School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Katherine Finchy Elementary
Address	777 E. Tachevah Palm Springs, CA 92262-4903
County-District-School (CDS) Code	33-67173-6032437
Principal	Matthew Hammond
District Name	Palm Springs Unified School District
SPSA Revision Date	07/01/2018 - 06/30/2019
Schoolsite Council (SSC) Approval Date	10/24/2019
Local Board Approval Date	11/26/2019

X This certifies that updates to my SPSA are completed

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

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School Vision and Mission

Katherine Finchy Elementary School is an educational environment where individual differences and the rights of others are respected. We believe that every child will succeed with the help of his/her parents and teachers to his/her maximum potential in a safe and orderly academic environment.

School Profile

Katherine Finchy Elementary school is located near Desert Regional Medical Center. It was named after Miss Katherine Finchy, a highly respected teacher, principal, and superintendent who came to Palm Springs Unified School District in 1921. The original school was dedicated in 1951 with the new building being dedicated in 1998. The school currently serves approx 700 Pre-K through fifth-grade students. The school also is home for preschool and kindergarten Steps To Achieving Readiness Skills (S.T.A.R.S) program. Katherine Finchy School has a heritage of strong commitment to student learning. Many students attend Katherine Finchy School on inter-district and intra-district transfers. Katherine Finchy has been named as a recipient of the California Title I Academic Achievement Award from 2009 through 2011, a California Distinguished School 2011, a National Blue Ribbon School in 2011, and a California Gold Ribbon School in 2016. Katherine Finchy is very proud to be the first National Blue Ribbon school in the Palm Springs Unified District and the first public school in the Coachella Valley to receive this prestigious honor.

Katherine Finchy Elementary School has adopted the Common Core State Standards (CCSS). Palm Springs Unified School District chooses state adopted curriculum and provides staff development so that students have access to standards-based materials and research-based strategies. The School Site Council writes and revises its school plan to reflect the guidelines put forth the CDE, and PSUSD.

Special Education Instruction occurs within a collaborative service delivery model that reflects content and performance standards and ensures access to the core curriculum for all students.

Following assessment, students receive reading and mathematics instruction with an emphasis on best first instruction taught and practiced with rigor. Identified special education services are delivered through pull out programs or within the regular education classes through co-teaching, classroom support and/or consultation from special education personnel.

To ensure a smooth transition from Early Childhood Education (ECE) to Kindergarten, a Katherine Finchy kindergarten teacher meets three times each year with ECE teachers to discuss the necessary skills needed for a successful ECE to kindergarten transition.

Katherine Finchy School staff monitors and evaluates the effectiveness of our SPSA throughout the year. Monitoring comments will be added to our SPSA. Revisions to the SPSA and subsequent Board approval will occur if there are substantial budget and/or material changes during the school year. Shortly after SBAC scores are released the SSC and other leadership groups have the opportunity to review all student achievement data to evaluate the effectiveness of our SPSA. The Single Plan for Student Achievement is updated annually by the Katherine Finchy School Site Council. Ten percent of Title I funds are allocated for staff development.

Purpose and Description

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

Schoolwide Program

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

Katherine Finchy Elementary School School Site Council (SSC) meets regularly during school year to review and update the school plan including proposed expenditures of Title I funds. School goals are based upon comprehensive needs assessment that includes the analysis of verifiable state data, including information displayed on the CA School Dashboard. Other district and school data, including interim assessments, are utilized to further measure and monitor

achievement throughout the school year. School goals are aligned with PSUSD LCAP goals and include the same metrics/indicators. Input and advice is solicited from school advisory committees including the ELAC and School Leadership team. The KFES School Plan addresses how LCFF and Title I funds will be used to improve the academic performance of all students and close student group achievement gaps.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

SSC Election dates and Results: SSC Nomination letters were sent out on August 28th for the new positions were sent out to all of the parents due by Sept 5th, 2018. 7 Parents were self-nominated to fill the three open positions on the KFES SSC. Ballots were sent home to all parents to be returned on Friday, Sept. 14.   The voting took place from Sept. 10th through the 14th. New parent reps for SSC were elected- Mrs. Goerzen, Mrs. Signoret, and Mrs. Peltier were elected by their peers to serve two years on the KFES SSC. All staff and teacher representatives maintained from the prior year.

The ELAC committee was part of the School Site Committee for the 2018-2019 School year.

SSC Meeting Dates and times:
10-9-18- SSC training- review of bylaws and election of officers- current copies of SPSA and bylaws given to all members to review.
11-2-18- Second reading and approval of the bylaws and officers, Revision of old SPSA reviewed and approved for 18-19 school year from the previous administration. Reviewed the SPSA actions and current revisions of the budget allocations. Current revisions were discussed and approved.
3-1-19 Review of the CA dashboard data- including SBAC results suspension data, and attendance data. evaluation of services and actions from current SPSA discussed and 19-20 SPSA input was collected
5-14-19 Continued evaluation of SPSA actions and services, approved revisions for the 2019-2020 SPSA and Budget.

KFES Leadership Meetings:
School Leadership committee was involved in input and data gathering and analysis: Leadership Meetings were from 7:30 to 8:15 AM on the following dates: 10-17-18, 11-14-18, 11-28-19, 12-12-18, 1-23-19, 2-6-19, 2-27-19, 3-13-19, 3-27-19, 4-10-19, 5-8-19, and 5-22-19.

Based on the evaluation of the implementation and effectiveness of the SPSA Actions (see Annual Evaluation and Needs Assessment section) and review of the California School Dashboard, district benchmarks, and Panorama Survey Input The SSC recommended the following revisions to the SPSA:
1. Addition of a full-time counselor to provide services to all students- the school counselor will provide Social Emotional support through group or individual counseling, identify and counsel students with needs in the areas of attendance, social and behavioral problems along with developing goals and progress towards goals of the students, conflict resolution and conflict mediation groups as needed, and help promote the positive behavior implementation schoolwide program.
2. Additional hours scheduled for a supervision aide to provide structured recess play during the morning and afternoon recess times in the model of Playworks.
3. Continue to provide release time for the teachers to analyze data and evaluate the effectiveness of their best first instruction school-wide.
4. Continue to upgrade the technology to provide 21st-century instruction to all students at Katherine Finchy Elementary School.
5. Provide additional time outside of the school day for intervention and enrichment opportunities for students to expand their knowledge and understanding.
6. Provide more opportunities for parent engagement and collaboration throughout the year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through our needs assessment, we identified a resource inequity within our Students with Disabilities student group. Although our SWD students are performing 85 points below our All Students group in ELA and 76 points below our All Students group in Math, no specific actions or expenditures were specifically focused at this student group. In Goal 1 of our 19-20 plan, we have addressed this inequity through ensuring our School Counselor and Resource Teacher works to support classroom teachers in further differentiating lessons and ensuring appropriate strategies are used during whole group and small group instruction to effectively meet the needs of this group. The school counselor will provide support for students with disabilities through the Social Emotional Learning and strategies to promote Positive Behavior.

An inequity in our current English Learners was also identified. They are scoring 76 points below the All students in ELA and 26 points below in math. In goal 1 of our 19-20 plan, we will continue to provide bilingual aides to help support the English Learners. An inequity in Chronic Absenteeism was also identified with our African American and SED subgroup. African American group is at 26.7 % and the SED group is at 15 % while all students are at 12.3%. In goal 2 of our 19-20 plan, we will provide more parent outreach and incentives targeting attendance overall, but particularly this subgroup. Along with the increased parent outreach for the 2019-2020 school year the bilingual aides will provide additional time for translation services to engage the parents of English Langauge Learners.

Needs Assessment – Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Using the California Dashboard as our measure we saw the following growth:

Overall scores

DIBELS Composite End of year Scores for 2017-2018 of students at or above benchmark at the end of the year.
Kindergarten up 15% from 75% to 90%
1st Grade up 26 % from 57% to 83%
2nd grade up 9% from 61% to 72%
3rd grade up 3 % from 61% to 64%

ELA- Scores increased by 1.1 points which put our students in the status of medium with a yellow rating with -0.2 points below the standard

Student group scores from the 2017-2018 school year:
In ELA our EL student group increased 11.6 points to reach status of yellow 25.1 points below standard; Hispanic student group increased 11 7 points to reach status of yellow 20.4 points below standard; SED student group increased 10.6 points to reach status of yellow 15.2 points below standard; SWD student group increased 5.6 points to reach status of orange 85.1 points below standard.
In Math, we did not have any student group increase scores.

Being the new principal to Katherine Finchy this year, 2018-2019, I am unsure of what lead to the growth in ELA and the lack of growth in Math. As a site this year there has been an increased focus on grade level collaboration in ELA and Math with data analysis and providing not only best first instruction but also interventions and enrichment opportunities for all students.

In terms of family climate, 96% of those who filled out the Panorama Survey were favorable in their sense of belonging (school connectedness). We can attribute this growth to the various parenting classes and family nights that were offered throughout the year.
The teachers, along with the principal, will continue to analyze the data to ensure our continued growth along with monitoring strategies to find what instruction is impacting our students and what we need to do differently to meet the needs of the students that are not making progress.

At the start of the 19-20 school year, a thorough review of the preliminary 2018-2019 CAASPP results was conducted. Overall in ELA the percent met or exceeded increased from 46.13 % in 2017-2028 to 50.87 in

2018-2019; in Math, percent met or exceeded increased from 39.54 to 39.73. Funding will be continued to provide enrichment and intervention activities to increase the school day to continue with this positive growth.

ELA				Math		
2017-2018	2018-2019	% change		2017-2018	2018-2019	% change
overall 46.13	50.87	4.74	overall	39.54	39.73	0.19
3rd	49.04	48.54	-0.5 3rd	46.66	50.22	3.56
4th	39.69	49.46	9.77 4th	38.17	44.94	6.77
5th	50.87	51.68	0.81 5th	34.51	37.99	3.48

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Using the California Dashboard as our measure

The greatest need is closing the achievement gap with our student groups.

Our Hispanic student group declined in Math. It also increased in chronic absenteeism
English Language learners student group also declined in Math. They increased in ELA, but are still in a low status.
African American student group declined 3.8 points in ELA and declined 22.3 points in Math. The suspension rate also increased by 2.2 % to the very high level.
SWD declined in math by 14.4 points.

Overall our Core Growth model data from 2017-2018 in ELA shows a rating of 35 which is on the low end of the meeting category; in Math, our Core Growth model score is 34 which is also in the low meeting group.

Our plan to add Coach Wooden's Pyramid of Success and a tiered behavior approach should improve the suspension rate across all subgroups.

Our continued professional development and small group interventions will address our students that need extra support in the academic areas. The district provided academic coach will also support the teachers as the teachers work to differentiate instruction. For the 19-20 school year, the addition of a full-time counselor will help increase the attendance rates along with decreasing the suspension rates of all groups.

Based on the CAASPP data the Math interventions to extend the school day will be increased to continue with the growth in test scores by providing more opportunities for students to receive Math intervention before school and after school through the extended school day interventions. Overall 3rd grade ELA had a slight decline and the overall math growth was not as high as the individual grade levels- Additional funding will be allocated to include extended-day math and ELA interventions for 3rd grade and math school-wide.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Performance Gaps

As you can see, we have some significant student achievement gaps as displayed below in our student groups. We are doing a good job with our white students, but our EL, Hispanic, African American, and SED are all performing at a lower growth rate as well as status. In the school plan we will address this through professional development and coaching with our teachers. Small group instruction, intervention, and after-school tutoring will also help to fill the gaps in academic achievement.

The white student group scored in the Green range in both ELA and Math, while all other student groups scored in the yellow or orange range in ELA and Math. In the area of Chronic Absentee rates, the performance gaps are not as significant as all student groups are in the orange or red

ranges. For Suspension Rates there is a performance gap between the English Learner student group and most significantly the African American student group.

Suspension
We will establish and implement a school-wide positive behavior plan with a flowchart/ matrix of intervention for unwanted behavior, a set of behavioral expectations for all areas of the campus that will be monitored and enforced universally and a format for documenting behaviors and interventions applied. The site academic coach, school counselor, and principal will meet with teachers and support staff that work with Students with Disabilities to identify specific needs and accommodations students need to follow the school positive behavior plan. Once this information has been identified it will be shared with all staff who will be held accountable to follow the needs of the identified students.

English Learners
Another identified gap that is significant is the academic and language acquisition of our English Learners. We are establishing an expectation that all teachers will participate in weekly PLC collaboration to review data and use the information from the data review to inform (develop/implement/revise/change) instruction, provide intervention and use best instructional practices. The collaboration process will be monitored with feedback on best practices and redirection if the collaboration is not focused on using information from data to inform instruction/intervention. We will establish an expectation that ELD strategies will be used during all first instruction, intervention and EL designated learning times. Strategies for ELD during instruction will be part of the PLC collaboration time and teachers will look at the achievement data for EL's as a separate entity during PLC collaboration.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	En
All Students	Red	Orange	None	None	
English Learners	Orange	Green	None	None	
Foster Youth	None	None	None	None	
Homeless	None	None	None	None	
Socioeconomically Disadvantaged	Red	Yellow	None	None	
Students with Disabilities	Orange	Yellow	None	None	
African American	Red	Red	None	None	
American Indian / Alaska Native	None	None	None	None	
Asian	None	None	None	None	
Filipino	None	None	None	None	
Hispanic	Red	Yellow	None	None	
Native Hawaiian or Pacific Islander	None	None	None	None	
White	Orange	Orange	None	None	
Two or More Races	Orange	Green	None	None	

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	1.2%	1.20%	0.92%	8	8	6
African American	9.1%	9.27%	8.85%	59	62	58
Asian	1.5%	1.79%	2.6%	10	12	17
Filipino	3.1%	3.44%	2.75%	20	23	18
Hispanic/Latino	53.9%	57.10%	57.56%	349	382	377
Pacific Islander	0.2%	%	%	1		
White	25.9%	21.67%	21.37%	168	145	140
Multiple/No Response	0.2%	0.15%	%	1	1	
			Total Enrollment	648	669	655

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	119	128	134
Grade 1	94	99	106
Grade 2	89	94	98
Grade3	125	101	98
Grade 4	112	134	97
Grade 5	109	113	122
Total Enrollment	648	669	655

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	214	207	182	33.0%	30.9%	27.8%
Fluent English Proficient (FEP)	26	48	64	4.0%	7.2%	9.8%
Reclassified Fluent English Proficient (RFEP)	21	29	34	9.1%	13.6%	16.4%

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	105	97	118	104	97	118	104	97	97.5	99	100
Grade 4	115	132	99	113	131	98	113	131	98	98.3	99.2	99
Grade 5	112	116	121	112	114	121	112	114	121	100	98.3	100
All Grades	348	353	317	343	349	316	343	349	316	98.6	98.9	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2422.	2437.	2456.	27.12	30.77	38.14	14.41	18.27	22.68	23.73	28.85	19.59	34.75	22.12	19.59
Grade 4	2466.	2461.	2487.	31.86	27.48	34.69	13.27	12.21	19.39	18.58	25.19	23.47	36.28	35.11	22.45
Grade 5	2510.	2501.	2517.	26.79	23.68	28.10	26.79	27.19	26.45	21.43	11.40	25.62	25.00	37.72	19.83
All Grades	N/A	N/A	N/A	28.57	27.22	33.23	18.08	18.91	23.10	21.28	21.78	23.10	32.07	32.09	20.57

Reading — Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.73	30.77	36.08	39.83	50.96	45.36	36.44	18.27	18.56
Grade 4	28.32	25.19	34.69	38.94	42.75	50.00	32.74	32.06	15.31
Grade 5	25.89	22.81	27.27	40.18	43.86	52.89	33.93	33.33	19.83
All Grades	25.95	26.07	32 28	39.65	45.56	49.68	34.40	28.37	18.04

Writing — Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.42	25.00	32.99	34.75	41.35	50.52	39.83	33.65	16.49
Grade 4	29.20	26.36	26.53	38.94	35.66	44.90	31.86	37.98	28.57
Grade 5	34.82	38.60	30.58	41.07	28.95	51.24	24.11	32.46	18.18
All Grades	29.74	29.97	30.06	38.19	35.16	49.05	32.07	34.87	20.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.34	29.81	30.93	61.02	56.73	61.86	18.64	13.46	7.22
Grade 4	23.01	20.61	24.49	42.48	61.07	65.31	34.51	18.32	10.20
Grade 5	21.43	19.30	19.01	56.25	51.75	60.33	22.32	28.95	20.66
All Grades	21.57	22.92	24.37	53.35	56.73	62.34	25.07	20.34	13.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	27.97	28.85	30.93	42.37	52.88	52.58	29.66	18.27	16.49
Grade 4	29.20	28.24	34.69	46.02	43.51	44.90	24.78	28.24	20.41
Grade 5	33.04	30.70	29.75	45.54	40.35	52.07	21.43	28.95	18.18
All Grades	30.03	29.23	31.65	44.61	45.27	50.00	25.36	25.50	18.35

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	105	97	120	105	97	120	105	97	99.2	100	100
Grade 4	115	131	100	113	131	98	113	131	98	98.3	100	98
Grade 5	112	116	121	112	113	121	112	113	121	100	97.4	100
All Grades	348	352	318	345	349	316	345	349	316	99.1	99.1	99.4

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2432.	2434.	2449.	20.83	25.71	27.84	27.50	20.95	25.77	21.67	23.81	23.71	30.00	29.52	22.68
Grade 4	2477.	2465.	2502.	28.32	19.85	29.59	17.70	18.32	22.45	26.55	33.59	31.63	27.43	28.24	16.33
Grade 5	2516.	2496.	2510.	25.00	24.78	28.93	19.64	9.73	10.74	27.68	23.89	27.27	27.68	41.59	33.06
All Grades	N/A	N/A	N/A	24.64	23.21	28.80	21.74	16.33	18.99	25.22	27.51	27.53	28.41	32.95	24.68

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	37.14	40.21	27.50	20.95	30.93	39.17	41.90	28.87
Grade 4	34.51	26.72	41.84	24.78	27.48	29.59	40.71	45.80	28.57
Grade 5	35.71	30.09	33.88	28.57	19.47	26.45	35.71	50.44	39.67
All Grades	34.49	30.95	38.29	26.96	22.92	28.80	38.55	46.13	32.91

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.33	33.33	31.96	43.33	32.38	43.30	33.33	34.29	24.74
Grade 4	30.09	17.56	31.63	33.63	44.27	40.82	36.28	38.17	27.55
Grade 5	25.00	25.66	21.49	42.86	30.09	35.54	32.14	44.25	42.98
All Grades	26.09	24.93	27.85	40.00	36.10	39.56	33.91	38.97	32.59

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	30.00	28.57	28.87	47.50	46.67	53.61	22.50	24.76	17.53
Grade 4	31.86	20.61	32.65	35.40	44.27	44.90	32.74	35.11	22.45
Grade 5	23.21	23.01	23.97	43.75	38.05	42.98	33.04	38.94	33.06
All Grades	28.41	23.78	28.16	42.32	42.98	46.84	29.28	33.24	25.00

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1414.9		1426.9		1386.5		40	
Grade 1	1463.1		1457.6		1468.2		29	
Grade 2	1490.8		1486.1		1495.0		22	
Grade 3	1501.9		1494.6		1508.9		29	
Grade 4	1502.2		1496.9		1507.2		33	
Grade 5	1517.8		1507.9		1527.2		20	
All Grades							173	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.50		*		*		*		40	
1	41.38		37.93		*		*		29	
2	59.09		*		*		*		22	
3	*		65.52		*		*		29	
4	*		48.48		*		*		33	
5	*		60.00		*		*		20	
All Grades	30.06		42.20		17.92		9.83		173	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	37.50		27.50		*		*		40	
1	51.72		*		*		*		29	
2	63.64		*		*				22	
3	41.38		48.28		*		*		29	
4	45.45		42.42		*		*		33	
All Grades	46.24		34.68		9.83		9.25		173	

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	30.00		*		37.50		*		40	
1	44.83		*		*		*		29	
2	54.55		*		*		*		22	
3	*		*		48.28		*		29	
4	*		36.36		*		*		33	
All Grades	26.59		27.75		30.06		15.61		173	

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00		35.00		*		40	
1	62.07		*		*		29	
2	59.09		*		*		22	
3	*		72.41		*		29	
4	42.42		54.55		*		33	
All Grades	46.82		45.09		8.09		173	

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.50		42.50		*		40	
1	48.28		*		*		29	
2	72.73		*		*		22	
3	65.52		*		*		29	
4	69.70		*		*		33	
5	60.00		*		*		20	
All Grades	56.07		30.64		13.29		173	

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*		57.50		*		40	
1	51.72		37.93		*		29	
2	54.55		*		*		22	
3	*		62.07		*		29	
4	*		54.55		33.33		33	
5	*		80.00		*		20	
All Grades	24.86		52.60		22.54		173	

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

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	27.50		55.00		*		40	
1	*		75.86		*		29	
2	*		63.64		*		22	
3	*		58.62		*		29	
4	42.42		51.52		*		33	
5	*		60.00		*		20	
All Grades	30.06		60.12		9.83		173	

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
669	**76.1%**	**30.9%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	207	30.9%
Homeless	78	11.7%
Socioeconomically Disadvantaged	509	76.1%
Students with Disabilities	78	11.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	9.3%
American Indian	8	1.2%
Asian	12	1.8%
Filipino	23	3.4%
Hispanic	382	57.1%
Two or More Races	36	5.4%
White	145	21.7%

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Katherine Finchy Elementary School will:

Meet Growth Targets (Dashboard indicators) in Read and Math by 7-20 points and 5 - 15 points respectively through effective use of technology; providing good first instructional practices; provide training and monitoring with academic improvement cycle strategies; and monitor implementation of new and current curriculum align with the full rigor of the Common Core State Standards.

Increase the percent of students in grades K - 3 at "needed core support" on their composite score on the second Dibels benchmark by 15% through best first instructional practices; implementation of reading curriculum; Tier II intervention; Reading instructional routines and LAP strategies.

Increase expressive language usage at a high level of DOK in writing and speaking through best first instructional practices including engagement strategies; use of instructional technologies; and school-wide writing benchmarks.

Increased opportunities for self-expression; creative expression; project base demonstration of knowledge; learning and practicing in effective modes of expressive language; and college and career readiness opportunities.

Increase students technology use as effective through small group time; computer adapted homework; increased level of expressed knowledge and performance tasks; and as instructional reinforcement during independent work time.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results. "Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group. "Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for ELA will be an increase of 7 to 20 points for each group. "Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for ELA will be an increase of 20 or more points for each group.	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow (-0.2)- Medium- Maintained- +1.1 English Learners (EL) Yellow(-25.1) - Low- Increased- +11.6 Hispanic (Hisp) Yellow(-20.4)- Low- Increased- +11.7 African American (AA) None- Low- Decreased- -3.8 Socioeconomically Disadvantaged (SED) Yellow(-15.2)- Low- Increased- +10.6 Students with Disabilities (SWD) Orange(-85.1)- Very Low- Increased- +5.6

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	"Blue" or "Green" student groups: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Academic Indicator from 2017 results. "Yellow" student groups: Meet or exceed targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group. "Orange" student groups: Meet targets for the "Increased" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 5 to 15 points for each group. "Red" student groups: Meet targets for the "Increased Significantly" change column for each student group from 2017 results. Target growth for Mathematics will be an increase of 15 or more points for each group.	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow(-14.3)- Medium- Decreased- -9.6 English Learners (EL) Orange(-41.1)- Low- Decreased- -6.6 Hispanic (Hisp) Orange(-31.2)- Low- Maintained- _2.6 African American (AA) None- Low- Decreased Sig. - -22.3 Socioeconomically Disadvantaged (SED) Orange(-28.2)- Low- Maintained- +0.1 Students with Disabilities (SWD) Orange(-90.3)- Low- Decreased- -14.4
California School Dashboard - English Learner Progress Indicator (ELPI)	Upon release of ELPI in the Fall Dashboard: "Blue" or "Green" 2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the ELPI from 2017 results. "Yellow" 2017 result: Meet or exceed targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%. "Orange" 2017 result: Meet targets for the "Increased" change column from 2017 results. Target growth for the ELPI will be an increase of 1.5% to 10%. "Red" 2017 result: Meet targets for the "Increased Significantly" change column from 2017 results. Target growth for the ELPI will be an increase of 10% or more.	California School Dashboard - English Learner Progress Indicator Baseline Results: Well Developed: 30.1% Moderately Developed: 42.2% Somewhat Developed: 17.9% Beginning Stage: 9.8%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	The English Learner RFEP Reclassification Rate will meet or	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 18.7%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	exceed the Riverside County in 2017-2018.	
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Increase overall and subgroup 3rd grade ELA SBAC proficiency by 4% from 2017 level. Increase EL, Hispanic, and African American student groups ELA SBAC proficiency by 6% from 2017 level.	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 49.04% Met or Exceeded; 50.96% Nearly Met/Not Met English Learners (EL) 23.2% Met/ Exceeded; 76.7% Nearly met/ not met Hispanic (Hisp) 38.2% Met or Exceeded; 61.8% Nearly Met/ Not Met African American (AA) 42.9% Met/ Exceeded; 57.1% Nearly met/ Not met Socioeconomically Disadvantaged (SED) : no results Students with Disabilities (SWD) 0% met exceeded; 100% nearly met/ not met
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	Percentage of students meeting benchmark on the 3rd grade DIBELS composite score from Benchmark 3 will increase 4% for all groups from 2016-2017 data.	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL) 64% need Core Support- Green 17% need Strategic Support- Yellow 19% need Intensive Support- Red
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development: * In addition to access district professional development opportunities throughout the academic year Attendance at the some of the following conferences will support individual teachers and staff and	Teachers attended mutliple conferences throughout the school year from the Math Conference in Palm Springs to the Gifted and Talented Conference.	Conference and travel 5000-5999: Services And Other Operating Expenditures LCFF 2000 Substitute coverage for Conferences	Conference and travel 5000-5999: Services And Other Operating Expenditures LCFF 2355 Substitute coverage for Conferences 1000-1999: Certificated Personnel Salaries Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
increase the expertise in the collaboration groups: RCOE Equity Conference CUE CORE Math Conference CABE CAGE This will include accessing district and other agency conferences that become available throughout the year. Professional Reading Provide profession reading and discussion opportunities to build capacity with curriculum and instruction; improve collaborative team processes - Comprehension Connection, Strength Finder.	No prefessional reading was purchased and used for the 18-19 school year.	1000-1999: Certificated Personnel Salaries Title I 2200 Professional Reading 4000-4999: Books And Supplies LCFF 1500	2200 Professional Reading 4000-4999: Books And Supplies LCFF 0
Collaboration: Teacher will engage in collaboration throughout the school year. Opportunities to work in a variety of groups to access site expertise will utilize the components of PLC practices. The varied setting and purposes will be applied based on data and need: SSTs Grade level data analysis Implementation ELA and Math Tiered System of Behavior Support NGSS, SS ELD Planning (see substitute funding above.)	Collaboration days for each grade level were provided for the teachers to collaborate and plan following the PLC practices along with SST meetings, data analysis, and ELD.	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries Title I 21000 Extra duty for collaboration 1000-1999: Certificated Personnel Salaries Title I 4759	Substitute coverage for Professional development and collaboration 1000-1999: Certificated Personnel Salaries Title I 18238 Extra duty for collaboration 1000-1999: Certificated Personnel Salaries Title I 2156

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELD will be provided during designated time scheduled blocks with students leveled based on language acquisition needs. Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings. Classroom support will be provided during designated time scheduled blocks of universal access and small group work. Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings. Extended School Day Students will have opportunities beyond the instructional school day to work in small groups to increase reading skills and language acquisition skills	ELD was provided during designated ELD time scheduled blocks with students leveled based on language acquisition needs. Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings. Classroom support will be provided during designated time scheduled blocks of universal access and small group work. Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings. Extended School Day Students will have opportunities beyond the instructional school day to work in small groups to increase reading skills and language acquisition skills	Paraprofessional - Bilingual salaries, benefit PC X3 @ 5.75 2000-2999: Classified Personnel Salaries LCFF 73500 Teacher Hourly - Tutoring 1000-1999: Certificated Personnel Salaries LCFF 14387 Paraprofessional - Bilingual extra hour tutoring 2000-2999: Classified Personnel Salaries LCFF 2000	Paraprofessional - Bilingual salaries, benefit PC X3 @ 5.75 2000-2999: Classified Personnel Salaries LCFF 73500 Teacher Hourly - Tutoring 1000-1999: Certificated Personnel Salaries LCFF 8160 Paraprofessional - Bilingual extra hour tutoring 2000-2999: Classified Personnel Salaries LCFF 600
Technology: Technology for instruction. Provide the teachers with a device to support instruction, 21st-century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading and math skills. Planning and collaboration will develop school-wide strategies of the most effective use of technology during	The technology was purchased for the teachers to support instruction. Updated teacher laptops, classroom printers, and Smart rooms for the classrooms were purchased and installed. This allowed the classroom at Katherine Finchy to be upgraded to provide 21st-century instruction to all students. Online programs were purchased for the year to provide learning opportunities for all	Software may include AR, United Streaming, Tenmark, 4000-4999: Books And Supplies LCFF 10000 Teacher laptops 4000-4999: Books And Supplies Title I 19513 Insurance for laptops 5000-5999: Services And Other Operating Expenditures	Software may include AR, United Streaming, Tenmark, 4000-4999: Books And Supplies LCFF 9614 Teacher laptops 4000-4999: Books And Supplies Title I 19513 Insurance for laptops 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instructional time to ensure teachers have ample time and can facilitate small group setting to provide good first instruction and create practice opportunities facilitated with technology. Core learning and extended project and creative based uses of technology will be supported. This includes the extension of the school day and home-use of school computers. Increase student access by proximity and dynamic technology as an instructional tool - Integrated Viewsonic carts to support instruction and provide intervention tools to improve reading and math skills.	students; Accelerated Reader, United Streaming and other licenses were purchased.	Title I 6321 licences for laptops 5000-5999: Services And Other Operating Expenditures Title I 250 Integrated carts- view sonic carts/ Smart Rooms 4000-4999: Books And Supplies Title I 43500	Title I 6000 licences for laptops 5000-5999: Services And Other Operating Expenditures Title I 250 Integrated carts- view sonic carts/ Smart Rooms 4000-4999: Books And Supplies Title I 43500
21st Century Supplemental Technology Materials and Supplies to bring faithful and consistent implementation of effective scientifically research-based instructional strategies, which may include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, el instruction, and the gradual release model. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student		Teachers will be provided supplemental technology items to supplement items purchased in the general budget: toner, equipment, paper, etc. 4000-4999: Books And Supplies LCFF 13717 Teachers will be provided supplemental technology items to supplement items purchased in the general budget: toner, equipment, paper, etc. 4000-4999: Books And Supplies Title I 15500	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: toner, equipment, paper, etc. 4000-4999: Books And Supplies LCFF 11000 Teachers will be provided supplemental technology items to supplement items purchased in the general budget: toner, equipment, paper, etc. 4000-4999: Books And Supplies Title I 15000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
novels (paperback and electronic).			

Analysis

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

Technology upgrades across the campus were initiated to provide 21st-century teaching and learning opportunities to all staff and students. While this did not impact the previous years scores it is evident that the items have had a positive impact on the students learning and teachers instruction from this year. Student discourse has increased dramatically and all students are now able to actively be a part of their learning. The collaboration sessions have greatly impacted the teachers and their confidence to engage their students more meaningfully in mathematical discourse and ELA planning. They have also grown from being able to see one another in the classroom, which has led to more effective collaborations.

Intervention was offered by multiple grade levels teachers to support students not yet mastering grade level standards. Nine teachers were able to work with the students at their grade levels for 30 minutes twice a week for 8 weeks. Students were selected using SMART goal data along with DIBELS and Bridges data. Teachers reported growth in students who attended regularly and felt have the small group setting allowed students to feel more comfortable identifying when they were struggling on a given concept.

Professional development opportunities were offered on-site High Impact Math and Kris Tom Rigor and Gradual Release and the staff was also sent to conferences and PD opportunities off-site. All have positively impacted instruction and the climate of our campus.

Data tracking throughout the 2018-2019 school year showed student growth from the data analysis performed weekly by the grade level teams during their collaboration times. KDS assessments, DIBELS data, Bridges Math assessments showed growth.

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

When the original budget was developed it was developed by the previous administrator- multiple changes were made with the new administration aligning the budget with the needs of the school site. Most notably the extra duty funds for extended school day instruction was modified and moved towards technology upgrades to provide best 21st century instruction in all classrooms with SMART Room components.

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.

PSUSD will be funding more PD opportunites for more grade levels along with a 1/2 time counselor for the upcoming school year. The school site will be funding the remaining 1/2 salary and benefits for the school couselor. This will be paid for with the funds that were previously used for the technology upgrades at the school site as all classrooms will be SMART Rooms by the end of the 2019-2020 school year.

Additional funds are being set aside to provide teachers to attend outside of the school professional development and to bring back their learning to provide "mini" Professional developments to the KFES staff.

Additional grade level collaboration days are planned to allow for the teachers to have more time to analyze student data and plan for the best first instruction with interventions and enrichment opportunties for the students.

Three Bilingual aides will be funded to promote the best first instruction through language acquisition during the designated ELD time blocks each week.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Katherine Finchy Elementary School will:
Meet the elementary attendance target of 96% for the 2018 - 2019 school year
Increase parent involvement at school through parent engagement opportunities

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Attendance Rates All Students (ALL)	Improve overall and each student group attendance rates from 2016-2017 rates by 1% or maintain 95% attendance rate. Increase AA and SWD student group attendance rates by 2% from 2016-2017 rates.	Student Attendance Rates All Students (ALL) currently at 95.6 % for all students
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Establish baseline California School Dashboard Performance Level for each student group from 2016-2017 data upon CDE release in 2017-2018	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Red 12.3 % High-increased significantly +3.3 % English Learner (EL) Orange 6.8 % Medium Increased +1.4% Hispanic (Hisp) Red 11.8 % Increased Significantly +3.3% African American (AA) Red 26.7% Increased Significantly +10.5% Socioeconomically Disadvantaged (SED) Red 15% Increased Significantly +4.8% Students with Disabilities (SWD) Orange 16.8% Increased +2.0%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) Middle School Students (MS) High School Students (HS) English Learner (EL) Hispanic (Hisp) African American (AA)	Baseline for family connectedness will be determined using the Sense of Belonging (School Connectedness) measure of the district's family climate survey via the Panorama Education system.	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 96% responded favorably Elementary School Students (ES) English Learner (EL) 96 % responded favorably Hispanic (Hisp) 97% responded favorably African American (AA) 95% responded favorably

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student attendance: Student attendance will be monitored daily. Success and improvement will be valued with monthly attendance recognition and incentives; drawings for achievement; assemblies and presentations; and classroom spirit and attendance opportunities. (Material incentives will be funded by the PTA)	Student attendance was monitored daily along with monthly- Students were recognized by the school for having positive attendnace and for improving attendnace through SART meetings, Sarb meetings, awards and prizes for positive attendance		
Parent Education: Parent and students will have opportunities for education and enrichment provided with family content subject nights; classes and workshops (ex. Latino Literacy). The school will access and encourage participation in district provided opportunities.	Parent Education- limited parent education nights were offered during the school year. This will be updated for the upcoming school year and added to the 2019-2020 school calendar	Classified salaries for translation services 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 2030	Classified salaries for translation services 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1000
Parent Access: Translation services will be for parent conferences and general meetings and events. Mass written communication home will be provided in Spanish.	Parent access- translation services were provided for all needed conferences and parent meetings through out the school year.	Facilitation of parent activities and education including night events prep and presentations. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 316	Facilitation of parent activities and education including night events prep and presentations. 4000-4999: Books And Supplies Title I Part A: Parent Involvement 200
Offer the mandated state and district parent outreach meetings as well as Parent education nights. All meetings are designed to provide parents with tools to support their children's education. The school will offer translators and childcare when needed	Mandated parent eduaction nights were held through the school year to incofm parnets of programs and tools to support their children's education.	Classified salaries for translation services 2000-2999: Classified Personnel Salaries Title I 1520	Classified salaries for translation services 2000-2999: Classified Personnel Salaries Title I 1300
	Monthly awards assemblies were held with awards and recognitions for individual students successes and student growth with prizes for meeting AR goals.	Material and supplies for parent events and meetings 4000-4999: Books And Supplies Title I 2500	Material and supplies for parent events and meetings 4000-4999: Books And Supplies Title I 2000
	All parent notices that were snet home both paper and electronic were		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Parent Education nights will occur during the year to involve parents in student achievement. Monthly awards assemblies will be conducted to highlight student achievement. Individual goals will be created during parent/ teacher conferences and throughout the year in each class. We will Translate all newsletters, flyers, announcements, handbooks, home/school communications for teachers, and other printed communications into Spanish. To facilitate parent education and training needs, the school will provide Spanish translation for conferences, IEP meetings, SST meetings, phone calls,and school visits. Child care for all parent education/training meetings will be scheduled. Extra duty clerical and para-bilingual services are provided to support this action. We will measure this action by documenting the hours school personnel log for translation and interpretation activities. Regular communication to parents regarding student attendance will be addressed by the District provided Community Liaison, office staff classroom teachers, and principal. The Community Liaison makes phone calls and home visits regarding any uncleared absences daily.	translated. Thsi helped fasciliate the parent to school communication.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
We will recognize and reward classes at each grade level that have the highest attendance each week. We will measure this action using weekly attendance numbers. We will establish a Student Accountability Review Team (SART) that will meet as needed with the parents of students with a high absentee rate. The services of a roving substitute will be required to relieve teachers for these meetings as needed. We will measure this action by reviewing the attendance data of students we have met with. The school will also utilize the services of the PSUSD Mental Health Services and contract with Jewish Family Services. This action will be measured by the number of students participating and the and the change in student behavior being targeted.			
Parent Teacher Communication Parent will be invited to conference with teacher twice per school year. Dynamic communication will be encourage as need and concerns arise.	Parent teacher conferences were held 2 times during the school year- average parent attendance was above 95% for each conference week. Majority of the teachers have dynamic parent communication through either Class Dojo or Blooms School to Home connect.	translation (see Parent Education Action)	translation (see Parent Education Action)

Analysis

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

Back to School Night was held in August and parents had the opportunity to interact with their child's teacher and learn about changes in policies and procedures at Finchy. SSC meetings were held throughout the year to increase parent participation in decision making. PTA offered the 7 Habits of Successful Families classes and the parent center offered several opportunities for parent workshops on various topics. To bring families together, Finchy also held multiple family nights in conjunction with the PTA to strengthen our community and also allow PTA to reach out to parents to strengthen their membership. Stronger turnout was anticipated at all events, but those in attendance appreciated the opportunities. Seven awards assemblies were held during the school year. At each assembly, students were recognized for individual accomplishments, attendance, and other special recognition. Students earned certificates with prizes for doing their best and working hard. Accelerated Reader clubs were also awarded at the awards assemblies throughout the year with students earning prizes and t-shirts for reaching the AR Point Clubs.

Current attendance rates have increased from the previous year currently at 95.6 % along with a decline in the chronic absentee rates from 12.8 % to less than 10%.

Attendance at Parent-teacher conferences for both the Fall 2018 and Spring 2019 Conference week was higher than 95% participation school-wide.

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

With the change in school leadership and the previous administrator retiring many of the proposed strategies and activities were not fully implemented. Parent education nights were not able to be planned in a timely manner for full participation. Additional Translation and childcare opportunities were also planned but not fully implemented for the back to school events and other parent nights.

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.

For the 2019-2020 School Year, money will be put towards the full inclusion of multiple parent education nights for the upcoming school year and will be calendared accordingly so that advance notice will be given to all parents with needed translation services and light snacks and drinks. Attendance incentives will be expanded upon to continue with the positive growth we are currently seeing from this school yea r- current chronic absentee rates for KFES are at less than 10%. Additional incentives for students to earn for making positive choices and meeting both academic goals and attendance goals will be implemented school-wide. Additional translation services for back to school night and childcare will be expanded upon to promote positive parent engagement. This will continue to promote the parent engagement school-wide and the continued growth in attendance with a continued decrease in chronic absenteeism school-wide.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Katherine Finchy will support student success utilizing strategies outlined in the school safety plan and Caught Being Good activities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	"Blue" or "Green" 2016-2017 result: Maintain status in either blue or green performance levels for each group per the corresponding 5x5 Color Table for the Suspension Rate Indicator. "Yellow" 2016-2017 result: Meet or exceed targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%. "Orange" 2016-2017 result: Meet targets for the "Declined" change column. Target growth for Suspension Rate will be a decrease of 0.3% to 2.0%. "Red" 2016-2017 result: Meet targets for the "Declined Significantly" change column. Target growth for Suspension Rate will be a decrease of 2.0% or more.	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Orange 2.3% Medium Increased +0.5% English Learner (EL) Green 1.4% Medium Declined -0.4% Hispanic (Hisp) Yellow 2.2% Medium Maintained +0.0% African American (AA) Red 6.7% Very High Increased +2.2% Socioeconomically Disadvantaged (SED) Yellow 2.4% Medium Maintained +0.0% Students with Disabilities (SWD) Yellow 2.1% Medium Maintained +0.1%
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rate Targets ALL: maintain under 0.5% EL: maintain under 0.5% Hisp: maintain under 0.5% AA: decline to under 0.5% SED: maintain under 0.5% SWD: decline to under 0.5%	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%
Panorama Survey - School Connectedness All students EL AA Hisp SED	Baseline data will be collected and reported for school connectedness and growth targets will be set	Panorama Survey - School Connectedness Baseline Data: 77% All students: 77% responded Favorably EL: 76% responded Favorably AA: 73% responded Favorably Hisp: 77% responded Favorably SED: 78% responded Favorably

Metric/Indicator	Expected Outcomes	Actual Outcomes
Panorama Survey - School Safety All students: EL AA Hisp SED	Baseline data will be collected and reported for school safety and growth targets will be set.	Panorama Survey - School Safety Baseline Data: 64% All students: 69% EL: 66% responded Favorably AA: 64% responded Favorably Hisp: 67% responded Favorably SED: 76% responded Favorably
Williams Facilities Inspection Results	Maintain 100% Williams Facilities Compliance - Met	Williams Facilities Inspection Results - Met

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop Multi-tiered plan for behavior support based on site developed strategies with timeline implementation expectations	Multi tiered plan for behavior was developed and implemented school wide		
Coach Wooden's Pyramid of Success will be the focus of being character traits in students. Harper for Kids will provide an assembly for the kick-off of the program. Posters and books for each classroom as well as posters for each student to take home will be provided free of charge.	Coach Wooden's Pyramid of Success was started with support form Harper for Kids providing assmebleis throuout the schoolo year. Boo 2 Bullying also provided assemblies to the staff and students.		
Panorama Survey playbook will be used for ideas to build SEL in the students; Utilize a social Emotional curriculum TK-5 where students can learn and understand such topics as empathy and conflict resolution.	The panaorama playbook was looked at but not fully implemented by the staff for the current school year.		
Academic, attendance, citizenship,and sportsmanship awards, incentives, and recognition are given to promote a positive culture.	Awards were presented throughout the school year to students at the monthly awards assemblies.	Materials and supplies 4000-4999: Books And Supplies LCFF 1500	Materials and supplies 4000-4999: Books And Supplies LCFF 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Purchase of two way radios to improve communication across the school site to ensure student safety and promote a safe learning environment	two way radios were purchased for all teachers and select staff to ensure studnets safety.	two way radios/ walkie talkies for staff 4000-4999: Books And Supplies LCFF 14,250	two way radios/ walkie talkies for staff 4000-4999: Books And Supplies LCFF 14000
Provide Adequate Supervision for students during the morning and lunch to ensure safety and welfare	Additional supervision staff were hired and hours increased to provide adequate superivsion of studnet before school and at lunch.	Supervision Aides Salary 2000-2999: Classified Personnel Salaries LCFF 17,000	Supervision Aides Salary 2000-2999: Classified Personnel Salaries LCFF 17000
		Benefits 2000-2999: Classified Personnel Salaries LCFF 2,100	Benefits 2000-2999: Classified Personnel Salaries LCFF 2100
Provide students with Common Sense Media lessons to educate them about appropriate social networking in the digital age	Common Sense media lessons were provided and taught by each teacher at every grade level		

Analysis

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

The multi-tiered plan for behavior support was implemented and currently, suspensions are drastically down from last year along with the student disruptions. Additional supervision aide time and personnel was hired for the 2018-2019 school year. This increased time allowed for students to be more closely supervised during recesses and lunches, thus decreasing behavior referrals and also allowing parents to feel more comfortable. Two way radios have had a great impact on the school safety and communication between all staff during times of need and in case of emergency.

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

The multi-tiered behavior matrix will be revised and built upon for next year. Coach Wooden's Pyramid of success was implemented but not to the fullest capacity along with the Panorama playbook. The majority of the proposed expenditures were spent according the the actions presented in Goal 3.

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.

For the 2019- 2020 school year the full implementation of Coach Wooden's Pyramid of success with the Harper for Kids foundation will be implemented to provide SEL/ Character education to all students. The full-time counselor will promote the SEL/ character education with targeted tier 1 tier 2 and tier 3 students based on need and growth. One supervision aide will be increased in hours to provide more supervision and structured play while the students are out at recess to promote positive student to student interactions along with the PBIS incentives/ structured recess program.

Goals, Strategies, & Proposed Expenditures

Goal 1

Increase Academic Achievement

Goal Statement

Katherine Finchy Elementary School will increase academic achievement through best first instruction and academic interventions.

LCAP Goal

All students will graduate high school prepared with the academic and technical skills necessary for college and career readiness

Identified Need

1. Overall in ELA, we remain 0.2 points below distance met and with little growth last year indicating a need to improve first instruction and support student need through targeted interventions.
2. Overall in Math we are 14.3 points below standard and had a decline of 9.6 last year indicating a need to improve first instruciton and support of studnets through targeted instruction and supports.
3. African Americans, ELs, and Students with Disabilities are lower that All Students in ELA, indicating a need for additional targeted support in ELA for those identified groups. Unlike math, All Students maintained.
4. African Americans, Els, and Students with Disabilities are scoring lower in math than All Students, identifying a need for targeted supports for these groups in math.
5. According to Core Data, our growth in ELA and math is average, but declined in both areas last year compared to the year prior, justifying improvements in our first instruction.
6. While SWD increased significantly in both math and ELA, the group remains the furthest from distance met.
7. This is the first year for the ELPI indicator. Results reported are baseline.
8. End of Year third grade DIBELS results indicate that 36% of our students still need intensive support.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for English Language Arts All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow (-0.2)- Medium- Maintained- +1.1 English Learners (EL) Yellow(-25.1) - Low- Increased- +11.6 Hispanic (Hisp) Yellow(-20.4)- Low- Increased- +11.7 African American (AA) None- Low- Decreased- -3.8 Socioeconomically Disadvantaged (SED) Yellow(-15.2)- Low- Increased- +10.6 Students with Disabilities (SWD) Orange(-85.1)- Very Low- Increased- +5.6	California School Dashboard - Academic Indicator for English Language Arts (Color(DFM) - Status - Level - Change) All Students (ALL) Green + 3.0 Medium Increased English Learners (EL) Yellow + 15 Low increased significantly Hispanic (Hisp) Yellow + 15 Low increased significantly African American (AA) Yellow + 15 Low increased significantly Socioeconomically Disadvantaged (SED) Yellow + 15 Low increased significantly Students with Disabilities (SWD) Orange + 15 Very Low increased significantly

Metric/Indicator	Baseline	Expected Outcome
California School Dashboard - Academic Indicator for Mathematics All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	California School Dashboard - Academic Indicator for Mathematics (Color(DFM) - Status - Level - Change) All Students (ALL) Yellow(-14.3)- Medium- Decreased- -9.6 English Learners (EL) Orange(-41.1)- Low- Decreased- -6.6 Hispanic (Hisp) Orange(-31.2)- Low- Maintained- _2.6 African American (AA) None- Low- Decreased Sig. - -22.3 Socioeconomically Disadvantaged (SED) Orange(-28.2)- Low- Maintained- +0.1 Students with Disabilities (SWD) Orange(-90.3)- Low- Decreased- -14.4	California School Dashboard - Academic Indicator for Mathematics (Color (DFM)- Status - Level - Change) All Students (ALL) Green + 3.0 Medium Increased English Learners (EL) Yellow +15 Low increased significantly Hispanic (Hisp) Yellow +15 medium increased significantly African American (AA) Yellow +15 Low increased significantly Socioeconomically Disadvantaged (SED) Yellow +15 Medium increased significantly Students with Disabilities (SWD) Yellow +15 Low increased significantly
California School Dashboard - English Learner Progress Indicator (ELPI)	California School Dashboard - English Learner Progress Indicator Baseline Results: Well Developed: 30.1% Moderately Developed: 42.2% Somewhat Developed: 17.9% Beginning Stage: 9.8%	California School Dashboard - English Learner Progress Indicator (ELPI) Well Developed: 32.1% Moderately Developed: 44.2% Somewhat Developed: 15.9% Beginning Stage: 7.8%
English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 18.7%	English Learner Redesignated Fluent English Proficient (RFEP) Reclassification Rate 20%
3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. All Students (ALL) English Learners (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 49.04% Met or Exceeded; 50.96% Nearly Met/Not Met English Learners (EL) 23.2% Met/ Exceeded; 76.7% Nearly met/ not met Hispanic (Hisp) 38.2% Met or Exceeded; 61.8% Nearly Met/ Not Met African American (AA) 42.9% Met/ Exceeded; 57.1% Nearly met/ Not met Socioeconomically Disadvantaged (SED) : no results Students with Disabilities (SWD) 0% met exceeded; 100% nearly met/ not met	3rd Grade Smarter Balanced Assessment Consortium English Language Arts (SBAC ELA) Results. (Percent of Students who Met or Exceeded Standard) All Students (ALL) 54% English Learners (EL) 30% Hispanic (Hisp) 45% African American (AA) 49% Socioeconomically Disadvantaged (SED) 10% Students with Disabilities (SWD) 20%

Metric/Indicator	Baseline	Expected Outcome
3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting target Composite Score on Benchmark 3 test All Students (ALL)	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting the target Composite Score on Benchmark 3 test All Students (ALL) 64% need Core Support- Green 17% need Strategic Support- Yellow 19% need Intensive Support- Red	3rd Grade Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Results Percentage of students meeting the target Composite Score on Benchmark 3 test All Students (ALL) 68% need Core Support- Green 15% need Strategic Support- Yellow 17% need Intensive Support- Red
Williams Textbook/Materials Compliance	Williams Textbook/Materials Compliance - 100%	Williams Textbook/Materials Compliance - 100%

Planned Strategies/Activities

Strategy/Activity 1

Professional development:
* In addition to access district professional development opportunities throughout the academic year Attendance at the some of the following conferences will support individual teachers and staff and increase the expertise in the collaboration groups:
RCOE Equity Conference
CUE
CORE
Math Conference
CABE
CAGE
This will include accessing district and other agency conferences that become available throughout the year.

Students to be Served by this Strategy/Activity

X   All

Timeline
07-01-2019
06-30-2020

Person(s) Responsible
principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference and travel
Amount	500

Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute coverage for Conferences

Strategy/Activity 2

Collaboration:
Teacher will engage in collaboration throughout the school year. Opportunities to work in a variety of groups to access site expertise will utilize the components of PLC practices. The varied setting and purposes will be applied based on data and need:
SSTs
Grade level data analysis
Implementation ELA and Math
Tiered System of Behavior Support
NGSS, SS
ELD Planning
(see substitute funding above.)

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	15092
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage for Professional development and collaboration

Strategy/Activity 3

KFES will hire a 1/2 time site funded and 1/2 time district funded school counselor. The counselor will work with all students on positive behaviors and SEL learning to help promote increased academic achievement.

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal, School Counselor

Proposed Expenditures for this Strategy/Activity

Amount	50849
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1/2 salry for school counselor position

Amount	18000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1/2 time counselor benefits

Strategy/Activity 4

ELD will be provided during designated time scheduled blocks with students leveled based on language acquisition needs. Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings.

Classroom support will be provided during designated time scheduled blocks of universal access and small group work. Instructional aide support will be provided to grade levels to facilitate student learning and practice in small group settings.

Extended School Day
Students will have opportunities beyond the instructional school day to work in small groups to increase reading skills and language acquisition skills

Students to be Served by this Strategy/Activity

X   English Learner

X   Low Income

X   Students with Disabilities

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

principal, classroom teachers, bilingual aides

Proposed Expenditures for this Strategy/Activity

Amount	63078
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional - Bilingual salaries, benefit PC X3 @ 5.75
Amount	21125
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Bilingual aides benefits

Strategy/Activity 5

Technology:
Technology for instruction. Provide the teachers with a device to support instruction, 21st-century skills, and the district's 1:1 device initiative. Provide online management for devices as well as intervention sites to improve reading and math skills.

Planning and collaboration will develop school-wide strategies of the most effective use of technology during instructional time to ensure teachers have ample time and can facilitate small group setting to provide good first instruction and create practice opportunities facilitated with technology. Core learning and extended project and creative based uses of technology will be supported. This includes the extension of the school day and home-use of school computers.

Increase student access by proximity and dynamic technology as an instructional tool -

Katherine FInchy will continue to upgrade, replace and purchase Chromebooks, document cameras, LCD projector light bulbs, ink/toner for printers as needed. Katherine FInchy will also purchase any other supplies needed to supplement the technology infrastructure at Katherine Finchy Elementary School to support student instruction.

Students to be Served by this Strategy/Activity

X   All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

principal, classroom teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Software may include AR, United Streaming, Tenmark,

Amount	13286
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Teacher laptops and other technology items to increase best first instruction

Strategy/Activity 6

Katherine Finchy Elementary School will purchase materials and supplies to supplement the academic infrastructure of school and classrooms. Materials/Supplies could include: whiteboards and markers, paper reams, poster size paper, construction paper, ink and toner for classroom printers, school laser printers, teacher classroom supplies, rulers, scissors, glue, lined paper, pencils. These materials and supplies will be used for instruction during the school day and for enrichment opportunities.21st Century Supplemental Technology Materials and Supplies to bring faithful and consistent implementation of effective scientifically research-based instructional strategies, which may include explicit skill strategies of: direct instruction, early literacy strategies, process writing, thinking maps, conceptual math, el instruction, and the gradual release model. Materials will be purchased to support the implementation of these strategies (which could include paper, ink, writing instruments, student novels (paperback and electronic).

Students to be Served by this Strategy/Activity

X   All

Timeline
07-01-2019
06-30-2020

Person(s) Responsible

principal, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	17000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Teachers will be provided supplemental technology items to supplement items purchased in the general budget: toner, equipment. paper, etc.

Strategy/Activity 7

Supplemental materials and supplies to provide best first instruction

Students to be Served by this Strategy/Activity

X   All

Timeline
07-01-2019
06-30-2020

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	instructional supplies and materials to enhace best first instruction

Strategy/Activity 8

Katherine Finchy will provide enrichment and intervention opportunites that extend the school day as well as during the regular school day to support academic achievement.

Students to be Served by this Strategy/Activity

X   All

Timeline
07-01-2019
06-30-2020

Person(s) Responsible

Principal, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	14455
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra duty for teachers to teach intervention or enrichment course to extend the school day.
Amount	1500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	benefits for extended school day certificated
Amount	615
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	materials and supplies for ecxtended school day classes

Goals, Strategies, & Proposed Expenditures

Goal 2

Increase Parent and Community Partnerships

Goal Statement

Katherine Finchy Elementary School will:
Meet the elementary attendance target of 96% for the 2019 - 2020 school year
Increase parent involvement at school through parent engagement opportunities

LCAP Goal

Palm Springs Unified School District will collaborate with families and our local communities to ensure all students are actively engaged in learning and connected in meaningful ways to their school community.

Identified Need

1. Chronic absenteeism continues to be of great concern along with daily attendance for students that are not chronically absent.
2. Increased parent partnerships and family engagements opportunities throughout the school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Attendance Rates All Students (ALL)	Student Attendance Rates All Students (ALL) 95.5%	Student Attendance Rates All Students (ALL) above 96%
Chronic Absenteeism Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) Red 12.3 % High-increased significantly +3.3 % English Learner (EL) Orange 6.8 % Medium Increased +1.4% Hispanic (Hisp) Red 11.8 % Increased Significantly +3.3% African American (AA) Red 26.7% Increased Significantly +10.5% Socioeconomically Disadvantaged (SED) Red 15% Increased Significantly +4.8% Students with Disabilities (SWD) Orange 16.8% Increased +2.0%	Chronic Absenteeism Rates (Color(%) - Status - Level - Change) All Students (ALL) yellow 9% Medium declined -3% English Learner (EL) Yellow 5% Medium declined -1% Hispanic (Hisp) yellow 9% Medium declined -3% African American (AA) yellow 15% high declined significantly -11% Socioeconomically Disadvantaged (SED) yellow 10% high declined significantly -5% Students with Disabilities (SWD) yellow 10% high declined significantly -7%
Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) English Learner (EL) Hispanic (Hisp) African American (AA)	Family School Connectedness via Panorama Family Climate Survey Baseline Results: All Students (ALL) 96% responded favorably Elementary School Students (ES) English Learner (EL) 96 % responded favorably	Family School Connectedness via Panorama Family Climate Survey All Students (ALL) Elementary School Students (ES) English Learner (EL) 97 % responded favorably Hispanic (Hisp) 98% responded favorably

Metric/Indicator	Baseline	Expected Outcome
	Hispanic (Hisp) 97% responded favorably African American (AA) 95% responded favorably	African American (AA) 96% responded favorably

Planned Strategies/Activities

Strategy/Activity 1

Student attendance:
Student attendance will be monitored daily. Success and improvement will be valued with monthly attendance recognition and incentives; drawings for achievement; assemblies and presentations; and classroom spirit and attendance opportunities.

Students to be Served by this Strategy/Activity

X   All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal, attendance clerk, KFES teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	incentives and rewards to promote positive attendance

Strategy/Activity 2

Parent Education:
Parent and students will have opportunities for education and enrichment provided with family content subject nights; classes and workshops (ex. Latino Literacy). The school will access and encourage participation in district provided opportunities.

Parent Access:
Translation services will be for parent conferences and general meetings and events. Mass written communication home will be provided in Spanish.

Offer the mandated state and district parent outreach meetings as well as Parent education nights. All meetings are designed to provide parents with tools to support their children's education. The school will offer translators and childcare when needed
Parent Education nights will occur during the year to involve parents in student achievement. Monthly awards assemblies will be conducted to highlight student achievement. Individual goals will be created during parent/ teacher conferences and throughout the year in each class. Katherine Finchy will provide funding for training, outreach, and

informational meetings and activities at parent/family events held at Katherine Finchy. These activities or sessions may include the following topics but are not limited to: literacy, science, math, family programs, parenting, fitness, social-emotional well being.

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Princpal, KFES teachers,

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified salaries for translation services

Amount	2360
Source	Title I Part A: Parent Involvement
Budget Reference	4000-4999: Books And Supplies
Description	Facilitation of parent activities and education including night events prep and presentations.

Strategy/Activity 3

Parent Teacher Communication
Parent will be invited to conferences with teacher twice per school year. Dynamic communication will be encourage as needed and concerns arise.

Students to be Served by this Strategy/Activity

X All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Description	translation (see Parent Education Action)

Strategy/Activity 4

Katherine Finchy will hold assemblies throughout the year to recognize students for their academic growth and improved attendance. Other events throughout the year will be held as well to specifically target attendance based on trends.

Students to be Served by this Strategy/Activity

X   All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Maintain Healthy and Safe Learning Environment

Goal Statement

Katherine Finchy will support student success utilizing strategies outlined in the school safety plan and Caught Being Good activities.

LCAP Goal

Palm Springs Unified will provide students with a clean, healthy, physically and emotionally safe learning environments.

Identified Need

1. While suspensions are down from previous years, we can attribute this to an increasing time dedicated to teaching social skills.
2. Based on Panorama data from the students, safety is the top concern for them. Physical contact and students being mean and spreading rumors were the biggest concerns for more than our students.
3. When looking at school connectedness, only 77% of our students felt close to someone at school. African American students were lower than other subgroups.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Suspension Rates: All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Orange 2.3% Medium Increased +0.5% English Learner (EL) Green 1.4% Medium Declined -0.4% Hispanic (Hisp) Yellow 2.2% Medium Maintained +0.0% African American (AA) Red 6.7% Very High Increased +2.2% Socioeconomically Disadvantaged (SED) Yellow 2.4% Medium Maintained +0.0% Students with Disabilities (SWD) Yellow 2.1% Medium Maintained +0.1%	Suspension Rates: (Color(%) - Status - Level - Change) All Students (ALL) Green 0.8% Low Declined Significantly English Learner (EL) Green 0.5% Low Declined Significantly Hispanic (Hisp) Green 0.8% Low Declined Significantly African American (AA) Green 1% Low Declined Significantly Socioeconomically Disadvantaged (SED) Green 0.5% Low Declined Significantly Students with Disabilities (SWD) Green 1% Low Declined Significantly
Expulsion Rates All Students (ALL) English Learner (EL) Hispanic (Hisp) African American (AA) Socioeconomically Disadvantaged (SED) Students with Disabilities (SWD)	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%	Expulsion Rates All Students (ALL) 0% English Learner (EL) 0% Hispanic (Hisp) 0% African American (AA) 0% Socioeconomically Disadvantaged (SED) 0% Students with Disabilities (SWD) 0%

Metric/Indicator	Baseline	Expected Outcome
Panorama Survey - School Connectedness All students EL AA Hisp SED	Panorama Survey - School Connectedness Baseline Data: 77% All students: 77% responded Favorably EL: 76% responded Favorably AA: 73% responded Favorably Hisp: 77% responded Favorably SED: 78% responded Favorably	Panorama Survey - School Connectedness All students: 79% responded Favorably EL: 78% responded Favorably AA: 75% responded Favorably Hisp: 79% responded Favorably SED: 80% responded Favorably
Panorama Survey - School Safety All students: EL AA Hisp SED	Panorama Survey - School Safety Baseline Data: 64% All students: 69% EL: 66% responded Favorably AA: 64% responded Favorably Hisp: 67% responded Favorably SED: 76% responded Favorably	Panorama Survey - School Safety All students: 71% EL: 68% responded Favorably AA: 66% responded Favorably Hisp: 69% responded Favorably SED: 78% responded Favorably
Williams Facilities Inspection Results	Williams Facilities Inspection Results - Met	Williams Facilities Inspection Results - Met

Planned Strategies/Activities

Strategy/Activity 1

Develop Multi-tiered plan for behavior support based on site developed strategies with timeline implementation expectations

Students to be Served by this Strategy/Activity

X   All

Timeline
07-01-2019
06-30-2020

Person(s) Responsible
Principal, teachers, school counselor

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	incentives for positive behaviors

Strategy/Activity 2

Coach Wooden's Pyramid of Success will be the focus of building character traits in students. Harper for Kids will provide an assembly for the kick-off of the program. Posters and books for each classroom as well as posters for each student to take home will be provided free of charge.

Students to be Served by this Strategy/Activity

X   All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal, teachers, school counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Panorama Survey playbook will be used for ideas to build SEL in the students; Utilize a social Emotional curriculum TK-5 where students can learn and understand such topics as empathy and conflict resolution.

Students to be Served by this Strategy/Activity

X   All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal, teachers, school counselor

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Katherine Finchy wants to ensure students are safe while on the playground. Additional time will be given to the current supervision aides and additional aides will be hired if funding allows. This will allow students to be more actively monitored and allow for fewer disruptions on the playground. Provide adequate Supervision for students during the morning and lunch to ensure safety and welfare.

Students to be Served by this Strategy/Activity

X   All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Principal, teachers, support staff

Proposed Expenditures for this Strategy/Activity

Amount	28208
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary for supervision aides

Amount	10176
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Benefits for supervision aides

Strategy/Activity 5

Provide students with Common Sense Media lessons to educate them about appropriate social networking in the digital age

Students to be Served by this Strategy/Activity

X   All

Timeline

07-01-2019
06-30-2020

Person(s) Responsible

Certificated staff, Classified staff, and administration

Proposed Expenditures for this Strategy/Activity

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program's goals and will be performed as a centralized services. Note: the total amount of each categorical program must be aligned with the Consolidated Application.

School Goal #1: Increase Academic Achievement				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
NGSS TOSA	July 1, 2019 - June 30, 2020	Onsite PD and support with evidence-based practices to build best first instruction	6,130	Title I
Technology TOSAs	July 1, 2019 - June 30, 2020	Support the integration of technology into instruction for both staff and students	11,965	Title II
Supplemental Intervention Services - Extended day tutoring and extended school year academies	July 1, 2019 - June 30, 2020	Tutoring and extended school year opportunities	35,301	Title I
High Impact Math PD	July 1, 2019 - June 30, 2020	Consultants and substitutes to support the implementation of math routines and strategies to develop conceptual understanding	50,643	Title I
School House Project ELA PD	July 1, 2019 - June 30, 2020	Consultant and substitutes to support rigorous ELA instruction and the GRR model	19,545	Title I
Kagan PD	July 1, 2019 - June 30, 2020	Consultants to provide PD regarding engagement strategies	5,667	Title I

School Goal #2: Increase Parent and Community Partnerships				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**
7 Habits of Effective Families Classes	July 1, 2019 - June 30, 2020	Parenting Classes on effective strategies and structures	1,667	Title IV

School Goal #3: Maintain Healthy and Safe Learning Environment				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g. , Teaching & Learning, Staffing, & Professional development	**Start Date Completion Date**	**Proposed Expenditure**	**Estimated Cost**	**Funding Source (itemize for each source)**

Note: Centralized services may include the following direct services:
- Evidence-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g.. English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-school and Summer School programs funded by categorical programs
- Data analysis services. software, and training for assessment of student progress

Centralized Services do not include administrative costs.

Budget Summary and Consolidation

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$116,871
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$282,744.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	114,511	0.00
Title I Part A: Parent Involvement	2,360	0.00
LCFF	165,873	0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$114,511.00
Title I Part A: Parent Involvement	$2,360.00

Subtotal of additional federal funds included for this school: $116,871.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF	$165,873.00

Subtotal of state or local funds included for this school: $165,873.00

Total of federal, state, and/or local funds for this school: $282,744.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	165,873.00
Title I	114,511.00
Title I Part A: Parent Involvement	2,360.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	121,021.00
2000-2999: Classified Personnel Salaries	103,462.00
4000-4999: Books And Supplies	54,261.00
5000-5999: Services And Other Operating Expenditures	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	21,125.00
2000-2999: Classified Personnel Salaries	LCFF	103,462.00
4000-4999: Books And Supplies	LCFF	41,286.00
1000-1999: Certificated Personnel Salaries	Title I	99,896.00
4000-4999: Books And Supplies	Title I	10,615.00
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,360.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Matthew Hammond	X				
Barbara Cruz		X			
Silvia Signoret				X	
Juanita Garner			X		
Kristen Goerzen				X	
Zena Peltier				X	
Bonni Keane		X			
Jason Kadubeck				X	
Ronda Koochaki		X			
Mercedeh Nasr				X	
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:
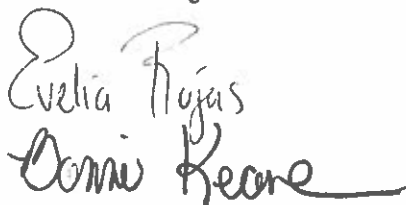
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

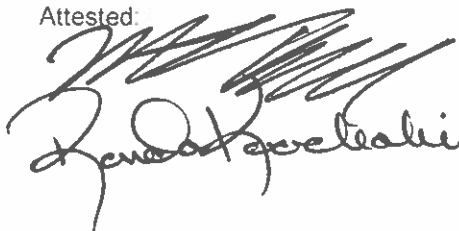| Signature	Committee or Advisory Group Name
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 10/24/2019.

Attested:

Principal, Matthew Hammond on 10-29-19

SSC Chairperson, Ronda Koochaki on 10-29-19

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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