School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John Finney High School	48705814838058	May 20, 2025	August 6, 2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to

California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by John Finney High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Comprehensive Support and Improvement
The purpose of the SPSA is to create a school wide program that outlines targeted support and improvement.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Table of Contents

Plan Description

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

This plan is being used by John Finney High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Comprehensive Support and Improvement
  The purpose of the SPSA is to create a school wide program that outlines targeted support and improvement.

The Single Plan for Student Achievement is written to outline the John Finney High School schoolwide program for the 2025-2026 school year. John Finney High School was identified as a Comprehensive Support and Improvement school because John Finney's three-year average graduation rate is below 68%. The 2025-2026 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

Educational Partner Involvement

How, when, and with whom did John Finney High 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 Single Plan for Student Achievement is written to outline the John Finney High School schoolwide program for the 2025-2026 school year. John Finney High School was identified as a Comprehensive Support and Improvement school because John Finney's three-year average graduation rate is below 68%. The second phase of the school improvement plan was implemented during the 2024-2025 school year. The plan focused on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

John Finney High School's school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators
Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Even though there has been improvement, the area of chronically absent students is a continued focus. During the 2024- 25 school year, we have been able to reduce the number of suspensions and referrals.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

John Finney did not have any student groups for which performance was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

John Finney continues to focus on strategies to improve student outcomes and exit CSI status. The graduation rate for the 2023-24 school year was 83%. Due to the increase in graduation rate, John Finney High School will not be have CSI status during the 2025-26 school year

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John Finney High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
American Indian	0.86%	%	%	1		
African American	27.59%	25.87%	17.02%	32	37	24
Asian	0%	1.40%	%	0	2	
Filipino	6.03%	4.90%	2.13%	7	7	3
Hispanic/Latino	53.45%	60.84%	70.21%	62	87	99
Pacific Islander	3.45%	1.40%	1.42%	4	2	2
White	5.17%	4.20%	6.38%	6	6	9
Two or More Races	3.45%	1.40%	2.13%	4	2	3
Not Reported	0%	%	0.71%	0		1
			Total Enrollment	116	143	141

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	22-23	**23-24**	**24-25**
Grade 10			10
Grade 11	5	46	77
Grade 12	111	97	4
Total Enrollment	116	143	91

Conclusions based on this data:

1. Enrollment of credit deficient seniors remains the priority. The credit requirment for John Finney Continuation High School is 180 credits.

2. Student enrollment percentages have varied year to year.

3. There is a need for increased Parent communication and outreach to students that are currently attending the comprehensive high schools and are credit deficient.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
English Learners	21	41	56	18.1%	28.7%	39.7%
Fluent English Proficient (FEP)	34	36	28	29.2%	25.2%	19.9%
Reclassified Fluent English Proficient (RFEP)	31	35	27	59.6%	46.1%	32.5%

Conclusions based on this data:

1. The data suggests there is a need for increased professional development around Literacy Strategies targeting ELL Students.

2. The data suggest implementation of a more focused monitoring system in place to support ELL Students

3. There has been a gradual increase of English Language Learners each year. The ILT has worked to place graduated tutors in English , math and social studied classes. We have one bilingual tutor.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	56	23	60	43	21	56	43	21	56	76.8	91.3	93.3
All Grades	56	23	60	43	21	56	43	21	56	76.8	91.3	93.3

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2417.	2481.	2429.	0.00	0.00	0.00	4.65	14.29	3.57	18.60	38.10	19.64	76.74	47.62	76.79
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	4.65	14.29	3.57	18.60	38.10	19.64	76.74	47.62	76.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	*	3.57	39.53	*	39.29	60.47	*	57.14
All Grades	0.00	*	3.57	39.53	*	39.29	60.47	*	57.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	*	3.57	16.67	*	23.21	83.33	*	73.21
All Grades	0.00	*	3.57	16.67	*	23.21	83.33	*	73.21

Listing Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	4.65	*	3.57	51.16	*	51.79	44.19	*	44.64
All Grades	4.65	*	3.57	51.16	*	51.79	44.19	*	44.64

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	0.00	*	0.00	51.16	*	50.00	48.84	*	50.00
All Grades	0.00	*	0.00	51.16	*	50.00	48.84	*	50.00

Conclusions based on this data:

1. More than 70% of students are performing below grade level proficiency in Language Arts according to the Local Data: NWEA

2. The goal is to have 60% of students reach proficiency

3. Although there was an increased percentage of test completion, the proficiency percentage remains low

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	56	23	60	33	22	53	33	22	52	58.9	95.7	88.3
All Grades	56	23	60	33	22	53	33	22	52	58.9	95.7	88.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2431.	2436.	2418.	0.00	0.00	1.92	3.03	0.00	1.92	6.06	0.00	7.69	90.91	100.0	88.46
All Grades	N/A	N/A	N/A	0.00	0.00	1.92	3.03	0.00	1.92	6.06	0.00	7.69	90.91	100.0	88.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	0.00	*	5.77	12.12	*	3.85	87.88	*	90.38
All Grades	0.00	*	5.77	12.12	*	3.85	87.88	*	90.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	3.03	*	0.00	36.36	*	50.00	60.61	*	50.00
All Grades	3.03	*	0.00	36.36	*	50.00	60.61	*	50.00

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 11	3.03	*	0.00	60.61	*	38.46	36.36	*	61.54
All Grades	3.03	*	0.00	60.61	*	38.46	36.36	*	61.54

Conclusions based on this data:

1. Overall test completion and participation has increased.

2. Percentage of students moving to meeting proficiency standards is below state and district average

3. Over 70% of students are performing below grade level proficiency in Language Arts according to the Local Data: NWEA

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	1542.8	*	*	1553.2	*	*	1531.9	9	*	24
12	1533.1	1519.5	1483.6	1539.1	1505.0	1443.1	1526.5	1533.6	1523.7	13	19	18
All Grades										22	22	44

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	8.33	*	*	29.17	*	*	41.67	*	*	20.83	*	*	24
12	0.00	5.26	0.00	15.38	10.53	11.11	76.92	57.89	50.00	7.69	26.32	38.89	13	19	18
All Grades	9.09	13.64	4.55	31.82	9.09	22.73	54.55	54.55	45.45	4.55	22.73	27.27	22	22	44

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	25.00	*	*	50.00	*	*	16.67	*	*	8.33	*	*	24
12	15.38	10.53	5.56	61.54	31.58	33.33	23.08	36.84	5.56	0.00	21.05	55.56	13	19	18
All Grades	31.82	18.18	18.18	54.55	27.27	43.18	13.64	31.82	11.36	0.00	22.73	27.27	22	22	44

Written Language Percentage of Students at Each Performance Level for All Students												
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	0.00	*	*	4.17	*	*	50.00	*	*	45.83	*	*	24
12	0.00	0.00	5.56	7.69	0.00	11.11	38.46	52.63	22.22	53.85	47.37	61.11	13	19	18
All Grades	0.00	0.00	2.27	18.18	13.64	6.82	45.45	45.45	40.91	36.36	40.91	50.00	22	22	44

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	4.17	*	*	58.33	*	*	37.50	*	*	24
12	0.00	0.00	0.00	61.54	52.63	44.44	38.46	47.37	55.56	13	19	18
All Grades	4.55	0.00	2.27	72.73	59.09	54.55	22.73	40.91	43.18	22	22	44

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	78.26	*	*	21.74	*	*	0.00	*	*	23
12	100.00	52.94	77.78	0.00	41.18	11.11	0.00	5.88	11.11	13	17	9
All Grades	100.00	57.89	79.41	0.00	36.84	17.65	0.00	5.26	2.94	22	19	34

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	0.00	*	*	37.50	*	*	62.50	*	*	24
12	0.00	0.00	5.56	23.08	31.58	27.78	76.92	68.42	66.67	13	19	18
All Grades	0.00	4.55	2.27	50.00	36.36	34.09	50.00	59.09	63.64	22	22	44

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
11	*	*	0.00	*	*	75.00	*	*	25.00	*	*	24
12	0.00	0.00	5.56	76.92	84.21	61.11	23.08	15.79	33.33	13	19	18
All Grades	4.55	4.55	2.27	81.82	81.82	70.45	13.64	13.64	27.27	22	22	44

Conclusions based on this data:

1. The sample size was small, however the test completion rate has increased

2. There is a need for professional development opportunities that focus on strategies that support English Language Learners. Site PD as well as CORE PD opportunities will be the focus throughout the year.

3. There is need for ELD 2 and 3 classes to support our English Language Learners

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**
143	**88.8%**	**28.7%**	**0.0%**
Total Number of Students enrolled in John Finney High 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	41	28.7%
Foster Youth	0	0.0%
Homeless	2	1.4%
Socioeconomically Disadvantaged	127	88.8%
Students with Disabilities	22	15.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	25.9%
American Indian	0	0.0%
Asian	2	1.4%
Filipino	7	4.9%
Hispanic	87	60.8%
Two or More Races	2	1.4%
Pacific Islander	2	1.4%
White	6	4.2%

Conclusions based on this data:

1. 90% of the student population is identified as Socioeconomically Disadvantage. Our Academic Support provider will work to identify student need and provide support based on those needs. We will continue to identify and provide needed services to our McKinney Vento students.

2. Teachers have been and will continue receiving Professional Development form SCOE to implement PBIS and SEL strategies

3. John Finney High School has a Mental Health Support person on site 5 days per week. Although, we do not have a school Phycologist on site 5 days per week, students have access to a virtual counseling through the Care Solace Program, 5 days per week. Students have access to the services she provides. We also work closely with SCOE and CWA workers to support for foster youth.

School and Student Performance Data
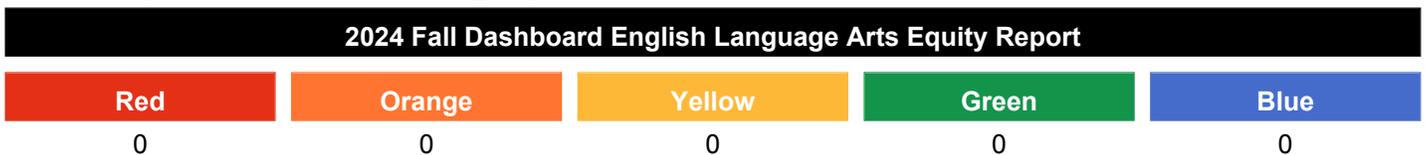
Overall Performance

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts No Performance Color	**Graduation Rate** Orange	**Suspension Rate** Green
Mathematics No Performance Color		
English Learner Progress No Performance Color		
College/Career Red		

Conclusions based on this data:

1. Graduation rate increased. Our graduation rate remains a focus. Due to the increase in graduation rate , John Finney High School will exit CSI Status during the 25-26 school year.

2. Based on the current data there will be an increased focus on college and career readiness through workshops and guidance counseling

3. Based on the current data there will be an increased focus to expose our students to high interest classes that provide hands on skills and training.

School and Student Performance Data

Academic Performance
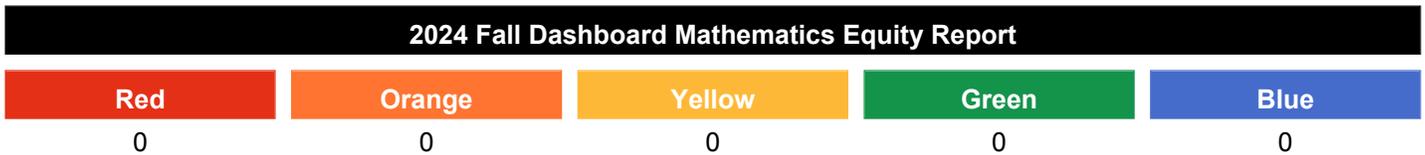## English Language Arts

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
No Performance Color	No Performance Color	No Performance Color
139.1 points below standard	133.7 points below standard	157.4 points below standard
38 Students	19 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	135.2 points below standard
	3 Students	37 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
2 Students	7 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	129.4 points below standard
		31 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		2 Students

Conclusions based on this data:

1. The test completion percentage has increased.

2. The proficiency percentage remains low. We will continue our focus on writing across all content areas. Our Focus Strategies are DOK level questioning, Student talk , and comprehension strategies.

3. The goal is to increase proficiency to 50% or above

School and Student Performance Data

Academic Performance
Mathematics

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
No Performance Color	No Performance Color	No Performance Color
209.1 points below standard	204.7 points below standard	222.9 points below standard
39 Students	19 Students	16 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	No Performance Color
0 Students	Less than 11 Students	205.8 points below standard
	3 Students	38 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	0 Students
3 Students	7 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	202.3 points below standard
		31 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students
		2 Students

Conclusions based on this data:

1. The test completion percentage has increased.

2. The proficiency percentage remains low. We will continue to offer content intervention daily.

3. The goal to increase proficiency to 50%

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.

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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 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**
No Performance Color	No Performance Color
30.8% making progress.	30.3% making progress.
Number Students: 39 Students	Number Students: 33 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**
25.6%	43.6%	0%	30.8%

Conclusions based on this data:

1. There is a need for an increased support for English Language Learners.

2. The data suggests a need for targeted intervention for our ELL student population. Our Bilingual Tutor will continue to support our ELL during classroom instruction.

3. The data suggest a need for professional development opportunities that focuses on strategies that support English Language Learners.

School and Student Performance Data

Academic Performance
College/Career Report

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.
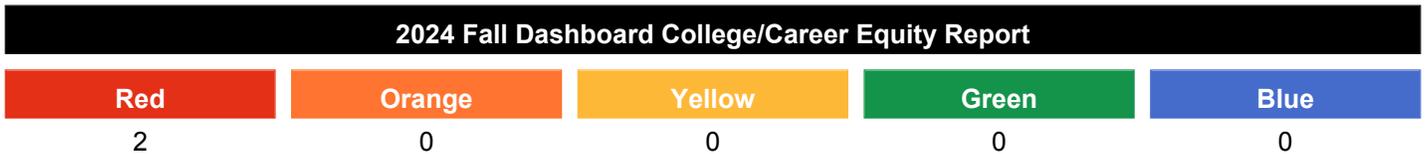
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	0	0	0

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	No Performance Color	No Performance Color
1 Prepared	0 Prepared	0 Prepared
Maintained 1	Maintained 0	Maintained 0
105 Students	27 Students	21 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students 0	1 Prepared
	9 Students	Maintained 1
		100 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
0 Prepared	0 Prepared	0 Students
Maintained 0	Maintained 0	
21 Students	27 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students 0	Less than 11 Students 0	1.6 Prepared
		Maintained 1.6
1 Student	5 Students	64 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students 0	0 Students	Less than 11 Students 0
3 Students		5 Students

Conclusions based on this data:

1. The graduation rate has increased. We will continue implementing changes that support student success. We have worked with the CSI team to help our school create an effective monitoring system.

2. We will implement High Interest field trips to tech and trade schools as well as colleges.

3. John Finney will offer five spaces for the Certified Medical Assistant program, which will be held off-campus. Additionally, beginning in the 2025-2026 school year, we will be incorporating a Barbering program on campus.

School and Student Performance Data

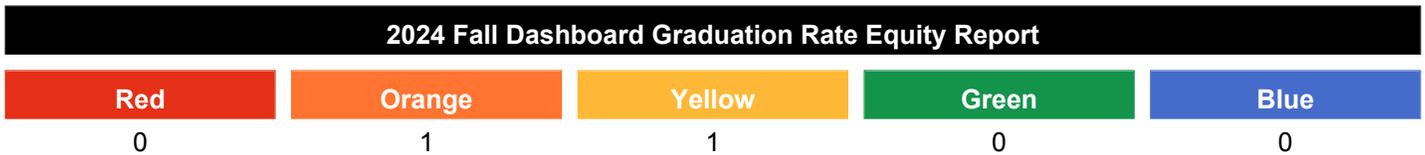## Academic Engagement
Chronic Absenteeism

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.

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Chronic absenteeism has a directly effect on proficiency in ELA and Math

2. Administrative staff will use the A2A monitoring system to provide early intervention for students and families.

3. Attendance incentives and awards will be a part of our plan to increase students attendance.

School and Student Performance Data

Academic Engagement
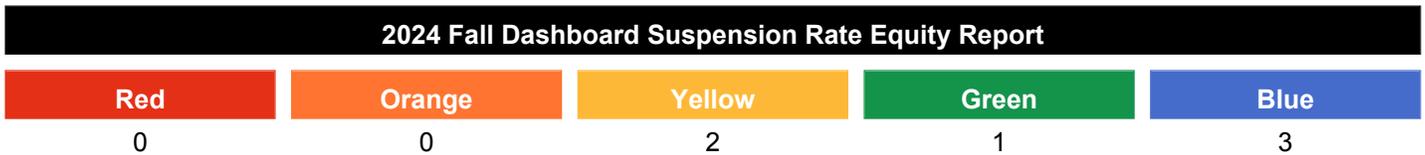## Graduation Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	0	0

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	No Performance Color	No Performance Color
80.2% graduated	81.5% graduated	85.7% graduated
Declined 3.1%	Increased 3.7%	Increased 10.7%
106 Students	27 Students	21 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Fewer than 11 students - data not displayed for privacy	80.2% graduated
	9 Students	Declined 2.3%
		101 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
81% graduated	82.1% graduated	0 Students
Increased 12.2%	Declined 8.8%	
21 Students	28 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	79.7% graduated
1 Student	5 Students	Increased 1.6%
		64 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	0 Students	Fewer than 11 students - data not displayed for privacy
3 Students		5 Students

Conclusions based on this data:

1. Graduation rate has increased to 82%. There will need to be an intensive focus on RTI and early overall intervention

2. There is a great need to fully implement strategies to increase attendance and decrease chronic absenteeism.

3. There is a great need to increase academic as well as social emotional support for all students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	1	3

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	**English Learners**	**Long-Term English Learners**
Green	Blue	Blue
1.9% suspended at least one day	0% suspended at least one day	0% suspended at least one day
Declined 12.2%	Declined 9.8%	Declined 11.1%
208 Students	66 Students	55 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	12.5% suspended at least one day	2.1% suspended at least one day
2 Students	16 Students	Declined 12.4%
		193 Students

Students with Disabilities	African American	American Indian
Yellow	Yellow	No Performance Color
6.1% suspended at least one day	8% suspended at least one day	0 Students
Declined 10.6%	Declined 21%	
33 Students	50 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Blue
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
3 Students	9 Students	Declined 7.2%
		127 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	0% suspended at least one day
4 Students	3 Students	Declined 9.1%
		12 Students

Conclusions based on this data:

1. Based on the high suspension rate there needs to be an increased focus on RTI strategies outlined by the Instructional Leadership Team.

2. Local Data Information shows a decline in suspension for the 24-25 school year.

3. Based high suspension rate there needs to be an increased focus on Social Emotional supports as outlined by the Instructional Leadership Team.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Vibrant Culture of Teaching and Learning (VCUSD Pillar 3) -
Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, John Finney High School will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Vibrant Culture of Teaching and Learning (VCUSD Pillar 3) -
Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase Academic Achievement in ELA and Math

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
100% of classrooms observed implementing state board adopted academic content and performance standards for all students	95% of students completed the Winter Assessment	95% Completion rate
All 504 plans and IEPs will meeet the yearly review due date.	In Progress	All IEPs will have a review conducted within the 12 month time frame.
Distance Points From Standard in English Language Arts (ELA) -All Students Distance Points From Standard in Math -All Students	Distance Points From Standard in English Language Arts (ELA) -All Students (No Performance Color) - 139.1 Distance Points From Standard in Math (No Performance Color) -All Students -209.1	Distance Points From Standard in English Language Arts (ELA) -All Students -136 Distance Points From Standard in Math -All Students -206 School Year 2024-2025

Source: CA School Dashboard, English Language Arts (ELA), Mathematics	School Year 2023-2024	
CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students CAASPP Math % Met/Exceeded Standards -All Students CAASPP Science % Met/Exceeded Standards -All Students Source: DataQuest, CAASPP Test Results	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 3.57% CAASPP Math % Met/Exceeded Standards -All Students 3.84% CAASPP Science % Met/Exceeded Standards -All Students 0% School Year 2023-2024	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 25% CAASPP Math % Met/Exceeded Standards -All Students 25% CAASPP Science % Met/Exceeded Standards -All Students 25% School Year 2024-2025
% NWEA Projected Proficiency Reading -All Students % NWEA Projected Proficiency Math -All Students Source: Student Analytics Lab, Target Goals Dashboard	22.79% NWEA Projected Proficiency Reading -All Students 7.6% NWEA Projected Proficiency Math -All Students Midyear Assessment, School Year 2024-2025	45% NWEA Projected Proficiency Reading -All Students 25% NWEA Projected Proficiency Math -All Students Midyear Assessment, School Year 2025-2026
% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. -All Students -Hispanic -Socioeconomically Disadvantaged Source: CA School Dashboard	% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. -All Students 1% -Hispanic 1.6% -Socioeconomically Disadvantaged 1% School Year 2023-2024	% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. -All Students 5% -Hispanic 5% -Socioeconomically Disadvantaged 5% School Year 2024-2025
% of graduates meeting UC/CSU requirements -All Students -Hispanic -Socioeconomically Disadvantaged Source: School Dashboard Additional Reports and Data, Met UC/CSU Requirements and CTE Pathway Completion Report	0% of graduates meeting UC/CSU requirements -All Students 0% -Hispanic 0% -Socioeconomically Disadvantaged 0% School Year 2023-2024	% of graduates meeting UC/CSU requirements -All Students 5% -Hispanic 5% -Socioeconomically Disadvantaged 5% School Year 2024-2025
% of students NOT deficient in credits in A-G code courses -All Students	% of students NOT deficient in credits in graduation status -All Students 89.7%	% of students NOT deficient in credits in graduation status -All Students 92.7%

-Hispanic -Socioeconomically Disadvantaged Source: SAL dashboard, Graduation Status, A-G Student List tab	-Hispanic 94.2% -Socioeconomically Disadvantaged 89% Quarter 3, School Year 2024-2025	-Hispanic 97.2% -Socioeconomically Disadvantaged 92% Quarter 3, School Year 2025-2026
% of students who graduate and complete a CTE pathway -All Students -Hispanic -Socioeconomically Disadvantaged Source: School Dashboard Additional Reports and Data, Met UC/CSU Requirements and CTE Pathway Completion Report	% of students who graduated and complete a CTE pathway -All Students 0% -Hispanic 0% -Socioeconomically Disadvantaged 0% School Year 2023-2024	% of students who graduate and complete a CTE pathway -All Students 0% -Hispanic 0% -Socioeconomically Disadvantaged 0% School Year 2024-2025
% of students who met UC/CSU requirements AND complete a CTE pathway -All Students -Hispanic -Socioeconomically Disadvantaged Source:CA School Dashboard, College/Career, Additional Reports	% of students who met UC/CSU requirements AND complete a CTE pathway -All Students 0% -Hispanic 0% -Socioeconomically Disadvantaged 0% School Year 2023-2024	% of students who met UC/CSU requirements AND complete a CTE pathway -All Students 0% -Hispanic 0% -Socioeconomically Disadvantaged 0% School Year 2024-2025

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide instructional support materials including, paper, lightbulbs, toner, markers, pencils, pens, office supplies, awards, diplomas, pins, replacement items, and other materials related to the successful operation of a high school.	All Students	5000 LCAP Curr. Enrichment
1.2	Replace aging classroom instructional support materials, ie; Computers, Smart TV's, Laptops, Chromebooks, Charging Cords.	All Students	5000 LCAP 4000-4999: Books And Supplies Curr. Enrichment
1.3	Provide teachers with collaboration time to review baseline NWEA data and monitor student proficiency.	All Students	1,820 LCAP 1000-1999: Certificated Personnel Salaries Collaboration
1.4	Provide teachers with release time to participate in peer to peer observations/ learning walks to improve standards based instruction	All Students	5,000 Title I 1000-1999: Certificated Personnel Salaries
1.5	Administrators will meet biweekly with the SPED resource teacher and Para professional to review timelines and accommodation implementation for IEPs and 504 Plans	Students with IEPs and504 plans in place	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.6			LCAP: Parent Involvement 0000: Unrestricted
1.7	We would like to retain the 2 tutors currently supporting classroom instruction. Those core areas include; math, ELA, science and social science. Spring Semester	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures LCFF Equity Multiplier
1.8	We would like to retain the 2 tutors currently supporting classroom instruction. Those core areas include; math, ELA, science and social science. Fall Semester	All Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All IEP and 504 plans were updated pertaining to their stop date. Updating these plans according to their stop dates ensures that they remain current and reflective of the student's needs and goals. This regular updating is crucial for ensuring that students receive appropriate accommodations and support as they progress through their education. In addition, there is a need to update the observation schedule admin will adhere to. The administrative team will conduct weekly classroom observations. During the 24-25 school year, all 504 and IEPs were updated before deadline dates.

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

All IEP and 504 plans were updated pertaining to their stop date. All classrooms received new desks and chairs. Some teachers received Promethean boards to use during instruction. We provided all teachers with Promethean Boards to assist with presenting curriculum. There remains a need for students to have updated Chromebooks and hotspots to access the online curriculum from home.

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.

The administrative team is committed to ensuring that all accommodations specified in the IEPs and 504 plans are effectively communicated and implemented by classroom teachers. Clear communication and proper implementation are essential for providing students with the support they need to succeed academically and socially. We were able to provide Promethean Boards to assist in lesson implementation. Teachers will have structured time to participate in collaborative planning sessions. During the 2024-25 school year we were able to have support from tutors during the instructional day. We would like to continue implementation of our tutoring program during the 25-26 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Safe and Supportive Learning Environments (VCUSD Pillar 2)Vallejo City Unified School District will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance. John Finney High School will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Ensure all students and staff are safe and engaged.

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease pupil suspension rate 2 percentage points or more annually as calculated by the percentage of suspensions for every 100 students.	4.8%	7%
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in each student group	0	0%
Increase average daily attendance to reflect the VCUSD District's average	29%	95%
Decrease high school dropout rate. The goal is for the graduation rate to meet the districts average.	82%	78.9%
100% of students and staff members will have ID badges to ensure safety.	90%	100%
Continue with quarterly truancy meeting. providing students and families with information about	1 meeting per quarter	100%

services and how to mitigate school refusal behavior.		
% of Students chronically absent Source: Student Analytics Lab	59.7% of Students chronically absent- Student Analytics Lab -All Students Quarter 3, School Year 2024-2025	56.790%% of Students chronically absent- Student Analytics Lab -All Students Quarter 3, School Year 2025-2026
% Average daily attendance -All Students Source:Student Analytics Lab	82.22% Average daily attendance -All Students Quarter 3, School Year 2024-2025	90% Average daily attendance -All Students Quarter 3, School Year 2025-2026
% of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100% -All Students Source: DataQuest 4-Year Adjusted Cohort Graduation Rate & Outcome, 4-Year Adjusted Cohort Outcomes	20% of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100% -All Students School Year 2023-2024	15% of High School students who have dropped out of school as measured by the percentage point difference between the Four-Year Adjusted Cohort Graduation Rate and 100% -All Students School Year 2024-2025
% of students suspended once or more -All Students Source: CA Dashboard, Suspensions	1.9% of students suspended once or more -All Students School Year 2023-2024	3% of students suspended once or more -All Students School Year 2024-2025
% Students suspended -All Students Source: Student Analytics Lab, Suspension rate Dashboard	7.38% Students suspended -All Students Quarter 3, School Year 2024-2025	2% Students suspended -All Students Quarter 3, School Year 2025-2026
Student expulsion rate Source: DataQuest Expulsion and Suspension Rate	0% Student expulsion rate School Year 2023-2024	0% Student expulsion rate School Year 2024-2025
% of respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator. Source: California Healthy Kids Survey data	?% of respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator. School Year 2023-2024	% of respondents reporting 'Strongly Agree' or Agree on 'School Connectedness (in school) key indicator, 'Very Much True', or 'Pretty Much True' on 'Caring adult relationships' and 'High expectations-adults in school' key indicators, and 'Very Safe' or 'Safe' on 'Perceived safety' key indicator. School Year 2024-2025
% of SST Referrals	1.6% of SST Referrals	3.6% of SST Referrals

Source: AERIES Intervention Dashboard	Quarter 3, School Year 2024-2025	Quarter 3, School Year 2025-2026
% of respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey Source: Panorama	66% of survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey Fall, School Year 2024-2025	95% of survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey Fall, School Year 2025-2026

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Community and Restorative Justice Circle format to conduct PBIS lessons.	All John Finney Students	None Specified LCFF - Funds for extra hours/ Collaboration/ PBIS Materials and Student recognition
2.3	Support staff conferences for professional development. One Day per month with CORE Consultant. The CORE Consultant will facilitate 1 PD day per month.	All John Finney Students	District Funded 5800: Professional/Consulting Services And Operating Expenditures LCFF Equity Multiplier
2.4	All staff and students will wear ID badges during the instructional Day	All John Finney students and staff	000 District Funded Funds will be reallocated as needed
2.5	Implement student intervention and attendance support through CARE Team and Attendance Task Force Teams	All John Finney Students	5300 LCAP 2000-2999: Classified Personnel Salaries Site Leadership Team
2.6	Implement academic planning through Professional Learning Community Team to determine credit deficiencies and interventions.	All John Finney Students	
2.7	Professional Development: Tier One Actions to Classroom Community Care- MTSS- Wellness Center *Culturally Responsive Teaching and Social Emotional Learning strategies	All John Finney Students	300 LCAP 4000-4999: Books And Supplies Curriculum Enrichment
2.8	Additional Professional Learning Opportunities for Administration and Leadership Team - Professional development/ Conference to support SEL and IEP development as well as Model Continuation School status for from the state of California	All John Finney Students and Staff	2700 LCAP Curriculum Enrichment
2.9	ILT and Design Team Collaboration. Admin led Interventions will be determined through Site Leadership Teams	All John Finney Students and Staff	400 LCAP 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Site Leadership 3700 LCAP Student Engagement and Recognition District Funded Comprehensive Support and Improvement (Interventions)

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Staff has gained skill and strategies to support student learning during the 2024-25 school year. Early intervention has resulted in less suspensions.

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

Finney will continue to implement the programs in support of a positive school climate. Our PBIS lesson pertaining to TUPE as well as our collaboration with SCOE

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

There will be an increased focus around increasing ILT and Design Team collaboration to monitor early interventions and the graduation rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1)

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase Academic Achievement

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by an increase in proficiency / outcomes per Elevation data	5.9%	50%
Students proficient on CAASPP math will increase by 5 percentage or more points annually; students proficient on CAASPP ELA will increase by 5 percentage points or more annually; students required to take the California Standards Test in science will increase in proficiency by 5 percentage points or more annually	TBD	50%
Increase English Learner reclassification rate by no less than 5 percentage points	TBD	50%
Increase the number of students completing the CAASSP assessment. The goal is to have a 95% completion rate.	TBD	95%
100% of students are enrolled in a broad course of study including courses described under Sections	100%	100%

51210 and 51220(a)-(i) as evidenced by 4 year graduation plans		
Providing students with the opportunity to visit nearby college campuses and gain information and insight about the programs they offer	In progress	
Students will have access to technology . 1 to 1 Chromebook. Also, Testing centers will be given one COW for 11th and 12 grade class testing.	100%	100%
CTE opportunities for Students	T BD	
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Source: CA School Dashboard, English Learner Progress	30.8% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	45% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group Source:Student Analytics Lab	21.4% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2024-2025	35% NWEA Projected Proficiency in Reading for EL student group Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	24.5% of English Learner students reclassified as Fluent English Proficient School Year 2023-2024	14% of English Learner students reclassified as Fluent English Proficient School Year 2024-2025

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	CTE Opportunities for students to participate in a barbering program	All John Finney Students	District Funded LCFF Equity Multiplier
3.5	Quarterly Assessments to determine reading and math levels- NWEA	All John Finney Students	
3.6	Create Online Learning Opportunities for credit recovery (During School Day and Extended Learning) *Edgenuity Boot Camps during the Spring Break	All John Finney Students	5000 LCAP 1000-1999: Certificated Personnel Salaries Content Intervention - Spring Bootcamp
3.7	College and Career liaison/counselor take students on fieldtrips to various colleges and trade school and provide hands on experience	All John Finney Students	16,000 LCAP Curriculum Enrichment
3.8	Teachers participate in PLC's as an extension of the work facilitated by CORE	All John Finney Students	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.9	Establish Professional Learning Communities focused on collaborative conversations and student talk protocols, to develop strategies to improve student learning. Site will purchase text to guide the PLC	All John Finney Students	500 LCAP Curriculum Enrichment
3.10	Extended Learning Opportunities for all students during the student support hour. Supplemental materials and additional adult support will be used to support the intervention and enrichment (Fluency Kits)		500 LCAP Curriculum Enrichment 15,471.01 Title I

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 24-25 school year seniors were able to recover a min. of 10 credits during the spring boot camp. Targeting F grades at the start of the quarter helped lower credit deficiency which in turn will have a positive impact on our graduation rate.

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

We were unable to offer CTE classes on site during the 24-25 school year. John Finney Student participated in the CMA program off site. During the 25-26 school year, we will be able to offer CTE programs on site.

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 be able to offer ELD classes as well as reading/ phonics intervention during the school day.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Community Centered Education (VCUSD Pillar 4)
John Finney High School will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Community Centered Education (VCUSD Pillar 4) -
Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Increase Parent Engagement

Annual Measurable Outcomes
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ensure parent representation for English Learners, low socioeconomic and students with exceptional needs student groups at each site council meeting including SSC and ELAC	TBD - New Metric	100%
Increase engagement of parents of both homeless and foster youth through an annual survey to determine supports needed for families and students	TBD - New Metric	100%
Increase Parent and Community participation at multiple opportunities for parents to engage with and participate in supporting John Finney students and staff.	In Progress	100%
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education

Source: LCAP survey	Quarter 3, School Year 2024-2025	Quarter 3, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities Source: Reporting from Parent Liaison	6 activities occurred beyond required Parent Engagement Opportunities Quarter 3, School Year 2024-2025	6 activities occurred beyond required Parent Engagement Opportunities Quarter 3, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	0% SSC meetings that met quorum As of Quarter 3, School Year 2024-2025	5% SSC meetings that met quorum As of Quarter 3, School Year 2025-2026

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Baseline data will be collected on family and community participation. We will be implementing electronic sign in sheets as a way to more closely monitor data.	All John Finney Students	
4.2	There will be a focused effort to monitor community needs by through implementation of community and parent surveys.	All John Finney Students	
4.3	Parents are invited to attendance meetings each quarter. Parents will gain useful information pertaining to school behavior and mental health services.	All John Finney Students	
4.4	Staff will use multiple measures of outreach and translation services.	All John Finney Students	
4.5	ASP will work to connect parents to community and district resources and assist under-achieving students. We are working to establish an active parent group and increase parent involvement. In addition to our SCC meetings we will implement coffee with the principal meetings once per month.	All John Finney Students	300 Title I Part A: Parent Involvement
4.6	Provide Mandatory Family Orientation for new and returning students.	All John Finney Students	300 LCAP: Parent Involvement Family Engagement
4.7	Provide parent trainings for all parents (Ex. to create and navigate a AERIES Parent Portal and Student AERIES Portal). These sessions will be a mandatory part of the truancy meetings.	All John Finney Students	LCAP: Parent Involvement Family Engagement 328.67 Title I Part A: Parent Involvement
4.8	JFH will hold a Back to School Night at the start of the school year and a student/ parent night during the 4th quarter. Parent engagement	All John Finney Students	1950 LCAP: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Family Engagement

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

John Finney Continuation High School completed 7 of 8 strategies identified in the 2024-2025 SPSA. We were able to host Back to school night as well as the Spring Family night. In addition, we were able to hold our SCC meetings as well as attendance and truancy meetings quarterly. Parent participation remains low. In addition, there has been no DELAC representation.

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

We were able to fully staff positions that were previously unfilled during the 24-25 school year. We will have one vacancy during the 2025-26 school year.

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

We will work to ensure that we have participation at all the events listed above. We will do this by pre scheduling events and working with staff to effectively communicate to parents. There will be an increased focus on translation for each message being sent out.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$69,569.68
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	$20,471.01
Title I Part A: Parent Involvement	$628.67

Subtotal of additional federal funds included for this school: $21,099.68

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 ($)
District Funded	$0.00
LCAP	$46,220.00
LCAP: Parent Involvement	$2,250.00

Subtotal of state or local funds included for this school: $48,470.00

Total of federal, state, and/or local funds for this school: $69,569.68

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP	46,220.00
LCAP: Parent Involvement	2,250.00
Title I	20,471.01
Title I Part A: Parent Involvement	628.67

Expenditures by Budget Reference

Budget Reference	Amount
	4,200.00
1000-1999: Certificated Personnel Salaries	12,220.00
2000-2999: Classified Personnel Salaries	5,300.00
4000-4999: Books And Supplies	5,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP	28,400.00
1000-1999: Certificated Personnel Salaries	LCAP	7,220.00
2000-2999: Classified Personnel Salaries	LCAP	5,300.00
4000-4999: Books And Supplies	LCAP	5,300.00
	LCAP: Parent Involvement	2,250.00
	Title I	15,471.01
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
	Title I Part A: Parent Involvement	628.67

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	16,820.00
Goal 2	12,400.00
Goal 3	37,471.01
Goal 4	2,878.67

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Sylvia Whitson	Principal
Arnika Nichols	Other School Staff
Lisa Gutt	Classroom Teacher
Zanayah Deleon	Secondary Student
Makita Fontenot	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/2025.

Attested:

	Principal, Sylvia Whitson on 5/20/2025
	SSC Chairperson, Lisa Gutt on 5/20/2025

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal 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.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  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 *EC* Section 64001(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.
- Funding Sources: List the funding source(s) for the proposed expenditures. 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.

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement 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.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
      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.
        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the 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, 2019).

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 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

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, 2019).

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 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: 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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