritage of strong commitment to student learning. Many students attend Katherine Finchy School on inter-district and intra-district transfers. Katherine Finchy has been named as a recipient of the California Title I Academic Achievement Award from 2009 through 2011, a California Distinguished School 2011, a National Blue Ribbon School in 2011, and a California Gold Ribbon School in 2016. Katherine Finchy is very proud to be the first National Blue Ribbon School in the Palm Springs Unified District and the first public school in the Coachella Valley to receive this prestigious honor.

Katherine Finchy Elementary School has adopted the Common Core State Standards (CCSS). Palm Springs Unified School District chooses a state-adopted curriculum and provides staff development so that students have access to standards-based materials and research-based strategies. The School Site Council writes and revises its school plan to reflect the guidelines put forth by the CDE, and PSUSD.

Special Education Instruction occurs within a collaborative service delivery model that reflects content and performance standards and ensures access to the core curriculum for all students at Katherine Finchy Elementary school

Following assessment, students receive reading and mathematics instruction with an emphasis on best first instruction taught and practiced with rigor. Identified special education services are delivered through pull-out programs or within the regular education classes through co-teaching, classroom support, and/or consultation from special education personnel.

To ensure a smooth transition from Early Childhood Education (ECE) to Kindergarten, a Katherine Finchy kindergarten teacher meets three times each year with ECE teachers to discuss the necessary skills needed for a successful ECE to kindergarten transition.

Katherine Finchy School staff monitors and evaluates the effectiveness of our SPSA throughout the year. Monitoring comments will be added to our SPSA. Revisions to the SPSA and subsequent Board approval will occur if there are substantial budget and/or material changes during the school year. Shortly after SBAC scores are released the SSC and other leadership groups have the opportunity to review all student achievement data to evaluate the effectiveness of our SPSA. The Single Plan for Student Achievement is updated annually by the Katherine Finchy School Site Council. Ten percent of Title I funds are allocated for staff development.

Katherine Finchy School Plan will be aligned with the Palm Springs Unified School District's Local Control Accountability Plan (LCAP). The LCAP describes how the district intends to meet annual goals for all pupils, with specific activities to address state and locally identified priorities. Areas of focus will include Academic Achievement, Human Resources Development, a Safe and Secure Environment, and Parent/Community Partnerships. Katherine Finchy will address these areas in the following ways:

Implement California Content Standards:

- Purchase materials to support the California Standards.
- Implementation of strategies to increase rigor and improve student engagement
- Provide professional development for Literacy and Mathematics

Enhance Data Reporting

- Continuation of data teams and analysis
- Monitor intervention groups for academic progress
- Correlate data from multiple sources to develop personal learning plans with students

Focus on English Language Learners

- Provide language support in core content classes

- Provide professional development to all teachers for academic growth
- Expand the use of Thinking Maps

Provide Interventions in Literacy and Mathematics
- -increase before school and after school academic support
- Utilize online support to close the achievement gap
- Expand ThinkTogether/ASES program to include online learning

Increase Parent Involvement
- Establish a clear parent participation plan and workshops for parents
- Provide training for parents on how to access online support for their children
- Increase the number of parents participating in English classes

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

X Additional Targeted Support and Improvement

All Students- Chronic absenteeism; African American Students- Chronic Absenteeism, Suspension rate; Homeless Students- Chronic Absenteeism, Suspension rate; Students with Disability- Academic ELA, Academic Math, Chronic Absenteeism; Two or More Races- Chronic Absenteeism

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Katherine Finchy Elementary School School Site Council (SSC) meets regularly during the school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon a comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The KFES School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps at Katherine Finchy.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC Election dates and Results: SSC Nomination letters were sent out on September 1st, 2022 for the new positions were sent out to all of the parents due by September 9th, 2022. 3 Parents were self-nominated to fill the three open positions on the KFES SSC. Ballots were sent home digitally to all parents to be returned on Friday, Sept.16th, 2022. The voting took place from Sept. 12th through the 16th. New parent reps for SSC were elected- Kristen Goerzen, Kelly Groves, and Lilli Salmeron, were elected by their peers to serve two years on the KFES SSC. The Staff voted from Sept. 12-Sept. 16th for three spots on the staff- two certificated and one classified: Barbara Cruz and Michelle Fiore were elected for the certificated positions and Angela Cawley was elected for the classified position on the staff for the following staff member:

SSC Meeting Dates and times:
9-21-22- SSC training and overview for the 23-24 school year
10-11-22- SSC election of officers, Revision of old SPSA reviewed and approved for 22-23 school year. Reviewed the SPSA actions and current revisions of the budget allocations. Current revisions were discussed and approved.
1-17-23 LCAP Input data was reviewed and discussed, and a discussion of the readjustment of funds based on current data and open positions along with updated salaries expenditures; Evaluation of services and actions from current SPSA discussed and 22-23 SPSA input was collected

3-15-23 Continued evaluation of SPSA actions and services, approved revisions for the 2022-2023 SPSA and Budget Winter assessment data was reviewed; ATSI presentation and data discussion; input for the 23-24 SPSA writing discussed
5-3-23- SPSA Draft reviewed and approved- Data reviewed from 22-23 school year; ATSi chronic absenteeism discussion
5-17-23- Final approval of 23-24 SPSA and data review-

The ELAC committee was not part of the School Site Committee for the 2021-2022 School year.
ELAC Meeting dates and times:
9-29-22- ELAC Training and PSUSD policy overview, review of Budget for 20-21 School Year
10-20-22- review of ELAC training- Delac report, School needs assessment
10-25-22-review of ELAC training- Delac report, School needs assessment- a repeat of 10-20-23 meeting
2-1-23- LCAP input info, Panorama Survey info, ELPAC info discussion, review of ELL instructional programs for ELL students.
3-23-23- LCAP input info, Panorama Survey info, ELPAC info discussion, review of ELL instructional programs for ELL students. a repeat of 2-1 23 ELAC meeting
4-26-23- SPSA for 23-24 discussed, input- data review, ELAPC review, DELAC report, the school needs assessment review

KFES Leadership Meetings:
The School Leadership committee was involved in input and data gathering and analysis: Leadership Meetings were from 7:00-7:30 in the Library

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and review of the California School Dashboard, district benchmarks, and Panorama Survey Input The SSC recommended the following revisions to the SPSA:
1. Continue with the 4 bilingual aides to support the targeted students at each grade level 1st through 5th
2. Continue with the additional hours scheduled for supervision aides to provide structured recess play during the morning and afternoon recess times in the model of Playworks.
3. Continue to provide release time for the teachers to analyze data and evaluate the effectiveness of their best first instruction school-wide.
4. Continue to upgrade the technology to provide 21st-century instruction to all students at Katherine Finchy Elementary School along with 21st-century learning programs
5. CFocus on Chronic absenteeism for all students and targeted groups- African Americans, Homeless, SWD, Students with two or more races
6. Provide more opportunities for parent engagement and collaboration throughout the year and continue with the Family reading and Family Math Nights along with more school-to-home communications.
7. Hire a 7-hour behavior paraprofessional to support our students in fostering positive relationships and behavioral supports

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through our needs assessment, we identified that while we are beginning to start to close the achievement gap with the student groups and all of the student groups last year that we took the CAASPP it showed good growth in both ELA and Math there are still some inequities from our baseline SBAC data after the pandemic. From our ELA SBAC Data in 22-23 our Students with Disabilities, ELL students, African American, and Hispanic students are still below the standard in ELA. Overall campus-wide our ELA scores were 8.9 points below standard. Resource inequities: SWD were 104.6 points below standard, ELL students were 42.9 points below standard, Hispanic students were 33.8 points below standard, while our SED students were 10.8 points below standard, our White students were 44.3 points above standard.

In Math, the results were similar with all student groups showing growth in the state testing data, and the achievement gap beginning to show signs of closing. From our Math SBAC Data in 22-23 our Students with Disabilities, ELL students, African American, and Hispanic students are still below the standard in ELA. Overall campus-wide our ELA scores were 24.7 points below standard. Resource inequities: SWD were 120.1 points below standard, ELL students were 49.5 points below standard, Hispanic students were 39.1 points below standard, while our SED students were 25.4 points below standard, our White students were 8.3 points above standard.

RFEP students scored much higher in both ELA and Math than their Current ELL counterparts:

Based on the 21-22 SBAC data we can also see that there is a gap between the ELA scores and the Math scores in all groups scoring lower in the Math Assessment in all groups.

From our most recent District Interim Star assessment Feb 2023, the Inequities are:

ELA - ELLs scored 26.2 % proficient, SWD scored 25.7% proficient, African Americans scored 43.8% proficient, and Latinx/ Hispanic scored 47.1 % proficient compared with the other groups all scoring above 60% or higher proficient.

Math- ELLs 48% scored proficient, SWD scored 31% proficient, and African Americans scored 50% proficient compared with the other groups scoring above 60% or higher proficient.

The resources will be allocated to continue to close the achievement gap with our student groups.

ELA Indicator - Performance gaps reflected in the Fall 2022 Dashboard continue to be reflected in Star Reading and Math data.

Suspensions: We have an equity gap with our suspension rates from the 21-22 Dashboard- African American Students- 16.4% and Homeless students- 9.1%

Another resource inequity is in our Chronic Absenteeism- SWD are currently 59.8% chronically absent, non-ELL students are 46.5% Chronically absent, and African American students are 59.3% chronically absent.

In conclusion, the following themes emerged as needs: 1) Increase academic growth in Math and Reading for all students with a focus on the SWD, African American students, ELL students, and Hispanic students, 2) Decrease Chronic Absenteeism in all groups

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, and foster youth have led to improved performance for these students.

Reflections: Success

Overall scores from 2023 SBAC and current year data-

SBAC Data from CA Dashboard 2023 CAASPP Assessment: Academic successes

ELA:
All Students Overall: 28 points below standard; District average- -45.9 points below the standard

Student groups-
All Students- 28 points below standard
EL- 111.5 points below standard;
Reclassified ELL; IFEP 40.3 points above standard; RFEP 6.6 points above standard
English only: 23.9 points below standard;
SWD: - 134.3 points below standard;
Hispanic: 49.3 points below standard;
Homeless: No Performance level
SED: 10.3 points below standard;
White- 34.5 points above standard;

Math-
All Students Overall 34.3 points below standard; District Average -87.5 points below the standard

All Students 34.3 points below the standard

EL- 89.1 points below standard;
Reclassified ELL; IFEP 0.7 points above standard; RFEP 5.4 points below standard
English only: 31.8 points below standard;
SWD: very low- 136.7 points below standard;
Hispanic: 53.3 points below standard;
Homeless: No Perfomarc level
SED: 25.4 points below standard;
White- 15.8 points above standard;

Other CAASPP data from the 22-23 school year:
CAST- 33. % of 5th graders scored proficient- the district average was 18.7%

Overall:
ELA: 40.2 % met or exceeded; 18.1% nearly met; 41.7% not met PSUSD average- 30.4% met or exceeded
Math: 38 % met or exceeded; 24.7% nearly met; 37.3% not met PSUSD average 24.6% met or exceeded

3rd Grade:
ELA- 35.5 % met or exceeded; 24.1 % nearly met; 40.5% not met;
Math- 41.8 % met or exceeded; 22.8 % nearly met; 35.4% not met;

4th Grade:
ELA- 36.8 % met or exceeded; 17.2 % nearly met; 46% not met;
Math- 36.3 % met or exceeded; 26.1 % nearly met; 37.5% not met;

5th Grade:
ELA- 44.3 % met or exceeded; 15.5 % nearly met; 40.2% not met;
Math- 34.7 % met or exceeded; 25.5 % nearly met; 39.8% not met;

ELPAC:
59.8% scored proficient
14.1 % level 4; 45.7 % level 3; 20.7 % level 2; 19.6 % level 1

Renaissance STAR Data from Aug 2023 assessment:
ELA:
STAR Reading Growth rate- 71.7 %-
STAR Reading proficiency rate District Benchmark- 49.4% district average 31.5%
State Benchmark- 46.4 %- District average- 29.8%
Math
Overall:
STAR Math Growth rate- 67.8 %- District average- 60.6%
STAR Math proficiency rate district Benchmark 59.2%- District average- 41.3 %
STAR Math Proficiency rate state benchmark- 44.8%; district average 24.4%

STAR Early Literacy Test:
Growth Rate 81.3% District average 65.6%
Proficiency Rate- District benchmark- 40.5% District average 29.2%

Attendance:

Average daily attendance- 91.9% District average 92.1%
Chronic absentee rate 28.9% District average 30 %

Suspension:
Suspension rate o.2% District average 0.4%

SBAC Data from CA Dashboard 2022 CAASPP Assessment: Academic successes

ELA:
All Students Overall: 8.9 points below standard; District average- -42.1 points below the standard

Student groups-
All Students- 8.9 points below standard

EL- Low 42.9 points below standard;
Reclassified ELL; 19.3 points above standard;
English only: 1.3 points below standard;
SWD: very low- 104.6 points below standard;
Hispanic: Low 33.8 points below standard;
Homeless: No Performance level
SED: 10.3 points below standard;
White- 44.3 points above standard;

Student groups in the very low range: SWD
Student groups in the low range: English Learners, Hispanic, SED
Student groups in the High range- White
Student groups with no performance level: African American, American Indian, Asian, Filipino, Foster youth, Homeless, Two or More Races

Math-
All Students Overall 24.7 points below standard; District Average -90.1 points below the standard

All Students- 24.7 points below standard
EL- Low 49.5 points below standard;
Reclassified ELL; 9.6 points above standard;
English only: 18.7 points below standard;
SWD: very low- 120.1 points below standard;
Hispanic: Low 39.1 points below standard;
Homeless: No Perfomarc level
SED: 25.4 points below standard;
White- 8.3 points above standard;

Student groups in the very low range: SWD
Student groups in the low range: English Learners, Hispanic, SED
Student groups in the High range- White
Student groups with no performance level: African American, American Indian, Asian, Filipino, Foster youth, Homeless, Two or More Races

Other CAASPP data from the 21-22 school year:
CAST- 34.4 % of 5th graders scored proficient- district average was 17.9%

Overall:
ELA: 44 % met or exceeded; 24% nearly met; 32% not met PSUSD average- 34% met or exceeded average distance from 3 is -9; average scaled score 2459.4;
Math: 40 % met or exceeded; 26% nearly met; 33% not met PSUSD average 26% met or exceeded average distance from 3 is -25.2; average scaled score 2457.2;

3rd Grade:
ELA- 46.3 % met or exceeded; 24.2 % nearly met; 29.5% not met;
Math- 47.4 % met or exceeded; 23.2 % nearly met; 29.5% not met;

4th Grade:
ELA- 42.7 % met or exceeded; 24.0 % nearly met; 33.3% not met;
Math- 43.2 % met or exceeded; 29.5 % nearly met; 27.4% not met;

5th Grade:
ELA- 46.6 % met or exceeded; 25.6 % nearly met; 27.8% not met;
Math- 34.1 % met or exceeded; 28.6 % nearly met; 37.4% not met;
Performance Task 51% scored a 5 or higher; 49% scored a 4 or lower;

ELPAC: 15 % level 4; 33% level 3; 38% level 2; 14% level 1
45.1 % making progress towards English language proficiency
30.5% Maintained their level
45.1% increased by at least one level

Renaissance STAR Data from Feb 2023 assessment:
ELA:
STAR Reading Growth rate- 69.3 %- District average- 60.7%
STAR Reading proficiency rate- State Benchmark- 44.6 %- District average- 28.6%
Math
Overall:
STAR Math Growth rate- 66.1 %- District average- 64.4%
STAR Reading proficiency rate State Benchmark 37.3%- District average- 13 %

Suspension rate:
Overall the suspension rate for Katherine Finchy Elementary School is at 1.2% Last year the Katherine Finchy suspension rate was 3.4 % and the current PSUSD district average is at 5.7%.

The Successes that Katherine Finchy Elementary School can be attributed to the following:

Academics ELA and Math: The school-wide focus on best-first instruction and interventions have helped to begin to to close the achievement gaps with the student groups at Katherine Finchy Elementary School. The Professional Developments and the grade level collaboration days helped to allow the teachers to collaborate and analyze student data to better refine their teaching with the focus of providing interventions along with providing enrichment opportunities to all students. Teachers also worked collaboratively with the Academic Coach to plan lessons that were strategically targeted towards the students with an increase in technology items fo better provide the best first instruction and interventions to the students. With the new baseline data we will continue to work to get back to the pre-pandemic levels of closing the achievement gaps that were exacerbated during the pandemic. gap.

ELPI: The ELL students had a high rate of growth from the ELPAC assessment. This can be attributed to the focus of the teachers and the bilingual aides who worked with all students. The Bilingual aides also pulled targeted small groups for intervention 4 days a week for 45 minutes in each grade level to promote Language acquisition for not only Ell students but all students who were in need of the targeted support. This was a late start due to staffing issues with open positions but now the positions are completely filled and the bilingual aides have been building a strong relationship with our students.

2022-2023: KFES has worked to address K-5 literacy utilizing interim assessment data and other data analysis to determine leveled groups and have intervention in the classroom and small group pull-outs. . Through progress monitoring and trimester benchmarks, along with teacher collaboration and planning, students have shown growth and been able to receive interventions from the teachers and support staff. Assessment Data from School City, STAR Assessments, and other online applications used for assessments (IXL, NewsELA, Lexia, and Imagine Learning) has shown to be the most effective indicator of student progress as a result of teacher collaboration and planning.

Strategies that led to success will be maintained in the following ways:
ELA: Teachers utilized interim and STAR assessment data to determine student grouping and instruction every 6 weeks for data analysis. (materials: Imagine learning, online programs to supplement core curriculum, Wonders, and other supplements); PD: High Impact Math Gr. TK, K, 1, 2, 3, 4, and 5; Instructional Design, Rigor and Depth of Knowledge; UDL early implementation; Engagement for English Language Learners, Professional Learning Community practices (collaboration, data analysis, best first instruction; level grouping for designated ELD (Kagan Strategies)-

Over the last year, progress has been attributed to the PLC collaborative efforts, as well. Teachers have worked diligently to use data to drive instruction by engaging in the backward mapping of the standards schedule each trimester, identifying claims/targets of focus, and creating short-cycle assessments.

Referring to the California School Dashboard, identify: (a) any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators AND (b) identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the school planning to take to address these areas of low performance and performance gaps?

Reflections: Identified Need

Katherine Finchy Elementary School will continue to work on promoting the Finchy Family mantra of a Climate of Support for Academic Learning, in that teachers want students to be successful by setting goals, being treated fairly, and reinforcing academic and behavioral expectations. The Social-Emotional needs of all stakeholders will be addressed with the Full-time School Counselor along with a full-time behavior support staff to work with students and staff so students would learn and refine their skills such as paying attention in class and staying organized and prepared for class along with the addition of Playworks recess Coach and Playworks program.

Katherine Finchy Elementary School will also continue to work and support the Chronic Absentee rates of all of our students- as our absent rate increased along with our chronically absent students. Chronic

absenteeism has increased since the pandemic and also this past year- currently as of May 4th at 43%- 259 of 603 students are chronically absent- this is similar data for all groups of students: This is an area of extreme need.
Current data as of May 4th-
African American- 59.3%
White- 39.4%
Latinx/ Hispanic- 43%
ELL 31.3%
RFEP- 11.4%
IFEP 21.6%
SWD- 58>8%
Non SWD- 37.2%
All Students- 28% very high

Supporting actions- We will focus on multiple aspects to increase attendance and decrease chronic absenteeism for the 23-24 school year. With more targeted interventions and parent supports the administration will work with the district and site attendance clerk to track data and establish better SART and SARB processes to track and support families with attendance. We will also provide more student interventions and incentives for positive attendance to decrease the chronic attendance rates- specifically targeting the African American student group, The Homeless student group, the students with disabilities student group, two or more races student group, and the all students group. These actions will be supported in Goal 2 with our school to home teamwork and collaborations along with Goal 3 with student incentives for positive attendance growth and 90% or higher attendance.

Suspensions
For all students, the suspension rate was at 3.3%, With much higher representations for the following groups:
African American Students - 16.4%
Homeless- 9.1%
SWD- 1.9%
Two or more races- 2.9%
Hispanic- 2.8%
ELL 3.3%
All Students- 3.3 % very high

Supporting actions: to continue to target and reduce the amount of suspension/ expulsions we will continue to provide social-emotional lessons using Second Step and Inner Explorer along with the Haprer for kids program. The staff will continue to promote mindfulness as a daily practice through Restorative Circles and mindful moments using Inner Explorer as a platform. Staff will continue to work and refine the use of PBIS practices to continue to promote positive behavior and create strategies for those students who need more resources or support and implement Wooden's Pyramid of Success.

We will continue to focus on closing the gap with all of the student groups at Katherine Finchy Elementary School by continuing to provide the best first instruction along with interventions to provide support for students. Currently, the majority of interventions are targeting ELA with little additional focus placed on math. The math focus has been geared towards best first instruction with coaching, not intervention. Katherine Finchy will need to switch gears and find time during the school day to schedule specific math intervention blocks to remediate missing skills

Another identified need is in our Students with a Disability for academics-
SWD scored in ELA -104.6 points below standard and for Math, they scored 120-1 points below the standard on the 21-22 CAASPP.

ELA:
All Students Overall: 8.9 points below standard; District average- -42.1 points below the standard
SWD: very low- 104.6 points below standard;

Math-
All Students Overall 24.7 points below standard; District Average -90.1 points below the standard
SWD: very low- 120.1 points below standard;

Student data demonstrates that while there are increases from last Spring there is still a need for schoolwide response to academic recovery and some enrichments for all students as based upon the most recent Winter 2023 STAR Assessment Report. This will also be reviewed for validation after each STAR Assessment cycle is completed later in the school year. Resources will be directed to providing the materials and support to teachers in order to provide schoolwide intervention and enrichment during the instructional day. Students with Disabilities, African American students, the Homeless, and English Learners will continue to be a focus as we continue.

The district-funded Reading Intervention teacher will focus on reading skill recovery, with extra paraprofessional support allowing for expanded student participation in the program. An academic coach will continue to be provided by the district to continue to support the ongoing implementation, planning, and data analysis of these newly learned strategies and routines.

Katherine FInchy elementary school will also be administering the STAR reading and STAR math assessments 6 times over the course of the 23-24 school year to analyze the data for growth trends and areas of need. This data will be analyzed by the grade-level teams to better meet the needs of the students in areas of intervention and enrichment. The upper grade will alternate between taking the STAR assessment within the district windows and then use the ICA assessments for additional data tracking and analysis in between the STAR assessments.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	0.53%	0.55%	8	3	3
African American	8.6%	8.54%	8.96%	52	48	49
Asian	3.1%	3.02%	2.93%	19	17	16
Filipino	2.5%	2.31%	2.38%	15	13	13
Hispanic/Latino	58.9%	59.61%	61.79%	357	335	338
Pacific Islander	%	0.18%	0.18%		1	1
White	19.3%	20.11%	17.37%	117	113	95
Multiple/No Response	6.3%	5.69%	5.85%	38	32	32
			Total Enrollment	606	562	547

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	92	80	97
Grade 1	95	84	72
Grade 2	108	86	87
Grade3	116	103	84
Grade 4	101	109	102
Grade 5	94	100	105
Total Enrollment	606	562	547

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	182	150	106	27.8%	24.9%	17.50%
Fluent English Proficient (FEP)	64	72	79	9.8%	11.9%	13.00%
Reclassified Fluent English Proficient (RFEP)	34	31	30	16.4%	17.0%	28.3%

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
562	**92.2**	**20.1**	**0.4**
Total Number of Students enrolled in Katherine Finchy Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	113	20.1
Foster Youth	2	0.4
Homeless	25	4.4
Socioeconomically Disadvantaged	518	92.2
Students with Disabilities	92	16.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	48	8.5
American Indian	3	0.5
Asian	17	3.0
Filipino	13	2.3
Hispanic	335	59.6
Two or More Races	32	5.7
Pacific Islander	1	0.2
White	113	20.1

Conclusions based on this data:

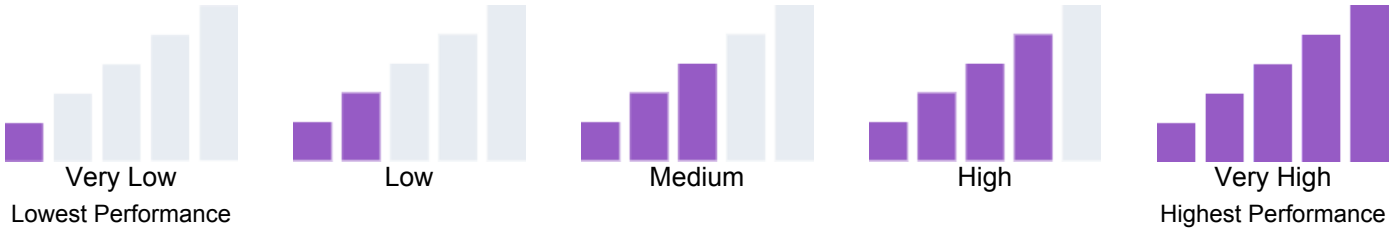
1.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Medium		
English Learner Progress: Medium		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

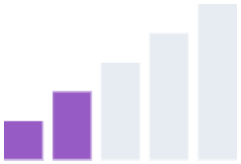
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	No Performance Level
8.9 points below standard	42.9 points below standard	2 Students
288 Students	87 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
9 Students	10.3 points below standard	104.6 points below standard
	284 Students	46 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 44.3 points below standard 26 Students	No Performance Level 2 Students	No Performance Level 10 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 33.8 points below standard 163 Students	No Performance Level 26.0 points above standard 20 Students		High 44.3 points above standard 59 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.8 points below standard 53 Students	19.3 points above standard 34 Students	1.3 points below standard 186 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

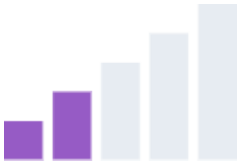
Very Low	Low	Medium	High	Very High
1	3	0	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
24.7 points below standard	49.5 points below standard	2 Students
287 Students	87 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Very Low
10 Students	25.4 points below standard	120.1 points below standard
	282 Students	44 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 73.9 points below standard 26 Students	No Performance Level 2 Students	No Performance Level 10 Students	No Performance Level 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 39.1 points below standard 162 Students	No Performance Level 0.5 points below standard 20 Students		High 8.3 points above standard 60 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
87.5 points below standard 53 Students	9.6 points above standard 34 Students	18.7 points below standard 185 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
45.1 making progress towards English language proficiency
Number of EL Students: 82 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24.4%	30.5%	0.0%	45.1%

Conclusions based on this data:

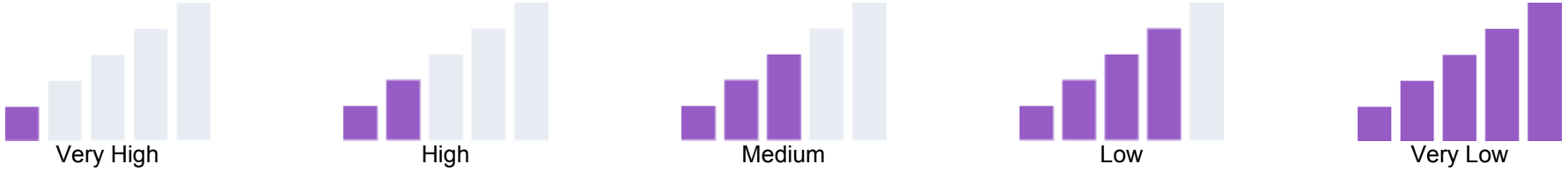
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



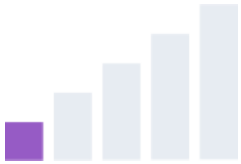
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
8	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

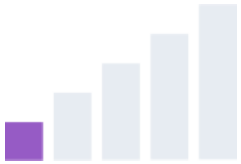


Very High

28% Chronically Absent

586 Students

English Learners



Very High

27.7% Chronically Absent

119 Students

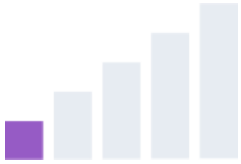
Foster Youth

No Performance Level

Less than 11 Students

3 Students

Homeless

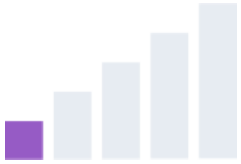


Very High

34.4% Chronically Absent

32 Students

Socioeconomically Disadvantaged

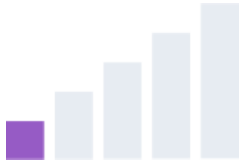


Very High

28.3% Chronically Absent

548 Students

Students with Disabilities

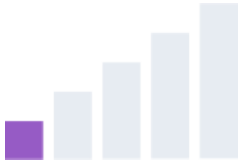


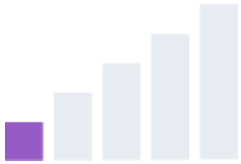
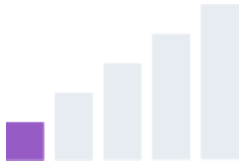
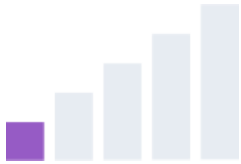
Very High

40.6% Chronically Absent

101 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	No Performance Level	No Performance Level
49.1% Chronically Absent	Less than 11 Students	17.6% Chronically Absent	7.7% Chronically Absent
53 Students	4 Students	17 Students	13 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	Very High	No Performance Level	Very High
28.4% Chronically Absent	23.5% Chronically Absent	Less than 11 Students	20.7% Chronically Absent
348 Students	34 Students	1 Student	116 Students

Conclusions based on this data:

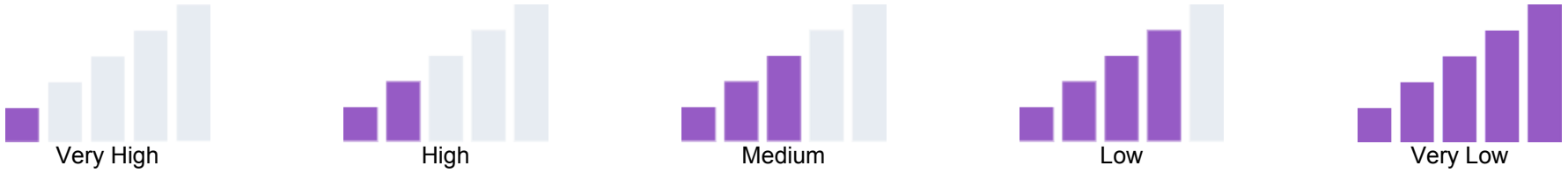
1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
2	2	3	0	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

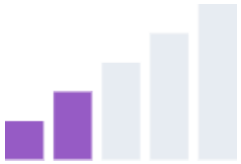
All Students

High

3.3% suspended at least one day

600 Students

English Learners



High

3.3% suspended at least one day

122 Students

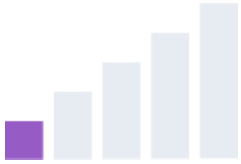
Foster Youth

No Performance Level

Less than 11 Students

4 Students

Homeless

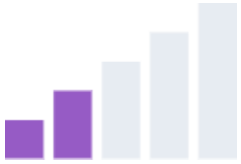


Very High

9.1% suspended at least one day

33 Students

Socioeconomically Disadvantaged



High

3.4% suspended at least one day

561 Students

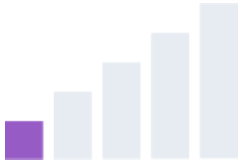
Students with Disabilities

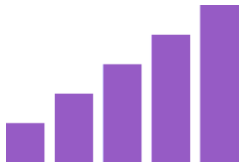
Medium

1.9% suspended at least one day

105 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very High	No Performance Level	No Performance Level	No Performance Level
16.4% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
55 Students	5 Students	17 Students	13 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Medium	Medium	No Performance Level	Very Low
2.8% suspended at least one day	2.9% suspended at least one day	Less than 11 Students	0% suspended at least one day
356 Students	35 Students	1 Student	118 Students

Conclusions based on this data:

1.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1 – Increased Academic Achievement

Katherine Finchy Elementary School will increase academic achievement through best first instruction and academic interventions. Teachers will plan and instruct students based on the California State Standards in English Language Art, English Language Development, Math, and Science. Students will show progress in meeting or exceeding the standards each year. Teachers will plan for and instruct by utilizing 21st Century Skills (Collaboration, Creativity, Critical Thinking, and Communication). Teacher will incorporate Professional Learning Community (PLC) practices within the collaboration process for data meeting to address the needs of all students (ex/ Tier 2 intervention, GATE, and English Language Learners).

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

)

St. Group	Color	DFS/Percentage	Change
All	Green	24.7 points above standard	Increased + 5
EL	Green	2 points above standard	Increased + 10
Hisp	Green	13.5 points above standard	Increased +10
AA	No Performance Color	40 points below standard	Increased +10
SED	Green	17 points above standard	Increased +10
SWD	No Performance Color	65 points below standard	Increased + 15

California School Dashboard -
Academic Indicator for English Language Arts
All Students (ALL) 8.9 below, low
English Learners (EL) 42.9pt below, low
Hispanic (Hisp) 33.8 pts below, low
African American (AA) no performance indicator
Socioeconomically Disadvantaged (SED) 10.3 pts below, low
Students with Disabilities (SWD) 104.6.5 pts below, low

California School Dashboard - Academic Indicator for Mathematics All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	Green	8 Points above standard	Increased +5
EL	Green	13 Points below standard	Increased +10
Hisp	Green	1 point above standard	Increased +10
AA	No Performance Color	60 Points below standard	Increased +15

California School Dashboard -
Academic Indicator for Mathematics All Students (ALL)
All Students (ALL) - 24.7 pts below, medium
English Learners (EL) - 49.5 pts below, low
Hispanic (Hisp) - 39.1 pts below, low
African American (AA) - 73.9 pts below no performance indicator
Socioeconomically Disadvantaged (SED) - 25.4 pts low
Students with Disabilities (SWD) - 120.1 pts below, very low

Metric/Indicator	Expected Outcomes	Actual Outcomes
	<table><tr><td>SED</td><td>Green</td><td>4 pont s above standard</td><td>Increased +10</td></tr><tr><td>SWD</td><td>No Performance Color</td><td>75 Points below standard</td><td>Increased +16</td></tr></table>	
California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - KFES 5th graders- 40% met or exceeded standards in initial reporting of the CAST test 55 % standards nearly met 5 % standard not met	34% met or exceeded, 50 % nearly met, 16% not met
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 65%- High growth rate	English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – ELPI progress level of 63.2% which puts us in the High growth rate category. Performance Level - Medium
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re designated Fluent English Proficient (RFEP) Reclassification Rate - 25%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 20%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 57% Met or Exceeded; 43% Nearly Met/Not Met English Learners (EL) 24% Met/ Exceeded; 76% Nearly met/ not met Hispanic (Hisp) 55% Met or Exceeded; 45% Nearly Met/ Not Met African American (AA) 35% Met/ Exceeded; 65% Nearly met/ Not met Socioeconomically Disadvantaged (SED) : 54% met exceeded; 46% nearly met/ not met Students with Disabilities (SWD) 15% met exceeded; 85% nearly met/ not met	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 43.79% Met or Exceeded; 56.21% Nearly Met/Not Met English Learners (EL) 11.12% Met/ Exceeded; 88.88% Nearly met/ not met Hispanic (Hisp) 31.48% Met or Exceeded; 68.52.% Nearly Met/ Not Met African American (AA) No Data.9% Met/ Exceeded; No Data% Nearly met/ Not met Socioeconomically Disadvantaged (SED) : 43.16% met exceeded; 56.84% nearly met/ not met Students with Disabilities (SWD) 21.43% met exceeded; 78.57% nearly met/ not met

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of the school and classrooms and support best first instruction.	Materials and supplies were purchased to support the best first instruction and the academic infrastructure Ink and toner for classroom printers Classroom materials and supplies paper- glue pencils etc recorders Manipulatives for instruction Phonics programs- eye words Heidi songs Future Problem solvers Junior library guild books Scholastic classroom magazines Scholastic book clubs books	Classroom materials to support Best First Instruction with additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (chart paper, leveled readers, manipulatives, teacher resources, etc...) This includes materials for the music class (sheet music, recorders etc...). This may also include technological supplies such as ink cartridges, document cameras, etc.. 4000-4999: Books And Supplies LCFF 27698	Classroom materials to support Best First Instruction with additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (chart paper, leveled readers, manipulatives, teacher resources, etc...) This includes materials for the music class (sheet music, recorders etc...). This may also include technological supplies such as ink cartridges, document cameras, etc.. 4000-4999: Books And Supplies LCFF 27127
		Classroom materials to support Best First Instruction with additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (chart paper, leveled readers, manipulatives, teacher resources, etc...) This includes materials for the music class (sheet music,	Various classroom materials- books, classroom magazines- 4000-4999: Books And Supplies Title I 3035

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		recorders etc...). This may also include technological supplies such as ink cartridges, document cameras, etc.. 4000-4999: Books And Supplies Title I 10000	
Collaboration: Teachers will engage in collaboration throughout the school year. Opportunities to work in a variety of groups to access site expertise will utilize the components of PLC practices. The varied setting and purposes will be applied based on data and need: SSTs Grade level data analysis IEP collaboration Implementation ELA and Math Tiered System of Behavior Support NGSS, SS ELD Planning (see substitute funding above.)	Substitutes were used to cover teachers for collaboration times- SSTs, Grade level collaborations, iep collaborations, data analysis,	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries Title I 6000	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries Title I 0
		Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries LCFF 10000	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries LCFF 6660
Katherine FInchy will provide parent participation incentives for family engagement and academic growth	Parent engagement opportunities and incentives were not fully implemented for the school year- We held some parent engagement activities- Science Night, Fall Festival, Awards assemblies, and our Winter Program but did not hold our reading Night, or Math Night. Incentive provided were in the form of student PBIS points for participation and attendance.	Awards and donated items for student awards celebrations/ PBIS points for students for attending and earning awards/ recognitions None Specified None Specified 0	Awards and donated items for student awards celebrations/ PBIS points for students for attending and earning awards/ recognitions None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD will be provided during designated time scheduled blocks with students leveled based on language acquisition needs. Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings. Classroom support will be provided during designated time scheduled blocks of universal access and small group work. Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings. Extended School Day Students will have opportunities beyond the instructional school day to work in small groups to increase reading skills and language acquisition skills	ELD was implemented for the 22-23 school year- with the bilingual aides supporting the grade levels for their ELD instruction along with targeted small group support for students in need of interventions. However, at the start of the school year, we had open positions that were not fully filled until later in the school year. With these positions not being filled, we adjusted the positions to have 3 bilingual aide positions come from our Title 1 funds and to remove one of the open positions.	Paraprofessional - Bilingual salaries, benefit PC X2 @ 5.75 2000-2999: Classified Personnel Salaries LCFF 43633	Paraprofessional - Bilingual salaries, benefit PC X2 @ 5.75 2000-2999: Classified Personnel Salaries LCFF 23329
		Bilingual aides benefits 3000-3999: Employee Benefits LCFF 18807	Bilingual aides benefits 3000-3999: Employee Benefits 6734
		Paraprofessional - Bilingual salaries 3 @ 5.75 hr 2000-2999: Classified Personnel Salaries Title I 67261	Paraprofessional - Bilingual salaries 3 @ 5.75 hr 2000-2999: Classified Personnel Salaries Title I 53431
		Bilingual aide benefits 3000-3999: Employee Benefits Title I 28985	Bilingual aide benefits 3000-3999: Employee Benefits Title I 13456
Technology: Technology for instruction. Provide the teachers with a device to support instruction, 21st-century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading and math skills. Planning and collaboration will develop school-wide strategies of the most effective use of technology during instructional	A variety of technology subscriptions were purchased: Accelerated Reader Freckle- Math and ELA Lexia- PBIS rewards Boom Learning Renzulli Learning Chromebooks-	Software may include AR, Freckle, MyOn, and other academic programs 4000-4999: Books And Supplies Title I 12847	Software may include AR, Freckle, MyOn, and other academic programs 4000-4999: Books And Supplies Title I 1632
		21st-century materials and supplies- Teacher laptops and other technology items to increase best first instruction- Katherine Finchy Elementary School will purchase materials and supplies to supplement the	21st century materials and supplies- Teacher laptops and other technology items to increase best first instruction- Katherine Finchy Elementary School will purchase materials and supplies to supplement the

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
time to ensure teachers have ample time and can facilitate small group setting to provide good first instruction and create practice opportunities facilitated with technology. Core learning and extended project and creative based uses of technology will be supported. This includes the extension of the school day and home-use of school computers. Increase student access by proximity and dynamic technology as an instructional tool - Katherine FInchy will continue to upgrade, replace and purchase Chromebooks, document cameras, LCD projector light bulbs, ink/toner for printers as needed. Katherine FInchy will also purchase any other supplies needed to supplement the technology infrastructure at Katherine Finchy Elementary School to support student instruction		academic infrastructure of the school and classrooms. Materials/Supplies could include whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies, rulers, scissors, glue, lined paper, pencils. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.21st Century Supplemental Technology Materials and Supplies to bring faithful and consistent implementation of effective scientifically research-based instructional strategies, which may include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, el instruction, and the gradual release model. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, and student novels (paperback and electronic). 4000-4999: Books And Supplies LCFF 28150	academic infrastructure of the school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies, rulers, scissors, glue, lined paper, pencils. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.21st Century Supplemental Technology Materials and Supplies to bring faithful and consistent implementation of effective scientifically research-based instructional strategies, which may include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, el instruction, and the gradual release model. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student novels (paperback and electronic). 4000-4999: Books And Supplies LCFF 26092

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			21st century materials and supplies- Teacher laptops and other technology items to increase best first instruction- Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies, rulers, scissors, glue, lined paper, pencils. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.21st Century Supplemental Technology Materials and Supplies to bring faithful and consistent implementation of effective scientifically research-based instructional strategies, which may include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, el instruction, and the gradual release model. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student novels (paperback and electronic).

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			4000-4999: Books And Supplies Title I 31213
Katherine Finchy will provide for classified extra duty to work with students and families to further the English Language development of the students. This could be in the form of translation for parent meetings to extra duty to work with students outside of the Bilingual aides regular schedule along with Katherine Finchy will ensure that all parent meetings and conferences that occur outside of bilingual classified staff working hours on school days and especially during conference week are translated to encourage parent collaboration and communication with the teacher.	Extra duty was used for the bilingual aides to support the translations for teachers and parents during conferences and at other times during the school year.	Extra duty for classified Bilingual aides 2000-2999: Classified Personnel Salaries LCFF 2500	Extra duty for classified Bilingual aides 2000-2999: Classified Personnel Salaries LCFF 2326
		Classified benefits for extra duty 3000-3999: Employee Benefits LCFF 1000	Classified benefits for extra duty 3000-3999: Employee Benefits LCFF 327
Katherine Finchy will provide enrichment and intervention opportunities that extend the school day as well as during the regular school day to support academic achievement.	With the Expanded learning program offering classified and certificated pay for extended school day opportunities these additional extra duty funds were not fully used- they were used for incorporated into the mid year budget revision for the increased salary and benefits for all staff form the PSUSD/ and staff contract negations.	extra duty for teachers to teach intervention or enrichment course to extend the school day. 1000-1999: Certificated Personnel Salaries LCFF 2000	extra duty for teachers to teach intervention or enrichment course to extend the school day. 1000-1999: Certificated Personnel Salaries LCFF 0
		benefits for extended school day certificated 1000-1999: Certificated Personnel Salaries LCFF 400	1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of actions that provided support to students was effective in meeting the needs of the students. The use of bilingual paraprofessional support to assist the reading intervention program and ELD allowed us to service more students and have more students close the achievement gap in reading skills and comprehension. This was a challenge to start the year with having so many open positions that needed to be filled. Teacher & student feedback was positive regarding the purchase of additional supplemental materials including; Lexia, Freckle, Learning Dynamics for Kindy, Boom Learning, and Accelerated Reader, which were all implemented this year. We will continue providing additional release time for teachers to observe, collaborate and share best educational practices as we observed a dramatic increase in the collaboration that impacted student academic progress and teachers' alignment with rigorous instruction vertically. With our bilingual aides position not being fully filled for a long portion of the school year we had many additional funds available to be used in other areas- We had some major revisions to the budget with School Site Council approval after the finalization of the salary and benefit increases to all positions. this allowed us with the open positions to adjust some unfilled positions and move funds to materials and supplies and additional technology supports. We were also able to move additional funds from the open positions to substitutes for collaboration.

ELA STAR Growth from Fall 2022 to Winter 2023 rates:
All Students 69.3%-
ELL 62.9%
African American- 66.7%
Two or more races- 75.9%
Hispanic- 69.7%
SWD 73%

Looking at the growth rate from Fall to Winter we can see that almost all of our student groups made more than the expected 65% growth rate-

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to many of our classified bilingual positions not being filled and the salary increases for all staff we had a large amount of funds that were sitting and not being used- these funds were adjusted to meet the increased salaries and benefits for the bilingual positions that were filled and funds that were still available were voted upon by the School Site Council to be reallocated for technology and materials and supplies for the 22-23 school year. Along with funds that were earmarked for substitute coverage of the unfilled classified positions that we needed to reserve in case there was coverage available.
With the Expanded Learning program taking over the enrichment and intervention extended school day opportunities this also provided with funds that were earmarked for site staff that were able to be used in other areas.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- We will continue to supply materials and supplies to support the best first instruction within the school day for all classes based on the feedback and need of the site staff
- We will continue to purchase 21st-century programs that will be closely monitored for use by all site staff and limit the number of programs to ensure fidelity and usage of the programs with data analysis and program monitoring by admin- Accelerated Reader, Lexia.

- Substitute coverage will be provided for grade level collaboration, data analysis with admin/ site coach, and for PLC planning time based on District and Admin guidelines
- We will provide four 5.75-hour bilingual aides to support not only our ELL learners but all learners through targeted during-the-school-day interventions that will be closely monitored through PLC data analysis for grades 1-5, This will include our students with disabilities who are in the resource and speech setting. The students with disabilities from our SDC classes will also receive in-class interventions form their SDc teachers and classroom support aides.
- Extra duty for classified staff will be provided to support the translations and parent engagement with parent-teacher conferences and parent outreach/ parent engagement/ student academic growth
- If there is any additional funding it will be earmarked for tier 2 student academic interventions and supports
- A focus on Academics for all students in Math and ELA along with students with disabilities will be a targeted and strategies focus based on interim assessments and data analysis.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2 – Parent Engagement

Katherine Finchy Elementary School will:
Increase parent involvement at school through parent engagement opportunities
Work to increase teamwork between the school and home to improve attendance and academic levels.
We will home-school connections by providing translations for school meetings (ex/ Back to School Night, Parent-Teacher conferences, etc), Provide opportunities for parents to share in celebrations of student's success academically and socio-emotionally, promote positive attendance and work diligently to decrease chronic absenteeism

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes - Increase family responses to 228 + 50 total from 2019-2020 school year.	Parent Participation in Stakeholder Input Processes- 2022-2023 survey results- 40 total responses EL 10 total responses EO 30 total responses SWD of the 40 responses 11 total responses from SWD families Student info: AA 9 total responses Hispanic 16 total responses White 9 total responses Other 6 total responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 97% responded favorably English Learner (EL) 100% responded favorably Hispanic (Hisp) 97% responded favorably African American (AA) 98% responded favorably	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 73% responded favorably English Learner (EL) 84 % responded favorably Hispanic (Hisp) 85% responded favorably African American (AA) 69% responded favorably
Climate of Support for Academic Learning via Panorama Family	The climate of Support for Academic Learning via Panorama Family	The climate of Support for Academic Learning via Panorama Family

Metric/Indicator	Expected Outcomes	Actual Outcomes
Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Climate Survey All Students (ALL) 99% responded favorably English Learner (EL) 100 % responded favorably Hispanic (Hisp) 99% responded favorably African American (AA) 100% responded favorably	Climate Survey All Students (ALL) 83% responded favorably English Learner (EL) 85 % responded favorably Hispanic (Hisp) 85% responded favorably African American (AA) 78% responded favorably
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site- Parent teacher conferences- 95%+	Number of Attendees Attending 1 or more school/parent center sponsored events at site- Parent teacher conferences- 85%+

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Family attendance at family events- Materials and supplies for families to attend planned family engagement opportunities at Katherine Finchy Elementary School	Katherine Finchy held family events during the school year- they were not at the frequency as originally planned for the 22-23 school year for both the school family events and the PTA-sponsored events. Science night was held but was very sparsely attended.	Supplies and materials for the family engagement events; Facilitation of parent activities and education including night events prep and presentations. Family Math Night, Family reading night, family Science night- 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2331	Supplies and materials for the family engagement events; Facilitation of parent activities and education including night events prep and presentations. Family Math Night, Family reading night, family Science night- 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1261.91
		Materials and supplies to increase parent engagement opportunities for all students and parents. - Math night, Reading night, Science night. etc. along with newsletters sent home. 4000-4999: Books And Supplies LCFF 2500	Materials and supplies to increase parent engagement opportunities for all students and parents. - Math night, Reading night, Science night. etc. along with news letters sent home. 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent-Teacher Communication Parents will be invited to conferences with teachers twice per school year. School-to-home communication will be encouraged as needed and concerns arise. School-to-home communication through multiple applications will be used.	Parents were invited to parent-teacher conferences that were held either virtually or in person based on the parent's request. School-to-home communication took place in the form of School-wide Class Dojo messages, event fliers, school events, and school notices, Parent phone calls, and Blackboard application text messages with links to school flyers shared through also took place throughout the school year. We did not fully use the SMore online newsletter this school year.	School to Home communication through multiple sources/ applications None Specified None Specified 0 Online newsletters to promote the school to home communication 4000-4999: Books And Supplies LCFF 1021	School to Home communication through multiple sources/ applications None Specified None Specified 0 Online newsletters to promote the school to home communication 4000-4999: Books And Supplies LCFF 1299
Katherine Finchy will hold assemblies throughout the year to recognize students for their academic growth and improved attendance. Other events throughout the year will be held as well to specifically target attendance based on trends.	Katherine FInchy held awards assemblies every 6 weeks to celebrate the students for academic growth and student success. Katherine Finchy did not hold the other events through out the year to specifically target attendance based on trends.	Positive acknowledgement for students successes None Specified None Specified 0	Positive acknowledgement for students successes None Specified None Specified 0

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall this last year we fell short in our goal with Parent Engagement and our efforts were impaired significantly this last year. Katherine Finchy implemented a brand new PTA board that started slowly this last year but has shown great growth and inspiration as the year progressed. - We did have multiple school-to-home communication pieces through Class Dojo and the School Blackboard messaging. The Class Dojo messages started the year being read by the majority of the parents who were signed up but as the year progressed the number of views declined. The Blackboard message while they went out there was no way to tell if they were read or just delivered. Many of the blackboard messages were unable to be delivered as the messages were undeliverable. Overall the Blackboard text messages were also not effective- finding that some parents had unsubscribed or canceled the messages or had changed phone numbers that had not been updated with the school site. We purchased books for the parent engagement component but failed to properly schedule and engage our parents on multiple levels. We did hold our awards assemblies every 6 weeks to celebrate the success of our students and these were attended by parents which was a very nice thing to be able to do with the lessening of the COVID restrictions. Our Parent engagement nights were scheduled but not as frequently attended as we had hoped at the beginning of the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our parent engagement opportunities struggled to get fully established this last year with the attempts not fully coming to fruition. With the limited engagements opportunities that we did have they were sparsely attended by staff and parents. The school to home communication on Class dojo was effective to reach a majority of our parents, however many parents seemed to be not as fully engaged with all of the Dojo messages as the year progressed. We did not get the Smore newsletter initiated at the start of the year to start the school to home communication newsletters.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- There will be significant changes made to this goal for the 23-24 school year
- We will strategically plan for more parent events during the 23-24 school year with incentives for our students and parents to attend in person to be informed and learn and grow with us at Katherine Finchy. Science Night, Math Night, Reading Night, Parents and Pastries, possible parent-child dance, Trunk or Treat, PTA walk to school Wednesdays, Awards and attendance assemblies, and Winter program, are among the activities that we are planning for 23-24.
- The school-to-home communication will also be a focus with the PSUSD district all going to the new platform, Parent Square, for the 23-24 school year along with Katherine Finchy fully implementing the Synergy Parent Vue application for all students. Digital informational pieces and social media will be used to promote the school-to-home communication and engagement piece for positive growth in attendance and parent engagement opportunities and events held at Katherine Finchy for all students, African American students, students with disabilities, students with two or more races, and homeless students.
- Assemblies will be held at a minimum of every 6 weeks to celebrate the student's successes and awards at Katherine Finchy Elementary School for academic and student growth.
- We will plan for attendance assemblies and student incentives outside of the school day for parent engagement and hold celebrations outside of the school day to celebrate student successes; for students and families to increase attendance and decrease chronic absenteeism for all students, African American students, students with disabilities, students with two or more races, and homeless students.
- The Administration will work with local community events/ groups to also promote parent engagement- PTA, Rotary, James O Jesse Center, and the City of Palm Springs will be among some of the groups coordinated with.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3 – Safe and Healthy Learning Environment

Katherine Finchy will support student success utilizing strategies outlined in the school safety plan and Caught Being Good activities.

Annual Measurable Outcomes

Metric/Indicator

Student Attendance Rates
All Students (ALL)

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)

Expected Outcomes

Student Attendance Rates
All Students (ALL) - 96%
Hisp 96%
AA 95%
EL 96%
SWD 92.5%

St. Group	Color	DFS/Percentage	Change
All	Green	7	Decreased - 1.3
EL	Green	5.5	Decreased - 0.6
Hisp	Green	6	Decreased - 1
AA	Yellow	14	Decreased - 3.5
SED	Green	8%	Decreased - 1
SWD	Yellow	15%	Decreased - 4

St. Group	Color	DFS/Percentage	Change
All	Blue	0.2	Declined 0.2
EL	Blue	0	Maintained 0

Actual Outcomes

Student Attendance Rates
All Students (ALL) 92.38% FOR 2021-2022
Hisp 92.38%
AA 84.11%
EL 91.96%
SWD 85.46%

Chronic Absenteeism Rates:
DataQuest 21-22
All Students (ALL)) - 28%
English Learner (EL) -27.7%
Hispanic (Hisp) -28.4%
African American (AA) - 49.1%
Socioeconomically Disadvantaged (SED)-28.3%
Students with Disabilities (SWD) - 40.6%

Suspension Rates:
DataQuest 2021-22
All Students (ALL) -3.3%
English Learner (EL) -3.3%)
Hispanic (Hisp) -2.8%
African American (AA) - 16.4%
Socioeconomically Disadvantaged (SED) - 3.4%

Metric/Indicator	Expected Outcomes	Actual Outcomes
Students with Disabilities (SWD)	<table><tr><td>Hisp</td><td>Blue</td><td>0</td><td>Maintained 0</td></tr><tr><td>AA</td><td>Green</td><td>1</td><td>Declined -0.5</td></tr><tr><td>SED</td><td>Blue</td><td>0.2</td><td>Declined -0.2</td></tr><tr><td>SWD</td><td>Green</td><td>0.5</td><td>Declined -0.5</td></tr></table>	Students with Disabilities (SWD) -1.9%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 89% responded Favorably EL: 88% responded Favorably AA: 95% responded Favorably Hisp: 90% responded Favorably SWD: 93% responded Favorably	Panorama Survey - School Connectedness- 272 responses All Students (ALL) 72 % responded Favorably English Learner (EL) 74 % responded Favorably Hispanic (Hisp) 73% responded Favorably African American (AA) 64%responded Favorably SWD: 72%
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey – School Safety All Students (ALL) 88% responded Favorably English Learner (EL) 87% responded Favorably Hispanic (Hisp) 89% responded Favorably African American (AA) 93% responded Favorably SWD: 85% responded Favorably	Panorama Survey - School Safety 272 responses All Students (ALL) 55% responded Favorably English Learner (EL) 56% responded Favorably Hispanic (Hisp) 55% responded Favorably African American (AA) 51% responded Favorably SWD: 56% responded Favorably
Williams Facilities Inspection Results	Williams Facilities Inspection Results - met	Williams Facilities Inspection Results - Met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop Multi-tiered plan for behavior support based on site developed strategies with timeline implementation expectations	PBIS rewards program was started campus-wide with positive incentives used to promote students' behavior for tier 1.- initial planning for the MTSS behavioral support in conjunction with the school counselor lessons. PBIS rewards program was purchased and used school-wide with incentives purchased for students to buy with their PBIS points.	incentives for positive behaviors 4000-4999: Books And Supplies LCFF 3000	incentives for positive behaviors 4000-4999: Books And Supplies LCFF 1878
		PBIS online program to support the multi tiered system of supports at KFES 4000-4999: Books And Supplies LCFF 4000	4000-4999: Books And Supplies LCFF 3922
Character education program- Character Counts-	Character counts program was used by the school counselor and music teacher to promote the character education pillar of the month.	Character Counts program will be the focus of building character traits in students. Will use Harper for Kids program- Pyramid of success- 4000-4999: Books And Supplies 0	Character Counts program will be the focus of building character traits in students. Will use Harper for Kids program- Pyramid of success- 4000-4999: Books And Supplies 0
Panorama Survey playbook will be used for ideas to build SEL in the students; Utilize a social Emotional curriculum TK-5 where students can learn and understand such topics as empathy and conflict resolution.	The school counselor used the panorama playbook in her small groups along with her in class lessons to promote the Students SEL growth.	Panorama playbook for build SEL with School Counselor along with district funded programs None Specified None Specified 0	Panorama playbook for build SEL with School Counselor along with district funded programs None Specified None Specified 0
Katherine Finchy wants to ensure students are safe while on the playground. Additional time will be given to the current supervision aides and additional aides will be hired if funding allows. This will	Schedules were developed to ensure student supervision on campus with 6 supervision aides. The schedule also increased the amount of supervision during lunch recess and in the lunchroom along	Salary for supervision aides 2000-2999: Classified Personnel Salaries LCFF 37000	2000-2999: Classified Personnel Salaries LCFF 23329

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
allow students to be more actively monitored and allow for fewer disruptions on the playground. Provide adequate Supervision for students during the morning and lunch to ensure safety and welfare.	with before the school day for breakfast and before school recess.	Benefits for supervision aides 2000-2999: Classified Personnel Salaries LCFF 6000	2000-2999: Classified Personnel Salaries LCFF 4312
		extra duty for supervision aides 2000-2999: Classified Personnel Salaries LCFF 2500	2000-2999: Classified Personnel Salaries LCFF 1021
		Benefits for supervision aides 2000-2999: Classified Personnel Salaries LCFF 500	2000-2999: Classified Personnel Salaries LCFF 232
Student attendance: Student attendance will be monitored daily. Success and improvement will be valued with monthly attendance recognition and incentives; drawings for achievement; assemblies and presentations; and classroom spirit and attendance opportunities.	Attendance incentives were purchased to promote positive attendance- Attendance was monitored by the admin and front office during the school year.	Student incentives and rewards to promote positive student attendance at school 4000-4999: Books And Supplies LCFF 3000	Student incentives and rewards to promote positive student attendance at school 4000-4999: Books And Supplies LCFF 1220
Provide students with Common Sense Media lessons to educate them about appropriate social networking in the digital age	Common Sense media lesson were taught by all grade levels teachers to the classes during the school day.	None Specified None Specified 0	None Specified None Specified 0

Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This last year we experienced multiple staffing shortages due to open positions with our supervision aides. The district did fund more supervision aides which resulted in the proposed funding in the original SPSA to not be fully needed. Throughout the last school year, we hired new supervision aides and currently will be fully staffed with all 6 supervision aides positions being filled. This allows us to maximize supervision on campus. With the new supervision staff, we were able to fully staff and supervise both the MPR for breakfast and lunch along with the playground. The PBIS rewards program was very successful in its initial year of implementation. Not all of the funds were used for the student incentives as we found that we over budgeted for the student incentives. The school counselor used both the panorama playbook, 2nd step, and Wooden's pyramid of success for SEL lessons along with the Music teacher using Wooden's Pyramid of success for use in his weekly Music lessons to promote SEL school-wide. Our attendance incentives were purchased this year to promote positive attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

For the Supervision aides the district supplied more district funds to support each site resulting in a decrease in site funds needed for the supervision aides. We also had many open positions at the start of the year for supervision aides and many went unfilled for the start of the year resulting in extra funds being unspent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

- Attendance incentives will be more carefully planned out and implemented for the 23-24 school year to increase the impact and positive affect on our students to maximize positive attendance and decrease chronic absenteeism in all groups- specifically African American, Homeless, Students with Disabilities, and students with two or more races. This will include student recognition, tangible incentives, and positive promotion of attendance.
- The PBIs rewards program will be used but in conjunction with synergy- we will continue to purchase student incentives for the 23-24 school year and will spend the entirety of the allotted budget on student incentives for Tier 1 behavioral supports.
- The Panorama playbook, Wooden's Pyramid of Success, will be used not only by the school counselor and music teacher but by all grade levels to maximize the impact and promote SEL growth for all students.
- With our supervision staff being fully staffed we will be able to promote and work along with the Playwrks coach to provide a safe environment while the students are on the playground before school and during lunch. This will incorporate the PBIS incentive rewards and tier 1 behavioral supports across the grades with the supervision aides and play works coach working together to build and foster a safe and fun recess/ playground experience. This will also help support the student's decrease in suspensions while out on the playground. School Safety- with the decrease in students feeling safe at school we will gather their input early in the school year through online surveys to target the specific areas of need based on the student's input in the safety feeling while they are at school for the school day along with the after school programs.
- Katherine FInchy will continue on the PBIS journey after implementing the initial tier 1 phase of PBIS- we will continue to refine and promote tier 1 MTSS for student behaviors and school safety working on the focus of our tie 2 and tier 3 behavioral supports. specifically targeting African American, Homeless students along with the entire student population.
- We will work with the Harper for Kids Foundation to have in-person assemblies on character education to promote positive choices to all students multiple times during the 23-24 school year- this will be at no cost to the school.

- With the decrease in the student responses for school connectedness and school safety we will focus on the following for the 23-24 school year:
- School Connectedness- Focus on a positive school culture from the start of the school year with a focus on all staff building positive relationships with all students the Woodne's Pyramid of Success and Harper for Kids program. We will promote the students to have a voice for them to share their opinions and be more involved in the school day- student jokes for the announcements- student-led announcements. Initiate a student mentorship program within Katherine Finchy where students can get mentors to help support and guide them- we will also work with the PSHS to initiate a High School To elementary School mentorship program. We are currently working with We Are One United on the initial stages of planning for student support for the 23-24 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Katherine Finchy Elementary School will increase academic achievement through best first instruction and academic interventions. Teachers will plan and instruct students based on the California State Standards in English Language Art, English Language Development, Math, and Science. Students will show progress in meeting or exceeding the standards each year. Teachers will plan for and instruct by utilizing 21st Century Skills (Collaboration, Creativity, Critical Thinking, and Communication). Teacher will incorporate Professional Learning Community (PLC) practices within the collaboration process for data meeting to address the needs of all students (ex/ Tier 2 intervention, GATE, and English Language Learners).

LCAP Goal

All Palm Springs Unified School District students will demonstrate mastery of grade level content and will graduate high school prepared with the academic and technical skills necessary for college and career success.

Identified Need

In order to continue to increase academic achievement, Katherine Finchy Elementary will work as a professional learning community to utilize benchmark data for the following areas, create SMART Goals, units of study development, and best instructional practices:
1. Overall in ELA, we are 8.9 points below distance met indicating a need to continue and refine and improve first instruction and support student needs through targeted interventions.
2. Overall in Math, we are 24.7 points below standard indicating a need to continue to refine and improve the best first instruction and support of students through targeted instruction and supports.
3. African Americans, ELs, and Students with Disabilities are still much lower than All Students in ELA, indicating a need for continued additional targeted support in ELA for those identified groups through best-first instruction and interventions
4. African Americans, Els, and Students with Disabilities are still also scoring much lower in math than All Students, identifying a continued need for targeted support for these groups in math.
5. Our CAST scores show a good initial start- but with over 50% of the 5th graders scoring nearly met we still need to increase our Science learning
6. ELPI while 45.1 % of our ELL students showed growth of at least 1 level we still only had 27 students reclassify-

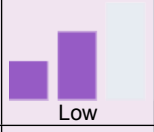
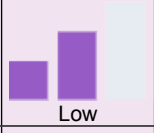
ELA (Tier 2 reading intervention, claims/ targets) common lesson planning and in class interventions
Math ((Tier 2 rmath intervention, claims/ targets) common lesson planning and in class interventions
English Language Learners (Designated ELD; ELPAC preparation; Vocabulary Development; Language Acquisition)
GATE Enrichment (Gr. 3-5)

Measuring and Reporting Results

Metric/Indicator

California School Dashboard - Academic Indicator for English Language Arts
All Students (ALL)
English Learners (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Baseline

St. Group	Color	DFS/Percentage	Change
All	Low	8.9 points below standard	
EL	 Low	42.9 points below standard	
Hisp	 Low	33.8 points below standard	
AA	No Performance Level	44.3 points below standard	
SED	Low	10.3 points below standard	
SWD	Very Low	104.6 points below standard	

Expected Outcome

St. Group	Color	DFS/Percentage	Change
All	yellow	5.9 points below	+3
EL	yellow	39.9 points below	+3
Hisp	yellow	30.8 points below	+3
AA	No performance level	41.3 points below	+3
SED	Yellow	7.3 points below	+3
SWD	Orange	101.6 below	+3

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)		

St. Group	Color	DFS/Percentage	Change
All		24.7 points below standard	
EL		49.5 points below standard	
Hisp		39.1 points below standard	
AA		73.9 points below standard	
SED		25.4 points below standard	
SWD		120.1 points below standard	

St. Group	Color	DFS/Percentage	Change
All	yellow	21.7 points below	+3
EL	yellow	46.5 points below	+3
Hisp	yellow	36.1 points below	+3
AA	No perfromace level	70.9 points below	+3
SED	yellow	22.4 points below	+3
SWD	Orange	117.1 points below	+3

California Science Test - Percent of Students Who Meet or Exceed Standard	California Science Test - Percent of Students Who Meet or Exceed Standard	California Science Test - Percent of Students Who Meet or Exceed Standard

Metric/Indicator	Baseline	Expected Outcome
Grade 5	Grade 5:KFES 5th graders- 34.% met or exceeded standards in initial reporting of the CAST test 50 % of standards nearly met 16. % standard not met	Grade 5 - KFES 5th graders- 37% met or exceeded standards in initial reporting of the CAST test 53 % standards nearly met 10 % standard not met
California School Dashboard – English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – ELPI progress level of 63.2% which puts us in the High growth rate category.	California School Dashboard - English Learner Progress Indicator (ELPI)ELPAC Baseline Results: Dashboard Status and Percentage – 65%- High growth rate
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 20%	English Learner Re designated Fluent English Proficient (RFEP) Reclassification Rate - 23%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results All Students (ALL)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 43.79% Met or Exceeded; 56.21% Nearly Met/Not Met English Learners (EL) 11.12% Met/ Exceeded; 88.88% Nearly met/ not met Hispanic (Hisp) 31.48% Met or Exceeded; 68.52.% Nearly Met/ Not Met African American (AA) No Data.9% Met/ Exceeded; No Data% Nearly met/ Not met Socioeconomically Disadvantaged (SED) : 43.16% met exceeded; 56.84% nearly met/ not met Students with Disabilities (SWD) 21.43% met exceeded; 78.57% nearly met/ not met	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 47% Met or Exceeded; 53% Nearly Met/Not Met English Learners (EL) 15% Met/ Exceeded; 85% Nearly met/ not met Hispanic (Hisp) 34.5% Met or Exceeded; 65.5% Nearly Met/ Not Met African American (AA) no Data Met/ Exceeded; No Data % Nearly met/ Not met Socioeconomically Disadvantaged (SED) : 46% met exceeded; 54% nearly met/ not met Students with Disabilities (SWD) 24.43% met exceeded; 75.57% nearly met/ not met
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of the school and classrooms and support best first instruction.

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	14000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Classroom materials to support Best First Instruction with additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (copy paper, classroom meterials- pencils, chart paper, leveled readers, manipulatives, teacher resources, copy paper etc...) This includes materials for the music class and STEAM class (sheet music, recorders etc...). This may also include technological supplies such as ink/ toner cartridges, document cameras, etc..
Amount	3585
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Classroom materials to support Best First Instruction with additional classroom supplies and materials for students and teachers to support best first instruction for ELA and math (chart paper, leveled readers, manipulatives, teacher

resources, etc...) This includes materials for the music class (sheet music, recorders etc...). This may also include technological supplies such as ink cartridges, document cameras, etc..

Strategy/Activity 2

Collaboration:
Teachers will engage in collaboration throughout the school year. Opportunities to work in a variety of groups to access site expertise will utilize the components of PLC practices. The varied setting and purposes will be applied based on data and need:
SSTs
Grade level data analysis
IEP collaboration
Implementation ELA and Math
Tiered System of Behavior Support
NGSS, SS
ELD Planning
(see substitute funding above.)

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage for Professional development and collaboration
Amount	4000
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage for Professional development and collaboration
Amount	5000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra duty for collaboration
Amount	1200
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for extra duty collaboration

Strategy/Activity 3

Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings during the school day and during the designated ELD time scheduled blocks with students leveled based on language acquisition needs. Additional instructional support to students during small group settings to support language acquisition, provide intervention and support in math and ELA and strengthen foundation skills. These items will be provided throughout the day including ELD, universal access and small group work

Students to be Served by this Strategy/Activity

- X English Learner
- X Low Income
- X Students with Disabilities

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

principal, classroom teachers, bilingual aides

Proposed Expenditures for this Strategy/Activity

Amount	32945
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional - Bilingual salaries, benefit PC 1 position @ 5.75
Amount	14463
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual aides benefits
Amount	73398
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional - Bilingual salaries 3 @ 5.75 hr
Amount	30861
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual aide benefits

Strategy/Activity 4

Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of the school and classrooms. These supplies will include hardware and online programs to supplement the curriculum. The supplies could be used to support the extension of the school day for intervention and enrichment purposes. (including, but not limited to: headphones, classroom manipulatives, leveled readers, science materials, DVD players, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, technology devices for student use, laptops, printers, etc.

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	29000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Software may include AR, Freckle, MyOn, and other academic programs along with 21st century materials and supplies- Teacher laptops and other technology items to increase best first instruction- Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies, rulers, scissors, glue, lined paper, pencils. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.21st Century Supplemental Technology Materials and Supplies to bring faithful and consistent implementation of effective scientifically research-based instructional strategies, which may include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, el instruction, and the gradual release model. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, and student novels (paperback and electronic). Katherine FInchy will continue to upgrade, replace and purchase Chromebooks, document cameras, LCD projector light bulbs, ink/toner for printers as needed. Katherine FInchy will also purchase any other supplies needed to supplement the technology infrastructure at Katherine Finchy Elementary School to support student instruction, along with PE equipment to support CA PE standards.
Amount	8000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Software may include AR, Freckle, MyOn, and other academic programs along with 21st century materials and supplies- Teacher laptops and other technology items to increase best first instruction- Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, teacher classroom supplies, rulers, scissors, glue, lined paper, pencils. These materials and

	supplies will be used for instruction during the school day and for enrichment opportunities.21st Century Supplemental Technology Materials and Supplies to bring faithful and consistent implementation of effective scientifically research-based instructional strategies, which may include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, el instruction, and the gradual release model. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, and student novels (paperback and electronic). Katherine FInchy will continue to upgrade, replace and purchase Chromebooks, document cameras, LCD projector light bulbs. Katherine FInchy will also purchase any other supplies needed to supplement the technology infrastructure at Katherine Finchy Elementary School to support student instruction
Amount	4000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Katherine Finchy will purchase subscriptions for student magazines- i.e. Scholastic Readers, Time for Kids magazines to supplement the core instruction in ELA and Math.

Strategy/Activity 5

Katherine Finchy will provide for classified extra duty to work with students and families to further the English Language development of the students. This could be in the form of translation for parent meetings to extra duty to work with students outside of the Bilingual aides regular schedule along with Katherine Finchy will ensure that all parent meetings and conferences that occur outside of bilingual classified staff working hours on school days and especially during conference week are translated to encourage parent collaboration and communication with the teacher.

Students to be Served by this Strategy/Activity

- X English Learner
- X Low Income
- X Students with Disabilities

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for classified Bilingual aides

Amount	200
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Classified benefits for extra duty

Strategy/Activity 6

Administration and school staff will engage parents in ongoing/updated communication and activities. Administration and school staff will participate and seek to partner with community groups and members to mutually benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication and target student needs.

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administration & School Staff

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Subscription to online newsletter/communication services and membership costs for community organizations.

Strategy/Activity 7

Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and training. Professional development opportunities include, but are not limited to: Consultants, RCOE PD opportunities, Science, Math, Leadership, SOR, Writing, PBIS, and UDL

Students to be Served by this Strategy/Activity

X All

Timeline

7/1/2023 - 6/30/2024

Person(s) Responsible

Administrator, TOSA, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3887
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferences, travel expenses, and training focus on increasing instructional rigor for staff and admin

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Katherine Finchy Elementary School will:
Increase parent involvement at school through parent engagement opportunities
Work to increase teamwork between the school and home to improve attendance and academic levels.
We will improve home-school connections by providing translations for school meetings (ex/ Back to School Night, Parent-Teacher conferences, etc)
Provide opportunities for parents to share in celebrations of student's success academically and socio-emotionally, promote positive attendance and work diligently to decrease chronic absenteeism- focusing on the following student groups: All students, African American, Homeless, SWD, Two or more races

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to develop and maintain positive parent, student, and community involvement and engagement to promote and support student success.

Identified Need

Increased parent partnerships and family engagement opportunities throughout the school year from the 2022-2023 school year.

Data: 22-23 40 total responses
Baseline data from 22-23 Family School Connectedness via Panorama Family Climate Survey: All Students (ALL) 73% responded favorably; English Learner (EL) 84 % responded favorably; Hispanic (Hisp) 85% responded favorably; African American (AA) 69% responded favorably

Baseline data from 22-23 Climate of Support for Academic Learning via Panorama Family Climate Survey: All Students (ALL) 83% responded favorably; English Learner (EL) 85 % responded favorably; Hispanic (Hisp) 85% responded favorably; African American (AA) 78% responded favorably

Based on the above data we can see a need to increase the parent and community partnerships.
In order to increase teamwork between school and home as we continue to improve academic levels and student socio-emotional learning, Katherine Finchy Elementary will work collaboratively with parents by doing the following:
Providing meetings that discuss intervention strategies for academic levels, and behavioral/ SEL concerns
Providing translating during school meetings/events, as needed (as available)
Inviting parents to volunteer and/or participate in school events (Family nights, Parent Trainings, etc.) and/or school-connected organizations (PTG, SSC, ELAC, etc)

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes- 2022-2023 survey results- 40 total responses EL 10 total responses EO 30 total responses SWD of the 40 responses 11 total responses from SWD families Student info: AA 9 total responses Hispanic 16 total responses White 9 total responses Other 6 total responses	Parent Participation in Stakeholder Input Processes - Increase family responses to 100 + 60 total from the 2022-2023 school year.
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 73% responded favorably English Learner (EL) 84 % responded favorably Hispanic (Hisp) 85% responded favorably African American (AA) 69% responded favorably	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 85% responded favorably English Learner (EL) 94% responded favorably Hispanic (Hisp) 95% responded favorably African American (AA) 80% responded favorably
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) 83% responded favorably English Learner (EL) 85 % responded favorably Hispanic (Hisp) 85% responded favorably African American (AA) 78% responded favorably	The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) 93% responded favorably English Learner (EL) 95 % responded favorably Hispanic (Hisp) 95% responded favorably African American (AA) 88% responded favorably
Number of Attendees Attending 1 or more school/parent center sponsored events at site	Number of Attendees Attending 1 or more school/parent center sponsored events at site- Parent teacher conferences- 85%+	Number of Attendees Attending 1 or more school/parent center sponsored events at site- Parent teacher conferences- 95%+

Planned Strategies/Activities

Strategy/Activity 1

"Katherine Finchy will hold a variety of family nights throughout the school year to build the culture and climate of the campus. Events planned may be focused on supporting parents directly with ways to support their child or family nights in which academic events are planned to provide intervention and enrichment along with , promote positive attendance, and work diligently to decrease chronic absenteeism

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
SWD, African American, Homeless, two or more races

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	1342
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials for the family engagement events; Facilitation of parent activities and education including night events prep and presentations. Family Math Night, Family reading night, family Science night- promoting of positve attednace and decreasing chronic absenteeism.
Amount	1000
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra duty for staff planning/ developing and implementing parent nights (virtual, live and or recorded) throughout the school year.

Strategy/Activity 2

Parent-Teacher Communication
Parents will be invited to conferences with teachers twice per school year. Katherine Finchy will work to improve the home-to-school communication from both administration and classroom teachers. A focus will be placed on contacting parents when students are absent to see how the school can support and attendance could be improved. We will also focus on strong communication when situations arise around student behaviors to keep parents in the loop in hopes of creating plans to minimize the number of suspensions occurring.

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
SWD, African American, Homeless, two or more races

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Site created Online newsletters and communications to promote the school to home communication through the PSUSD new district school to home communication application.

Strategy/Activity 3

Katherine Finchy will hold assemblies throughout the year to recognize students for their academic growth and improved attendance. Other events throughout the year will be held as well to specifically target attendance based on trends.

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:

SWD, African American, Homeless, two or more races

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Positive acknowledgement for students successes

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment- Katherine Finchy Elementary will teach students to respect themselves and others as well work together to create a healthy and safe and nurturing school environment by promoting anti-bullying, corrective behavior, and growth mindset all taught through Coach Wooden's Pyramid of Success themselves and others as well work together to create a healthy and safe and nurturing school environment by promoting anti-bullying, corrective behavior, and growth mindset all taught through Coach Wooden's Pyramid of Success, and Drops in the Bucket programs.

Goal Statement

Katherine Finchy will support student success utilizing strategies outlined in the school safety plan and Caught Being Good activities.

LCAP Goal

Palm Springs Unified School District will provide healthy and physically and emotionally safe learning environments that foster and support all students.

Identified Need

1. Suspension rates- as of May 5th, 2023 suspension rate is 1.3%- African American 3.7%, two or More races- 2.6%; SPED- 2%; Non Sped 1%;

2. Chronic Absentee rates as of May 4th, 2023- All students 43%; African American 59.3%; Two or more races- 42.1%; SWD- 58.8% Chronic Absentee will bo a continued focus on the listed groups along with all students on campus.

3.. Based on Panorama data from the students, safety is the top concern for them, overall 55% favorable. Physical contact and students being mean 42 % favorable and spreading rumors 52% favorable were the biggest concerns for our students with feeling safe at school was at 61%. This will be a focus for the 23-24 school year.

3. When looking at student SEL Survey Data data all of the responses increased from previous years; Growth Mindset up 5% to 68 % favorable; Self-management up 2% to 66 % favorable; Social Awareness up 3 to 63% favorable; data all of the responses increased from previous years: Grit up 3 to 61 % favorable; Self Efficacy 4% to 57% favorable.

4. Student Climate survey data: Climate of Support for Academic Learning up 3 to 83 % favorable; and knowledge and fairness of Discipline, Rules, and Norms up 3 to 78 % favorable.

While the student panorama survey we can see some gains in SEL and Student climate we still have room to grow; School Safety is still a concern and an area of need for our students.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 92.38% FOR 2021-2022 Hisp 92.38% AA 84.11% EL 91.96% SWD 85.46% Current attendance Rates- as of May 4th 2023 All Students (ALL) 92.38% FOR 2021-2022 Hisp 92.38% AA 84.11% EL 91.96% SWD 85.46%	Student Attendance Rates All Students (ALL) - 96% Hisp 96% AA 95% EL 96% SWD 92.5%

Chronic Absenteeism Rates
All Students (ALL))
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	very high	28%	
EL	very high	27.7%	
Hisp	very high	28.4%	
AA	very high	49.1%	
SED	very high	28.3%	
SWD	very high	40.6%	

St. Group	Color	DFS/Percentage	Change
All	orange	27.5%	Decreased 0.5%
EL	orange	27.2%	Decreased 0.5%
Hisp	orange	27.9%	Decreased - 0.5%
AA	orange	48.6%	Decreased - 0.5%
SED	orange	27.8%	Decreased - 0.5%
SWD	orange	40.1%	Decreased - 0.5%

Suspension Rates:
All Students (ALL)
English Learner (EL)
Hispanic (Hisp)
African American (AA)
Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

St. Group	Color	DFS/Percentage	Change
All	high	3.3%	
EL	high	3.3%	
Hisp	medium	2.8%	
AA	very high	16.4%	
SED	high	3.4%	
SWD	medium	1.9%	

St. Group	Color	DFS/Percentage	Change
All	yellow	2.0%	Declined 1.3
EL	yellow	2.0%	Declined 1.3
Hisp	Green	1.8%	Declined 1.0
AA	Orange	5.0%	Declined 11.4
SED	Yellow	2.2%	Declined -1.2
SWD	Yellow	1.9%	Maintianed 0

Expulsion Rates	Expulsion Rates:	Expulsion Rates

Metric/Indicator	Baseline	Expected Outcome
All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%	All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness- 272 responses All Students (ALL) 72 % responded Favorably English Learner (EL) 74 % responded Favorably Hispanic (Hisp) 73% responded Favorably African American (AA) 64%responded Favorably SWD: 72%	Panorama Survey - School Connectedness 272 All students: 80% responded Favorably EL: 80% responded Favorably AA: 75% responded Favorably Hisp: 80% responded Favorably SWD: 80% responded Favorably
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety 272 responses All Students (ALL) 55% responded Favorably English Learner (EL) 56% responded Favorably Hispanic (Hisp) 55% responded Favorably African American (AA) 51% responded Favorably SWD: 56% responded Favorably	Panorama Survey – School Safety All Students (ALL) 65% responded Favorably English Learner (EL) 65% responded Favorably Hispanic (Hisp) 65% responded Favorably African American (AA) 62% responded Favorably SWD: 65% responded Favorably
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - met

Planned Strategies/Activities

Strategy/Activity 1

Katherine Finchy will develop a multi-tiered behavioral support system geared to improve behaviors of students. School-wide systems will continue to be refined and strategies will be developed to meet the individual needs of students.

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal, teachers, school counselor

Proposed Expenditures for this Strategy/Activity

Amount	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	incentives for positive behaviors
Amount	0
Source	None Specified
Description	Synergy Positive rewards program- online program to support the multi tiered system of supports at KFES

Strategy/Activity 2

Character education program- Character Counts-

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
African American, Homeless, two or more races

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal, teachers, school counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Budget Reference	4000-4999: Books And Supplies
Description	Character Counts program will be the focus of building character traits in students. Will ues Harper for Kids program- Pyramid of success- to target school connectedness and promoting school safety- areas of growth from the Panorama Survey data

Strategy/Activity 3

Panorama Survey playbook will be used for ideas to build SEL in the students; Utilize a social Emotional curriculum TK-5 where students can learn and understand such topics as empathy and conflict resolution.- 2nd step/ Inner explorer along with The Panorama Playbook

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
African American, Homeless, two or more races

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal, teachers, school counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified

Budget Reference	None Specified
Description	Panorama playbook for build SEL with School Counselor along with district funded programs

Strategy/Activity 4

Katherine Finchy wants to ensure students are safe while on the playground. Additional time will be given to the current supervision aides and additional aides will be hired if funding allows. This will allow students to be more actively monitored and allow for fewer disruptions on the playground. Provide adequate Supervision for students during the morning and lunch to ensure safety and welfare.

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
African American, Homeless, two or more races

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal, teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	24460
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for supervision aides
Amount	3725
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Benefits for supervision aides

Amount	2000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty coverage (salary & benefits)

Strategy/Activity 5

Student attendance:
Student attendance will be monitored daily. Success and improvement will be valued with monthly attendance recognition and incentives; drawings for achievement; assemblies and presentations; and classroom spirit and attendance opportunities. along with school to home communications- SART and SARB Meetings scheduled

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
SWD, SED, African American, Homeless students, And Two or more races

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Principal, attendance clerk, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student incentives and rewards to promote positive student attendance at school
Amount	0
Source	None Specified

Budget Reference	None Specified
Description	More strategic SART and SARB meetings for chronically absent students and families scheduled each month.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Attendance recognitions at assemblies to promote positive attendance and attendance growth.

Strategy/Activity 6

Provide students with Common Sense Media lessons to educate them about appropriate social networking in the digital age

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Certificated staff, Classified staff, and administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 7

Provide additional academic and social-emotional support through a 7 hour Paraprofessional - Behavior. This person will continue the work with our social emotional curriculum by providing individual and group support, and give in class behavior support so students do not miss instruction, and work with students to prevent behaviors so again, instruction is not missed along with promoting positive relationships for increased attendance

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
African American Students, Homeless

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Administration-

Proposed Expenditures for this Strategy/Activity

Amount	28750
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary - Paraprofessional - Behavior @ 7 hours to work with students identified with needing behavioral supports. The BP will be part of the PBIS implementation team. They will also be a member of the Tier 2/3 support team. The BP will also work with the community to support school attendance.
Amount	29950
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Paraprofessional - Behavior (salary and extra duty)

Strategy/Activity 8

Continued Implementation of PBIS

Students to be Served by this Strategy/Activity

X All

X Specific Student Groups:
African American, Homeless

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Administration, classroom teachers, PBIS Leadership team

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Monthly PBIS meetings to analyze data and build capacity
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Tier II monthly meetings to address students needing additional behavioral support

Strategy/Activity 9

Katherine Finchy will purchase additional two way radios to support the safe and secure campus

Students to be Served by this Strategy/Activity

- X English Learner
- X Foster Youth
- X Low Income
- X Students with Disabilities
- X All
- X Specific Student Groups:
  African American, Homeless, two or more races

Timeline

07-01-2023
06-30-2024

Person(s) Responsible

Certificated staff, Classified staff, and administration

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Katherine Finchy will purchase additional two way radios to help promote the safe and secure campus and goal of each staff member having a two way radio.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Math Collaboration and Professional Development	July 1, 2023 - June 30, 2024	Collaboration time for continued professional development and collaborative planning to support the implementation of math routines and strategies for the development of conceptual understanding	6,667	Title I
Primary Reading Intervention Program	July 1, 2023 - June 30, 2024	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2	205,062	LCFF
Technology Teacher on Assignment (TOSA)	July 1, 2023 - June 30, 2024	Support students and staff with the integration of technology into instruction	6,083	Title II

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Family engagement events and classes	July 1, 2023 - June 30, 2024	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	Title I

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
Conscious Education Professional Development	July 1, 2023 - June 30, 2024	Training, substitutes and accompanying books and materials	3,703	Title IV
Youth Mental Health First Aid Training	July 1, 2023 - June 30, 2024	Training and accompanying books and materials	2,962	Title IV

Note: Centralized services may include the following direct services:

- *Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-school and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$133,887
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$335,966.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	131,544	0.00
Title I Part A: Parent Involvement	2,342	0.00
LCFF	202,080	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$131,544.00
Title I Part A: Parent Involvement	$2,342.00

Subtotal of additional federal funds included for this school: $133,886.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF	$202,080.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $202,080.00

Total of federal, state, and/or local funds for this school: $335,966.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	202,080.00
None Specified	0.00
Title I	131,544.00
Title I Part A: Parent Involvement	2,342.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	17,000.00
2000-2999: Classified Personnel Salaries	166,478.00
3000-3999: Employee Benefits	76,674.00
4000-4999: Books And Supplies	70,427.00
5000-5999: Services And Other Operating Expenditures	5,387.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies		0.00
1000-1999: Certificated Personnel Salaries	LCFF	7,000.00
2000-2999: Classified Personnel Salaries	LCFF	93,080.00
3000-3999: Employee Benefits	LCFF	44,613.00
4000-4999: Books And Supplies	LCFF	53,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,887.00
	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I	73,398.00
3000-3999: Employee Benefits	Title I	32,061.00
4000-4999: Books And Supplies	Title I	15,585.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,342.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Matthew Hammond	X				
Barbara Cruz		X			
Kristen Goerzen				X	
Kelly Groves				X	
Bonni Keane		X			
Chauncey Thompson				X	
Rebecca Taylor		X			
Lizette Cassanova				X	
Angela Cawley			X		
Lili Salmeron				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

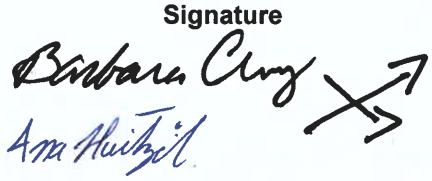
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Leadership Team Member- Barbara Cruz- 3rd grade teacher Ana Nayeli Hurtzil

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10-25-23.

Attested:

Principal, Matthew Hammond on 11-14-23

SSC Chairperson, Kelly Groves SSC President on 11-14-23

Title I and LCFF Funded Program Evaluation

Goal #1:
Katherine Finchy Elementary School will increase academic achievement through best first instruction and academic interventions. Teachers will plan and instruct students based on the California State Standards in English Language Art, English Language Development, Math, and Science. Students will show progress in meeting or exceeding the standards each year. Teachers will plan for and instruct by utilizing 21st Century Skills (Collaboration, Creativity, Critical Thinking, and Communication). Teacher will incorporate Professional Learning Community (PLC) practices within the collaboration process for data meeting to address the needs of all students (ex/ Tier 2 intervention, GATE, and English Language Learners).

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of the school and classrooms and support best first instruction.			
Collaboration: Teachers will engage in collaboration throughout the school year. Opportunities to work in a variety of groups to access site expertise will utilize the components of PLC practices. The varied setting and purposes will be applied based on data and need: SSTs Grade level data analysis IEP collaboration Implementation ELA and Math Tiered System of Behavior Support NGSS, SS ELD Planning (see substitute funding above.)			
Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings during the school day and during the designated ELD time scheduled blocks with students leveled based on language acquisition needs. Additional instructional support to students during small group settings to support language acquisition,			

provide intervention and support in math and ELA and strengthen foundation skills. These items will be provided throughout the day including ELD, universal access and small group work			
Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of the school and classrooms. These supplies will include hardware and online programs to supplement the curriculum. The supplies could be used to support the extension of the school day for intervention and enrichment purposes. (including, but not limited to: headphones, classroom manipulatives, leveled readers, science materials, DVD players, toner, projector bulbs, headphones/earbuds, teacher technology and instructional material/devices, technology devices for student use, laptops, printers, etc.			
Katherine Finchy will provide for classified extra duty to work with students and families to further the English Language development of the students. This could be in the form of translation for parent meetings to extra duty to work with students outside of the Bilingual aides regular schedule along with Katherine Finchy will ensure that all parent meetings and conferences that occur outside of bilingual classified staff working hours on school days and especially during conference week are translated to encourage parent collaboration and communication with the teacher.			
Administration and school staff will engage parents in ongoing/updated communication and activities. Administration and school staff will participate and seek to partner with community groups and members to mutually benefit students and the community. This will include the cost of memberships and subscriptions to enhance communication and target student needs.			
Administration and teachers will identify professional development needs and increase staff efficacy on needed skills through identified conferences and training.			

Professional development opportunities include, but are not limited to: Consultants, RCOE PD opportunities, Science, Math, Leadership, SOR, Writing, PBIS, and UDL			

Goal #2:
Katherine Finchy Elementary School will: Increase parent involvement at school through parent engagement opportunities Work to increase teamwork between the school and home to improve attendance and academic levels. We will improve home-school connections by providing translations for school meetings (ex/ Back to School Night, Parent-Teacher conferences, etc) Provide opportunities for parents to share in celebrations of student's success academically and socio-emotionally, promote positive attendance and work diligently to decrease chronic absenteeism- focusing on the following student groups: All students, African American, Homeless, SWD, Two or more races

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
"Katherine Finchy will hold a variety of family nights throughout the school year to build the culture and climate of the campus. Events planned may be focused on supporting parents directly with ways to support their child or family nights in which academic events are planned to provide intervention and enrichment along with , promote positive attendance, and work diligently to decrease chronic absenteeism			
Parent-Teacher Communication Parents will be invited to conferences with teachers twice per school year. Katherine Finchy will work to improve the home-to-school communication from both administration and classroom teachers. A focus will be placed on contacting parents when students are absent to see how the school can support and attendance could be improved. We will also focus on strong communication when situations arise around student behaviors to keep parents in the loop			

in hopes of creating plans to minimize the number of suspensions occurring.			
Katherine Finchy will hold assemblies throughout the year to recognize students for their academic growth and improved attendance. Other events throughout the year will be held as well to specifically target attendance based on trends.			

Goal #3:
Katherine Finchy will support student success utilizing strategies outlined in the school safety plan and Caught Being Good activities.

Actions/ Activities (Strategies)	**What is working and why? (Effective indicators)** *Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:*	**What is not working and why? (Ineffective indicators)** *Specific evidence/indicators showing that this activity or strategy is not working, including:*	**Modification(s) based on evaluation results** *Continue or discontinue and why?*
Katherine Finchy will develop a multi-tiered behavioral support system geared to improve behaviors of students. School-wide systems will continue to be refined and strategies will be developed to meet the individual needs of students.			
Character education program- Character Counts-			
Panorama Survey playbook will be used for ideas to build SEL in the students; Utilize a social Emotional curriculum TK-5 where students can learn and understand such topics as empathy and conflict resolution.- 2nd step/ Inner explorer along with The Panorama Playbook			
Katherine Finchy wants to ensure students are safe while on the playground. Additional time will be given to the current supervision aides and additional aides will be hired if funding allows. This will allow students to be more actively monitored and allow for fewer disruptions on the playground. Provide adequate Supervision for students during the morning and lunch to ensure safety and welfare.			

Student attendance: Student attendance will be monitored daily. Success and improvement will be valued with monthly attendance recognition and incentives; drawings for achievement; assemblies and presentations; and classroom spirit and attendance opportunities. along with school to home communications- SART and SARB Meetings scheduled			
Provide students with Common Sense Media lessons to educate them about appropriate social networking in the digital age			
Provide additional academic and social-emotional support through a 7 hour Paraprofessional - Behavior. This person will continue the work with our social emotional curriculum by providing individual and group support, and give in class behavior support so students do not miss instruction, and work with students to prevent behaviors so again, instruction is not missed along with promoting positive relationships for increased attendance			
Continued Implementation of PBIS			
Katherine Finchy will purchase additional two way radios to support the safe and secure campus			