



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	January 26, 2026	June 16, 2025

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

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

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by 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 1,582 students currently enrolled at HUSD, 80.5% of which are socio-economically disadvantaged (SED), 44.2% are English Learners, and 0.4% students are Foster Youth.

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 1,582 students currently enrolled at HUSD, 80.5% of which are socio-economically disadvantaged (SED), 44.2% are English Learners, and 0.4% students are Foster Youth.

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 2025. Parents completed the online H.U.S.D. LCAP Survey which was based on the 2025/2026 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.

During the 2025-2026 school year, suspension rate at Emmett S. Finley Elementary were in the Green category. Chronic Absenteeism were in the Orange category. English Learner Progress was in the Red category. In addition, English Language Arts and Mathematics performance were in the Orange 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.18%	0.55%	0.36%	1	3	2
African American	0.37%	0.55%	0.54%	2	3	3
Asian	0%	%	0.18%	0		1
Filipino	0%	%	%	0		
Hispanic/Latino	94.87%	93.09%	93.56%	518	512	523
Pacific Islander	0%	%	%	0		
White	4.21%	5.45%	5.01%	23	30	28
Two or More Races	0.37%	0.36%	0.36%	2	2	2
Not Reported	0%	%	%	0		
Total Enrollment				546	550	559

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			39
Kindergarten	102	63	78
Grade 1	95	97	70
Grade 2	77	100	96
Grade3	102	79	95
Grade 4	81	103	82
Grade 5	89	81	98
Total Enrollment	546	550	558

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	322	308	264	59.0%	56.0%	47.2%
Fluent English Proficient (FEP)	31	41	74	5.7%	7.5%	13.2%

Conclusions based on this data:

1. The number of identified English Learners has decreased from 22-23 to 24-25.
2. FEP students increased from 22-23 to 24-25.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	106	80	94	100	76	92	100	76	92	94.3	95	97.9
Grade 4	79	103	81	78	99	78	78	99	78	98.7	96.1	96.3
Grade 5	89	82	97	85	82	97	85	82	97	95.5	100	100
All Grades	274	265	272	263	257	267	263	257	267	96.0	97	98.2

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2405.	2405.	2417.	16.00	14.47	19.57	23.00	21.05	21.74	33.00	32.89	30.43	28.00	31.58	28.26
Grade 4	2470.	2452.	2451.	19.23	25.25	17.95	25.64	20.20	23.08	24.36	17.17	21.79	30.77	37.37	37.18
Grade 5	2524.	2485.	2462.	25.88	14.63	14.43	34.12	28.05	20.62	20.00	26.83	25.77	20.00	30.49	39.18
All Grades	N/A	N/A	N/A	20.15	18.68	17.23	27.38	22.96	21.72	26.24	24.90	26.22	26.24	33.46	34.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.00	13.16	18.48	66.00	64.47	69.57	24.00	22.37	11.96
Grade 4	24.36	15.15	17.95	65.38	64.65	62.82	10.26	20.20	19.23
Grade 5	20.00	10.98	15.46	68.24	67.07	55.67	11.76	21.95	28.87
All Grades	17.49	13.23	17.23	66.54	65.37	62.55	15.97	21.40	20.22

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.00	13.16	7.61	62.00	50.00	68.48	30.00	36.84	23.91
Grade 4	5.13	10.10	7.69	74.36	52.53	58.97	20.51	37.37	33.33
Grade 5	23.53	8.54	12.37	62.35	63.41	54.64	14.12	28.05	32.99
All Grades	12.17	10.51	9.36	65.78	55.25	60.67	22.05	34.24	29.96

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.00	7.89	9.78	75.00	85.53	75.00	16.00	6.58	15.22
Grade 4	14.10	11.11	12.82	70.51	75.76	75.64	15.38	13.13	11.54
Grade 5	12.94	8.54	8.25	68.24	78.05	70.10	18.82	13.41	21.65
All Grades	11.79	9.34	10.11	71.48	79.38	73.41	16.73	11.28	16.48

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.00	6.58	7.61	68.00	73.68	75.00	16.00	19.74	17.39
Grade 4	16.67	17.17	12.82	69.23	55.56	67.95	14.10	27.27	19.23
Grade 5	20.00	13.41	11.34	69.41	74.39	58.76	10.59	12.20	29.90
All Grades	17.49	12.84	10.49	68.82	66.93	67.04	13.69	20.23	22.47

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards has declined over the three year period. The percentage of students not meeting standards increased significantly. This indicates a schoolwide decline in academic performance over the three year period and suggests a need for targeted interventions and instructional support.
2. Grade 3 showed improvement in scale scores and achievement levels. The percentage of Grade 3 students exceeding standards increased significantly in 2024-2025. Students in the "Nearly Met" category remain a sizable group across grades, representing an opportunity for targeted intervention to move students into the "Met" category.
3. Schoolwide achievement has steadily declined over the past three years. The percentage of students not meeting standards continues to increase. Grades 4 and 5 require focused support, particularly Grade 5, where achievement levels have dropped significantly. Additional intervention, progress monitoring, professional development, and targeted instruction may be needed to address learning gaps and improve outcomes.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	106	80	94	106	79	94	106	79	94	100.0	98.8	100
Grade 4	79	104	81	78	104	81	78	104	81	98.7	100	100
Grade 5	89	83	97	88	83	97	88	83	97	98.9	100	100
All Grades	274	267	272	272	266	272	272	266	272	99.3	99.6	100

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2414.	2418.	2414.	12.26	8.86	12.77	28.30	32.91	26.60	29.25	31.65	29.79	30.19	26.58	30.85
Grade 4	2477.	2462.	2450.	15.38	10.58	4.94	24.36	26.92	22.22	43.59	42.31	48.15	16.67	20.19	24.69
Grade 5	2500.	2484.	2460.	15.91	15.66	7.22	28.41	6.02	9.28	30.68	40.96	37.11	25.00	37.35	46.39
All Grades	N/A	N/A	N/A	14.34	11.65	8.46	27.21	22.18	19.12	33.82	38.72	37.87	24.63	27.44	34.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.26	15.19	19.15	58.49	55.70	52.13	29.25	29.11	28.72
Grade 4	23.08	14.42	7.41	52.56	58.65	60.49	24.36	26.92	32.10
Grade 5	18.18	15.66	4.12	52.27	44.58	54.64	29.55	39.76	41.24
All Grades	17.28	15.04	10.29	54.78	53.38	55.51	27.94	31.58	34.19

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.87	11.39	19.15	50.00	55.70	52.13	31.13	32.91	28.72
Grade 4	19.23	13.46	11.11	53.85	56.73	59.26	26.92	29.81	29.63
Grade 5	11.36	9.64	6.19	63.64	56.63	49.48	25.00	33.73	44.33
All Grades	16.54	11.65	12.13	55.51	56.39	53.31	27.94	31.95	34.56

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.09	7.59	11.70	67.92	74.68	71.28	16.98	17.72	17.02
Grade 4	16.67	16.35	7.41	71.79	59.62	62.96	11.54	24.04	29.63
Grade 5	9.09	9.64	4.12	70.45	73.49	67.01	20.45	16.87	28.87
All Grades	13.60	11.65	7.72	69.85	68.42	67.28	16.54	19.92	25.00

Conclusions based on this data:

1. Schoolwide achievement has declined over the three year period.
2. The percentage of students meeting or exceeding standards decreased from 41.55% in 2022-2023 to 27.58% in 2024-2025. The percentage of students not meeting standards increased significantly. The percentage of students in the Nearly Met category remains high (37.87%), indicating a large group of students who may reach proficiency with targeted support.
3. Grade 3 remained relatively stable and increased the percentage of students exceeding standards. The large percentage of students in the "Nearly Met" category suggest many students are close to proficiency.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1391.4	1402.4	1412.7	1394.2	1403.1	1411.5	1384.7	1400.3	1415.2	60	48	42
1	1419.2	1437.4	1424.5	1423.6	1439.5	1416.5	1414.3	1434.9	1432.0	45	50	39
2	1459.4	1447.7	1469.5	1451.9	1445.1	1449.2	1466.4	1449.9	1489.4	46	44	48
3	1479.1	1488.8	1487.9	1474.4	1481.1	1482.6	1483.4	1496.1	1492.8	74	45	38
4	1506.7	1507.3	1503.6	1483.8	1487.8	1487.2	1529.2	1526.4	1519.5	37	67	43
5	1551.3	1537.9	1512.0	1551.0	1525.1	1494.9	1551.3	1550.3	1528.8	52	40	50
All Grades										314	294	260

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	6.25	14.29	26.67	27.08	33.33	33.33	47.92	28.57	31.67	18.75	23.81	60	48	42
1	4.44	2.00	0.00	22.22	28.00	38.46	42.22	42.00	28.21	31.11	28.00	33.33	45	50	39
2	10.87	6.82	4.17	30.43	38.64	39.58	36.96	25.00	45.83	21.74	29.55	10.42	46	44	48
3	6.76	13.33	10.53	32.43	42.22	42.11	41.89	31.11	31.58	18.92	13.33	15.79	74	45	38
4	13.51	20.90	11.63	43.24	41.79	51.16	29.73	22.39	23.26	13.51	14.93	13.95	37	67	43
5	48.08	30.00	14.00	30.77	40.00	36.00	13.46	25.00	32.00	7.69	5.00	18.00	52	40	50
All Grades	14.97	13.27	9.23	30.57	36.39	40.00	33.44	31.97	31.92	21.02	18.37	18.85	314	294	260

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	6.67	8.33	11.90	26.67	25.00	33.33	28.33	43.75	21.43	38.33	22.92	33.33	60	48	42
1	8.89	24.00	10.26	31.11	20.00	23.08	35.56	32.00	28.21	24.44	24.00	38.46	45	50	39
2	17.39	13.64	6.25	30.43	43.18	37.50	26.09	20.45	43.75	26.09	22.73	12.50	46	44	48
3	21.62	22.22	26.32	32.43	37.78	44.74	29.73	24.44	13.16	16.22	15.56	15.79	74	45	38
4	21.62	19.40	25.58	45.95	47.76	41.86	10.81	20.90	16.28	21.62	11.94	16.28	37	67	43
5	63.46	47.50	20.00	26.92	37.50	46.00	0.00	5.00	18.00	9.62	10.00	16.00	52	40	50
All Grades	23.25	21.77	16.54	31.53	35.71	38.08	22.61	24.83	23.85	22.61	17.69	21.54	314	294	260

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	12.50	19.05	5.97	16.67	21.43	46.27	62.50	52.38	47.76	8.33	7.14	67	48	42
1	5.26	0.00	0.00	25.00	32.00	38.46	27.63	44.00	28.21	42.11	24.00	33.33	76	50	39
2	0.00	4.55	8.33	26.19	29.55	50.00	30.95	29.55	29.17	42.86	36.36	12.50	42	44	48
3	5.26	2.22	2.63	22.81	40.00	44.74	43.86	37.78	28.95	28.07	20.00	23.68	57	45	38
4	16.67	19.40	6.98	16.67	31.34	48.84	35.42	29.85	25.58	31.25	19.40	18.60	48	67	43
5	4.35	17.50	8.00	13.04	42.50	26.00	50.00	35.00	48.00	32.61	5.00	18.00	46	40	50
All Grades	10.19	9.86	7.69	23.89	31.63	38.08	41.08	39.46	35.77	24.84	19.05	18.46	314	294	260

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	10.00	12.50	16.67	66.67	68.75	71.43	23.33	18.75	11.90	60	48	42
1	31.11	30.00	25.64	46.67	52.00	48.72	22.22	18.00	25.64	45	50	39
2	28.26	31.82	16.67	60.87	52.27	72.92	10.87	15.91	10.42	46	44	48
3	21.62	31.11	34.21	60.81	53.33	55.26	17.57	15.56	10.53	74	45	38
4	37.84	49.25	46.51	56.76	40.30	37.21	5.41	10.45	16.28	37	67	43
5	51.92	40.00	26.00	38.46	55.00	68.00	9.62	5.00	6.00	52	40	50
All Grades	28.66	33.33	27.31	55.73	52.72	59.62	15.61	13.95	13.08	314	294	260

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	6.25	4.76	36.67	54.17	52.38	55.00	39.58	42.86	60	48	42
1	4.44	16.00	2.56	60.00	58.00	43.59	35.56	26.00	53.85	45	50	39
2	15.22	13.64	2.08	50.00	50.00	64.58	34.78	36.36	33.33	46	44	48
3	22.97	35.56	36.84	54.05	37.78	42.11	22.97	26.67	21.05	74	45	38
4	18.92	13.43	16.28	56.76	70.15	58.14	24.32	16.42	25.58	37	67	43
5	78.85	60.00	28.00	11.54	27.50	42.00	9.62	12.50	30.00	52	40	50
All Grades	25.16	22.45	15.00	44.27	51.70	50.77	30.57	25.85	34.23	314	294	260

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	5.00	8.33	7.14	63.33	79.17	66.67	31.67	12.50	26.19	60	48	42
1	6.67	6.00	10.26	40.00	70.00	56.41	53.33	24.00	33.33	45	50	39
2	10.87	0.00	10.42	67.39	70.45	72.92	21.74	29.55	16.67	46	44	48
3	5.41	0.00	5.26	47.30	60.00	63.16	47.30	40.00	31.58	74	45	38
4	18.92	19.40	9.30	59.46	55.22	69.77	21.62	25.37	20.93	37	67	43
5	21.15	20.00	12.00	59.62	67.50	70.00	19.23	12.50	18.00	52	40	50
All Grades	10.51	9.52	9.23	55.73	66.33	66.92	33.76	24.15	23.85	314	294	260

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	40.00	29.17	59.52	43.33	54.17	38.10	16.67	16.67	2.38	60	48	42
1	4.44	2.00	7.69	62.22	74.00	51.28	33.33	24.00	41.03	45	50	39
2	10.87	4.55	18.75	58.70	56.82	66.67	30.43	38.64	14.58	46	44	48
3	14.86	8.89	2.63	64.86	80.00	89.47	20.27	11.11	7.89	74	45	38
4	27.03	26.87	4.65	70.27	62.69	83.72	2.70	10.45	11.63	37	67	43
5	38.46	17.50	2.00	51.92	77.50	86.00	9.62	5.00	12.00	52	40	50
All Grades	22.93	15.65	15.77	57.96	67.01	69.62	19.11	17.35	14.62	314	294	260

Conclusions based on this data:

1. Kindergarten students demonstrated steady improvement across all domains, indicating strong foundational language development. Grade 1 maintained overall performance but may benefit from additional emphasis on speaking and listening skills. Grade 2 showed strong language development, particularly in writing, suggesting effective instructional practices that should be continued.
2. Grade 3 maintained consistent performance and demonstrated continued growth in Oral Language. Grade 4 performance has plateaued and will benefit from targeted supports to sustain growth, particularly in writing. Grade 5

experienced the most significant decrease in performance, particularly in Oral Language. Additional supports focused on academic discussions, speaking opportunities, and language development should be considered.

3. The ELPAC data indicates that primary grades (K–3) are generally demonstrating positive growth or maintaining strong performance, while upper grades, particularly Grade 5, are showing declines in both overall and oral language proficiency. Continued emphasis on language development, especially speaking and listening skills, will be important to improving outcomes for English Learners across all grade levels.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
559	80.5%	47.2%	0.2%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	264	47.2%
Foster Youth	1	0.2%
Homeless	39	7%
Socioeconomically Disadvantaged	450	80.5%
Students with Disabilities	53	9.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
American Indian	2	0.4%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	523	93.6%
Two or More Races	2	0.4%
Pacific Islander	0	0.0%
White	28	5%

Conclusions based on this data:

- 2024-25 data showed the following: 80.5% of students enrolled are identified as Socioeconomically Disadvantaged. An decrease of 4.2% from the previous year.

2. 2024-25 data showed the following: The number of English Learners comprises almost half of students enrolled with a 47.2% rate.
3. 2024-25 data showed the following: Students enrolled identify as Hispanic comprise 93.6%.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- An area of success for Emmett S. Elementary lies in the Suspension Rate.
- English Language Arts indicator decreased from Green to Orange. More emphasis will need to be placed in this category.
- Mathematics indicator decreased from Green to Orange. More emphasis will need to be placed in this category.

School and Student Performance Data

Academic Performance English Language Arts

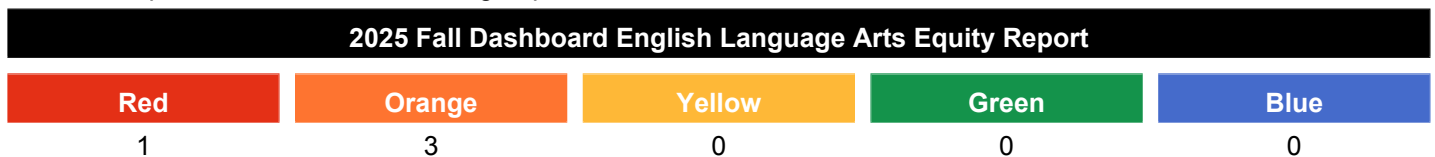
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Orange 24.8 points below standard Declined 6.8 points 266 Students	English Learners Orange 51.6 points below standard Declined 7.4 points 168 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 30.2 points below standard Increased 12.6 points 18 Students	Socioeconomically Disadvantaged Orange 36.5 points below standard Declined 7.6 points 216 Students

Students with Disabilities  Red 82.4 points below standard Declined 6.9 points 30 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 27.3 points below standard Declined 5.7 points 251 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 24.5 points above standard 11 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged Students was the largest group (216 students) that scored low on the ELA assessment.
2. The largest decline came from Socioeconomically Disadvantaged who declined 7.6.

School and Student Performance Data

Academic Performance Mathematics

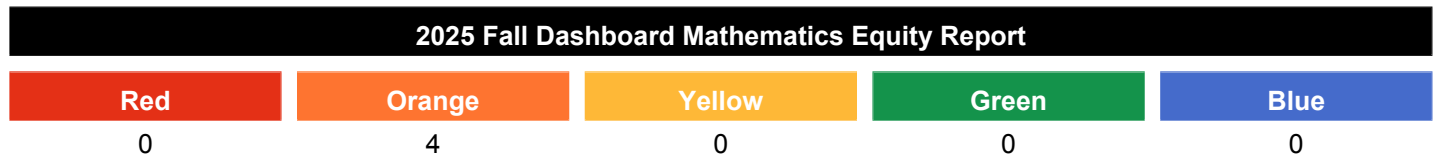
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 39.8 points below standard Declined 15.4 points 268 Students	English Learners  Orange 53.2 points below standard Declined 11.6 points 170 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 27.7 points below standard Maintained -1.6 points 18 Students	Socioeconomically Disadvantaged  Orange 47.1 points below standard Declined 17.2 points 218 Students

Students with Disabilities  Orange 82.3 points below standard Declined 23.5 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 41.6 points below standard Declined 16 points 253 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 19.5 points above standard 11 Students

Conclusions based on this data:

1. Students with Disabilities (31students) was the group that scored low on the Mathematics assessment.
2. The largest decline came from Students with Disabilities who declined 23.5 points.

School and Student Performance Data

Academic Performance Science

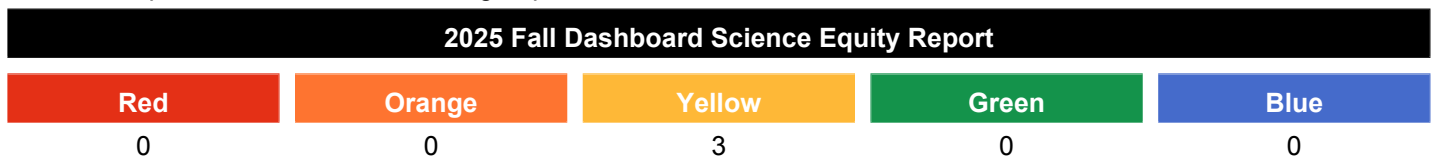
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 53.9 science points Maintained -0.8 points 96 Students	English Learners Yellow 49 science points Maintained 1.5 points 68 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Yellow 51.3 science points Maintained -1.8 points 82 Students

Students with Disabilities  No Performance Color 48.9 science points Increased 7.6 points 11 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 52.4 science points Maintained -1.1 points 91 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Students with Disabilities (11 students) had an increase with 7.6 points.
2. All students maintained their performance in Science.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
43.3 making progress.	making progress.
Number Students: 217 Students	Number Students: 2 Students

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

2025 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
17.6%	37.6%	0%	44.8%

Conclusions based on this data:

1. It appears that EL testing data is on the rise as the amount of students who increased at least one ELPI level increase by more than 44.8%.

School and Student Performance Data

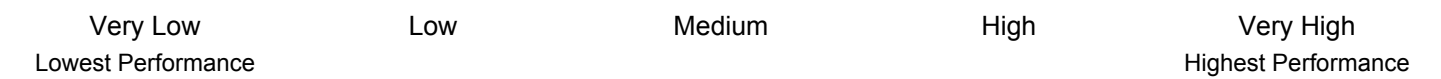
Academic Performance College/Career Report

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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 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.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

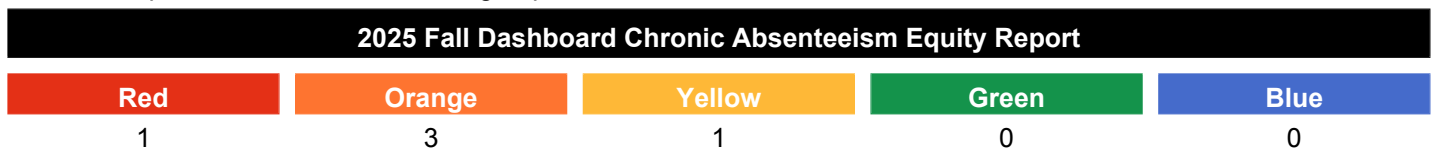
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Orange 15% Chronically Absent Maintained 0.3 575 Students	English Learners Orange 16.5% Chronically Absent Increased 2.3 272 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless Yellow 13.3% Chronically Absent Declined 7 45 Students	Socioeconomically Disadvantaged Orange 17.1% Chronically Absent Increased 1.3 468 Students

Students with Disabilities  Red 27.1% Chronically Absent Increased 10.7 70 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 14.7% Chronically Absent Increased 0.5 537 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 17.9% Chronically Absent Increased 1.2 28 Students

Conclusions based on this data:

1. 2025 data showed the following: The number of Students with Disabilities chronic absenteeism increased by 10.7 points.
2. 2025 data showed the following: The number of students with chronic absenteeism identified as English Learners increased by 2.3%.
3. 2025 data showed the following: Chronic absenteeism for students identified as Socioeconomically Disadvantaged increased at 1.3%

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

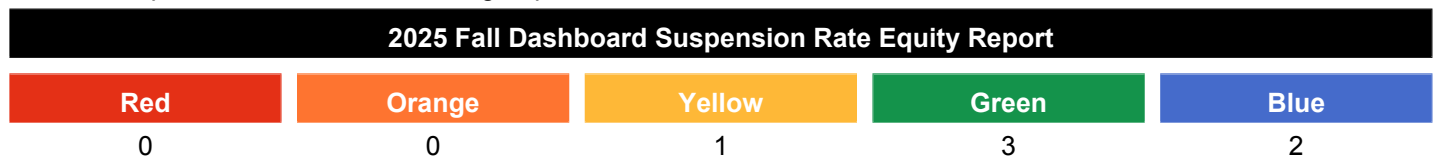
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1.9% suspended at least one day Declined 0.7% 584 Students	English Learners  Yellow 2.9% suspended at least one day Maintained -0.2% 277 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  Blue 0% suspended at least one day Declined 1.8% 46 Students	Socioeconomically Disadvantaged  Green 2.1% suspended at least one day Declined 0.7% 476 Students

Students with Disabilities  Green 2.8% suspended at least one day Declined 1.3% 71 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Green 2% suspended at least one day Declined 0.6% 544 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Declined 3.3% 30 Students

Conclusions based on this data:

1. 2025 data showed the following: The suspension rate for students identified as Student with Disabilities decreased by 0.7%.
2. 2025 data showed the following: The number of Hispanic students suspended declined by 0.6%.
3. 2025 data showed the following: The number of English Learners students maintained -0.2%.

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.

Annual increase in student achievement for all students in all academic areas, including English Language Arts, and Math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low-income pupils, and pupils identified as special education by providing students with instruction aligned to the state academic content and performance standards by highly qualified teachers.

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, including English Language Arts, and Math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low-income pupils, and pupils identified as special education 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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			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: 2024-25

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

Analysis

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

Overall, the implementation of these strategies was effective in advancing academic achievement, promoting equity, and supporting the holistic development of all students. Continued investment in these areas, coupled with ongoing monitoring and adjustments, will help sustain progress and further address the diverse needs of the student population.

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

While the overall plan to support academic achievement and student well-being was effectively implemented, several key differences arose between the intended implementation and the actual execution due to staffing limitations, supply delays, and shifting student needs.

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.

Additional professional development training and implementing additional supplemental curriculum.

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.

Emmett S. Finley Elementary will continue to provide a broad course of study to TK-5th grade students that will prepare them for college and career upon graduation, with a focus on English Learners, Low-Income, Foster Youth, and students with exceptional needs.

By June 2025, 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 to TK-5th grade students that will prepare them for college and career upon graduation, with a focus on English Learners, Low-Income, Foster Youth, and students with exceptional needs.

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, CAFE, English Learner Institute)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			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: 2024-25

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

Analysis

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

The implementation of the articulated strategies to enhance student academic achievement and college/career readiness was both intentional and effective across multiple areas. Together, these strategies created a comprehensive and effective framework for promoting academic success and future readiness.

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

In order to continue to provide a broad course of study, Emmett S. Finley must utilize a broad array of school funds as each has specific indications of use.

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.

Further expanding Dual Language and AVID implementation..

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.

Emmett S. Finley Elementary will provide an educational experience that promotes a culture of school connectedness and involvement, student health and well-being, and safety and security of pupils, staff, parents. 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 that promotes a culture of school connectedness and involvement, student health and well-being, and safety and security of pupils, staff, 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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			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	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.6	3.6 Social Emotional Learning - support the implementation of a social emotional learning curriculum and program	All students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, the combined strategies created a more inclusive, responsive, and safe learning environment, supporting both academic and non-academic needs of students.

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

An increase in time and effort will be necessary to improve student attendance and culture, as well as parent support and participation.

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.

Based on effectiveness of the strategies/activities, items may be revisited and changed over the course of the school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brenda Villegas	Principal
Timotea Bojorquez	Classroom Teacher
Renato Montano	Classroom Teacher
Lovette Stiff	Classroom Teacher
Josue Lara	Other School Staff
Kimberly Camacho	Parent or Community Member
Yessenia Gutierrez	Parent or Community Member
Maria Elena Meza	Parent or Community Member
Guadalupe Ruiz	Parent or Community Member
Cristina Wilkinson	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 26, 2026.

Attested:

Principal, Brenda Villegas on 1/26/2026

SSC Chairperson, Cristina Wilkinson on 1/26/26

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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