



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	07/01/2024 - 06/30/2025
Schoolsite Council (SSC) Approval Date	10-29-24
Local Board Approval Date	12/17/24

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.

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School Vision and Mission

At Katherine Finchy Elementary School, we cultivate an inclusive educational environment where each student's individual differences and rights are upheld and celebrated. Our core belief is that every child can reach their fullest potential through a collaborative partnership among students, parents, guardians, and educators. We are dedicated to providing a nurturing, safe, and academically rigorous environment that prepares students for the challenges of tomorrow. We strive to foster a community of lifelong learners who respect themselves and others, empowering them to succeed in an ever-changing world

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)

☑ Schoolwide Program

☑ Additional Targeted Support and Improvement

All Students- Chronic absenteeism; African American Students- Chronic Absenteeism; Homeless Students- Chronic Absenteeism; 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 are solicited from school advisory committees, including the Katherine Finchy 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

The Katherine Finchy 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 results from a schoolwide comprehensive needs assessment that includes an analysis of verifiable state data, including information displayed on the CA School Dashboard and CDE DataQuest. Other district and school data, including interim and common formative assessment results, are utilized to measure and monitor student progress throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input is solicited from educational partners, including school advisory committees such as the ELAC and School Leadership team. The Katherine Finchy 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.

SSC Election Dates and Results: SSC Nomination letters were sent out on September 1st, 2023, for the new positions to all of the parents due by September 9th, 2023. 3 Parents were self-nominated to fill the two open positions on the KFES SSC. Ballots were sent home digitally to all parents to be returned on Friday, Sept.16th, 2023. The voting took place from Sept. 12th through the 16th. New parent reps for SSC were elected- Chauncey Thompson and Lizette

Casanova were elected by their peers to serve two years on the KFES SSC. The Staff voted from Sept. 12-Sept. 16th for the one spot on the staff- one certificated Rebecca Taylor was elected for the certificated position

SSC Meeting Dates and times:

10-4-23- SSC training and overview for the 23-24 school year

10-25-23- SSC election of officers, Revision of old SPSA reviewed and approved for 23-24 school year. Reviewed the SPSA actions and current revisions of the budget allocations. Current revisions were discussed and approved.

1-31-24 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 23-24 SPSA input was collected

4-10-24 Continued evaluation of SPSA actions and services, approved revisions for the 2023-2024 SPSA and Budget Winter assessment data was reviewed; ATSI presentation and data discussion with input from the SSC for the planning for the 24-25 school year and the ATSI student groups; input for the 24-25 SPSA writing discussed with a focus on the Chronic absentee rates for SWD, Homeless, Two or more races, and African Americans, also the academics growth for SWD in ELA and Math.

5-1-24- SPSA Draft reviewed and approved needs assessment was shared with info and was discussed by the SSC- 24-25 SPSA was adjusted to meet the needs of the ATSI student groups (SWD, Homeless, Two or more races, and African Americans, also the academics growth for SWD in ELA and Math.) and with the information from the ELAC items will be continued to support the needs of ELL learners with more parent engagement opportunities for the 24-25 school year.

Data reviewed from 23-24 school year; ATSi chronic absenteeism discussion-

5-15-24- Final approval of 24-25 SPSA and data review-

24-25 SSC Election Dates and Results: SSC Nomination letters were sent out on August 27th, 2024, for the new positions to all of the parents due by September 6th, 2023. 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.20th, 2024. The voting took place from Sept. 16th through the 20th. New parent reps for SSC were elected- Melissa Sanchez, Diana Brice, and Kristen Goerzen were elected by their peers to serve two years on the KFES SSC. The Staff voted from Sept. 12-Sept. 16th for the three spots on the staff- one certificated Bonni Keane and Michele Fiore were elected for the certificated position , Angela Cawley was selected for the Classified position.

SSC meeting dates for 24-25 school year:

9-26-24- SSC training and overview of the 24-25 school year; election of SSC officers for 24-25 school year

10-29-24- The revision of the old SPSA was reviewed and approved for the 24-25 school year. Reviewed the SPSA actions and current revisions of the budget allocations. Current revisions were discussed and approved. Dta reviewed was the STAR assessment growth report from the two STAR assessment windows that have taken place at Katherine Finchy Elementary School, along with the current year-to-date attendance info compared to the last two years was also reviewed.

The SSC approved the updates to the SPSA by adjusting the current two vacant 5.75 Bilingual aide positions into one 7-hour bilingual aide position and the updated Title 1 allotments assigned to materials and supplies to support student growth in ELA and Math.

The ELAC committee was not part of the School Site Committee for the 2023-2024 School year.

ELAC Meeting dates and times:

11-8-23- ELAC Training and PSUSD policy overview, review of Budget for 20-21 School Year

11-15-24- review of ELAC training- Delac report, School needs assessment

12-6-23-review of ELAC training- Delac report, School needs assessment- a repeat of 10-20-23 meeting

3-6-24- LCAP input info, Panorama Survey info, ELPAC info discussion, review of ELL instructional programs for ELL students.

4-17-24- LCAP input info, Panorama Survey info, ELPAC info discussion, review of ELL instructional programs for ELL students. SPSA for 24-25 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 Meeting dates: 8-31-23, 9-19-23, 10-19-23, 11-28-23, 1-12-24, 2-29-24, 4-9-24, 4-18-24, 5-14-24, 5-30-24,

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 3 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. Focus 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, continue with Family reading and Family Math Nights, and increase school-to-home communications.
7. Continue with the 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 close the achievement gap with the student groups and all of the student groups last year that we took the CAASPP showed good growth in both ELA and Math, there are still some inequities from our baseline SBAC data. 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 28 points below standard. Resource inequities: SWD were 147.6 points below standard, ELL students were 72.2 points below standard, Hispanic students were 48.7 points below standard, our SED students were 26 points below standard, and our White students were 29.7.3 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 math scores were 31.6 points below standard. Resource inequities: SWD were 155.4 points below standard, ELL students were 63 points below standard, Hispanic students were 51.6 points below standard, while our SED students were 32.6 points below standard, Hispanic our White students were 13.3 points above standard.

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

From our most recent District Interim Star assessment Feb 2024, the Inequities are:

ELA - ELLs scored 17.9 % proficient, SWD scored 17.8% proficient, African Americans scored 36.7% proficient, and Latinx/ Hispanic scored 48.5 % proficient compared with the other groups all scoring above 56.1% or higher proficient. Two or more races scored 69.6 % and White scored 80.6%

Math- ELLs scored 39.7 % proficient, SWD scored 25.8% proficient, African Americans scored 37.8% proficient, and Latinx/ Hispanic scored 55.4 % proficient compared with the other groups all scoring above 61.1% or higher proficient. Two or more races scored 78.3 % and White scored 79.5%

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

ELA Indicator - Performance gaps reflected in the Fall 2023 Dashboard continue to be reflected in Star Reading and Math data.

Suspensions: We are closing the equity gap with our suspension rates from the 23-24 Dashboard- African American Students- 5.6% declined 10.8%, Homeless students- 4.1% declined 5%, two or more races- 3.1% maintained 0.2%, SWD 1.9% maintained 0%, ELL 0.9% declined 2.3%, Hispanic 1.7% declined 1.1%, SD 1.8% declined 1.5%, White 0% maintained 0%

Another resource inequity is in our Chronic Absenteeism- From the 22-23 dashboard; overall 35.6% chronically absent for all studnets. SWD was 54.9% chronically absent, ELL students were 28.3% Chronically absent, African American

students were 53.8% chronically absent, Hispanics were 35.8% chronically absent, Homeless were 50 %chronically absent, White were 32% chronically absent.

Currently, we are at the following, which shows that we are closing the gap: overall, 32.8% are chronically absent for all students. SWD was 45.5% chronically absent, ELL students were 20.3% Chronically absent, African American students were 38.1% chronically absent, Hispanics were 33.9% chronically absent, Homeless were 50 %chronically absent, White were 24.7% chronically absent. Two or more races 38.9%,

In conclusion, the following themes emerged as needs: 1) Continue the focus on academic growth in Math and Reading for all students with a continued focus on the ATSI student group of SWD in Academics both ELA and Math, along with a focus of the student groups that are showing inequities in the growth from the data: African American students, ELL students, and Hispanic students, 2) Continued focus on decreasing Chronic Absenteeism in all groups- focus on the ATSI groups- SWD, Homeless, Two or More Races, and African Americans- A continued focus on All students for the overall school attendance rate and chronic absentee rate decrease.

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.

SBAC Data from CA Dashboard 2024 CAASPP Assessment: Academic successes

ELA:

All Students Overall: 28 points below standard; District average- -52.9 points below the standard

Student groups-

All Students- 28 points below standard

EL- 72.2 points below standard;

Reclassified ELL; RFEP 9.6 points above standard

English only: 15.7 points above standard;

SWD: - 147.6 points below standard;

Hispanic: 48.7 points below standard;

Homeless: No Performance level

SED: 26 points below standard;

White- 29.7 points above standard;

Math-

All Students Overall 31.6 points below standard; District Average -64.5 points below the standard

All Students 31.6 points below the standard

EL- 63 points below standard;

Reclassified ELL; 9 points above standard;

English only: 31.8 points below standard;

SWD: very low- 155.4 points below standard;

Hispanic: 51.6 points below standard;

Homeless: No Performance level

SED: 32.6 points below standard;

White- 13.3 points above standard;

Other CAASPP data from the 23-24 school year:

CAST- 33. % of 5th graders scored proficient- the district average was 21.3%

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

Reflections: Success

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

Attendance: for 23-24 school year

Average daily attendance- 91.4% District average 90.9%

Chronic absentee rate 32.8% District average 37.1 % We have had a great decrease in our chronic absentee rates this year.

Suspension:

Suspension rate 0.6% District average 1.2%

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 has helped to begin 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 to 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.

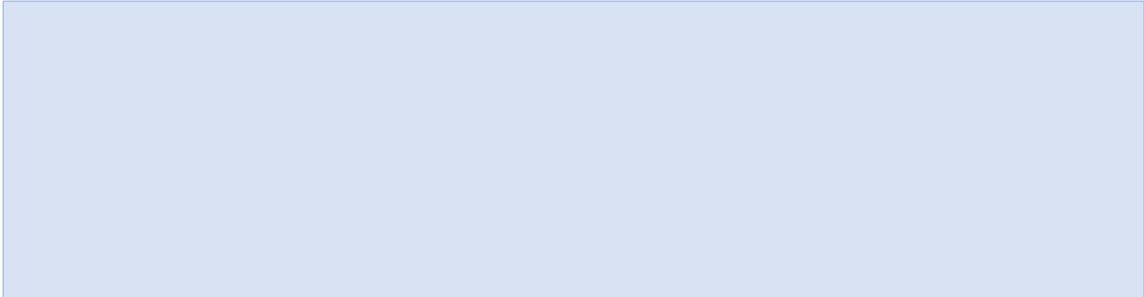
ELPI: The ELL students had a high rate of growth from the ELPAC assessment. This can be attributed to the focus of the teachers and the bilingual aides who worked with all students. The Bilingual aides also pulled targeted small groups for intervention 4 days a week for 45 minutes in each grade level 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.

2023-2024: 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?

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 decreased since this past year- currently, as of May 3rd, at 32.8 %, down from 43% at the same time last year- 174 students, down from 259 students are chronically absent- this is similar data for all groups of students: This is an area of continued need.

Current data as of May 3rd- Currently, we are at the following, which shows that we are closing the gap: overall, 32.8% are chronically absent for all students. SWD was 45.5% chronically absent, ELL students were 20.3% Chronically absent, African American students were 38.1% chronically absent, Hispanics were 33.9% chronically absent, Homeless were 50 %chronically absent, White were 24.7% chronically absent. Two or more races 38.9%,

This will continue to be our focus for the ATSI for the following student groups for Chronic Absentee rates: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.

Supporting actions- We will continue to focus on multiple aspects to increase attendance and decrease chronic absenteeism for the 24-25 school year. With more targeted interventions and parent support, the administration will continue to 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 continue to provide more student interventions and incentives for positive attendance to decrease the chronic attendance rates- specifically targeting the ATSI student groups: 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 95% or higher attendance.

Suspensions: We are closing the equity gap with our suspension rates from the 23-24 Dashboard- African American Students- 5.6% declined 10.8%, Homeless students- 4.1% declined 5%, two or more races- 3.1% maintained 0.2%, SWD 1.9% maintained 0%, ELL 0.9% declined 2.3%, Hispanic 1.7% declined 1.1%, SD 1.8% declined 1.5%, White 0% maintained 0%

Supporting actions: to continue to target and reduce the amount of suspensions/ expulsions, we will continue to provide social-emotional lessons using Second Step and Inner Explorer along with the Harper 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.

**Reflections:
Identified
Need**

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 -147.6 points below standard and for Math, they scored 155.4 points below the standard on the 22-23 CAASPP.

ELA:

All Students Overall: 28 points below standard; District average- 52.9 points below the standard
SWD: very low- 147.6 points below standard;

Math-

All Students Overall 31.6 points below standard; District Average -64.5 points below the standard
SWD: very low- 155.4 points below standard;

Student data demonstrates that while there have been 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 2024 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 administer the STAR reading and STAR math assessments five times over the 24-25 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 using the ICA assessments for additional data tracking and analysis in between the STAR assessments.

24-25 Fall Update-

Based on the current data from the Fall revision of the SPSA, Katherine IFNchy will continue to focus on the identified needs from the Springs 24-25 SPSA.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.53%	0.55%	0.21%	3	3	1
African American	8.54%	8.96%	8.40%	48	49	40
Asian	3.02%	2.93%	3.36%	17	16	16
Filipino	2.31%	2.38%	2.10%	13	13	10
Hispanic/Latino	59.61%	61.79%	63.03%	335	338	300
Pacific Islander	0.18%	0.18%	0.21%	1	1	1
White	20.11%	17.37%	17.65%	113	95	84
Multiple/No Response	5.69%	5.85%	5.04%	32	32	24
Total Enrollment				562	547	476

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	80	97	56
Grade 1	84	72	77
Grade 2	86	87	67
Grade3	103	84	81
Grade 4	109	102	82
Grade 5	100	105	92
Total Enrollment	562	547	476

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	113	104	84	17.50%	20.1%	17.6%
Fluent English Proficient (FEP)	65	64	60	13.00%	11.6%	12.6%
Reclassified Fluent English Proficient (RFEP)				28.3%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
547	92.9	19	1.1
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	104	19
Foster Youth	6	1.1
Homeless	26	4.8
Socioeconomically Disadvantaged	508	92.9
Students with Disabilities	88	16.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	49	9
American Indian	3	0.5
Asian	16	2.9
Filipino	13	2.4
Hispanic	338	61.8
Two or More Races	32	5.9
Pacific Islander	1	0.2
White	95	17.4

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Red	Suspension Rate Green
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

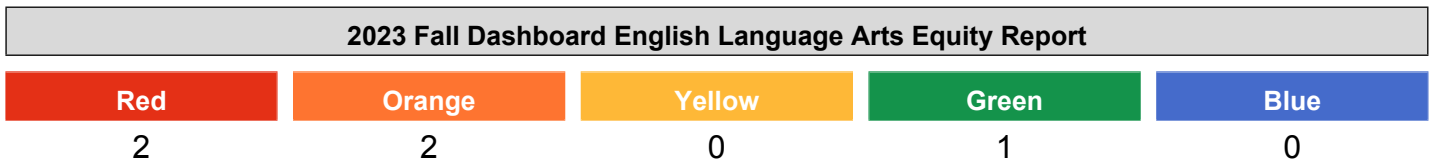
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 25.4 points below standard Decreased Significantly -16.5 points 266 Students	 Red 72.2 points below standard Decreased Significantly -29.3 points 64 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
63 points below standard 28 Students	 Orange 26 points below standard Decreased Significantly -15.7 points 259 Students	 Red 147.6 points below standard Decreased Significantly -43 points 48 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>79.2 points below standard</p> <p>Decreased Significantly - 34.9 points</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>48.7 points below standard</p> <p>Decreased -15 points</p> <p>163 Students</p>	<p>18 points above standard</p> <p>Decreased -8 points</p> <p>19 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	 <p>Green</p> <p>29.7 points above standard</p> <p>Decreased -14.5 points</p> <p>48 Students</p>

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>104.2 points below standard</p> <p>Decreased Significantly -21.3 points</p> <p>46 Students</p>	<p>9.6 points above standard</p> <p>Decreased -9.7 points</p> <p>18 Students</p>	<p>15.7 points below standard</p> <p>Decreased -14.4 points</p> <p>176 Students</p>

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance Mathematics

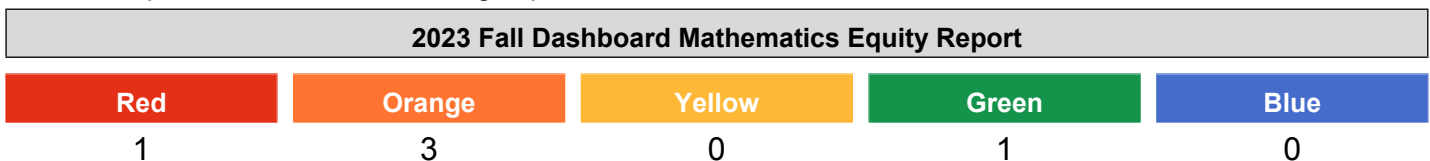
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 31.6 points below standard Decreased -6.9 points 265 Students	 Orange 63 points below standard Decreased -13.4 points 64 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
66.1 points below standard 28 Students	 Orange 32.6 points below standard Decreased -7.2 points 258 Students	 Red 155.4 points below standard Decreased Significantly -35.4 points 46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
68.7 points below standard Increased +5.2 points 21 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.6 points below standard Decreased -12.5 points 161 Students	3.7 points above standard Increased +4.2 points 19 Students	Less than 11 Students 1 Student	 Green 13.3 points above standard Increased +6.7 points 48 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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
91.1 points below standard Decreased -3.6 points 46 Students	9 points above standard Maintained -0.6 points 18 Students	23.6 points below standard Decreased -5 points 175 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

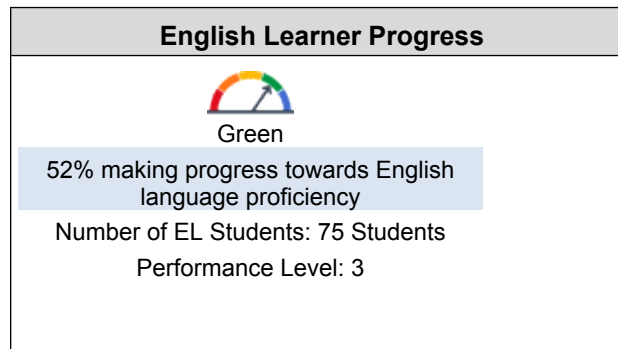
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
15	20	1	37

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

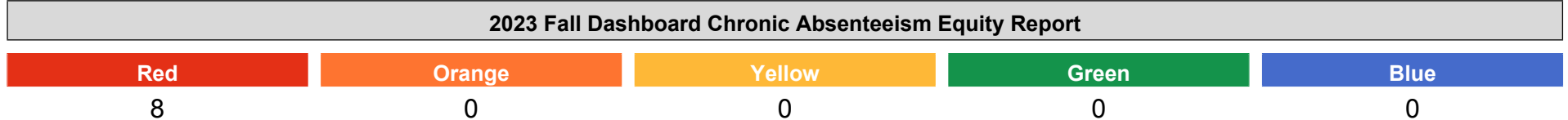
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



 Red

35.6% Chronically Absent

Increased Significantly 7.6

576 Students

English Learners


 Red

28.3% Chronically Absent

Increased 0.6


106 Students

Foster Youth

Less than 11 Students

7 Students

Homeless



 Red

50% Chronically Absent

Increased 15.6

72 Students

Socioeconomically Disadvantaged



 Red

35.6% Chronically Absent

Increased Significantly 7.4

533 Students

Students with Disabilities






 Red

54.9% Chronically Absent

Increased 14.3

102 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 53.8% Chronically Absent Increased 4.8 52 Students	Less than 11 Students 3 Students	6.3% Chronically Absent Declined -11.4 16 Students	15.4% Chronically Absent Increased 7.7 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 35.8% Chronically Absent Increased Significantly 7.3 355 Students	 Red 36.4% Chronically Absent Increased 12.8 33 Students	Less than 11 Students 1 Student	 Red 32% Chronically Absent Increased 11.3 103 Students

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

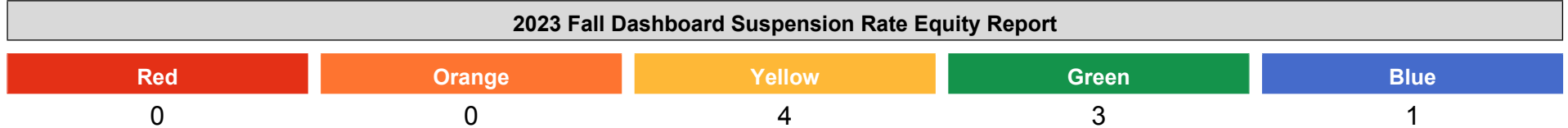
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”




This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Green

1.7% suspended at least one day

Declined Significantly -1.6
589 Students

English Learners


 Green


0.9% suspended at least one day

Declined -2.3
106 Students

Foster Youth

Less than 11 Students
8 Students


Homeless


 Yellow

4.1% suspended at least one day

Declined -5
73 Students


Socioeconomically Disadvantaged


 Green

1.8% suspended at least one day

Declined Significantly -1.5
542 Students





Students with Disabilities


 Yellow

1.9% suspended at least one day

Maintained 0
105 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 5.6% suspended at least one day Declined -10.8 54 Students	Less than 11 Students 3 Students	0% suspended at least one day Maintained 0 16 Students	0% suspended at least one day Maintained 0 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.7% suspended at least one day Declined Significantly -1.1 361 Students	 Yellow 3% suspended at least one day Maintained 0.2 33 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 108 Students

Conclusions based on this data:

- 1.









Annual Review and Update

SPSA Year Reviewed: 2023-24

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			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
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)	All	yellow	21.4 points below	+4	All	 Orange	25.4 points below standard	Decreased Significantly - 16.5 points
	EL	yellow	68.2 points below	+4	EL	 Red	72.2 points below standard	Decreased Significantly - 29.3 points
	Hisp	yellow	43.7 points below	+4	Hisp	 Orange	48.7 points below standard	Decreased - 15 points
	AA	No performance level	75.2 points below	+4	AA	 Grey	79.2 points below standard	Decreased Significantly - 34.9 points
	SED	Yellow	22 points below	+4	SED	 Orange	26 points below standard	Decreased Significantly - 15.7 points
	SWD	Orange	143.6 below	+4	SWD	 Red	147.6 points below standard	Decreased Significantly - 43 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA)	All	yellow	27.6 points below	+4	All	 Orange	31.6 points below standard	Decreased - 6.9 points
	EL	yellow	59 points below	+4	EL	 Orange	63 points below standard	Decreased - 13.4 points





Metric/Indicator

Expected Outcomes

Actual Outcomes

Socioeconomically Disadvantaged (SED)
Students with Disabilities (SWD)

Hisp	yellow	47.6 points below	+4
AA	No performace level	64.7 points below	+4
SED	yellow	28.6 points below	+4
SWD	Orange	151.4 points below	+4

	Orange		
Hisp	 Orange	51.6 points below standard	Decreased - 12.5 points
AA		68.7 points below standard	Increased +5.2 points
SED	 Orange	32.6 points below standard	Decreased - 7.2 points
SWD	 Red	155.4 points below standard	Decreased Significantly - 35.4 points


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- 37% met or exceeded standards in initial reporting of the CAST test
53 % standards nearly met
10 % standard not met

33% met or exceeded, 45 % nearly met, 22% not met

California School Dashboard – English Learner Progress Indicator (ELPI)

	Color	DFS/Percentage	Change
English Learner Progress Indicator			

	Color	DFS/Percentage	Change
English Learner Progress Indicator	 Green	52%	

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate

English Learner Re designated Fluent English Proficient (RFEP) Reclassification Rate - 23%

English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 4.9%

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) 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

3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results.
(Percent of Students who Met or Exceeded Standard)
All Students (ALL) 40.21% Met or Exceeded; 5.9.79% Nearly Met/Not Met
English Learners (EL) 0% Met/ Exceeded; 100% Nearly met/ not met
Hispanic (Hisp) 18.87% Met or Exceeded; 81.13.% Nearly Met/ Not Met
African American (AA) No Data. % Met/ Exceeded; No Data% Nearly met/ Not met

Metric/Indicator	Expected Outcomes	Actual Outcomes
	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	Socioeconomically Disadvantaged (SED) : 24.68% met exceeded; 75.32% nearly met/ not met Students with Disabilities (SWD) 6.67% met exceeded; 93.33% nearly met/ not met
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 book clubs books Technology to support reading intervention	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 materials- 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.. 4000-4999: Books And Supplies LCFF 14000	4000-4999: Books And Supplies LCFF 24003

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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 Title I 3585	4000-4999: Books And Supplies Title I 12212
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- along with grade level extra duty for outside of the school day collaboration time.	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries LCFF 7000	1000-1999: Certificated Personnel Salaries LCFF 5620
		Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries Title I 4000	1000-1999: Certificated Personnel Salaries Title I 2618
		extra duty for collaboration 1000-1999: Certificated Personnel Salaries Title I 5000	1000-1999: Certificated Personnel Salaries Title I 4343

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits for extra duty collaboration 3000-3999: Employee Benefits Title I 1200	1000-1999: Certificated Personnel Salaries Title I 1078
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	ELD was implemented for the 23-24 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 1 position @ 5.75 2000-2999: Classified Personnel Salaries LCFF 32945	2000-2999: Classified Personnel Salaries LCFF 25844
		Bilingual aides benefits 3000-3999: Employee Benefits LCFF 14463	3000-3999: Employee Benefits LCFF 11758
		Paraprofessional - Bilingual salaries 3 @ 5.75 hr 2000-2999: Classified Personnel Salaries Title I 73398	Paraprofessional - Bilingual salaries 2 @ 5.75 hr 2000-2999: Classified Personnel Salaries Title I 45180
		Bilingual aide benefits 3000-3999: Employee Benefits Title I 30861	3000-3999: Employee Benefits Title I 19643
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	A variety of technology subscriptions were purchased: Accelerated Reader Freckle- Math and ELA Lexia- PBIS rewards Boom Learning Renzulli Learning	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	Software programs were purchased to sue for the classrooms. 4000-4999: Books And Supplies LCFF 16001

**Planned
Actions/Services**

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.

**Actual
Actions/Services**

There were not any magazine subscriptions purchased with the proposed goals after feedback from grade-level leadership.

**Proposed
Expenditures**

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

**Estimated Actual
Expenditures**

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>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. 4000-4999: Books And Supplies LCFF 29000</p>	
		<p>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</p>	<p>Software programs were purchased to sue for the classrooms. 4000-4999: Books And Supplies Title I 2500</p>

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

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<p>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</p> <p>4000-4999: Books And Supplies Title I 8000</p>

<p>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. 4000-4999: Books And Supplies Title I 4000</p>

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<p>Subscriptions for student magazines were not purchased after feedback from Grade Level Leadership. 4000-4999: Books And Supplies Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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.</p>	<p>Extra duty for classified Bilingual aides 2000-2999: Classified Personnel Salaries LCFF 1200</p> <p>Classified benefits for extra duty 3000-3999: Employee Benefits LCFF 200</p>	<p>Extra duty for classified Bilingual aides 2000-2999: Classified Personnel Salaries LCFF 976</p> <p>Classified benefits for extra duty 3000-3999: Employee Benefits LCFF 176</p>
<p>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.</p>	<p>Subscription to online newsletter/communication services and membership costs for community organizations.</p>	<p>Subscription to online newsletter/communication services and membership costs for community organizations. 5000-5999: Services And Other Operating Expenditures Title I 1500</p>	<p>Subscription to online newsletter/communication services and membership costs for community organizations. 5000-5999: Services And Other Operating Expenditures Title I 0</p>
<p>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</p>	<p>Conferences, travel expenses, and training focus on increasing instructional rigor for staff and admin</p>	<p>Conferences, travel expenses, and training focus on increasing instructional rigor for staff and admin 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>Conferences, travel expenses, and training focus on increasing instructional rigor for staff and admin 5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
limited to: Consultants, RCOE PD opportunities, Science, Math, Leadership, SOR, Writing, PBIS, and UDL		3887	2432

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 their needs. The use of bilingual paraprofessionals to support and 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. It was a challenge to start the year with so many open positions that needed to be filled as we had multiple classified staff leave for 7 hour positions in the district.

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. Students were targeted for intervention based on ELA data we obtained from STAR assessments that were performed at the beginning and middle of the year. SWD, SED, and EL students were also targeted for these interventions. We saw great success from the opportunity to provide additional intervention to students with our three additional paraprofessionals when they were hired and trained. We will continue providing additional release time for teachers to observe, collaborate, and share best educational practices, as we observed a dramatic increase in collaboration that impacted student academic progress and teachers' vertical alignment with rigorous instruction. - 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, supplies, and additional technology support. 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 71.9%-

ELL 64.9%

African American- 74.7%

Two or more races- 66.9%

Hispanic- 71.7%

SWD 65.9%

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- We had to cut one open position as it was unfilled and would not be able to be filled with the increase in classified salaries and decrease in Title 1 funds for the 24-25 school year, these funds were adjusted to meet the increased wages 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 23-24 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. We are still waiting for updates from the fiscal department for some funds to be encumbered from Spring 2024.

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 needs of the site staff and the student data- specifically the needs of our target student groups- African American, SWD, Homeless, and Two or More races.
- 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, etc to meet the academic needs of our target student groups- African American, SWD, Homeless, and Two or More races.
- 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, along with certificated extra duty for teachers to collaborate and analyze data outside of the contracted school day with a focus to meet the academic needs of our target student groups- African American, SWD, Homeless, and Two or More races.
- We will provide three 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 from 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 for parent-teacher conferences and at other times during the school year.
- If there is any additional funding, it will be earmarked for tier 2 student academic interventions and supports to meet the needs of all students but with a focus on the academic needs of our target student groups- African American, SWD, Homeless, and Two or More races.
- A focus on academics for all students in Math and ELA, along with students with disabilities, will be targeted, and strategies will be focused on interim assessments and data analysis.

Annual Review and Update

SPSA Year Reviewed: 2023-24

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 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

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 100 + 60 total from the 2023-2024 school year.	Parent Participation in Stakeholder Input Processes - Increase family responses to 67 up from 40 from the 2023-2024 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 All Students (ALL) 85% responded favorably English Learner (EL) 94% responded favorably Hispanic (Hisp) 95% responded favorably African American (AA) 80% responded favorably	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 95% responded favorably English Learner (EL) 98 % responded favorably Hispanic (Hisp) 96% responded favorably African American (AA) 83% 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) 93% responded favorably English Learner (EL) 95 % responded favorably Hispanic (Hisp) 95% responded favorably African American (AA) 88% responded favorably	The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) 96% responded favorably English Learner (EL) 100 % responded favorably Hispanic (Hisp) 96% responded favorably African American (AA) 80% responded favorably

Metric/Indicator	Expected Outcomes	Actual Outcomes
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- 90%+

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>"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</p>	<p>Katherine Finchy held family events during the school year- they were not at the frequency as originally planned for the 23-24 school year for both the school family events and the PTA-sponsored events. Science night was held but was very sparsely attended.</p>	<p>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 positive attendance and decreasing chronic absenteeism. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1342</p>	<p>Supplies and materials were purchased for family engagement events 4000-4999: Books And Supplies Title I Part A: Parent Involvement 2133.21</p>
<p>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</p>	<p>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</p>	<p>extra duty for staff planning/ developing and implementing parent nights (virtual, live and or recorded) throughout the school year. 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 1000</p> <p>Site created Online newsletters and communications to promote the school to home communication through the PSUSD new district school to home communication application.</p>	<p>extra duty- 1000-1999: Certificated Personnel Salaries Title I Part A: Parent Involvement 0</p> <p>Newsletters were created and sent home through Parent Square None Specified None Specified 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>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.</p>	<p>None Specified None Specified 0</p>	
<p>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.</p>	<p>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.</p> <p>Items were donated to the school from local vendors- no funds were used.</p>	<p>Positive acknowledgement for students successes 4000-4999: Books And Supplies LCFF 1000</p>	<p>Positive acknowledgement for students successes 4000-4999: Books And Supplies LCFF 0</p>

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 increased in our goal with Parent Engagement, and our efforts were impaired significantly this last year, which can be seen from the Panorama Parent surveys. We will continue to plan our parent engagement items more strategically to encourage more parents and families to attend in conjunction with working with our PTA Board. The Katherine Finchy PTA board 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 Parent Square- and the School Blackboard messaging. The Parent Square messages are still new for many parents and started the year being read by not many of the parents who were signed up, but as the year progressed, the number of views increased. 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 could not be delivered as they were undeliverable. Overall the Blackboard text messages were also not practical- 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 and used them as an incentive for parents to attend our parent engagement opportunities. We will continue this for the upcoming years.

. We held our awards assemblies every 2 months to celebrate the success of our students and these were attended by parents and guardians. 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 being attended by many parents- we averaged only 50 ish families at each event. . With the limited engagement attendance that we did have, the feedback form those that attended was positive and will be used for further growth. Opportunities. The school-to-home communication on Parent Square was effective in reaching a majority of our parents toward the middle to end of the year as it is a newer application. 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.

- We will strategically plan for more parent events during the 24-25 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 from our events held this school year. . 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 24-25 in coordination with our PTA.
- The school-to-home communication will also focus on the PSUSD district going to the new platform; we will encourage all parents to get on Parent Square for the 24-25 school year, along with Katherine Finchy continuing to implement the Synergy Parent Vue application for all students fully. 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. We will continue the refinement of our Marquee to promote positive engagement.
- Assemblies will be held at a minimum of every 8 weeks to celebrate the student's successes and awards at Katherine Finchy Elementary School for academic and student growth.
- We will continue to plan our monthly attendance assemblies during the school day for celebrations for positive student attendance this will also include 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 continued to be coordinated with.













Annual Review and Update

SPSA Year Reviewed: 2023-24

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	Expected Outcomes	Actual Outcomes																																																
<p>Student Attendance Rates All Students (ALL)</p>	<p>Student Attendance Rates All Students (ALL) - 96% Hisp 96% AA 95% EL 96% SWD 92.5%</p>	<p>Student Attendance Rates All Students (ALL) 89.3% FOR 2022-2023 Hisp 92.38% AA 87.3% EL 89.9% SWD 87.6% Two or More 90.7%</p> <p>Current attendance Rates- as of May 3rd 2024 All Students (ALL) 91.4% Hisp 91.1% AA 91.5% EL 93.6% SWD 85.46% Two or More 91.4%</p>																																																
<p>Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>orange</td> <td>32.6%</td> <td>Decreased 3%</td> </tr> <tr> <td>EL</td> <td>orange</td> <td>25%</td> <td>Decreased 3.3%</td> </tr> <tr> <td>Hisp</td> <td>orange</td> <td>35%</td> <td>Decreased 0.8%</td> </tr> <tr> <td>AA</td> <td>orange</td> <td>45%</td> <td>Decreased 8.8%</td> </tr> <tr> <td>SED</td> <td>orange</td> <td>33.6%</td> <td>Decreased 2%</td> </tr> <tr> <td>SWD</td> <td>orange</td> <td>52%</td> <td>Decreased 2.9%</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	orange	32.6%	Decreased 3%	EL	orange	25%	Decreased 3.3%	Hisp	orange	35%	Decreased 0.8%	AA	orange	45%	Decreased 8.8%	SED	orange	33.6%	Decreased 2%	SWD	orange	52%	Decreased 2.9%	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>St. Group</th> <th>Color</th> <th>DFS/Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>All</td> <td> Red</td> <td>35.6% Chronically Absent</td> <td>Increased Significantly 7.6</td> </tr> <tr> <td>EL</td> <td> Red</td> <td>28.3% Chronically Absent</td> <td>Increased 0.6</td> </tr> <tr> <td>Hisp</td> <td> Red</td> <td>35.8% Chronically Absent</td> <td>Increased Significantly 7.3</td> </tr> <tr> <td>AA</td> <td> Red</td> <td>53.8% Chronically Absent</td> <td>Increased 4.8</td> </tr> </tbody> </table>	St. Group	Color	DFS/Percentage	Change	All	 Red	35.6% Chronically Absent	Increased Significantly 7.6	EL	 Red	28.3% Chronically Absent	Increased 0.6	Hisp	 Red	35.8% Chronically Absent	Increased Significantly 7.3	AA	 Red	53.8% Chronically Absent	Increased 4.8
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Metric/Indicator







Expected Outcomes

Actual Outcomes

SED	 Red	35.6% Chronically Absent	Increased Significantly 7.4
SWD	 Red	54.9% Chronically Absent	Increased 14.3

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	blue	1.0%	Declined 1.7
EL	blue	.5%	Declined 0.4
Hisp	blue	.5%	Declined 1.2
AA	green	3%	Declined 2.6
SED	green	1%	Declined 0.8
SWD	Yellow	1.9%	Maintained 0

St. Group	Color	DFS/Percentage	Change
All	 Green	1.7% suspended at least one day	Declined Significantly - 1.6
EL	 Green	0.9% suspended at least one day	Declined -2.3
Hisp	 Green	1.7% suspended at least one day	Declined Significantly - 1.1
AA	 Yellow	5.6% suspended at least one day	Declined -10.8
SED	 Green	1.8% suspended at least one day	Declined Significantly - 1.5
SWD	 Yellow	1.9% suspended at least one day	Maintained 0

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 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 Connectedness- 210 responses
All Students (ALL) 74 % responded Favorably + 2
English Learner (EL) 80 % responded Favorably +6
Hispanic (Hisp) 74% responded Favorably +1
African American (AA) 76% responded Favorably +12
SWD: 66% -6

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	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	Panorama Survey - School Safety 210 responses All Students (ALL) 57% responded Favorably +1 English Learner (EL) 52% responded Favorably -4 Hispanic (Hisp) 56% responded Favorably +1 African American (AA) 54% responded Favorably +3 SWD: 38% responded Favorably -14
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
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.	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 2500 Synergy Positive rewards program- online program to support the multi tiered system of supports at KFES None Specified 0	incentives for positive behaviors 4000-4999: Books And Supplies LCFF 1600 Synergy Positive rewards program- online program to support the multi tiered system of supports at KFES None Specified 0
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- to target school connectedness and promote school safety- areas of growth from the Panorama Survey data	Character Counts program for School- Harper for Kids 4000-4999: Books And Supplies 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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.- 2nd step/ Inner explorer along with The Panorama Playbook	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 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.	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 with before the school day for breakfast and before school recess.	Salary for supervision aides 2000-2999: Classified Personnel Salaries LCFF 24460	Salary for supervision aides 2000-2999: Classified Personnel Salaries LCFF 25012
		Benefits for supervision aides 2000-2999: Classified Personnel Salaries LCFF 3725	Benefits for supervision aides 2000-2999: Classified Personnel Salaries LCFF 3543
		Extra duty coverage (salary & benefits) 2000-2999: Classified Personnel Salaries LCFF 2000	Extra duty coverage (salary & benefits) 2000-2999: Classified Personnel Salaries LCFF 1276
Student attendance: Student attendance will be monitored daily. Success and improvement will be valued with monthly attendance recognition and incentives; drawings for	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	Student incentives and rewards to promote positive student attendance at school 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
achievement; assemblies and presentations; and classroom spirit and attendance opportunities. along with school to home communications- SART and SARB Meetings scheduled		2000	1734
		More strategic SART and SARB meetings for chronically absent students and families scheduled each month. None Specified None Specified 0	More strategic SART and SARB meetings for chronically absent students and families scheduled each month. None Specified None Specified 0
		Attendance recognitions at assemblies to promote positive attendance and attendance growth. None Specified None Specified 0	Attendance recognitions at assemblies to promote positive attendance and attendance growth. None Specified None Specified 0
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
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	Behavior Para was hired to 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	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. 2000-2999: Classified Personnel Salaries LCFF 28750	2000-2999: Classified Personnel Salaries LCFF 23047
		Benefits - Paraprofessional - Behavior (salary and extra duty)	3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		3000-3999: Employee Benefits LCFF 29950	LCFF 22765
Continued Implementation of PBIS		Monthly PBIS meetings to analyze data and build capacity None Specified None Specified 0	None Specified None Specified
		Tier II monthly meetings to address students needing additional behavioral support None Specified None Specified 0	None Specified None Specified
Katherine Finchy will purchase additional two way radios to support the safe and secure campus	Additional tow way radios were purchased to support the safe and secure school site.	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. 4000-4999: Books And Supplies LCFF 5000	two way radios 4000-4999: Books And Supplies LCFF 6040

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. 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 could fully staff and supervise both the MPR for breakfast and lunch and 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, and the music teacher used Wooden's pyramid of success in his weekly music lessons to promote SEL school-wide. Our attendance incentives were purchased this year to promote positive attendance. We will continue to refine attendance incentives to target students who need support getting to school. The additional hours we allotted for supervision is extremely effective in supporting student SEL needs and PBUS rewards expectations at Katherine Finchy. The addition of our 7-hour behavior para had a great positive impact on the campus once it was filled in November of 2023- Support was given on the playground during recess and in classrooms - the main goal is

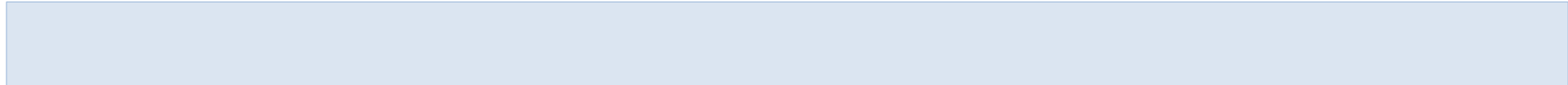
to give students the behavior support they need so instructional time is not missed. Although support was given to all students, there were approximately 12 students who needed daily support, which included recess check-in and out, during lunch, and classroom visits.

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

Both certificated and classified salary increases occurred during the 2022-23 school year that were not reflected in the original budgeted amounts. Some positions could not be filled at the start of the school year, and our Playworks Coach was also out for a period of the school year.

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 continue to be carefully planned out and implemented for the 24-25 school year to increase the impact and positive effect 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 attendance promotion.
- The PBIs rewards program will be used but in conjunction with synergy- we will continue to purchase student incentives for the 24-25 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 can promote and work 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. The supervision aides and play works coach will work together to build and foster a safe, fun recess/ playground experience. This will also help support the student's decrease in suspensions while out on the playground. School Safety- with the slight increase 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 on 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 tier 2 and tier 3 behavioral supports and specifically targeting African American and homeless students along with the entire student population.
- We will continue to 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 24-25 school year- this will be at no cost to the school.
- With the increase in the student responses for school connectedness and school safety, we will focus on the following for the 24-25 school year we will continue to:
- 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 Wooden's Pyramid of Success, and the Harper for Kids program. We will encourage the students to have a voice so they can 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.



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). The teachers 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 25.4 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 31.6 points below standard, indicating a need to continue to refine and improve the best first instruction and support of students through targeted instruction and support.
3. African Americans, Hispanic, 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 an excellent initial start- but with over 50% of the 5th graders scoring nearly met, we still need to increase our Science learning
6. ELPI: while 52 % 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 math 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)X

24-25 Fall Revision: Based on recent assessment data, classroom teachers require additional intervention support and dedicated data analysis time to better address student learning needs. Data shows a persistent need for both teacher and student support in core areas, specifically in mathematics, English Language Arts (ELA), and writing. Current student performance data indicates that not all students have reached proficiency levels in ELA and math, underscoring the need for structured interventions. To address these needs effectively, it is essential to provide teachers with regular planning time and access to a site-based Teacher on Special Assignment (TOSA) who can facilitate targeted planning and instructional support. Additionally, ongoing professional development opportunities are

necessary to enhance instructional strategies in these critical areas. Furthermore, there is a consistent requirement for classified staff support during instructional time. Classified staff can assist with differentiated instruction, small-group work, and individual student support, allowing teachers to focus on core instruction. By implementing these support structures, we aim to create a more responsive academic environment that promotes improved proficiency and achievement in ELA, math, and writing. The SSC approved the added Title 1 fund for more teacher collaboration/ data analysis time and for the elimination of one 5.75-hour bilingual aide to support the other 5.75 Bilingual aides to be increased to a 7-hour position for stability and in-classroom student support.

Measuring and Reporting Results

Metric/Indicator	Baseline				Expected Outcome			
	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
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)	All	 Orange	25.4 points below standard	Decreased Significantly -16.5 points	All	yellow	21.4 points below	+4
	EL	 Red	72.2 points below standard	Decreased Significantly -29.3 points	EL	yellow	68.2 points below	+4
	Hisp	 Orange	48.7 points below standard	Decreased - 15 points	Hisp	yellow	44.7 points below	+4
	AA	 Grey	79.2 points below standard	Decreased Significantly -34.9 points	AA	No performance level	75.2 points below	+4
	SED	 Orange	26 points below standard	Decreased Significantly -15.7 points	SED	yellow	22 points below	+4
	SWD	 Red	147.6 points below standard	Decreased Significantly -43 points	SWD	Orange	143.6 below	+4
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)	All	 Orange	31.6 points below standard	Decreased - 6.9 points	All	yellow	27.6 points below	+4
	EL	 Orange	63 points below standard	Decreased - 13.4 points	EL	yellow	59 points below	+4
	Hisp	 Orange	51.6 points below standard	Decreased - 12.5 points	Hisp	yellow	47.6 points below	+4
	AA	 Grey	68.7 points below standard	Increased +5.2 points	AA	No performace level	64.7 points below	+4
	SED	 Orange	32.6 points below standard	Decreased - 7.2 points	SED	yellow	28.6 points below	+4
	SWD				SWD	Orange	151.4 points below	+4

Metric/Indicator	Baseline	Expected Outcome																
	<table border="1"> <tr> <td data-bbox="558 165 726 246">SWD</td> <td data-bbox="730 165 877 246">  Red </td> <td data-bbox="882 165 1050 246">155.4 points below standard</td> <td data-bbox="1054 165 1201 246">Decreased Significantly -35.4 points</td> </tr> </table>	SWD	 Red	155.4 points below standard	Decreased Significantly -35.4 points													
SWD	 Red	155.4 points below standard	Decreased Significantly -35.4 points															
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- 34.% met or exceeded standards in initial reporting of the CAST test 50 % of standards nearly met 16. % standard not met	California Science Test - Percent of Students Who Meet or Exceed Standard 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)	<table border="1"> <thead> <tr> <th data-bbox="558 581 726 646"></th> <th data-bbox="730 581 877 646">Color</th> <th data-bbox="882 581 1050 646">DFS/Percentage</th> <th data-bbox="1054 581 1201 646">Change</th> </tr> </thead> <tbody> <tr> <td data-bbox="558 646 726 734">English Learner Progress Indicator</td> <td data-bbox="730 646 877 734">  Green </td> <td data-bbox="882 646 1050 734">52%</td> <td data-bbox="1054 646 1201 734"></td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Green	52%		<table border="1"> <thead> <tr> <th data-bbox="1230 581 1432 646"></th> <th data-bbox="1436 581 1604 646">Color</th> <th data-bbox="1608 581 1818 646">DFS/Percentage</th> <th data-bbox="1822 581 1999 646">Change</th> </tr> </thead> <tbody> <tr> <td data-bbox="1230 646 1432 734">English Learner Progress Indicator</td> <td data-bbox="1436 646 1604 734">Green</td> <td data-bbox="1608 646 1818 734">55 points above standard</td> <td data-bbox="1822 646 1999 734">+3</td> </tr> </tbody> </table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	55 points above standard	+3
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	 Green	52%																
	Color	DFS/Percentage	Change															
English Learner Progress Indicator	Green	55 points above standard	+3															
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 7.7%	English Learner Re designated Fluent English Proficient (RFEP) Reclassification Rate 11.7%																
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																

Metric/Indicator	Baseline	Expected Outcome
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 enhance the academic infrastructure of our classrooms through best instructional strategies- curriculum and strategies for tier 1 so that we achieve a more robust educational environment for all students as measured by STAR assessments for student growth.

Students to be Served by this Strategy/Activity

- English Learner
- All
- Specific Student Groups:
SWD, African American, Homeless, Two or More Races,

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	14139
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 materials- 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

24882

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

Teachers at Katherine Finchy Elementary School engage in collaboration throughout the school year, then they will have opportunities to work in various groups to leverage site expertise and employ PLC practices. This approach will be tailored based on data and specific needs, such as SSTs, grade-level data analysis, IEP collaboration, ELA and Math implementation, a tiered system of behavior support, NGSS and Social Studies, and ELD planning. We will improve the instructional effectiveness and meet diverse student needs as measured by the STAR Assessment data analysis. Thereby achieving a more dynamic and responsive educational environment with a focus on the SWD, AA, Homeless, ELL, and Two or more races student groups

Students to be Served by this Strategy/Activity

- English Learner
- Foster Youth
- Low Income
- Students with Disabilities
- All
- Specific Student Groups:
SWD, African American, Homeless, Two or More Races,

Timeline

07-01-2024
06-30-2025

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	5000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra duty for collaboration
Amount	1003
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for extra duty collaboration
Amount	4000
Source	Title I
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	extra duty for collaboration
Amount	850
Source	Title I

Budget Reference

3000-3999: Employee Benefits

Description

Benefits for extra duty collaboration

Strategy/Activity 3

Differentiated instruction will be provided for small group settings during Designated ELD, Math, and ELA to improve language acquisition as measured by the ELPAC, Math achievement as measured by the STAR assessment, and ELA as measured by the STAR reading and CBM assessments.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities
- Specific Student Groups:
SWD, African American, Homeless, Two or More Races,

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

principal, classroom teachers, bilingual aides

Proposed Expenditures for this Strategy/Activity**Amount**

23351

Source

LCFF

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Paraprofessional - Bilingual salaries, benefit PC 1 position @ 5.75

Amount

9413

Source

LCFF

Budget Reference

3000-3999: Employee Benefits

Description	Bilingual aides benefits
Amount	30902
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional - Bilingual salaries 1 @ 7 hour
Amount	30437
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual aide benefits

Strategy/Activity 4

Katherine Finchy Elementary School invests in additional materials and supplies to bolster the academic infrastructure of the school and classrooms for intervention supports in Math and ELA , with academic student growth as measured by the ELPAC, Math achievement as measured by the STAR assessment, and ELA as measured by the STAR reading and CBM assessments.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
SWD, African American, two or more races, homeless,

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	18750
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Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	This includes essential hardware and online programs to enhance the curriculum for best first instruction and tier 2 interventions. This acquisition will also support the extension of the school day for targeted intervention and enrichment activities. By securing a range of supplies—from headphones, classroom manipulatives, and leveled readers to science materials, technology devices like laptops and printers, and other instructional resources—we aim to enrich the learning environment, thereby achieving more effective and diverse educational opportunities for all students. 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, and 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	3027
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	This includes essential hardware and online programs to enhance the curriculum for intervention support by securing a range of supplies— for example, classroom manipulatives, leveled readers, and paper for interventions. Software may include AR, Freckle, MyOn, and other academic programs, along with classroom supplies needed to supplement tier 1 and tier 2 for needed intervention in core instruction in ELA, guided reading, and math instruction.

Strategy/Activity 5

Enhance student achievement through comprehensive professional development for administration and teachers, ensuring all staff have the necessary skills and knowledge to provide high-quality instruction and support. Identifying professional development needs and enhancing staff efficacy through targeted conferences and training sessions, Katherine Finchy Elementary School aims to improve instructional quality and student outcomes. This approach will result in a more effective and empowered teaching workforce capable of fostering student achievement in alignment with the school's vision and mission. This will be measured by tracking the number of staff participating in each professional development activity from the professional developments provided during the school year; Classroom observations, Student performance data, and staff feedback surveys after the professional developments.

Students to be Served by this Strategy/Activity

- English Learner
- Students with Disabilities
- All
- Specific Student Groups:
SWD, African American, Homeless, Two or More Races,

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Administrator, TOSA, and Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
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. These professional development opportunities will cover a diverse range of areas including, but not limited to, consulting, RCOE PD opportunities, Science, Math, Leadership, Science of Reading (SOR), Writing, Positive Behavioral Interventions and Supports (PBIS), and Universal Design for Learning (UDL). By doing so, we aim to equip our staff with the necessary skills and knowledge to improve instructional quality and student outcomes, thereby achieving a more effective and empowered teaching workforce.

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: 23-24 67 total responses increase of 27

Baseline data from 23-24 Family School Connectedness via Panorama Family Climate Survey: (ALL) 95% responded favorably increase 22; English Learner (EL) 98 % responded favorably; Hispanic (Hisp) 96% responded favorably; African American (AA) 83% responded favorably

Baseline data from 23-24 Climate of Support for Academic Learning via Panorama Family Climate Survey: All Students (ALL) 96% responded favorably increase of 13; English Learner (EL) 100 % responded favorably; Hispanic (Hisp) 96% responded favorably; African American (AA) 80% responded favorably

Based on the above data we can see a need to continue 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- 67 total responses EL 15 total responses EO 52 total responses SWD of the 52 responses 15 total responses from SWD families Student info: AA 5 total responses Hispanic 27 total responses White 22 total responses Other 13 total responses	Parent Participation in Stakeholder Input Processes - Increase family responses to 100 increase of 33 total from the 2023-2024 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) 95% responded favorably English Learner (EL) 98 % responded favorably Hispanic (Hisp) 96% responded favorably African American (AA) 83% responded favorably	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 97% responded favorably English Learner (EL) 99% responded favorably Hispanic (Hisp) 97% responded favorably African American (AA) 85% 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) 96% responded favorably English Learner (EL) 100 % responded favorably Hispanic (Hisp) 96% responded favorably African American (AA) 80% responded favorably	The climate of Support for Academic Learning 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) 83% 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- 90%+	Number of Attendees Attending 1 or more school/parent center sponsored events at site- Parent teacher conferences- 93%+

Planned Strategies/Activities

Strategy/Activity 1

Katherine Finchy Elementary School will organize a variety of family nights throughout the school year, then we can strengthen the culture and climate of our campus. These events will serve dual purposes: supporting parents with strategies to aid their children's education and hosting family nights focused on academic intervention and enrichment. Additionally, these gatherings will promote positive attendance and aim to reduce chronic absenteeism. By implementing this approach, we strive to foster a more engaged and supportive community, thereby enhancing both academic and social outcomes for our students as measured by the attendance of parents and students at each event from the sign-in sheets, Parent panorama survey data, and the school needs assessment survey.

Students to be Served by this Strategy/Activity

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

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	1926
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 positive attendance and decreasing chronic absenteeism. May include light snacks and water for families.

Strategy/Activity 2

Parent-Teacher Communication
Katherine Finchy Elementary School will invite parents to participate in conferences with teachers twice per school year; then we can enhance home-to-school communication efforts led by both administration and classroom teachers. A special focus will be placed on reaching out to parents when students are absent, exploring how the school can provide support to improve attendance. Additionally, we will prioritize clear and timely communication regarding student behaviors,

involving parents early to collaboratively develop strategies aimed at reducing suspensions. By taking these steps, we aim to foster a stronger partnership with parents, thereby supporting our students' educational and behavioral success. This is measured by our Panorama parent survey information, the school needs assessment survey, and attendance rates for parent-teacher conferences.

Students to be Served by this Strategy/Activity

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

Timeline

07-01-2024
06-30-2025

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. As measured by the monthly, trimester, and yearly attendance rates and the monthly awards information sheets.

Students to be Served by this Strategy/Activity

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

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Enhancing our students' English Language development as measured by the ELPAC and STAR assessments data or math and ELA and providing language support to students and families. We aim to foster greater parent collaboration and communication with teachers. Through these efforts, we strive to create a more inclusive and supportive educational environment for all students and their families.

Students to be Served by this Strategy/Activity

- English Learner
- Low Income
- Students with Disabilities

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Admin, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra duty for classified Bilingual aides- This support could range from providing translation services during parent meetings to extending duties for working with students outside of the regular schedules of bilingual aides. Additionally, by ensuring that all parent meetings and conferences occurring outside of bilingual classified staff working hours are translated.

Amount	225
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Classified benefits for extra duty

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 3rd, 2024 suspension rate is 0.6%- African American 4.8%, two or More races- 0%; SPED- 1.8%; Non Sped 0%;
2. Chronic Absentee rates as of May 3rd, 2024- All students 32.8%; African American 38.1%; Two or more races- 38.9%; SWD- 45.5% Chronic Absentee will be 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 57% favorable. Physical contact and students being mean 44 % favorable and spreading rumors 51% favorable were the biggest concerns for our students with feeling safe at school was at 67%. 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 down 1% to 67 % favorable; Self-management down 1% to 65 % favorable; Social Awareness up 2 to 65% favorable; Grit up 3 to 64 % favorable; Self Efficacy 2% to 59% 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) 89.3% FOR 2022-2023
Hisp 92.38%
AA 87.3%
EL 89.9%
SWD 87.6%
Two or More 90.7%

Current attendance Rates- as of May 3rd 2024
All Students (ALL) 91.4%
Hisp 91.1%
AA 91.5%
EL 93.6%
SWD 85.46%
Two or More 91.4%

Student Attendance Rates
All Students (ALL) - 94%
Hisp 93%
AA 93%
EL 94%
SWD 89%

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	Red	35.6% Chronically Absent	Increased Significantly 7.6
EL	Red	28.3% Chronically Absent	Increased 0.6
Hisp	Red	35.8% Chronically Absent	Increased Significantly 7.3
AA	Red	53.8% Chronically Absent	Increased 4.8
SED	Red	35.6% Chronically Absent	Increased Significantly 7.4
SWD	Red	54.9% Chronically Absent	Increased 14.3

St. Group	Color	DFS/Percentage	Change
All	orange	32.6%	Decreased 3%
EL	orange	25%	Decreased 3.3%
Hisp	orange	35%	Decreased 0.8%
AA	orange	45%	Decreased 8.8%
SED	orange	33.6%	Decreased 2%
SWD	orange	52%	Decreased 2.9%

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	Green	1.7% suspended at least one day	Declined Significantly -1.6
EL	Green	0.9% suspended at least one day	Declined - 2.3

St. Group	Color	DFS/Percentage	Change
All	blue	1.0%	Declined 1.7
EL	blue	.5%	Declined 0.4
Hisp	blue	.5%	Declined 1.2

Metric/Indicator

Baseline

Expected Outcome

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Hisp	Green	1.7% suspended at least one day	Declined Significantly -1.1
AA	Yellow	5.6% suspended at least one day	Declined - 10.8
SED	Green	1.8% suspended at least one day	Declined Significantly -1.5
SWD	Yellow	1.9% suspended at least one day	Maintained 0

AA	green	3%	Declined 2.6
SED	green	1%	Declined 0.8
SWD	Yellow	1.9%	Maintained 0

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- 210 responses
 All Students (ALL) 74 % responded Favorably + 2
 English Learner (EL) 80 % responded Favorably +6
 Hispanic (Hisp) 74% responded Favorably +1
 African American (AA) 76% responded Favorably +12
 SWD: 66% -6

Panorama Survey - School Connectedness
 All students: 77% responded Favorably
 EL: 83% responded Favorably
 AA: 79% responded Favorably
 Hisp: 77% responded Favorably
 SWD: 69% responded Favorably

Panorama Survey – School Safety
 All Students (ALL)
 English Learner (EL)
 Hispanic (Hisp)
 African American (AA)

Panorama Survey - School Safety 210 responses
 All Students (ALL) 57% responded Favorably +1
 English Learner (EL) 52% responded Favorably -4
 Hispanic (Hisp) 56% responded Favorably +1
 African American (AA) 54% responded Favorably +3
 SWD: 38% responded Favorably -14

Panorama Survey – School Safety
 All Students (ALL) 61% responded Favorably
 English Learner (EL) 56% responded Favorably
 Hispanic (Hisp) 60% responded Favorably
 African American (AA) 58% responded Favorably
 SWD: 44% responded Favorably

Williams Facilities Inspection Results

Williams Facilities Inspection Results - Met

Williams Facilities Inspection Results - met

Planned Strategies/Activities

Strategy/Activity 1

Enhance the multi-tiered behavioral support system to more effectively address and improve student behaviors, creating a healthier and safer learning environment with a focus on Tier 1: School-Wide Systems, Tier 2: Targeted Interventions, and Tier 3: Intensive Interventions. This will be measured by meetings held every six weeks to review behavioral data and interventions for continuous improvement and growth, as well as Panorama Survey data, behavior incident reports, and data tracking.

Students to be Served by this Strategy/Activity

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

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal, teachers, school counselor, PBIS team, MTSS team, Classified staff

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	incentives for positive behaviors
Amount	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	PBIS Positive rewards program- online program to support the multi tiered system of supports at KFES

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	PBIS meetings to analyze data and build capacity along with Tier II monthly meetings to address students needing additional behavioral support
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Provide students with Common Sense Media lessons to educate them about appropriate social networking in the digital age

Strategy/Activity 2

Implement a comprehensive character education program to foster a healthy and safe learning environment by promoting positive character traits and ethical behavior among students. Katherine Finchy Elementary School aims to foster a healthy and safe learning environment by implementing a comprehensive character education program. This program will promote positive character traits and ethical behavior among students, ensuring they receive the support they need to succeed academically and socially. This will be measured by the student panorama survey data, behavioral incident reports, and the parent and teacher panorama surveys.

Students to be Served by this Strategy/Activity

<input checked="" type="checkbox"/>	All
<input checked="" type="checkbox"/>	Specific Student Groups: African American, Homeless, two or more races, SWD

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Admin, teachers, school counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Character Counts program will be the focus of building character traits in students. Katherine Finchy will work with the Harper for Kids program- Pyramid of success- to target school connectedness and promote school safety- areas of growth from the Panorama Survey data
Amount	0
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	The Panorama Survey playbook will be used to develop ideas for building SEL in the students. It will also utilize a social Emotional curriculum TK-5, which will allow students to learn and understand topics such as empathy and conflict resolution.- 2nd step/ Inner explorer along with The Panorama Playbook; Panorama playbook for build SEL with School Counselor along with district funded programs

Strategy/Activity 3

By extending the hours of current supervision aides, Katherine Finchy Elementary School aims to enhance the monitoring of students on the playground. This increased supervision will lead to fewer disruptions and a safer play environment. Furthermore, by ensuring adequate supervision during morning and lunch periods, we aim to protect the safety and welfare of all students. Through these efforts, Katherine Finchy is committed to creating a secure and orderly environment conducive to healthy, active play. This will be measured by tracking the number of incident reports, Panorama student and teacher survey data, and supervision meetings held throughout the year for input and data analysis.

Students to be Served by this Strategy/Activity

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

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Admin, teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	24477
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Katherine Finchy Elementary School will extend the hours of current supervision aides to enhance the monitoring of students on the playground. This increased supervision will lead to fewer disruptions and a safer play environment. Furthermore, by ensuring adequate supervision during morning and lunch periods, we aim to protect the safety and welfare of all students. Through these efforts, Katherine Finchy is committed to creating a secure and orderly environment conducive to healthy, active play. Salary for supervision aides
Amount	6852
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits for supervision aides
Amount	750
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty for supervision aides and benefits

Strategy/Activity 4

By continuing to monitor student attendance daily and recognizing and valuing success and improvement through monthly attendance recognitions and incentives, Katherine Finchy Elementary School aims to enhance overall student attendance. Maintaining consistent school-to-home communications, including scheduled SART and SARB meetings, will further support this goal. Through these measures, we strive to foster a culture of regular attendance, contributing to our student's academic success and well-being in alignment with the school's vision and mission. This will be measured by monthly attendance rates and attendance data, recognition of improved attendance from the attendance data, Panorama survey data, and SART/ SARB data. This will be a focus for the targeted student groups of: African American, Homeless, two or more races, and SWD.

Students to be Served by this Strategy/Activity

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

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Admin, attendance clerk, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Student attendance: Katherine Finchy Elementary School will continue to monitor student attendance daily; then, we can recognize and value success and improvement through monthly attendance recognitions and incentives. These will include drawings for achievement, assemblies, presentations, and classroom spirit and attendance opportunities. Additionally, we aim to enhance overall student attendance by maintaining consistent school-to-home communications, including scheduled SART and SARB meetings. Through these measures, we strive to foster a culture of regular attendance, contributing to our students' academic success and well-being. Student incentives and rewards to promote positive student attendance at school

Strategy/Activity 5

By providing additional academic and social-emotional support through a 7-hour Paraprofessional - Behavior position, Katherine Finchy Elementary School aims to enhance the social-emotional curriculum, offer individualized and group support, and provide in-class behavior assistance. This approach ensures students do not miss instruction due to behavioral issues and promotes positive relationships and consistent classroom engagement. Through these efforts, we strive to create a supportive learning environment that facilitates both academic and personal growth for our students, in alignment with the school's vision and mission. This will be monitored by tracking target student data and incident reports, Student attendance rates, feedback-panorama survey data, student behavior data analysis, and student feedback surveys.

Students to be Served by this Strategy/Activity

- All
- Specific Student Groups:
African American Students, Homeless, SWD, ELL

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Administration- attendance clerk, KFES teachers, behavior para position, School counselor, School Psychologist

Proposed Expenditures for this Strategy/Activity

Amount	29817
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Katherine Finchy Elementary School will provide additional academic and social-emotional support through a 7-hour Paraprofessional - Behavior position then this individual will continue to enhance our social-emotional curriculum by offering both individual and group support, as well as in-class behavior assistance. This approach ensures that students do not miss instruction due to behavioral issues. Additionally, we aim to maintain consistent classroom attendance and engagement by working preemptively with students to prevent disruptive behaviors and promote positive relationships. Through these efforts, we strive to create a supportive learning environment that facilitates both academic and personal growth for our students. 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	29595
Source	LCFF
Budget Reference	3000-3999: Employee Benefits
Description	Benefits - Paraprofessional - Behavior (salary and extra duty)

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, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Provide a dedicated Reading Intervention Teacher, an instructional aide, and intervention instructional materials to support student skill development in reading across grades TK-2 funded via the Learning Recovery Emergency Block Grant	205,062	None Specified
Technology Teacher on Assignment (TOSA)	July 1, 2024 - June 30, 2025	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, 2024 - June 30, 2025	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,851	LCFF

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development				
Conscious Education Professional Development	July 1, 2024 - June 30, 2025	Training, substitutes and accompanying books and materials	3,703	Title I
Youth Mental Health First Aid Training	July 1, 2024 - June 30, 2025	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	\$100,024
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$281,896.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	98,098	0.00
Title I Part A: Parent Involvement	1,926	0.00
LCFF	181,872	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	\$98,098.00
Title I Part A: Parent Involvement	\$1,926.00

Subtotal of additional federal funds included for this school: \$100,024.00

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 (\$)
LCFF	\$181,872.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$181,872.00

Total of federal, state, and/or local funds for this school: \$281,896.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	181,872.00
None Specified	0.00
Title I	98,098.00
Title I Part A: Parent Involvement	1,926.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,000.00
2000-2999: Classified Personnel Salaries	110,797.00
3000-3999: Employee Benefits	78,375.00
4000-4999: Books And Supplies	67,724.00
5000-5999: Services And Other Operating Expenditures	5,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	12,000.00
2000-2999: Classified Personnel Salaries	LCFF	79,895.00
3000-3999: Employee Benefits	LCFF	47,088.00
4000-4999: Books And Supplies	LCFF	37,889.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I	30,902.00
3000-3999: Employee Benefits	Title I	31,287.00
4000-4999: Books And Supplies	Title I	27,909.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,926.00

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				
Michelle Fiore		X			
Kristen Goerzen				X	
Diana Brice				X	
Bonni Keane		X			
Chauncey Thompson				X	
Rebecca Taylor		X			
Lizette Cassanova				X	
Angela Cawley			X		
Melissa Sanchez				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

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 10-29-24.

Attested:



Principal, Matthew Hammond on 10-29-24



SSC Chairperson, Angela Cawley SSC President on 10-29-24

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). The teachers 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) <i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	What is not working and why? (Ineffective indicators) <i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
Katherine Finchy Elementary School will enhance the academic infrastructure of our classrooms through best instructional strategies-curriculum and strategies for tier 1 so that we achieve a more robust educational environment for all students as measured by STAR assessments for student growth.			
Teachers at Katherine Finchy Elementary School engage in collaboration throughout the school year, then they will have opportunities to work in various groups to leverage site expertise and employ PLC practices. This approach will be tailored based on data and specific needs, such as SSTs, grade-level data analysis, IEP collaboration, ELA and Math implementation, a tiered system of behavior support, NGSS and Social Studies, and ELD planning. We will improve the instructional effectiveness and meet diverse student needs as measured by the STAR Assessment data analysis. Thereby achieving a more dynamic and responsive educational environment with a focus on the SWD, AA, Homeless, ELL, and Two or more races student groups			
Differentiated instruction will be provided for small group settings during Designated ELD, Math, and ELA to improve language acquisition as measured by the ELPAC, Math			

achievement as measured by the STAR assessment, and ELA as measured by the STAR reading and CBM assessments.			
Katherine Finchy Elementary School invests in additional materials and supplies to bolster the academic infrastructure of the school and classrooms for intervention supports in Math and ELA , with academic student growth as measured by the ELPAC, Math achievement as measured by the STAR assessment, and ELA as measured by the STAR reading and CBM assessments.			
Enhance student achievement through comprehensive professional development for administration and teachers, ensuring all staff have the necessary skills and knowledge to provide high-quality instruction and support. Identifying professional development needs and enhancing staff efficacy through targeted conferences and training sessions, Katherine Finchy Elementary School aims to improve instructional quality and student outcomes. This approach will result in a more effective and empowered teaching workforce capable of fostering student achievement in alignment with the school's vision and mission. This will be measured by tracking the number of staff participating in each professional development activity from the professional developments provided during the school year; Classroom observations, Studnet performance data, and staff feedback surveys after the professional developments.			

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)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results <i>Continue or discontinue and why?</i>
---------------------------------------------	------------------------------------------------------------	------------------------------------------------------------------	---------------------------------------------------------------------------------------------------

	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	
<p>Katherine Finchy Elementary School will organize a variety of family nights throughout the school year, then we can strengthen the culture and climate of our campus. These events will serve dual purposes: supporting parents with strategies to aid their children's education and hosting family nights focused on academic intervention and enrichment. Additionally, these gatherings will promote positive attendance and aim to reduce chronic absenteeism. By implementing this approach, we strive to foster a more engaged and supportive community, thereby enhancing both academic and social outcomes for our students as measured by the attendance of parents and students at each event from the sign-in sheets, Parent panorama survey data, and the school needs assessment survey.</p>			
<p>Parent-Teacher Communication Katherine Finchy Elementary School will invite parents to participate in conferences with teachers twice per school year; then we can enhance home-to-school communication efforts led by both administration and classroom teachers. A special focus will be placed on reaching out to parents when students are absent, exploring how the school can provide support to improve attendance. Additionally, we will prioritize clear and timely communication regarding student behaviors, involving parents early to collaboratively develop strategies aimed at reducing suspensions. By taking these steps, we aim to foster a stronger partnership with parents, thereby supporting our students' educational and behavioral success. This is measured by our Panorama parent survey information, the school needs assessment survey, and attendance rates for parent-teacher conferences.</p>			
<p>Katherine Finchy will hold assemblies throughout the year to recognize students for their academic growth and improved</p>			

attendance. Other events throughout the year will be held as well to specifically target attendance based on trends. As measured by the monthly, trimester, and yearly attendance rates and the monthly awards information sheets.			
Enhancing our students' English Language development as measured by the ELPAC and STAR assessments data or math and ELA and providing language support to students and families. We aim to foster greater parent collaboration and communication with teachers. Through these efforts, we strive to create a more inclusive and supportive educational environment for all students and their families.			

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)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
	<i>Specific evidence/indicators of success/effectiveness in implementing this activity or strategy, including:</i>	<i>Specific evidence/indicators showing that this activity or strategy is not working, including:</i>	<i>Continue or discontinue and why?</i>
Enhance the multi-tiered behavioral support system to more effectively address and improve student behaviors, creating a healthier and safer learning environment with a focus on Tier 1: School-Wide Systems, Tier 2: Targeted Interventions, and Tier 3: Intensive Interventions. This will be measured by meetings held every six weeks to review behavioral data and interventions for continuous improvement and growth, as well as Panorama Survey data, behavior incident reports, and data tracking.			
Implement a comprehensive character education program to foster a healthy and safe learning environment by promoting positive character traits and ethical behavior among students. Katherine Finchy Elementary School aims to foster a healthy and safe learning environment by implementing a comprehensive character education program. This program will promote			

<p>positive character traits and ethical behavior among students, ensuring they receive the support they need to succeed academically and socially. This will be measured by the student panorama survey data, behavioral incident reports, and the parent and teacher panorama surveys.</p>			
<p>By extending the hours of current supervision aides, Katherine Finchy Elementary School aims to enhance the monitoring of students on the playground. This increased supervision will lead to fewer disruptions and a safer play environment. Furthermore, by ensuring adequate supervision during morning and lunch periods, we aim to protect the safety and welfare of all students. Through these efforts, Katherine Finchy is committed to creating a secure and orderly environment conducive to healthy, active play. This will be measured by tracking the number of incident reports, Panorama student and teacher survey data, and supervision meetings held throughout the year for input and data analysis.</p>			
<p>By continuing to monitor student attendance daily and recognizing and valuing success and improvement through monthly attendance recognitions and incentives, Katherine Finchy Elementary School aims to enhance overall student attendance. Maintaining consistent school-to-home communications, including scheduled SART and SARB meetings, will further support this goal. Through these measures, we strive to foster a culture of regular attendance, contributing to our student's academic success and well-being in alignment with the school's vision and mission. This will be measured by monthly attendance rates and attendance data, recognition of improved attendance from the attendance data, Panorama survey data, and SART/ SARB data. This will be a focus for the targeted student groups of: African American, Homeless, two or more races, and SWD.</p>			
<p>By providing additional academic and social-emotional support through a 7-hour Paraprofessional - Behavior position, Katherine Finchy</p>			

Elementary School aims to enhance the social-emotional curriculum, offer individualized and group support, and provide in-class behavior assistance. This approach ensures students do not miss instruction due to behavioral issues and promotes positive relationships and consistent classroom engagement. Through these efforts, we strive to create a supportive learning environment that facilitates both academic and personal growth for our students, in alignment with the school's vision and mission. This will be monitored by tracking target student data and incident reports, Student attendance rates, feedback-panorama survey data, student behavior data analysis, and student feedback surveys.

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64004 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65004, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64004(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:

- i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
- c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
- i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, its LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
- 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
- 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64004[a] as amended by Assembly Bill [AB] 716, effective January 1, 2049).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2049).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64004(a), both as amended by AB 716, effective January 1, 2049.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2049
