



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emmett S. Finley Elementary School	13631496008510	December 7, 2023	June 22, 2023

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 Emmett S. Finley Elementary 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
- Targeted Support and Improvement
- Additional Targeted Support and Improvement

Emmett S. Finley Elementary School's SPSA describes a school-wide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents/families, work together to provide our students a high-quality education based on California State Content Standards. There are 1514 students currently enrolled at HUSD, 78% of which are socio-economically disadvantaged (SED), 47% are English Learners, and 0.2% are Foster Youth. The plan will also address the school climate and pupil engagement indicators for the student group students with disabilities based on ATSI findings.

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.

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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 Emmett S. Finley Elementary 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

Targeted Support and Improvement

Additional Targeted Support and Improvement

Emmett S. Finley Elementary School's SPSA describes a school-wide program that includes strategies, actions, and services that address all students' needs. Our school community, which includes administration, teachers, and parents/families, work together to provide our students a high-quality education based on California State Content Standards. There are 1514 students currently enrolled at HUSD, 78% of which are socio-economically disadvantaged (SED), 47% are English Learners, and 0.2% are Foster Youth. The plan will also address the school climate and pupil engagement indicators for the student group students with disabilities based on ATSI findings.

Emmett S. Finley Elementary's plan for meeting the ESSA requirements based on the Local Control and Accountability Plan is to provide ALL students with rigorous instruction with needed supports to ensure that all students are making progress toward grade level proficiency by the end of the school year.

Educational Partner Involvement

How, when, and with whom did Emmett S. Finley Elementary 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

Emmett S. Finley Elementary School as part of the Holtville Unified School District surveyed parents of students enrolled at Emmett S. Finley Elementary School in the Fall of 2022. Parents completed the online H.U.S.D. LCAP Survey which was based on the 2022/2023 LCAP goals. The survey questions included information regarding parents understanding of progress toward increasing student achievement for all students in English language arts and math; knowledge of broad course of study to K - 12th grade students, including English learners, Low-income, foster youth, and students with exceptional needs; parent and student sense of safety and school connectedness. The survey also included parents perspectives on and communication preferences. Survey results were reviewed with goals being created by the School Site Council to address the needs of all stakeholders. Additional surveys will be conducted by the Emmett S. Finley Elementary School students and staff to determine the needs of the school.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

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.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Emmett S. Finley Elementary 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.18%	0.55%	1	1	3
African American	0.37%	0.37%	0.55%	2	2	3
Asian	%	0%	%	0	0	
Filipino	%	0%	%	0	0	
Hispanic/Latino	93.53%	94.87%	93.09%	506	518	512
Pacific Islander	%	0%	%	0	0	
White	5.18%	4.21%	5.45%	28	23	30
Multiple/No Response	0.55%	0.37%	0.36%	3	2	2
Total Enrollment				541	546	550

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	113	102	63
Grade 1	85	95	97
Grade 2	103	77	100
Grade3	79	102	79
Grade 4	83	81	103
Grade 5	78	89	81
Total Enrollment	541	546	550

Conclusions based on this data:

1. The number of students identifying as White decreasing.
2. The number of students has increased each year and continues to increase in the 2020-21 school year.
3. The number Kindergarten students continues to increase each year.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	323	322	308	59.4%	59.7%	56.0%
Fluent English Proficient (FEP)	27	31	41	6.4%	5.0%	7.5%
Reclassified Fluent English Proficient (RFEP)				7.7%		

Conclusions based on this data:

1. There is an increase in the number of students being reclassified in the 2018-19. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year.
2. The number of identified English Learners continues to be the majority of the student population at Finley School.
3. The number of identified Fluent English Proficient students increased from 18-19 to 19-20.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	90	82	106	0	79	100	0	79	100	0.0	96.3	94.3
Grade 4	75	85	79	0	84	78	0	84	78	0.0	98.8	98.7
Grade 5	83	75	89	0	75	85	0	75	85	0.0	100.0	95.5
All Grades	248	242	274	0	238	263	0	238	263	0.0	98.3	96.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2405.		13.92	16.00		24.05	23.00		29.11	33.00		32.91	28.00
Grade 4		2465.	2470.		19.05	19.23		27.38	25.64		23.81	24.36		29.76	30.77
Grade 5		2497.	2524.		22.67	25.88		28.00	34.12		22.67	20.00		26.67	20.00
All Grades	N/A	N/A	N/A		18.49	20.15		26.47	27.38		25.21	26.24		29.83	26.24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.72	10.00		62.03	66.00		20.25	24.00
Grade 4		17.86	24.36		66.67	65.38		15.48	10.26
Grade 5		14.67	20.00		65.33	68.24		20.00	11.76
All Grades		16.81	17.49		64.71	66.54		18.49	15.97

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.59	8.00		56.96	62.00		35.44	30.00
Grade 4		13.10	5.13		65.48	74.36		21.43	20.51
Grade 5		13.33	23.53		62.67	62.35		24.00	14.12
All Grades		11.34	12.17		61.76	65.78		26.89	22.05

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.66	9.00		67.09	75.00		20.25	16.00
Grade 4		8.33	14.10		76.19	70.51		15.48	15.38
Grade 5		13.33	12.94		70.67	68.24		16.00	18.82
All Grades		11.34	11.79		71.43	71.48		17.23	16.73

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.66	16.00		67.09	68.00		20.25	16.00
Grade 4		21.43	16.67		65.48	69.23		13.10	14.10
Grade 5		18.67	20.00		66.67	69.41		14.67	10.59
All Grades		17.65	17.49		66.39	68.82		15.97	13.69

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Conclusions based on this data:

1. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year. 2018-19 data showed the following: 58.99% decreased from 59.55% of the students in grades 3-5 are meeting grade level standards. 3rd and 5th grade made a 4-5% growth in meeting where 4th grade decreased by 14% in the number of student meeting standard.
2. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year. There was a 3.3% decrease in students exceeding the standard overall from the 17-18 school year. There was a 2.8% increase in the number of students meeting the standard.
3. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year. There was a 3% increase in the number of students not meeting standards and a 2.5% decrease in the number of students nearly meeting the standards.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	90	82	106	0	82	106	0	82	106	0.0	100.0	100.0
Grade 4	75	85	79	0	84	78	0	84	78	0.0	98.8	98.7
Grade 5	83	75	89	0	75	88	0	75	88	0.0	100.0	98.9
All Grades	248	242	274	0	241	272	0	241	272	0.0	99.6	99.3

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2412.	2414.		8.54	12.26		30.49	28.30		28.05	29.25		32.93	30.19
Grade 4		2458.	2477.		11.90	15.38		27.38	24.36		30.95	43.59		29.76	16.67
Grade 5		2484.	2500.		13.33	15.91		16.00	28.41		36.00	30.68		34.67	25.00
All Grades	N/A	N/A	N/A		11.20	14.34		24.90	27.21		31.54	33.82		32.37	24.63

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.41	12.26		59.76	58.49		26.83	29.25
Grade 4		14.29	23.08		58.33	52.56		27.38	24.36
Grade 5		14.67	18.18		54.67	52.27		30.67	29.55
All Grades		14.11	17.28		57.68	54.78		28.22	27.94

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.54	18.87		57.32	50.00		34.15	31.13
Grade 4		13.10	19.23		52.38	53.85		34.52	26.92
Grade 5		8.00	11.36		65.33	63.64		26.67	25.00
All Grades		9.96	16.54		58.09	55.51		31.95	27.94

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.98	15.09		74.39	67.92		14.63	16.98
Grade 4		13.10	16.67		55.95	71.79		30.95	11.54
Grade 5		9.33	9.09		64.00	70.45		26.67	20.45
All Grades		11.20	13.60		64.73	69.85		24.07	16.54

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Conclusions based on this data:

1. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year. Data from the 18-19 school year showed the following: The number of students categorized as Not Meeting Standards between fourth and fifth grades increased from the previous year from 6.09 to 12.05.
2. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year. Data from the 18-19 school year showed the following: The number of students categorized as Above Standards increased by approximately 1 point from the 17-18 school year. Overall 51.84% of students in grades 3rd - 5th Met or Above Standards, while 48.16% are categorized as Nearing Standard or Below Standard.
3. Due to the COVID-19 school closure students were not assessed during the 2019-20 school year. Data from the 18-19 school year showed the following: The number of students Not Meeting Standards has decreased from 21.03% to 14.69% over the last 3 years.



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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1356.7	1385.8	1391.4	1368.9	1391.3	1394.2	1327.9	1372.8	1384.7	67	61	60
1	1422.9	1425.2	1419.2	1424.7	1432.4	1423.6	1420.7	1417.6	1414.3	76	54	45
2	1441.7	1451.2	1459.4	1433.9	1435.8	1451.9	1449.0	1466.1	1466.4	42	73	46
3	1480.0	1482.9	1479.1	1474.5	1476.0	1474.4	1484.8	1489.4	1483.4	57	42	74
4	1486.1	1496.8	1506.7	1473.6	1478.5	1483.8	1498.1	1514.4	1529.2	48	52	37
5	1498.9	1552.9	1551.3	1498.0	1567.4	1551.0	1499.3	1537.9	1551.3	46	42	52
All Grades										336	324	314

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.49	11.48	8.33	11.94	19.67	26.67	35.82	31.15	33.33	50.75	37.70	31.67	67	61	60
1	3.95	3.70	4.44	27.63	20.37	22.22	28.95	40.74	42.22	39.47	35.19	31.11	76	54	45
2	2.38	4.11	10.87	28.57	30.14	30.43	35.71	34.25	36.96	33.33	31.51	21.74	42	73	46
3	14.04	9.52	6.76	28.07	42.86	32.43	29.82	26.19	41.89	28.07	21.43	18.92	57	42	74
4	10.42	9.62	13.51	35.42	40.38	43.24	35.42	28.85	29.73	18.75	21.15	13.51	48	52	37
5	17.39	42.86	48.08	30.43	26.19	30.77	32.61	21.43	13.46	19.57	9.52	7.69	46	42	52
All Grades	7.74	12.04	14.97	26.19	29.32	30.57	32.74	31.17	33.44	33.33	27.47	21.02	336	324	314

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.49	9.84	6.67	22.39	22.95	26.67	22.39	26.23	28.33	53.73	40.98	38.33	67	61	60
1	13.16	14.81	8.89	26.32	22.22	31.11	26.32	42.59	35.56	34.21	20.37	24.44	76	54	45
2	16.67	10.96	17.39	16.67	21.92	30.43	38.10	31.51	26.09	28.57	35.62	26.09	42	73	46
3	21.05	26.19	21.62	40.35	30.95	32.43	12.28	23.81	29.73	26.32	19.05	16.22	57	42	74
4	18.75	11.54	21.62	41.67	50.00	45.95	16.67	21.15	10.81	22.92	17.31	21.62	48	52	37
5	39.13	59.52	63.46	34.78	30.95	26.92	13.04	4.76	0.00	13.04	4.76	9.62	46	42	52
All Grades	16.96	19.75	23.25	30.06	29.01	31.53	21.43	26.23	22.61	31.55	25.00	22.61	336	324	314

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.56	5.00	5.97	16.39	21.67	46.27	50.82	51.67	47.76	26.23	21.67	67	61	60
1	5.26	3.70	0.00	25.00	16.67	20.00	27.63	25.93	37.78	42.11	53.70	42.22	76	54	45
2	0.00	6.85	4.35	26.19	24.66	28.26	30.95	39.73	41.30	42.86	28.77	26.09	42	73	46
3	5.26	4.76	5.41	22.81	30.95	21.62	43.86	35.71	40.54	28.07	28.57	32.43	57	42	74
4	16.67	11.54	18.92	16.67	23.08	29.73	35.42	40.38	43.24	31.25	25.00	8.11	48	52	37
5	4.35	16.67	30.77	13.04	19.05	25.00	50.00	47.62	30.77	32.61	16.67	13.46	46	42	52
All Grades	5.06	8.02	10.19	18.15	21.60	23.89	38.69	40.12	41.08	38.10	30.25	24.84	336	324	314

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.97	11.48	10.00	59.70	72.13	66.67	34.33	16.39	23.33	67	61	60
1	27.63	25.93	31.11	55.26	57.41	46.67	17.11	16.67	22.22	76	54	45
2	11.90	20.55	28.26	69.05	49.32	60.87	19.05	30.14	10.87	42	73	46
3	28.07	26.19	21.62	47.37	57.14	60.81	24.56	16.67	17.57	57	42	74
4	35.42	63.46	37.84	45.83	26.92	56.76	18.75	9.62	5.41	48	52	37
5	17.39	40.48	51.92	65.22	54.76	38.46	17.39	4.76	9.62	46	42	52
All Grades	21.13	29.94	28.66	56.55	53.09	55.73	22.32	16.98	15.61	336	324	314

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1.52	9.84	8.33	30.30	44.26	36.67	68.18	45.90	55.00	66	61	60
1	1.32	7.41	4.44	51.32	59.26	60.00	47.37	33.33	35.56	76	54	45
2	14.29	9.59	15.22	52.38	58.90	50.00	33.33	31.51	34.78	42	73	46
3	31.58	42.86	22.97	43.86	30.95	54.05	24.56	26.19	22.97	57	42	74
4	14.58	5.77	18.92	62.50	69.23	56.76	22.92	25.00	24.32	48	52	37
5	63.04	76.19	78.85	23.91	19.05	11.54	13.04	4.76	9.62	46	42	52
All Grades	18.51	21.60	25.16	43.88	49.07	44.27	37.61	29.32	30.57	335	324	314

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.56	5.00	51.52	68.85	63.33	48.48	24.59	31.67	66	61	60
1	13.16	7.41	6.67	38.16	38.89	40.00	48.68	53.70	53.33	76	54	45
2	7.14	6.85	10.87	59.52	61.64	67.39	33.33	31.51	21.74	42	73	46
3	7.02	4.76	5.41	50.88	57.14	47.30	42.11	38.10	47.30	57	42	74
4	16.67	7.69	18.92	45.83	67.31	59.46	37.50	25.00	21.62	48	52	37
5	8.70	19.05	21.15	52.17	54.76	59.62	39.13	26.19	19.23	46	42	52
All Grades	8.66	8.33	10.51	48.66	58.64	55.73	42.69	33.02	33.76	335	324	314

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.48	19.67	40.00	41.79	45.90	43.33	53.73	34.43	16.67	67	61	60
1	3.95	0.00	4.44	53.95	72.22	62.22	42.11	27.78	33.33	76	54	45
2	4.76	17.81	10.87	28.57	57.53	58.70	66.67	24.66	30.43	42	73	46
3	12.28	7.14	14.86	66.67	83.33	64.86	21.05	9.52	20.27	57	42	74
4	6.25	23.08	27.03	70.83	55.77	70.27	22.92	21.15	2.70	48	52	37
5	2.17	30.95	38.46	76.09	59.52	51.92	21.74	9.52	9.62	46	42	52
All Grades	5.65	16.36	22.93	55.95	61.11	57.96	38.39	22.53	19.11	336	324	314

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and data is not available.
Data from the 18-19 school year showed the following: 26.52% of students tested are at Level 4, 37.8% tested are at Level 3, 21.65% of students tested are at a Level 2 and 14.02% of students tested at Level 1.
2. Due to the COVID-19 school closure, students were not assessed and data is not available.
Data from the 18-19 school year showed the following: Second grade has the highest percentage of students in Level 3 with 54.76% of students.
3. Due to the COVID-19 school closure, students were not assessed and data is not available.
Data from the 18-19 school year showed the following: Level 3 decreased from 17-18 to 18-19 and the number of students from 4th to 5th grade increased by one level.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
546	84.2	59	0.4
Total Number of Students enrolled in Emmett S. Finley Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	322	59
Foster Youth	2	0.4
Homeless	38	7
Socioeconomically Disadvantaged	460	84.2
Students with Disabilities	51	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	1	0.2
Hispanic	518	94.9
Two or More Races	2	0.4
White	23	4.2

Conclusions based on this data:

- 2018-19 data showed the following: 79.0% of students enrolled are identified as Socioeconomically Disadvantaged. An increase from the previous year.
- 2018-19 data showed the following: The number of English Learners comprises the majority of students enrolled with a 60.3% rate.

3. 2018-19 data showed the following: Students enrolled identify as Hispanic comprise 92.6%.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: Students did not perform as well in English Language Arts from previous years. There was a decrease in the number of fourth grade students meeting or exceeding the standards. The change in teachers to different grade levels could be one reason for this decrease.

2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: Chronic absenteeism has increased which might have been attributed to the number of students requesting Independent Study.
3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: Mathematics is rated as above average but is now higher than the English Language Arts rating.

School and Student Performance Data

Academic Performance English Language Arts

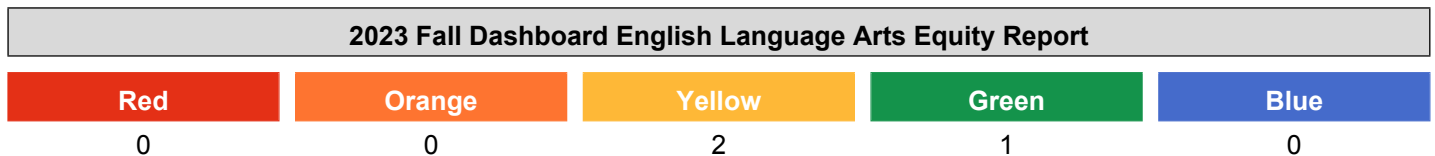
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Green 3.6 points below standard Increased +8 points 259 Students	English Learners Yellow 27.4 points below standard Increased +7.9 points 164 Students	Foster Youth Less than 11 Students 1 Student
Homeless 24.7 points below standard 16 Students	Socioeconomically Disadvantaged Yellow 13.1 points below standard Increased +9 points 218 Students	Students with Disabilities 48.2 points below standard Maintained 0 points 29 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian Less than 11 Students 1 Student	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Green 5 points below standard Increased +9.2 points 248 Students	Two or More Races Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 8 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 37.7 points below standard Increased +6.7 points 151 Students	Reclassified English Learners 92.6 points above standard Increased Significantly +25.3 points 13 Students	English Only 33.6 points above standard Increased +10.3 points 81 Students
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Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: The number of students meeting or exceeding the standard decreased in all subgroups except Students with Disabilities..
2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: Students with disabilities show an increase in performance but are still 48.9 points below standard.
3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: Overall ALL students are 9.2 points above meeting or exceeding the standard in ELA.

School and Student Performance Data

Academic Performance Mathematics

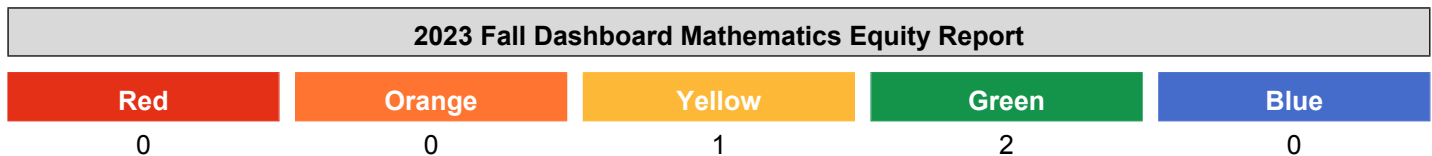
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 14.6 points below standard Increased Significantly +15.5 points 259 Students	English Learners  Yellow 31.7 points below standard Increased Significantly +15.2 points 164 Students	Foster Youth Less than 11 Students 1 Student
Homeless 36.1 points below standard 16 Students	Socioeconomically Disadvantaged  Green 22.9 points below standard Increased Significantly +16.1 points 218 Students	Students with Disabilities 37.8 points below standard Increased Significantly +18 points 29 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian Less than 11 Students 1 Student	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Green 16 points below standard Increased +14.3 points 248 Students	Two or More Races Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 8 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 36.6 points below standard Increased +13.7 points 151 Students	Reclassified English Learners 25.7 points above standard Increased Significantly +35.1 points 13 Students	English Only 8.6 points above standard Increased +11.2 points 81 Students
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Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: Overall students are 5.2 points above standard in Mathematics.
2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: Students identified as Socioeconomically Disadvantaged are 5.1 points below standard with an increase of 0.7 points.
3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: English learners are below 5.1 points and decreased 0.7 points from the previous year.

School and Student Performance Data

Academic Performance English Learner Progress

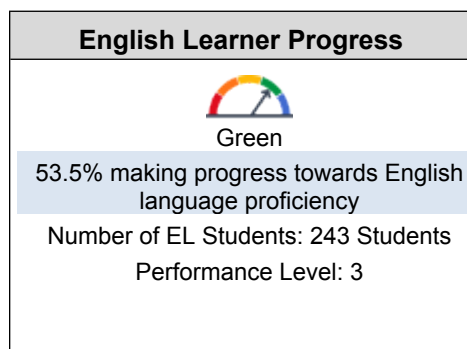
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
40	71	5	125

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: 63.2 % of students are making progress toward proficiency
2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: 31 of students decreased one level
3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 CAASPP data showed the following: 124 students progressed at least one level

School and Student Performance Data

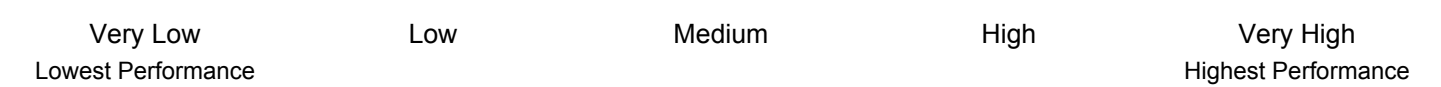
Academic Performance College/Career Report

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

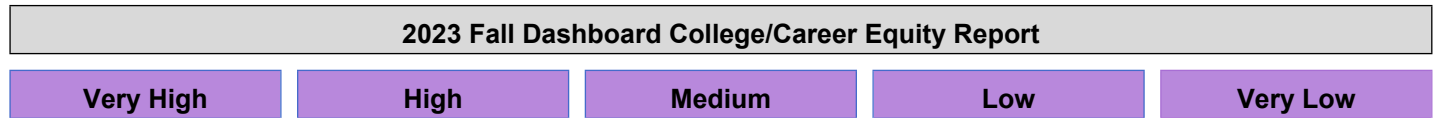
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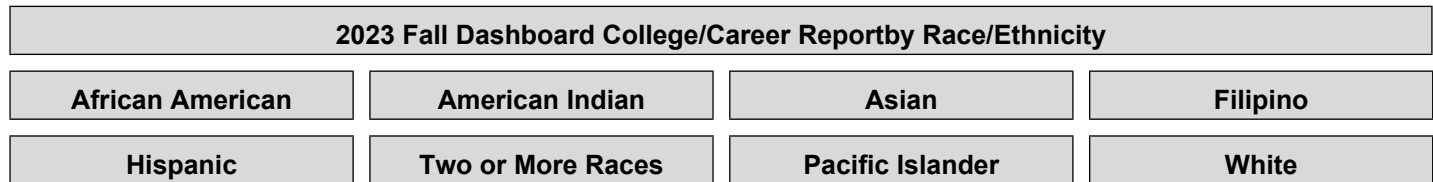
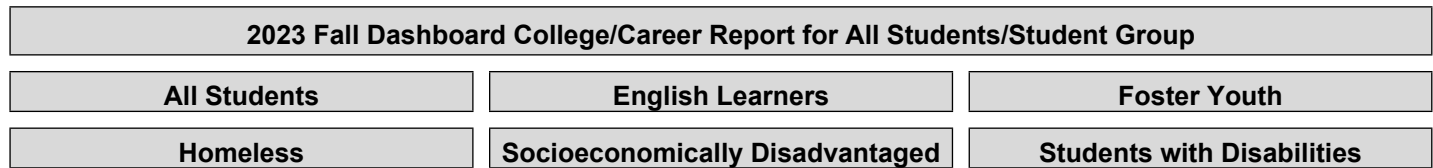
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



15.8% Chronically Absent

Declined Significantly -15.8

564 Students

English Learners



15.8% Chronically Absent

Declined Significantly -15.4

336 Students

Foster Youth

Less than 11 Students

3 Students

Homeless



21.6% Chronically Absent

Declined -22.5

37 Students

Socioeconomically Disadvantaged



17.4% Chronically Absent

Declined Significantly -16.7

478 Students

Students with Disabilities



21% Chronically Absent

Declined -4.9

62 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.4% Chronically Absent Declined Significantly -15.8 534 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	30.4% Chronically Absent Declined -2.9 23 Students

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 data showed the following: The number of Students with Disabilities chronic absenteeism decreased by 3.8 points
2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 data showed the following: The number of students with chronic absenteeism identified as English Learners increased by 3%.
3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 data showed the following: Chronic absenteeism for students identified as Socioeconomically Disadvantaged maintained at 7.2%

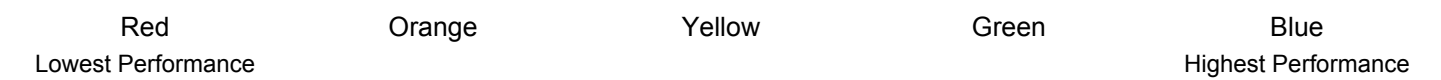
School and Student Performance Data

Academic Engagement Graduation Rate

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

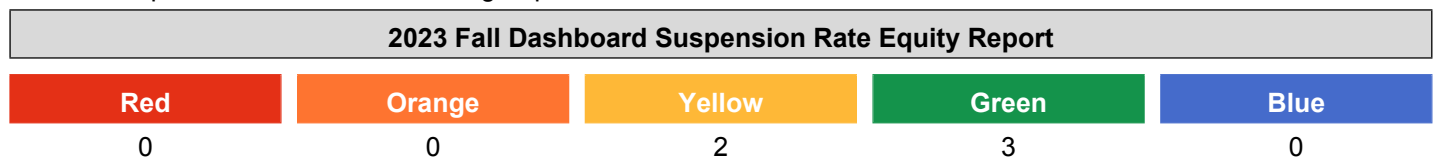
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 1.2% suspended at least one day Declined Significantly -1.7 575 Students	English Learners Green 1.7% suspended at least one day Declined Significantly -1.3 344 Students	Foster Youth Less than 11 Students 3 Students
Homeless Yellow 2.4% suspended at least one day Maintained -0.1 41 Students	Socioeconomically Disadvantaged Green 1.4% suspended at least one day Declined Significantly -1.7 487 Students	Students with Disabilities Yellow 4.8% suspended at least one day Declined -3.9 63 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 2 Students	American Indian Less than 11 Students 3 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  Green 1.1% suspended at least one day Declined Significantly -1.6 545 Students	Two or More Races Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White 4.3% suspended at least one day Declined -2.5 23 Students

Conclusions based on this data:

1. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 data showed the following: The suspension rate for students identified as Student with Disabilities decreased by 1. points
2. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 data showed the following: The number of white students suspended increased by 3 points
3. Due to the COVID-19 school closure, students were not assessed and Dashboard data is not available. 2019 data showed the following: The number of Hispanic students decreased by 0.4 points

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.

Increase student achievement for ALL students in all academic areas by providing students with instruction aligned to the state academic standards by highly qualified teachers.(LCAP Goal 1)

Student STAR scores will progress toward grade level proficiency in both ELA and Math. Students who are below grade level proficiency will be identified and provided intervention. Teachers will report that they are prepared to teach in their assigned classroom as a result of training and support.

60% of students will be reading at grade level in 1st through 5th, as measured by STAR Reading assessment and 70% of students will be at grade level proficiency as measured by STAR Math assessment. Increase in students learning English by 2% as measured on the ELPAC with an increase of 2% in students who meet reclassification criteria.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Annual increase in student achievement for all students in all academic areas, in all subgroups by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers.

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 that ALL students have the foundational reading and math skills needed to Meet Standard or be Above Standard.

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
CAASPP ELA scores	25.52% Above Standard, 33.47% Met Standard (58.99%) - 41% (Nearly or Not Met)	65% meeting or exceeding standard
CAASPP Math scores	20% Above Standard, 31.84 % Met Standard (51.84%) - 48.16% (Nearly or Not Met)	60% meeting or exceeding standard
ELPAC scores	26.52 at Level 4, 37.80 at Level 3	Less than 30% at Levels 1 & 2
Renaissance STAR Reading scores	40%	60% reading at grade level

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	1.1 Supplemental Standards Aligned Curriculum - provide standards-aligned supplemental instructional materials for all students.	All students	
1.2	1.2 Teacher and Paraprofessional Effectiveness - attend job fairs to recruit and hire teachers, provide professional development and training, and collaboration time.	ALL Students	4001.07 Title II Part A: Improving Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Professional services 1234 Title II Part A: Improving Teacher Quality None Specified Substitutes for collaboration 4000 Title I 1000-1999: Certificated Personnel Salaries Substitutes for collaboration 79428.03 Title I 1000-1999: Certificated Personnel Salaries Resource Teacher 26347.02 Title I 3000-3999: Employee Benefits Benefits for teacher and subs Title II Part A: Improving Teacher Quality 3000-3999: Employee Benefits Benefits for teacher and subs
1.3	1.3 Promote and Monitor Academic Proficiency - including English Learners, low income, foster youth, and students with exceptional needs.	ALL Students	7664.63 Title I 4000-4999: Books And Supplies Supplies 13788.19 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional services - online supplemental programs 13186.03 Title I 2000-2999: Classified Personnel Salaries Paraprofessional 4804.51 Title I 3000-3999: Employee Benefits Benefits for paraprofessional
1.4	1.4 Further Reduce Class Size - reduce class size to provide an effective student/teacher ratio and to meet the needs of all individual students.	ALL Students, especially English Learners	

1.5	1.5 Intensive Academic Support - ensure the coordination of additional support plans from staff are in place for all students, with priority given to unduplicated students.	ALL Students	11,000 Title IV Part A: Student Support and Academic Enrichment None Specified Chromebooks for students
1.6	1.6 Extended Learning Opportunities -provide extended learning opportunities for all students, including English Learners, Low-Income, Foster Youth and students with exceptional needs, through tutoring, academies, maintaining summer school programs for intervention and/or enrichment to accelerate or maintain academic progress.	All Students	
1.7	1.7 Additional Technology - maintain/repair/replace/expand technology equipment and software.	ALL students	5447.46 Title I 4000-4999: Books And Supplies Technology
1.8	1.8 Supplemental ELD Programs and Support - providing additional support to enhance designated and integrated ELD through pull-out support, small-group instruction, and individual tutoring.	ALL Students	3264 Title III Part A: Language Instruction for LEP Students None Specified EL student support
1.9	1.9 Additional Student Health Services - increase support for student behavioral health as well as physical well-being by providing additional Health Clerks, Mental Health services, Speech Therapy aides, and an elementary Physical Education teacher to improve the quality of these existing programs and to provide increased staff collaboration.	ALL Students	

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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.

Provide a broad course of study in Kinder through Fifth grade that will prepare students for college and career upon graduation.

By June 2024, all students will be exposed to a variety of instructional strategies and activities to prepare them for college and career. The principal, counselors, teachers, and staff will plan and encourage the students and community to participate in college and career activities. The school site will also implement college and career readiness programs and provide instruction that will eliminate the need for remediation at that middle and high school level.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a broad course of study in Kinder through fifth grade that will prepare students for college and career upon graduation.

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.

All students must and should be exposed to College and Career Readiness to better prepare them for their future.

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
Awareness and participation rate of activities	Student and parent survey awareness of College & Career Readiness	70% of students will be at grade level and 100% of students and parents will be exposed to College and Career Readiness expectations.

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	2.1 Maintain school counselor to provide supplemental services for all students making progress toward grade level proficiency and college and career.	All students	225,000.00 LCFF 1000-1999: Certificated Personnel Salaries Counselor salaries and benefits
2.2	2.2 Maintain Dual language program	All students	10,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

			Professional development (NABE, CABE, English Learner Institute) 3,000 Title I 4000-4999: Books And Supplies Dual component supplies, materials, etc. 2,000 LCFF 4000-4999: Books And Supplies Dual events and activities
2.3	2.3 Seal of Biliteracy	All students	
2.4	2.4 Support the integration of STEAM into the curriculum by integrating visual arts, music, dance, poetry, storytelling, theater, and technology.	All students	
2.5	2.5 Career and technical education	All students	
2.6	2.6 Promote college and career readiness through a variety of events, including higher ed week, career days, college days, etc.	All students	500.00 LCFF 4000-4999: Books And Supplies Higher Ed Week 500.00 LCFF 0000: Unrestricted Career Day 500.00 LCFF 4000-4999: Books And Supplies College Days
2.7	2.7 Support the implementation of AVID	All students	500 None Specified None Specified Dual activities/supplies/materials cost
2.8	2.8 Post secondary enrollment	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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.

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

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.

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.

Promote "school connectedness" and "safety"

90% of parents, students and staff will indicate that they feel safe and connected at school. Increase student attendance to 97.5%. Decrease chronic absenteeism. Decrease the suspension rate. Increase the percentage of parents that feel connected and safe at school. Increase the number of parents attending school site events. Maintain a rating of good or obtain a rating of exemplary on the Facilities Inspection Tool. Update the safety plan and conduct monthly safety drills.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide an educational experience which promotes "school connectedness" and "sense of safety" of pupils, staff and parents.

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.

The Dashboard indicates that suspension rates and chronic absenteeism need improvement to meet state standards.

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
Dashboard indicators	Suspension rates and chronic absenteeism both score average and below average	Indicators should meet state standards and improve to a green or blue on the Dashboard.

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
3.1	3.1 Maintain attendance program to improve student attendance. Provide counseling and intervention and provide incentives to prevent chronic absenteeism.	All students	4,000.00 LCFF 4000-4999: Books And Supplies Attendance incentives 500.00 LCFF 4000-4999: Books And Supplies Notifications 500.00 LCFF 4000-4999: Books And Supplies

			Attendance procedures
3.2	3.2 Additional site and Student Health, Safety, and Security	All students	5,000 General Fund 4000-4999: Books And Supplies First Aide Kits 500 General Fund 4000-4999: Books And Supplies Emergency water 15,000 None Specified 4000-4999: Books And Supplies Health and safety supplies
3.3	3.3 Additional parent involvement	ALL Students	20,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Synergy 3,000 LCFF 5800: Professional/Consulting Services And Operating Expenditures Parent Link 2,000 LCFF None Specified Written notices 2,000 LCFF 4000-4999: Books And Supplies Student agendas 3,141 Title I 5800: Professional/Consulting Services And Operating Expenditures Remind App
3.4	3.4 Supplemental Discipline Program - Implement enhanced district-wide discipline strategies.	All students	2,000 LCFF 4000-4999: Books And Supplies Professional development
3.5	3.5 Additional Transportation - provide unduplicated students with enhanced home-to-school transportation and transportation to supplementary school activities.	All students	
3.6	3.6 Social Emotional Learning - support the implementation of a social emotional learning curriculum and program	All students	

Annual Review

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.

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

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.

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2023-24

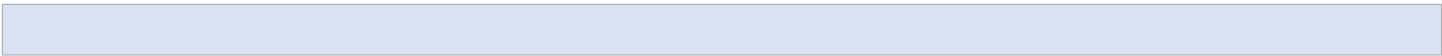
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2023-24

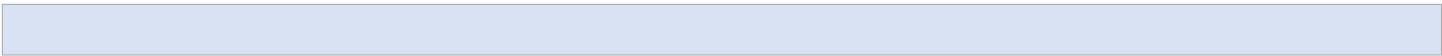
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.



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	\$473,805.94
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	\$160,806.87
Title II Part A: Improving Teacher Quality	\$5,235.07
Title III Part A: Language Instruction for LEP Students	\$3,264.00
Title IV Part A: Student Support and Academic Enrichment	\$11,000.00

Subtotal of additional federal funds included for this school: \$180,305.94

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 (\$)
General Fund	\$5,500.00
LCFF	\$262,500.00
LCFF - Supplemental	\$10,000.00
None Specified	\$15,500.00

Subtotal of state or local funds included for this school: \$293,500.00

Total of federal, state, and/or local funds for this school: \$473,805.94

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
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Expenditures by Funding Source

Funding Source	Amount
General Fund	5,500.00
LCFF	262,500.00
LCFF - Supplemental	10,000.00
None Specified	15,500.00
Title I	160,806.87
Title II Part A: Improving Teacher Quality	5,235.07
Title III Part A: Language Instruction for LEP Students	3,264.00
Title IV Part A: Student Support and Academic Enrichment	11,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	500.00
1000-1999: Certificated Personnel Salaries	308,428.03
2000-2999: Classified Personnel Salaries	13,186.03
3000-3999: Employee Benefits	31,151.53
4000-4999: Books And Supplies	48,612.09
5000-5999: Services And Other Operating Expenditures	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	43,930.26
None Specified	17,998.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	General Fund	5,500.00
0000: Unrestricted	LCFF	500.00

1000-1999: Certificated Personnel Salaries	LCFF	225,000.00
4000-4999: Books And Supplies	LCFF	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	23,000.00
None Specified	LCFF	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	10,000.00
4000-4999: Books And Supplies	None Specified	15,000.00
None Specified	None Specified	500.00
1000-1999: Certificated Personnel Salaries	Title I	83,428.03
2000-2999: Classified Personnel Salaries	Title I	13,186.03
3000-3999: Employee Benefits	Title I	31,151.53
4000-4999: Books And Supplies	Title I	16,112.09
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,929.19
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	4,001.07
None Specified	Title II Part A: Improving Teacher Quality	1,234.00
None Specified	Title III Part A: Language Instruction for LEP Students	3,264.00
None Specified	Title IV Part A: Student Support and Academic Enrichment	11,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	174,164.94
Goal 2	242,000.00
Goal 3	57,641.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Marco Page	Principal
Anthoy DePaoli	Classroom Teacher
Sandra Duran	Classroom Teacher
Claudia Espinoza	Classroom Teacher
Nadia Ontiveros	Classroom Teacher
Josue David Lara	Other School Staff
Maria Acuña	Parent or Community Member
Lorena Castro	Parent or Community Member
Maria Jose Herrera	Parent or Community Member
Hannah Nilson	Parent or Community Member
Maricela Gonzalez-Ortiz	Parent or Community Member
Denise Pasillas	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

State Compensatory Education Advisory Committee

English Learner Advisory Committee

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 January 23, 2023.

Attested:

Principal, Marco Page on 12/7/2023

SSC Chairperson, on 12/7/23

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

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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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