



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	07/01/2025 - 06/30/2026
Schoolsite Council (SSC) Approval Date	10-16-25
Local Board Approval Date	11-18-25

X This certifies that updates to my SPSA are completed

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
School Vision and Mission	4
School Profile.....	4
Purpose and Description.....	5
Educational Partner Involvement	5
Resource Inequities	7
Needs Assessment – Review of Performance.....	8
Reflections: Success	8
Reflections: Identified Need	11
School and Student Performance Data	14
Student Enrollment.....	14
Student Population	16
Overall Performance	18
English Language Arts	20
Mathematics	22
English Learner Progress.....	24
Chronic Absenteeism	25
Suspension Rate	27
Annual Review and Update	29
Goal 1 – Increased Academic Achievement	29
Goal 2 – Parent Engagement.....	39
Goal 3 – Safe and Healthy Learning Environment.....	44
Goals, Strategies, & Proposed Expenditures.....	53
Goal 1.....	53
Goal 2.....	64
Goal 3.....	70
Centralized Services for Planned Improvements in Student Performance	79
Budget Summary and Consolidation	81
Budget Summary	81
Allocations by Funding Source.....	81
Other Federal, State, and Local Funds	81
Expenditures by Funding Source	83
Expenditures by Budget Reference	84
Expenditures by Budget Reference and Funding Source	85
School Site Council Membership	86

Recommendations and Assurances87

Title I and LCFF Funded Program Evaluation88

Instructions.....95

 Instructions: Linked Table of Contents.....95

 Purpose and Description95

 Educational Partner Involvement96

 Resource Inequities96

Goals, Strategies, Expenditures, & Annual Review96

 Annual Review98

 Budget Summary98

 Appendix A: Plan Requirements100

 Appendix B:.....102

 Appendix C: Select State and Federal Programs104

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

Katherine Finchy Elementary School receives a portion of services that are centrally managed by the District. Some of these services include curriculum and instructional support, local testing services, data analysis training, collaboration training, intervention assistance, professional development, and early childhood education via Title I, Title II, Title III, and additional LCFF funds.

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
- Targeted groups include -Two or more races

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 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 Elementary 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.

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.

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, 2024. 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- Kristen Goerzen, Diana Brice, and Melissa Sanchez 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 Michelle Fiore, Bonni Keane, and Angela Cawley was elected for the certificated and classified positions

25-26 SSC Election Dates and Results: SSC Nomination letters were sent out on August 22nd, 2025, for the new positions to all of the parents due by August 29th, 2025. 4 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.12th, 2025. The voting took place from Sept. 3rd through the 12th. New parent reps for SSC were elected- Joshuah Ferrell and Nicholas Gurnon were elected by their peers to serve two years on the KFES SSC. The Staff voted from Sept. 12-Sept. 18th for the two spots on the staff- one certificated Evan Boomer and Classified- Patti Lewallen was elected for the certificated and classified positions

SSC Meeting Dates and times:

9-26-24- SSC training and overview for the 24-25 school year, SSC election of officers, School Compact Review
10-29-24- , Revision of old SPSA reviewed and approved for 24-25 school year. Reviewed the SPSA actions and current revisions of the budget allocations. Current revisions were discussed and approved.

2-4-25 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 24-25 SPSA input was collected

4-29-25 Continued evaluation of SPSA actions and services, approved revisions for the 2024-2025 SPSA and Budget
Winter assessment data was reviewed; ATSI presentation and data discussion with input from the SSC for the planning for the 25-26 school year and the ATSI student groups; input for the 25-26 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.

5-14-25- SPSA Draft reviewed and approved needs assessment was shared with info and was discussed by the SSC-
25-26 SPSA was adjusted to meet the needs of the ATSI student groups (Two or more races.) 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 25-26 school year. Data reviewed from the 24-25 school year; ATSi chronic absenteeism discussion- Final approval of 25-26 SPSA and data review-

25-26 SSC Meeting Dates and Times-

9-24-25 4:00-5:30 PM- annual School Site Council Training was held-

10-16-25- SSC election of officers, School Compact Review and the Revision of 25-26 SPSA reviewed and approved for 25-26 school year. Reviewed the SPSA actions and current revisions of the budget allocations. Current revisions were discussed and approved.

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 2024-2025 School year.

ELAC Meeting dates and times:

11-21-24 ELAC Training and PSUSD policy overview, review of Budget for 20-21 School Year/ ELAC ELPAC Awards recognition; review of ELAC training- Delac report, School needs assessment

12-10-24-review of ELAC training- Delac report, School needs assessment- a repeat of 11-21-23 meeting

2-11-25- LCAP input info, Panorama Survey info, ELPAC info discussion, review of ELL instructional programs for ELL students.

4-2-25- 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, and the school needs assessment review

25-26 ELAC:

Katherine Finchy Elementary School held its second annual English Learner Awards Night on September 30, 2025, from 5:30–6:30 p.m. This event also served as ELAC Meeting #1 for the 2025–2026 school year. Families in attendance

participated in the required ELAC training and completed the School Needs Assessment, which provides critical input for the development of the SPSA.

During the meeting, the floor was opened for ELAC committee nominations. While no parents committed during the meeting itself, four parents expressed potential interest in learning more about the committee's responsibilities. Site administration contacted these families by phone the following week, provided additional information, and secured permission to include their names on the official digital ballot distributed via ParentSquare.

The ballot was made available from October 3–9, 2025. Through this process, our English learner families successfully elected four parents to serve as ELAC members for a one-year term: Civet Gonzalez, Alma Hernandez, Maria Hernandez, and Jocelyn Gutierrez. In addition, Civet Gonzalez was elected to serve as the site's DELAC representative, with Maria Hernandez serving as the alternate.

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: 9-11-24, 10-3-24, 11-13-24, 1-22-25, 2-12-25, 3-20-25, 4-24-25, 5-14-25, 5-29-25,

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 1 seven-hour bilingual aide to support the targeted students at each grade level, 1st through 5th for ELA intervention
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- and all students.
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 23-24 our Students with Disabilities, ELL students, Socioeconomically Disadvantaged, and Hispanic students are still below the standard in ELA. Overall, campus-wide, our ELA scores were 28.5 points below standard. Resource inequities: SWD were 125.4 points below standard- with an increase of 22.2 from 22-23, ELL students were 64.2 points below standard with an increase of 7.9 from 22-23, Hispanic students were 50.7- declined 1.9 points below standard, our SED students were 32- decrease of 6 points from 22-23 points below standard, and our White students were 29.5 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 23-24 our Students with Disabilities, ELL students, and Hispanic students are still below the standard in Math. Overall, campus-wide, our math scores were 35.5 points below standard- a decline of 3.9 points from 22-23. Resource inequities: SWD were 128.3 points below standard- an increase of 27.2 points from 22-23, ELL students were 56 points below standard- increase of 7 points from 22-23, Hispanic students were 57.1 points below standard- decline of 5.5 points from 22-23, while our SED students were 38.2 points below standard- decline of 5.6 from 22-23, and our White students were 8.2 points above standard- decline of 5.1 points from 22-23.

According to our 23/24 ELPAC data, the following resource inequities exist when looking at overall summative scores: 30.9% of students decreased at least one ELPI level, while 29.1 % are making progress, and a decline of 22.9% from

22-23. RFEP students scored much higher in both ELA and Math than their Current ELL counterparts: The resources will be allocated to continue to close the achievement gap with our student groups.

ELA Indicator - Performance gaps reflected in the Fall 2024 Dashboard continue to be reflected in ELPI, Reading, and Math data.

Suspensions: We are closing the equity gap with our suspension rates from the 23-24 Dashboard- African American Students- 4.8% declined .8%, Homeless students- 1.9% declined 2.2%, two or more races- 0% declined 3%, SWD 1.8% maintained 0%, ELL 0.0% declined 0.9%, Hispanic 0% declined 1.7%, SD 0.9% declined 1%, White 2.2%% increased 2.2%

Another resource inequity is our chronic absenteeism rate. According to the 2023-2024 dashboard, the overall rate is 28.2% for all students, representing a decline of 7.4%. SWD was 39.6% chronically absent- decline of 15.3%, ELL students were 16.5% Chronically absent- decline of 11.8%, African American students were 36.6% chronically absent- decline of 17.3%, Hispanics were 28.3% chronically absent- decline of 7.5%, Homeless were 37.5 %chronically absent- decline of 12.5%, White were 24.1% chronically absent- decline of 7.9%. Two or more races 38.7% chronically absent- increase of 2.3% from 22-23. Currently, we are at the following, which shows that we are closing the gap: overall, 28.5% are chronically absent for all students. SWD was 39.1% chronically absent, ELL students were 13.5% chronically absent, African American students were 43.8% chronically absent, Hispanics were 27.4% chronically absent, and Whites were 29.1% chronically absent. Two or more races 30.4%,

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- Two or More Races- 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.

Reflections: Success

SBAC Data from CA Dashboard 2024 CAASPP Assessment: Academic successes

ELA:

All Students Overall: 29.75 points below standard; District average- -53.62 points below the standard

Student groups-

All Students- 28.5 points below standard

EL- 64.2 points below standard; increase of 7.9

English only: 15.7 points above standard;

SWD: - 125.4 points below standard; increase of 22.2

Hispanic: 50.7 points below standard; maintained - 1.9

Homeless: No Performance level 55 points below standard

SED: 32 points below standard; decline 6

White- 29.5 points above standard; maintained -0.3

African American- no performance level 105.2 points below standard

two or more races- no performance standard- 22.6 above increase of 4.6

Math-

All Students Overall 35.5 points below standard; District Average -66.58 points below the standard

All Students 35.5 points below the standard

EL- 56 points below standard; increase of 7

Reclassified ELL; 9 points above standard;

English only: 31.8 points below standard;
SWD: 128.3 points below standard; increase of 27.2
Hispanic: 57.1 points below standard;
Homeless: No Performance level 48.4 points below standard
SED: 38.2 points below standard;
White- 8.2 points above standard;
2 or more- 13 points above standard- increase of 9.3
Other CAASPP data from the 23-24 school year:
CAST- 37.6 % of 5th graders scored proficient- the district average was 22.6%

Overall CAASPP results:

ELA: 41.3 % met or exceeded; 16.5% nearly met; 42.1% not met PSUSD average- 30.3% met or exceeded
Math: 36 % met or exceeded; 19.5% nearly met; 25.6% not met PSUSD average 24.6% met or exceeded

3rd Grade:

ELA- 51.2 % met or exceeded; 19.5% nearly met; 29.3% not met;
Math- 54.9% met or exceeded; 22.8 % nearly met; 35.4% not met;

4th Grade:

ELA- 32.9 % met or exceeded; 11.8 % nearly met; 55.3% not met;
Math- 23.7.3 % met or exceeded; 38.2 % nearly met; 38.2% not met;

5th Grade:

ELA- 39.3 % met or exceeded; 17.9 % nearly met; 42.9% not met;
Math- 28.6 % met or exceeded; 29.8 % nearly met; 41.7% not met;

ELPAC:

50% scored proficient
6.6 % level 4; 43.4 % level 3; 34.2 % level 2; 15.8 % level 1

Attendance: for 24-25 school year

Average daily attendance- 92.2% District average 92.2%

Chronic absentee rate: 28.5%, District average: 30.3 %. We have had a great decrease in our chronic absentee rates this year.

Suspension:

Suspension rate 0.8% District average 1.4%

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. We are seeing good growth in the following student groups: ELL, Two or more races, and SWD.

ELPI: Based on the most recent ELPAC data, 29.1% of our English Learner (EL) students made progress by growing at least one performance level, while 40% maintained their level and 30.9% decreased one level. While nearly a third of our EL students showed growth, the high percentage of students maintaining or declining highlights a need for more targeted language development support. Successes include the implementation of designated ELD time and consistent use of language development strategies in some classrooms. Katherine Finchy has restructured the designated ELD rotations for the students to better fit the needs of the ELL students.

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.

2024-2025: KFES has worked to address K-5 literacy utilizing interim assessment data and other data analysis to determine leveled groups and has implemented interventions 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, Lexia, and Freckle) 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 Grade. 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.

New data from 25-26:

STAR BOY assessment Data from August 2025:

Math- CAASPP State Performance indicators:

3rd grade- 19.4% level 4, 19.4 % level 3, 20.9% level 2, 40.3 % level 1= 38.8% at or above

4th grade- 19.4% level 4, 29.3 % level 3, 18.3% level 2, 35.4 % level 1= 46.4% at or above

5th Grade- 16.7% level 4, 10.3 % level 3, 17.9% level 2, 55.1 % level 1= 27.0% at or above

ELA- CAASPP State Performance indicators:

3rd grade- 19.4% level 4, 25.4 % level 3, 26.9% level 2, 28.4% level 1= 44.8% at or above

4th grade- 27.2% level 4, 12.3 % level 3, 21.0% level 2, 39.5 % level 1= 39.5% at or above

5th Grade- 16.7% level 4, 23.1% level 3, 23.1% level 2, 37.2 % level 1= 39.8% at or above

Early Literacy and ELA no CAASPP predictors -

Kindy- 50% level 4, 12 % level 3, 14% level 2, 20% level 1= 62% at or above

1st grade- 57% level 4, 13 % level 3, 12% level 2, 18% level 1= 70% at or above

2nd grade- 55% level 4, 17 % level 3, 12% level 2, 17% level 1= 72% at or above

3rd- 56% level 4, 15 % level 3, 15% level 2, 15% level 1= 71% at or above

4th grade- 44% level 4, 21 % level 3, 15% level 2, 21% level 1= 66% at or above

5th grade-- 65% level 4, 5 % level 3, 16% level 2, 14% level 1= 70% at or above

M- Class Dibels Screener BOY 25-26

Kindy- 27% above level, 17% at level, 19 % below level, 37% well below level; 44% at or above

1st grade- 23% above level, 21% at level, 20% below level, 36% well below level; 44% at or above

2nd Grade- 21% above level, 35% at level, 12 % below level, 32% well below level; 56% at or above

3rd Grade- 25% above level, 24% at level, 27 % below level, 34% well below level; 49% at or above

4th Grade- 11% above level, 46% at level, 18 % below level, 25% well below level; 57% at or above

5th Grade- 20% above level, 33% at level, 19 % below level, 28% well below level; 53% at or above

Attendance from 10-1-25

64.21 % satisfactory; 15.79% at risk; 12.84% moderate chronic; 7.16% severe chronic- Overall, currently at 20% chronic, last year at this time was 19.21%

Suspension rate currently at 0.418% last year was at 0.429%

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

Reflections: Identified Need

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

Katherine Finchy Elementary School will also continue to work and support the Chronic absenteeism rates of all of our students, as our absentee rate increased along with our chronically absent students. Chronic absenteeism has decreased since this past year- currently, as of May 2nd, at 28.5%, down from 34% at the same time last year- 148 students, down from 181 students are chronically absent- this is similar data for all groups of students: This is an area of continued need.

As of May 2nd, our current data shows that we are closing the gap, with the following results: overall, 28.5% of students are chronically absent. SWD was 39.1% chronically absent, ELL students were 16.5% chronically absent, African American students were 36.6% chronically absent, Hispanics were 28.3% chronically absent, White were 29.1% chronically absent. Two or more races 30.4%,

This will continue to be our focus for the ATSI for the following student groups for Chronic Absentee rates:, the two or more races student group. A continued focus on all students and all student groups will be continued.

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- 4.8% declined 0.8%, Homeless students- 1.9% declined 2.2%, two or more races- 0% declined 3%, SWD 1.8% maintained 0.1%, ELL 0.0% declined 0.9%, Hispanic 0% declined 1.7%, SED 0.9% declined 1%, White 2.2% increased 2.2%;

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.

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 for our Students with disabilities and African American students in academics- SWD scored in ELA -125.4 points below standard and for Math, they scored 128.3 points below the standard on the 23-24 CAASPP.

AA group scored in ELA -105.2 points below standard and for Math, they scored 91.8 points below the standard on the 23-24 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;
AA: no performance color- -105.2 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;
AA: no performance color- -91.8 points below standard

ELPI: Based on the most recent ELPAC data, 29.1% of our English Learner (EL) students made progress by growing at least one performance level, while 40% maintained their level and 30.9% decreased one level. While nearly a third of our EL students showed growth, the high percentage of students maintaining or declining highlights a need for more targeted language development support. Identified needs include increasing instructional consistency, expanding teacher training on integrated ELD strategies, and improving small group language supports.

Supporting actions: Provide professional development on integrated and designated ELD instruction, monitor ELD lesson implementation through coaching and walkthroughs, increase access to scaffolded academic vocabulary supports in core content areas, and use data to identify and target students needing intensified support.

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 2025 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 phonics screeners and STAR math assessments five times over the 25-26 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.

Summary:

Katherine Finchy Elementary School will continue to prioritize building a positive and supportive school climate through its "Finchy Family" approach, with a focus on academic and behavioral expectations, goal setting, and equity.

A key area of need is addressing chronic absenteeism, which has shown improvement (28.5% as of May 2025, down from 34%), but remains high, particularly among Students with Disabilities (39.1%), African American students (36.6%), and students identified as Two or More Races (30.4%). The school will continue targeted interventions, attendance incentives, and strengthen SART/SARB processes to support families and improve student attendance.

Suspension rates have declined across most groups, yet continued efforts in PBIS, Second Step, Inner Explorer, and Harper for Kids are needed to maintain progress and further reduce exclusionary discipline, especially among high-need student groups.

Academically, while overall ELA and Math performance has improved compared to district averages, Students with Disabilities and African American students continue to perform significantly below standard on the CAASPP. Targeted academic intervention and support, especially in math, is an emerging need, as current interventions are primarily focused on ELA. The school will shift to implement structured math intervention blocks and expand enrichment opportunities during the school day for all students. STAR assessments and ICA data will be used throughout the year to guide instruction and monitor student growth.

Social-emotional support will remain a priority with the continued roles of the full-time school counselor, behavior intervention staff, and Playworks recess coach. Academic recovery will also be addressed through district-funded roles, including a reading intervention teacher and academic coach, who will support data-driven instruction, intervention planning, and progress monitoring.

Overall, the school will maintain its commitment to closing achievement and equity gaps by focusing on attendance, behavior, academic intervention, and social-emotional supports—especially for Students with Disabilities, African American students, English Learners, and Homeless youth.

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 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
476	88.2%	17.6%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	17.6%
Foster Youth	5	1.1%
Homeless	45	9.5%
Socioeconomically Disadvantaged	420	88.2%
Students with Disabilities	85	17.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	8.4%
American Indian	1	0.2%
Asian	16	3.4%
Filipino	10	2.1%
Hispanic	300	63%
Two or More Races	24	5%
Pacific Islander	1	0.2%
White	84	17.6%

Conclusions based on this data:

- Nearly 90% of our students are considered socioeconomically disadvantaged. 17.6 % of our students are second language learners.

2. The students with disabilities and homeless group continues to increase in number. Teachers will have a defined list of students identified as homeless.
3. The Black/African American group has maintained a consistent enrollment size.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Graduation Rate	Suspension Rate  Green
Mathematics  Orange	Chronic Absenteeism  Yellow	
English Learner Progress  Red		
College/Career		

Conclusions based on this data:

1. Chronic Absenteeism continues to be an area of concern even though we have moved out of the red and into the yellow. The absenteeism rate of students identified as TOM is what drives the continued need of ATSI.
2. Improving the overall performance for all students in English Language Arts should be supported in the 2024/2025 plan.
3. Improving the overall performance for all students in Math growth should be supported in the 2024/2025 plan.

School and Student Performance Data

Academic Performance English Language Arts

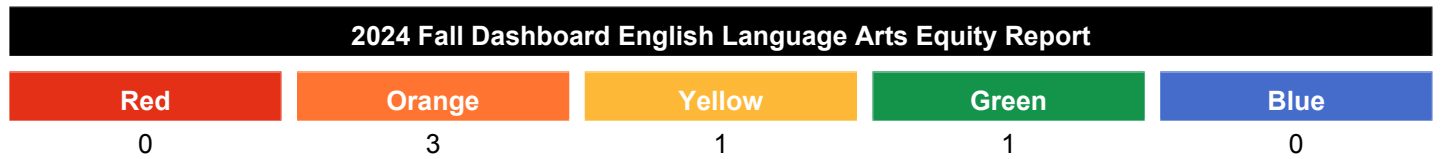
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 28.5 points below standard Declined 3.1 points 238 Students	English Learners  Yellow 64.2 points below standard Increased 7.9 points 49 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color 55.0 points below standard Increased 7.9 points 25 Students	Socioeconomically Disadvantaged  Orange 32.0 points below standard Declined 6.0 points 225 Students

Students with Disabilities  Orange 125.4 points below standard Increased 22.2 points 44 Students	African American  No Performance Color 105.2 points below standard Declined 26.0 points 20 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  Orange 50.7 points below standard Maintained 1.9 points 143 Students
Two or More Races  No Performance Color 22.6 points above standard Increased 4.6 points 12 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 29.5 points above standard Maintained 0.3 points 46 Students

Conclusions based on this data:

1. English learner students had a good increase in ELA
2. SWD also had a good increase in ELA scores
3. Overall all students declined 3.1 points this will be a focus for the 25-26 year

School and Student Performance Data

Academic Performance Mathematics

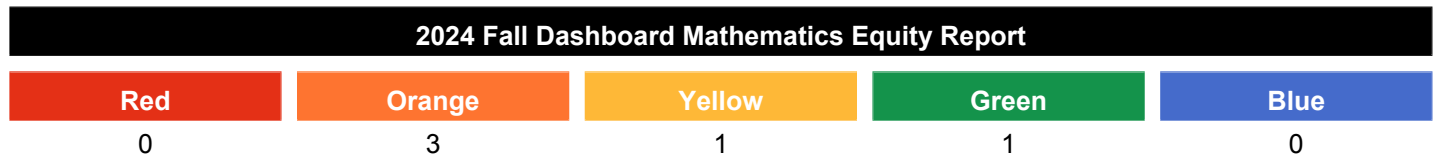
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 35.5 points below standard Declined 3.9 points 238 Students	English Learners  Yellow 56.0 points below standard Increased 7.0 points 50 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 2 Students	Homeless  No Performance Color 48.4 points below standard Increased 17.7 points 25 Students	Socioeconomically Disadvantaged  Orange 38.2 points below standard Declined 5.6 points 224 Students

Students with Disabilities  Orange 128.3 points below standard Increased 27.2 points 43 Students	African American  No Performance Color 91.8 points below standard Declined 23.1 points 20 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color Less than 11 Students 6 Students	Hispanic  Orange 57.1 points below standard Declined 5.5 points 143 Students
Two or More Races  No Performance Color 13.0 points above standard Increased 9.3 points 12 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 8.2 points above standard Declined 5.1 points 46 Students

Conclusions based on this data:

1. English learner students showed good growth with an increase of 7.0 points
2. SWD also had an increase of 27.2 points- still in the orange level
3. Homeless students had an increase of 17.7 but with no performance color.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
29.1% making progress.	making progress.
Number Students: 55 Students	Number Students: 0 Students

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.

2024 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
30.9%	40%	0%	29.1%

Conclusions based on this data:

- 40% of the students only maintained their distance from standard and did not increase in proficiency. This indicates a need to continue providing support in language acquisition and content acquisition.
- This data indicates that the overall Designated ELD and Integrated ELD support needs to be improved in order to increase the rate of language acquisition.
- 30.9% (21) of EL students decreased one ELPI level.. It is essential that we identify who these students are so we can make a plan for improvement.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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.

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 28.2% Chronically Absent Declined 7.4 503 Students	English Learners  Yellow 16.5% Chronically Absent Declined 11.8 91 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  Orange 37.5% Chronically Absent Declined 12.5 48 Students	Socioeconomically Disadvantaged  Yellow 30.3% Chronically Absent Declined 5.3 442 Students

Students with Disabilities  Orange 39.1% Chronically Absent Declined 15.3 106 Students	African American  Orange 36.6% Chronically Absent Declined 17.3 41 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  No Performance Color 12.5% Chronically Absent Increased 6.3 16 Students	Filipino  No Performance Color 9.1% Chronically Absent Declined 6.3 11 Students	Hispanic  Yellow 28.3% Chronically Absent Declined 7.5 311 Students
Two or More Races  Red 38.7% Chronically Absent Increased 2.3 31 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 24.1% Chronically Absent Declined 7.9 87 Students

Conclusions based on this data:

1. African American students had the greatest decline in chronic absenteeism with 17.3%
2. Two or more races was the only group that increased Chronic Absentee- 2.3 %-
3. All other groups of students showed a decline in chronic absentee rates.

School and Student Performance Data

Conditions & Climate Suspension Rate

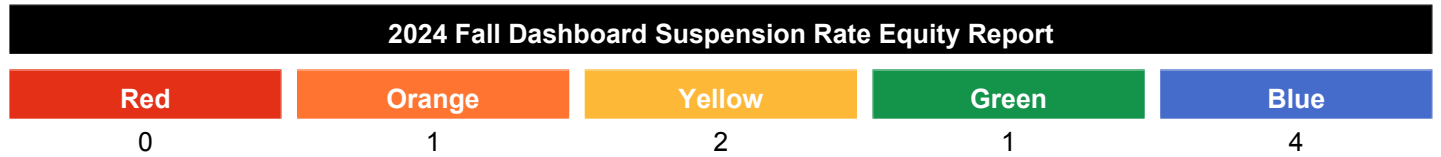
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.8% suspended at least one day Declined 0.9% 522 Students	English Learners  Blue 0% suspended at least one day Declined 0.9% 93 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  Green 1.9% suspended at least one day Declined 2.2% 52 Students	Socioeconomically Disadvantaged  Blue 0.9% suspended at least one day Declined 1% 459 Students

Students with Disabilities  Yellow 1.8% suspended at least one day Maintained 0.1% 109 Students	African American  Yellow 4.8% suspended at least one day Declined 0.8% 42 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 16 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Hispanic  Blue 0% suspended at least one day Declined 1.7% 324 Students
Two or More Races  Blue 0% suspended at least one day Declined 3% 33 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 2.2% suspended at least one day Increased 2.2% 89 Students

Conclusions based on this data:

1. White students were the only group to increase in suspension percentage.
2. Three categories are in the blue - English Learners, two or more races, and SED students.

Annual Review and Update

SPSA Year Reviewed: 2024-25

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). 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).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes				Actual Outcomes			
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD))	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	yellow	21.4 points below	+4	All	 Orange	28.5 points below standard	Declined 3.1 points
	EL	yellow	68.2 points below	+4	EL	 Yellow	64.2 points below standard	Increased 7.9 points
	Hisp	yellow	44.7 points below	+4	Hisp	 Orange	50.7 points below standard	Maintained 1.9 points
	AA	No performance level	75.2 points below	+4	AA	 No Performance Color	105.2 points below standard	Declined 26.0 points
	SED	yellow	22 points below	+4	SED	 Orange	32.0 points below standard	Declined 6.0 points
	SWD	Orange	143.6 below	+4	SWD	 Orange	125.4 points below standard	Increased 22.2 points
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	St. Group	Color	DFS/Percentage	Change	St. Group	Color	DFS/Percentage	Change
	All	yellow	27.6 points below	+4	All	 Orange	35.5 points below standard	Declined 3.9 points
	EL	yellow	59 points below	+4	EL	 Yellow	56.0 points below standard	Increased 7.0 points
	Hisp	yellow	47.6 points below	+4	Hisp	 Orange	57.1 points below standard	Declined 5.5 points

Metric/Indicator	Expected Outcomes				Actual Outcomes																															
	<table><tr><td>AA</td><td>No performace level</td><td>64.7 points below</td><td>+4</td></tr><tr><td>SED</td><td>yellow</td><td>28.6 points below</td><td>+4</td></tr><tr><td>SWD</td><td>Orange</td><td>151.4 points below</td><td>+4</td></tr></table>				AA	No performace level	64.7 points below	+4	SED	yellow	28.6 points below	+4	SWD	Orange	151.4 points below	+4	<table><tr><td></td><td>Orange</td><td></td><td></td></tr><tr><td>AA</td><td> No Performance Color</td><td>91.8 points below standard</td><td>Declined 23.1 points</td></tr><tr><td>SED</td><td> Orange</td><td>38.2 points below standard</td><td>Declined 5.6 points</td></tr><tr><td>SWD</td><td> Orange</td><td>128.3 points below standard</td><td>Increased 27.2 points</td></tr></table>					Orange			AA	 No Performance Color	91.8 points below standard	Declined 23.1 points	SED	 Orange	38.2 points below standard	Declined 5.6 points	SWD	 Orange	128.3 points below standard	Increased 27.2 points
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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				California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5:KFES 5th graders- 37.6.% met or exceeded standards in initial reporting of the CAST test 38.8 % of standards nearly met 23.5. % standard not met																															
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td>Green</td><td>55 points above standard</td><td>+3</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	Green	55 points above standard	+3	<table><tr><td></td><td>Color</td><td>DFS/Percentage</td><td>Change</td></tr><tr><td>English Learner Progress Indicator</td><td> Red</td><td>29.1%</td><td>1 22.9</td></tr></table>					Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	29.1%	1 22.9												
	Color	DFS/Percentage	Change																																	
English Learner Progress Indicator	Green	55 points above standard	+3																																	
	Color	DFS/Percentage	Change																																	
English Learner Progress Indicator	 Red	29.1%	1 22.9																																	
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Re designated Fluent English Proficient (RFEP) Reclassification Rate 11.7%				English Learner Re designated Fluent English Proficient (RFEP) Reclassification Rate 7.6%																															
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 Socioeconomically Disadvantaged (SED) : 46% met exceeded; 54% 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) 51.2% Met or Exceeded; 48.8% Nearly Met/Not Met English Learners (EL) 20% Met/ Exceeded; 80% Nearly met/ not met Hispanic (Hisp) 36.6% Met or Exceeded; 63.4.% 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																															

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Students with Disabilities (SWD) 24.43% met exceeded; 75.57% nearly met/ not met	Students with Disabilities (SWD) 10% met exceeded; 90% 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 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.	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.	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 11315
		4000-4999: Books And Supplies LCFF 14139	
		Classroom materials to support Best First Instruction with	4000-4999: Books And Supplies

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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 24882	Title I 29344
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	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	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries LCFF 7000	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries LCFF 6430
		extra duty for collaboration 1000-1999: Certificated Personnel Salaries LCFF 5000	extra duty for collaboration 1000-1999: Certificated Personnel Salaries LCFF 5250
		Benefits for extra duty collaboration 3000-3999: Employee Benefits LCFF 1003	Benefits for extra duty collaboration 3000-3999: Employee Benefits LCFF 1075
		Substitute coverage for Professional development and collaboration	Substitute coverage for Professional development and collaboration

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		1000-1999: Certificated Personnel Salaries Title I 5904	1000-1999: Certificated Personnel Salaries Title I 4890
		extra duty for collaboration 1000-1999: Certificated Personnel Salaries Title I 4000	extra duty for collaboration 0001-0999: Unrestricted: Locally Defined Title I 3400
		Benefits for extra duty collaboration 3000-3999: Employee Benefits Title I 850	Benefits for extra duty collaboration 3000-3999: Employee Benefits Title I 689
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.	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.	Paraprofessional - Bilingual salaries, benefit PC 1 position @ 5.75 2000-2999: Classified Personnel Salaries LCFF 23351	Paraprofessional - Bilingual salaries, benefit PC 1 position @ 5.75 2000-2999: Classified Personnel Salaries LCFF 21822
		Bilingual aides benefits 3000-3999: Employee Benefits LCFF 9413	Bilingual aides benefits 3000-3999: Employee Benefits LCFF 8230
		Paraprofessional - Bilingual salaries 1 @ 7 hour 2000-2999: Classified Personnel Salaries Title I 30902	Paraprofessional - Bilingual salaries 1 @ 7 hour 2000-2999: Classified Personnel Salaries Title I 29354
		Bilingual aide benefits 3000-3999: Employee Benefits Title I 30437	Bilingual aide benefits 3000-3999: Employee Benefits Title I 28751

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	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	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 4000-4999: Books And Supplies LCFF 21199

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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. 4000-4999: Books And Supplies LCFF 18750	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		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. 4000-4999: Books And Supplies Title I 3027	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 4000-4999: Books And Supplies Title I 6657
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	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	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	Conferences, travel expenses, and training focus on increasing instructional rigor for staff and admin 5000-5999: Services And Other Operating Expenditures LCFF 2950

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	outcomes, thereby achieving a more effective and empowered teaching workforce. 5000-5999: Services And Other Operating Expenditures LCFF 5000	

Analysis

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

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 from our intervention lab with the addition of our 7 hour para bilingual aide who started after Winter Break. 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. Students with disabilities continue to trail behind students without an IEP in all areas, as noted above and in local data (STAR), in Reading, students with a disability are at 16.7%, whereas students without a disability are at 54.3%. In Math, the trend is similar, with students with a disability scoring 5.6% proficient and students without a disability scoring 63.8% proficient. ATSI Needs:

1. Supporting students who are of two or more races- to get to school more regularly (currently, students of two or more races lag behind the all student group in current chronic absentee rates, previously, they are decreasing as they have the same chronic absentee rates as all students. : all students 29.2% and two or more races also currently at 29.2%-

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

There was a increase in Title I allocation in the Fall of 2024, allowing for extra duty and more teacher collaboration time to work with the site TOSA on Data Analysis. We were able to also use some of our extra allocated Title 1 funds to support the best first instruction with materials to support the SOR instruction in our lower grades.

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.
- Site TOSA provided coaching and support to classroom teachers based on their needs which enhanced professional development opportunities, personalized support, and implementation of best practices, resulting in improved instructional quality and student outcomes.
- 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.

-The paraprofessional-bilingual academic support improved access to academic content, enhanced communication and supported the academic progress of English language learners

- 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: 2024-25

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: 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 increase of 33 total from the 2023-2024 school year.	Parent Participation in Stakeholder Input Processes- 2024-2025 survey results- 85 total responses EL 25 total responses EO 60 total responses SWD of the 85 responses 21 total responses from SWD families Student info: AA 9 total responses Hispanic 44 total responses White 16 total responses Other 16 total responses
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 97% responded favorably English Learner (EL) 99% responded favorably Hispanic (Hisp) 97% responded favorably African American (AA) 85% responded favorably	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 95% responded favorably English Learner (EL) 96% responded favorably Hispanic (Hisp) 98% responded favorably African American (AA) 94% responded favorably

Metric/Indicator	Expected Outcomes	Actual Outcomes
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) 97% responded favorably English Learner (EL) 100 % responded favorably Hispanic (Hisp) 97% responded favorably African American (AA) 83% responded favorably	The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) 83% responded favorably English Learner (EL) 86% responded favorably Hispanic (Hisp) 83% responded favorably African American (AA)100% 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- 93%+	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
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	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	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. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1981	Supplies and materials for the family engagement events; 4000-4999: Books And Supplies Title I Part A: Parent Involvement 1590

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
from the sign-in sheets, Parent panorama survey data, and the school needs assessment survey.	from the sign-in sheets, Parent panorama survey data, and the school needs assessment survey.		
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.	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.	Site created Online newsletters and communications to promote the school to home communication through the PSUSD's new district school-to-home communication application. None Specified None Specified 0	Site created Online newsletters and communications to promote the school to home communication through the PSUSD new district school to home communication application. This was a challenge with the new school to home communication tool- we will revise this for 25-26. None Specified None Specified 0
Katherine Finchy will hold assemblies throughout the year to recognize students for their academic growth and improved	Katherine Finchy will hold assemblies throughout the year to recognize students for their academic growth and improved	Hold assemblies every trimester to recognize students for their academic growth and improved attendance	Assemblies were held throughout the year to celebrate student success. None Specified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	None Specified None Specified 0	None Specified 0
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.	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.	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. 2000-2999: Classified Personnel Salaries LCFF 1500	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. 2000-2999: Classified Personnel Salaries LCFF 1249
		Classified benefits for extra duty 3000-3999: Employee Benefits LCFF 225	Classified benefits for extra duty 3000-3999: Employee Benefits LCFF 167

Analysis

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

Katherine Finchy engaged with parents and families in a variety of ways. Math, Reading, and Science nights were conducted throughout the year. They were not as well attended as in the past. Katherine Finchy will be continuing to work on expanding our family engagement nights. On the parent, printed information was sent home and reiterated via Parent Square regarding the process for Short Term Independent Study. Attendance information was regularly shared via Parent Square and School Site Council meetings. SART- There were approximately 15 SART meetings scheduled for the school year. The meetings, with few exceptions, were held. This will continue to be a focus for the upcoming year as our attendance rates are continuing to grow and chronic absenteeism rates are

decreasing. Our MTSS meetings were held after school- this was a challenge as not all MTSS team members were able to attend all of them- this will be adjusted for 25-26. Our panorama family survey responses grew from the 23-24 school year. We will continue to focus, get information, and collaborate with our families. Our ATSI focus group, two or more races, has also shown a good decrease in their chronic absentee rates for this year. dropping from 38% to 29 %. We held our awards assemblies every 2 months to celebrate the success of our students, and these were attended by parents and guardians.

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 from those who 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 the end of the year, as it is a newer application.

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 continued planning for 25-26 in coordination with our PTA- with a focus on parent attendance and engagement.

-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: 2024-25

Goal 3 – Safe and Healthy Learning Environment

Katherine Finchy students will be provided a positive, safe, and healthy learning environment. All staff will work with students on SEL supporting their mental health along with the importance of daily attendance Staff 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			
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) - 94% Hisp 93% AA 93% EL 94% SWD 89%				Student Attendance Rates All Students (ALL) 91.4% FOR 2023-2024 Hisp 91.1% AA 91.3% EL 93.3% SWD 88.1% Two or More 91.3% Current attendance Rates- as of May 2nd 2025 All Students (ALL) 92.2% Hisp 91.1% AA 88.7% EL 94.1% SWD 89.2% Two or More 94.1%			
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	St. Group	Color	DFS/Percentage	Change
	All	orange	32.6%	Decreased 3%	All	 Yellow	28.2% Chronically Absent	Declined 7.4
	EL	orange	25%	Decreased 3.3%	EL	 Yellow	16.5% Chronically Absent	Declined 11.8
	Hisp	orange	35%	Decreased 0.8%	Hisp	 Yellow	28.3% Chronically Absent	Declined 7.5
	AA	orange	45%	Decreased 8.8%	AA	 Orange	36.6% Chronically Absent	Declined 17.3
	SED	orange	33.6%	Decreased 2%				
	SWD	orange	52%	Decreased 2.9%				

Metric/Indicator	Expected Outcomes				Actual Outcomes			
					SED	 Yellow	30.3% Chronically Absent	Declined 5.3
					SWD	 Orange	39.1% Chronically Absent	Declined 15.3
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	St. Group	Color	DFS/Percentage	Change
	All	blue	1.0%	Declined 1.7	All	Green	0.8% suspended at least one day	Declined 0.9%
	EL	blue	.5%	Declined 0.4	EL	Blue	0% suspended at least one day	Declined 0.9%
	Hisp	blue	.5%	Declined 1.2	Hisp	Blue	0% suspended at least one day	Declined 1.7%
	AA	green	3%	Declined 2.6	AA	Yellow	4.8% suspended at least one day	Declined 0.8%
	SED	green	1%	Declined 0.8	SED	Blue	0.9% suspended at least one day	Declined 1%
	SWD	Yellow	1.9%	Maintained 0	SWD	Yellow	1.8% suspended at least one day	Maintained 0.1%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%				Expulsion Rates: All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%			
Panorama Survey – School Connectedness All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Connectedness All students: 77% responded Favorably EL: 83% responded Favorably AA: 79% responded Favorably Hisp: 77% responded Favorably SWD: 69% responded Favorably				Panorama Survey - School Connectedness- 215 responses All Students (ALL) 75 % responded Favorably + 1 English Learner (EL) 77 % responded Favorably -3 Hispanic (Hisp) 75% responded Favorably +1 African American (AA) 76% responded Favorably +4 SWD: 73% +7			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp)	Panorama Survey – School Safety All Students (ALL) 61% responded Favorably English Learner (EL) 56% responded Favorably Hispanic (Hisp) 60% responded Favorably				Panorama Survey - School Safety 215 responses All Students (ALL) 62% responded Favorably +5 English Learner (EL) 52% responded Favorably +8 Hispanic (Hisp) 64% responded Favorably +0			

Metric/Indicator	Expected Outcomes	Actual Outcomes
African American (AA)	African American (AA) 58% responded Favorably SWD: 44% responded Favorably	African American (AA) 63% responded Favorably +7 SWD: 59% responded Favorably +19
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
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.	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.	incentives for positive behaviors 4000-4999: Books And Supplies LCFF 1500 PBIS Positive rewards program-online program to support the multi tiered system of supports at KFES 4000-4999: Books And Supplies LCFF 2500 PBIS meetings to analyze data and build capacity along with Tier II monthly meetings to address students needing additional behavioral support None Specified None Specified 0	incentives for positive behaviors 4000-4999: Books And Supplies LCFF 850 PBIS Positive rewards program-online program to support the multi tiered system of supports at KFES 4000-4999: Books And Supplies LCFF 5500 PBIS meetings to analyze data and build capacity, along with Tier II monthly meetings to address students needing additional behavioral support. Monthly PBIS MTSS meetings were not held each month due to conflicting schedules. We will be revising the MTSS meetings to ensure MTSS team attendance. Admin, School Counselor, and Behavior Para met regularly to discuss student needs.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
			None Specified None Specified 0
		Provide students with Common Sense Media lessons to educate them about appropriate social networking in the digital age None Specified None Specified 0	Provide students with Common Sense Media lessons to educate them about appropriate social networking in the digital age None Specified None Specified 0
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.	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.	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 4000-4999: Books And Supplies None Specified 0	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 4000-4999: Books And Supplies None Specified 0
		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 4000-4999: Books And Supplies None Specified	The Panorama Survey playbook will be used to develop ideas for building SEL in the students 4000-4999: Books And Supplies None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		0	
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.	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.	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 2000-2999: Classified Personnel Salaries LCFF 24477 Benefits for supervision aides 3000-3999: Employee Benefits LCFF 6852 extra duty for supervision aides and benefits 2000-2999: Classified Personnel Salaries LCFF 750	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 2000-2999: Classified Personnel Salaries LCFF 21823 Benefits for supervision aides 3000-3999: Employee Benefits LCFF 8520 extra duty for supervision aides and benefits- some extra duty was used for supervision meetings outside of their scheduled time. 2000-2999: Classified Personnel Salaries LCFF 525

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	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 4000-4999: Books And Supplies LCFF 1000	incentives for positive student attendance 4000-4999: Books And Supplies LCFF 450
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	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	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	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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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.	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.	both individual and group support, as well as in-class behavior assistance. 2000-2999: Classified Personnel Salaries LCFF 29817	both individual and group support, as well as in-class behavior assistance. 2000-2999: Classified Personnel Salaries LCFF 31164
		Benefits - Paraprofessional - Behavior (salary and extra duty) 3000-3999: Employee Benefits LCFF 29595	Benefits - Paraprofessional - Behavior (salary and extra duty) 3000-3999: Employee Benefits LCFF 29595

Analysis

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

During the 2024–2025 school year, Katherine Finchy Elementary School made significant progress in strengthening campus safety, social-emotional support, and overall student well-being. One major accomplishment was the hiring and onboarding of new supervision aides, resulting in all six positions being fully staffed. This improvement allowed for complete supervision coverage across both the MPR (for breakfast and lunch) and the playground, contributing to a more structured, safe, and supportive campus environment.

The introduction of our full PBIS rewards program was a key highlight this year. Although not all allocated funds for student incentives were used, the program was successful in motivating positive behavior and reinforcing schoolwide expectations. In addition, our newly hired 7-hour behavior paraprofessional played a critical role in promoting safe and healthy behaviors. This staff member provided daily, targeted support to approximately 12 students through consistent check-ins during recess, lunch, and classroom time. The main goal of this support was to address behavioral needs proactively so that students could remain in class and access instruction without disruptions.

Social-Emotional Learning (SEL) remained a priority. The school counselor delivered SEL lessons using the Panorama Playbook, Second Step curriculum, and John Wooden's Pyramid of Success. These themes were reinforced schoolwide, including during weekly music classes where the music teacher integrated Pyramid of Success principles into instruction. These efforts helped cultivate a positive, respectful, and emotionally supportive school culture.

In terms of attendance, the school implemented new incentives to promote daily attendance and reduce chronic absenteeism. While overall attendance incentives were effective, staff plan to further refine these strategies next year to more directly target students in need of additional support. Monthly SART and SARB meetings were held to engage families of chronically absent students, providing resources and support to improve attendance. These meetings contributed to a continued reduction in the chronic absenteeism rate and an improvement in daily attendance rates across student groups.

Overall, the combination of fully staffed supervision, expanded behavior and SEL supports, consistent PBIS implementation, and targeted attendance interventions contributed to a safer and healthier school climate. These strategies will be sustained and refined in the coming year to further support the academic and social-emotional growth of all students.

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

The family attendance at our family engagement events was not what we expected as it was poorly attended even though the planning was thoughtful and strategic for the date and time of year. Additional funds were allocated to purchase the full PBIS suite along with the navigate 360 behavioral intervention lessons. Target students that were up for SART some had minimal if any attendance increases- we will continue to not only focus on the students with good to great attendance but also the students that are showing growth in collaboration with working with our FACES specialist in the front office next year to better engage and collaborate with families.

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 Playworks 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 students' 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

25-26 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

ELA:

–By June 2026, Katherine Finchy will increase the percentage of Kindergarten - 2nd grade students scoring at/above benchmark by 3% as measured by the BOY to EOY STAR Early Literacy for K-2. The % of students scoring at/above benchmark in student groups SWD and ELs will increase by at least 5% each.

–By June 2026, Katherine Finchy will decrease the distance from standard of 3rd-5th grade students in the all students group from -28.5to -24.5 on the ELA portion of the SBAC. Target student groups will increase +4 DFS points or greater each.

Math:

–Math: By June 2026, Katherine Finchy will increase the percentage of Grade 1 - 2 students scoring at/above the benchmark level from 36% to 46.% as measured by the BOY to EOY STAR Math for Grades 1-2.

–By June 2026, Katherine Finchy will decrease the distance from standard of 3rd-5th grade students in the all students group from -35.5 to -31.5 on the Math portion of the SBAC. Target student groups will increase +4 DFS points or greater each.

English Learners:

–By June 2026, K-5th grade English Learners will increase the percentage of students progressing at least one proficiency level on the ELPAC from 47% in 24-25 to 51% in25-26%- approx , progress will be monitored quarterly through interim ELPAC assessments and adjusted based on student performance data.

Measuring and Reporting Results

Metric/Indicator

Baseline

Expected Outcome

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

St. Group	Color	DFS/Percentage	Change
All	 Orange	28.5 points below standard	Declined 3.1 points
EL	 Yellow	64.2 points below standard	Increased 7.9 points
Hisp	 Orange	50.7 points below standard	Maintained 1.9 points
AA	 No Performance Color	105.2 points below standard	Declined 26.0 points
SED	 Orange	32.0 points below standard	Declined 6.0 points
SWD	 Orange	125.4 points below standard	Increased 22.2 points

St. Group	Color	DFS/Percentage	Change
All	Yellow	24.5 points below	+4
EL	Yellow	60.2 points below	+4
Hisp	Yellow	46.7 points below	+4
AA	Yellow	101.2 points below	+4
SED	Yellow	28 points below	+4
SWD	Orange	121.4 points below	+4

Metric/Indicator	Baseline	Expected Outcome																																																								
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td> Orange</td><td>35.5 points below standard</td><td>Declined 3.9 points</td></tr><tr><td>EL</td><td> Yellow</td><td>56.0 points below standard</td><td>Increased 7.0 points</td></tr><tr><td>Hisp</td><td> Orange</td><td>57.1 points below standard</td><td>Declined 5.5 points</td></tr><tr><td>AA</td><td> No Performance Color</td><td>91.8 points below standard</td><td>Declined 23.1 points</td></tr><tr><td>SED</td><td> Orange</td><td>38.2 points below standard</td><td>Declined 5.6 points</td></tr><tr><td>SWD</td><td> Orange</td><td>128.3 points below standard</td><td>Increased 27.2 points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	 Orange	35.5 points below standard	Declined 3.9 points	EL	 Yellow	56.0 points below standard	Increased 7.0 points	Hisp	 Orange	57.1 points below standard	Declined 5.5 points	AA	 No Performance Color	91.8 points below standard	Declined 23.1 points	SED	 Orange	38.2 points below standard	Declined 5.6 points	SWD	 Orange	128.3 points below standard	Increased 27.2 points	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>yellow</td><td>31.5 points below</td><td>+4</td></tr><tr><td>EL</td><td>yellow</td><td>52 points below</td><td>+4</td></tr><tr><td>Hisp</td><td>Yellow</td><td>53.1 points below</td><td>+4</td></tr><tr><td>AA</td><td>Yellow</td><td>87.8 points below</td><td>+4</td></tr><tr><td>SED</td><td>Yellow</td><td>34.2 points below</td><td>+4</td></tr><tr><td>SWD</td><td>Orange</td><td>124.3 points below</td><td>+4</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	yellow	31.5 points below	+4	EL	yellow	52 points below	+4	Hisp	Yellow	53.1 points below	+4	AA	Yellow	87.8 points below	+4	SED	Yellow	34.2 points below	+4	SWD	Orange	124.3 points below	+4
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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- 37.6.% met or exceeded standards in initial reporting of the CAST test 38.8 % of standards nearly met 23.5. % standard not met	California Science Test - Percent of Students Who Meet or Exceed Standard Grade 5 - KFES 5th graders- 41.6% met or exceeded standards in initial reporting of the CAST test 40.9% standards nearly met 17.5 % standard not met																																																								
California School Dashboard – English Learner Progress Indicator (ELPI)	<table><tr><th></th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>English Learner Progress Indicator</td><td> Red</td><td>29.1%</td><td>1 22.9</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	 Red	29.1%	1 22.9	<table><tr><th></th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>English Learner Progress Indicator</td><td>yellow</td><td>39.1%</td><td>+ 10</td></tr></table>		Color	DFS/Percentage	Change	English Learner Progress Indicator	yellow	39.1%	+ 10																																								
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English Learner Progress Indicator	 Red	29.1%	1 22.9																																																							
	Color	DFS/Percentage	Change																																																							
English Learner Progress Indicator	yellow	39.1%	+ 10																																																							
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	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard)																																																								

Metric/Indicator	Baseline	Expected Outcome
Language Arts (SBAC ELA) Results All Students (ALL)	All Students (ALL) 51.2% Met or Exceeded; 48.8% Nearly Met/Not Met English Learners (EL) 20% Met/ Exceeded; 80% Nearly met/ not met Hispanic (Hisp) 36.6% Met or Exceeded; 63.4.% 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) 10% met exceeded; 90% nearly met/ not met	All Students (ALL) 55% Met or Exceeded; 45% Nearly Met/Not Met English Learners (EL) 25% Met/ Exceeded; 75% Nearly met/ not met Hispanic (Hisp) 40.6% Met or Exceeded; 59.4% Nearly Met/ Not Met African American (AA) no Data Met/ Exceeded; No Data % Nearly met/ Not met Socioeconomically Disadvantaged (SED) : 47.16% met exceeded; 52.84% nearly met/ not met Students with Disabilities (SWD) 15% met exceeded; 85.% nearly met/ not met
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Katherine Finchy Elementary School will 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
- ☒ Specific Student Groups:
SWD, African American, Homeless, Two or More Races,

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	19932
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	28991
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, document cameras, etc..

Amount	12000
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
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/ online teaching tools/ resources, 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.

Amount	7000
Source	Title I

Budget Reference	4000-4999: Books And Supplies
Description	This includes technology supplies/ chromebooks for students to use for tier 2 intervention supports. This expenditure will use Title 1 carryover funds from 24-25
Amount	2711
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
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/ online teaching tools/ resources, along with classroom supplies needed to supplement tier 1 and teir 2 for needed intervention in core instruction in ELA, guided reading, and math instruction. This expenditure will use Title 1 carryover funds from 24-25

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

☒ All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	5500
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage for Professional development and collaboration
Amount	7000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage for Professional development and collaboration- This expenditure will use Title 1 carryover funds from 24-25
Amount	3432
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra duty for collaboration and benefits-
Amount	4500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra duty for collaboration and benefits

Strategy/Activity 3

Katherine Finchy Elementary will prioritize serving English Language Learners through best-first instruction and implementing research-based strategies for all academic tiers (I - III) within the MTSS pyramid. Metrics from English Learners on SBAC and ELPAC assessments will be utilized to monitor progress. Increase English Language Learner (ELL) students’ proficiency in English Language Development (ELD) by providing high-quality, structured ELD instruction, leading to growth of at least one ELPAC proficiency level for 60% of ELL students by June 2026

Students to be Served by this Strategy/Activity

<u>X</u> English Learner

Timeline

07-01-2025 06-30-2026

Person(s) Responsible

admin, classroom teachers, bilingual aide

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Description	At Katherine Finchy Elementary School, students will receive the best first instruction and intervention supports in small groups based on their English proficiency levels. Teachers will use the district-approved ELD curriculum, supplemented with scaffolded supports and language development strategies, to meet students' needs. Ongoing formative assessments, including teacher-created language checks and interim ELD assessments, will be implemented to closely monitor and support student progress.
Amount	23547
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional - Bilingual salaries, benefit PC 1 position @ 5.75hour
Amount	9257
Source	Title I
Budget Reference	3000-3999: Employee Benefits
Description	Bilingual aides benefits

Strategy/Activity 4

Differentiated instruction will be provided for small group settings during Designated ELD, Math, and ELA to improve language acquisition as measured by the ELPAC with 3rd through 5th grade English Learners will increase the percentage of students progressing at least one proficiency level on the ELPAC by %10, progress will be monitored quarterly through the interim ELPAC assessments and adjusted based on student performance data.

Note: EL SMART goal(s) must address EL results for one or more of the following: CAASPP ELA for ELs, ELPI (ELPAC), Reclassification Rate, Math achievement as measured by the STAR assessment and demonstrate growth by having 50% of 1st-5th grade students improve at least one proficiency band as measured by the BOY to EOY STAR MATH assessment. 1st and 2nd grade will start taking the STAR Math assessment at the end of Trimester 1/ November of 2025.

ELA as measured by the STAR reading and have 50% of K-5th grade students improve at least one band as measured by the BOY to EOY K-5 Reading Screener. Each grade level will create their own individual sub SMART Goal based on the 25-26 school year Reading Screening data. and CBM assessments.

Students to be Served by this Strategy/Activity

☒ All

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	18041
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
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	12000
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/ online teaching tools/ resources, 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☒ All**Timeline**

07-01-2024
06-30-2025

Person(s) Responsible

Administrator, TOSA, and Teachers

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

2000

Source

LCFF

Budget Reference

5800: Professional/Consulting Services And 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.
Amount	4500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And 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: 24-25 85 total responses increase of 18

Baseline data from 24-25 Family School Connectedness via Panorama Family Climate Survey: (ALL) 95% responded favorably, increased 3; English Learner (EL) 97 % responded favorably; Hispanic (Hisp) 98% responded favorably; African American (AA) 94% responded favorably

Baseline data from 24-25 Climate of Support for Academic Learning via Panorama Family Climate Survey: All Students (ALL) 95% responded favorably, a decrease of 1; English Learner (EL) 96 % responded favorably; Hispanic (Hisp) 97% responded favorably; African American (AA) 100% 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 translation 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)

Katherine Finchy will focus more on parent engagement that supports an increased climate of support for academic learning by continuing to create opportunities for parents and families to engage with teachers and staff around how to support their students academically. By June 2026, we aim to increase the percentage of families responding favorably on the Panorama survey to the climate of support for academic learning from 95% to 97%.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome
Parent Participation in Stakeholder Input Processes	Parent Participation in Stakeholder Input Processes- 2024-2025 survey results- 85 total responses EL 25 total responses EO 60 total responses SWD of the 85 responses 21 total responses from SWD families Student info: AA 9 total responses Hispanic 44 total responses White 16 total responses Other 16 total responses	Parent Participation in Stakeholder Input Processes - Increase family responses by 105, an increase of 20 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) 96% responded favorably Hispanic (Hisp) 98% responded favorably African American (AA) 94% responded favorably	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) 97% responded favorably English Learner (EL) 98% responded favorably Hispanic (Hisp) 98% responded favorably African American (AA) 95% responded favorably
Climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) Hispanic (Hisp) African American (AA)	The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) 83% responded favorably English Learner (EL) 86% responded favorably Hispanic (Hisp) 83% responded favorably African American (AA) 100% responded favorably	The climate of Support for Academic Learning via Panorama Family Climate Survey All Students (ALL) 87% responded favorably English Learner (EL) 89% responded favorably Hispanic (Hisp) 88% responded favorably African American (AA) 100% responded favorably

Metric/Indicator	Baseline	Expected Outcome
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

X All

Timeline

07-01-2025
06-30-2026

Person(s) Responsible

Principal, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	832
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.

Amount	1047
Source	Title I Part A: Parent Involvement
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Hourly Time Cards
Amount	400
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Light refreshments for parent/teacher meetings and workshops

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

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
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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

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. Participation engagement metrics will be used to determine the success of the activity.

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	2000
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	400
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 and the PBIS programs

Goal Statement

The goal is for students to cultivate self-respect and a deep understanding of the importance of respecting others, thereby contributing to the establishment of a secure and nurturing learning environment. This involves instilling in students a sense of self-worth and dignity, encouraging them to take pride in their actions and decisions while also recognizing and valuing the diversity and perspectives of their peers. By fostering mutual respect, empathy, and positive interactions among students, the school aims to create an atmosphere where everyone feels valued, heard, and safe, fostering optimal learning and growth for all.

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, 2025 suspension rate is 0.8%- African American 6.3%, two or More races- 4.3%; SPED- 1.7%; Non Sped 0.5%;
2. Chronic Absentee rates as of May 3rd, 2025- All students 28.5%; African American 43.8%; Two or more races- 30.4%; SWD- 39.1%. Chronic Absentee rates will be a continued focus on the listed groups, along with all students on campus. The Two or More Races student group had the only increase in 23-24 chronic absentee rates, increasing 12.8% to 36.4%. Currently, the Two or More Races student group, as of May 2025, is at 29.2% chronically absent.
3. Based on Panorama data from the students, safety is the top concern for them, overall 62% favorable, up 5 points from last year. Physical contact and students being mean, 51 % favorable, and spreading rumors, 54% favorable, were the biggest concerns for our students, with feeling safe at school being at 69%. This will be a focus for the 24-25 school year. In all three areas, the students showed growth from 23 to 24.
3. When looking at student SEL Survey Data, all of the responses increased from previous years: Growth Mindset up 9% to 76 % favorable; Self-management up 3% to 68 % favorable; Social Awareness down 4 to 61% favorable; Grit down 1 to 62 % favorable; Self Efficacy up 4% to 63% favorable.
4. Student Climate survey data: Climate of Support for Academic Learning 83 % favorable; and knowledge and fairness of Discipline, Rules, and Norms up 1 to 80 % favorable.

While the student panorama survey shows 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.

Attendance / Chronic Absenteeism:

–By June 2026, increase school attendance from 92.2% to 94%. We will reduce chronic absenteeism from 28.2% to 25.2%. All student groups will see at least 3 percentage points decrease in chronic absenteeism.

MTSS Behavioral Support:

–By June 2026, will continue to maintain the Suspension rate of less than 1 percent by implementing positive behavior interventions and restorative practices across all grade levels monitored throughout the year based on local suspension data reports.

Measuring and Reporting Results

Metric/Indicator	Baseline	Expected Outcome																																																				
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 91.4% FOR 2023-2024 Hisp 91.1% AA 91.3% EL 93.3% SWD 88.1% Two or More 91.3% Current attendance Rates- as of May 2nd 2025 All Students (ALL) 92.2% Hisp 91.1% AA 88.7% EL 94.1% SWD 89.2% Two or More 94.1%	Student Attendance Rates All Students (ALL) - 94% Hisp 93% AA 93% EL 95% SWD 91% Two or More 95%																																																				
Chronic Absenteeism Rates All Students (ALL)) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>Yellow</td><td>28.2% Chronically Absent</td><td>Declined 7.4</td></tr><tr><td>EL</td><td>Yellow</td><td>16.5% Chronically Absent</td><td>Declined 11.8</td></tr><tr><td>Hisp</td><td>Yellow</td><td>28.3% Chronically Absent</td><td>Declined 7.5</td></tr><tr><td>AA</td><td>Orange</td><td>36.6% Chronically Absent</td><td>Declined 17.3</td></tr><tr><td>SED</td><td>Yellow</td><td>30.3% Chronically Absent</td><td>Declined 5.3</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	Yellow	28.2% Chronically Absent	Declined 7.4	EL	Yellow	16.5% Chronically Absent	Declined 11.8	Hisp	Yellow	28.3% Chronically Absent	Declined 7.5	AA	Orange	36.6% Chronically Absent	Declined 17.3	SED	Yellow	30.3% Chronically Absent	Declined 5.3	<table><tr><th>St. Group</th><th>Color</th><th>DFS/Percentage</th><th>Change</th></tr><tr><td>All</td><td>yellow</td><td>25.2%</td><td>decrease 3 points</td></tr><tr><td>EL</td><td>yellow</td><td>13.5%</td><td>decrease 3 points</td></tr><tr><td>Hisp</td><td>yellow</td><td>25.3%</td><td>decrease 3 points</td></tr><tr><td>AA</td><td>yellow</td><td>33.6%</td><td>decrease 3 points</td></tr><tr><td>SED</td><td>yellow</td><td>27.3%</td><td>decrease 3 points</td></tr><tr><td>SWD</td><td>yellow</td><td>36.9%</td><td>decrease 3 points</td></tr></table>	St. Group	Color	DFS/Percentage	Change	All	yellow	25.2%	decrease 3 points	EL	yellow	13.5%	decrease 3 points	Hisp	yellow	25.3%	decrease 3 points	AA	yellow	33.6%	decrease 3 points	SED	yellow	27.3%	decrease 3 points	SWD	yellow	36.9%	decrease 3 points
St. Group	Color	DFS/Percentage	Change																																																			
All	Yellow	28.2% Chronically Absent	Declined 7.4																																																			
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All	yellow	25.2%	decrease 3 points																																																			
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SED	yellow	27.3%	decrease 3 points																																																			
SWD	yellow	36.9%	decrease 3 points																																																			

Metric/Indicator	Baseline				Expected Outcome			
	SWD	Orange	39.1% Chronically Absent	Declined 15.3				
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	St. Group	Color	DFS/Percentage	Change
	All	Green	0.8% suspended at least one day	Declined 0.9%	All	blue	0.5	decline 0.3
	EL	Blue	0% suspended at least one day	Declined 0.9%	EL	blue	0	maintain
	Hisp	Blue	0% suspended at least one day	Declined 1.7%	Hisp	blue	0	maintain
	AA	Yellow	4.8% suspended at least one day	Declined 0.8%	AA	yellow	4.5	decline 0.3
	SED	Blue	0.9% suspended at least one day	Declined 1%	SED	green	0.6%	decline 0.3
	SWD	Yellow	1.8% suspended at least one day	Maintained 0.1%	SWD	green	1.5%	decline 0.3
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- 215 responses All Students (ALL) 75 % responded Favorably +1 English Learner (EL) 77 % responded Favorably -3 Hispanic (Hisp) 75% responded Favorably +1 African American (AA) 76% responded Favorably +4 SWD: 73% +7				Panorama Survey - School Connectedness All students: 77% responded Favorably EL: 80% responded Favorably AA: 79% responded Favorably Hisp: 80% responded Favorably SWD: 76% responded Favorably			
Panorama Survey – School Safety All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA)	Panorama Survey - School Safety 215 responses All Students (ALL) 62% responded Favorably +5 English Learner (EL) 52% responded Favorably +8 Hispanic (Hisp) 64% responded Favorably +0 African American (AA) 63% responded Favorably +7 SWD: 59% responded Favorably +19				Panorama Survey – School Safety All Students (ALL) 64% responded Favorably English Learner (EL) 55% responded Favorably Hispanic (Hisp) 67% responded Favorably African American (AA) 66% responded Favorably SWD: 62% responded Favorably			

Metric/Indicator	Baseline	Expected Outcome
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

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	2500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	incentives for positive behaviors
Amount	5500

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

X

All

Timeline

07-01-2024

06-30-2025

Person(s) Responsible

Admin, teachers, school counselor

Proposed Expenditures for this Strategy/Activity

Amount	0
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	25578
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	9762
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

Timeline

07-01-2024
06-30-2025

Person(s) Responsible

Admin, attendance clerk, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	1700
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

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	32723
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	31338
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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	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, 2025 - June 30, 2026	Parenting Classes on effective strategies and structures. Parent/community engagement events	1,500	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				
Youth Mental Health First Aid Training	July 1, 2025 - June 30, 2026	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	\$90,992
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$274,941.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	110,438	0.00
Title I Part A: Parent Involvement	1,879	0.00
LCFF	162,624	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	\$110,438.00
Title I Part A: Parent Involvement	\$1,879.00

Subtotal of additional federal funds included for this school: \$112,317.00

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	\$162,624.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$162,624.00

Total of federal, state, and/or local funds for this school: \$274,941.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	162,624.00
None Specified	0.00
Title I	110,438.00
Title I Part A: Parent Involvement	1,879.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	21,479.00
2000-2999: Classified Personnel Salaries	84,598.00
3000-3999: Employee Benefits	50,757.00
4000-4999: Books And Supplies	78,455.00
5000-5999: Services And Other Operating Expenditures	33,152.00
5800: Professional/Consulting Services And Operating Expenditures	6,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	10,000.00
2000-2999: Classified Personnel Salaries	LCFF	61,051.00
3000-3999: Employee Benefits	LCFF	41,500.00
4000-4999: Books And Supplies	LCFF	29,632.00
5000-5999: Services And Other Operating Expenditures	LCFF	18,441.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
	None Specified	0.00
4000-4999: Books And Supplies	None Specified	0.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Title I	10,432.00
2000-2999: Classified Personnel Salaries	Title I	23,547.00
3000-3999: Employee Benefits	Title I	9,257.00
4000-4999: Books And Supplies	Title I	47,991.00
5000-5999: Services And Other Operating Expenditures	Title I	14,711.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	4,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	1,047.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	832.00

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			
Evan Boomer		X			
Nicholas Gurnon				X	
Joshuah Ferrell				X	
Patti Lewallen			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
	Other: Mrs. Lee Assistant Principal- 10-30-25

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 10-16-25.

Attested:

	Principal, Matthew Hammond on 10-30-25
	SSC Chairperson, Patti Lewallen SSC President on 10-30-25

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			
Katherine Finchy Elementary will prioritize serving English Language Learners through best-first instruction and implementing research-based strategies for all			

academic tiers (I - III) within the MTSS pyramid. Metrics from English Learners on SBAC and ELPAC assessments will be utilized to monitor progress. Increase English Language Learner (ELL) students' proficiency in English Language Development (ELD) by providing high-quality, structured ELD instruction, leading to growth of at least one ELPAC proficiency level for 60% of ELL students by June 2026			
Differentiated instruction will be provided for small group settings during Designated ELD, Math, and ELA to improve language acquisition as measured by the ELPAC with 3rd through 5th grade English Learners will increase the percentage of students progressing at least one proficiency level on the ELPAC by %10, progress will be monitored quarterly through the interim ELPAC assessments and adjusted based on student performance data. Note: EL SMART goal(s) must address EL results for one or more of the following: CAASPP ELA for ELs, ELPI (ELPAC), Reclassification Rate, Math achievement as measured by the STAR assessment and demonstrate growth by having 50% of 1st-5th grade students improve at least one proficiency band as measured by the BOY to EOY STAR MATH assessment. 1st and 2nd grade will start taking the STAR Math assessment at the end of Trimester 1/ November of 2025. ELA as measured by the STAR reading and have 50% of K-5th grade students improve at least one band as measured by the BOY to EOY K-5 Reading Screener. Each grade level will create their own individual sub SMART Goal based on the 25-26 school year Reading Screening data. 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, Student performance data, and staff feedback surveys after the professional developments.			
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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) <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 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.			
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.			
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.			
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. Participation engagement metrics will be used to determine the success of the activity.			

Goal #3:

The goal is for students to cultivate self-respect and a deep understanding of the importance of respecting others, thereby contributing to the establishment of a secure and nurturing learning environment. This involves instilling in students a

sense of self-worth and dignity, encouraging them to take pride in their actions and decisions while also recognizing and valuing the diversity and perspectives of their peers. By fostering mutual respect, empathy, and positive interactions among students, the school aims to create an atmosphere where everyone feels valued, heard, and safe, fostering optimal learning and growth for all.

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>
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 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.			
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.			
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.			
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.			
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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, it's 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/guidanceuseininvestment.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/guidanceuseininvestment.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/>

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