School Year: **2026-27**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Kelly Elementary School	39-75499-0108357	April 30, 2026	June 9, 2026

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program
- Targeted Support and Improvement

Kelly has met the criteria of TSI (Targeted Support & Improvement) program based on 2024-2025 data.

According to the 2024 - 2025 data, Kelly met the criteria due to the African American student group being placed in the red category for chronic absenteeism. The red category on the California School Dashboard indicates the lowest level of performance, signaling that a student group has both a low current status and little to no improvement and therefore needs the highest level of support.

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

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Plan Description

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

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

- Schoolwide Program
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According to the 2024 - 2025 data, Kelly met the criteria due to the African American student group being placed in the red category for chronic absenteeism. The red category on the California School Dashboard indicates the lowest level of performance, signaling that a student group has both a low current status and little to no improvement and therefore needs the highest level of support.

During the 2024–2025 school year, George Kelly was placed in the orange category for chronic absenteeism, with 15.7% of students identified as chronically absent. This reflects a small but positive 0.01% decrease from the previous year, indicating that the downward trend is continuing. Students with Disabilities, Students Identifying as Two or More Races, and English Learners have moved out of the red category and are now placed in the orange category.

During the 2024 - 2025 school year, 31.5% of African American students at George Kelly were chronically absent, reflecting an 8.8% increase from the prior year. In alignment with the district's initiative to support differentiated assistance, which is initiated when the same student group(s) performs poorly in two or more state priority areas on the California School Dashboard. TUSD qualified due to chronic absenteeism being at 23% for the following student population groups: African American, American Indian, Foster Youth, Students with Disabilities, Hispanic, Students who are Two or More Races, and Socially Economically Disadvantaged). The district has set a goal to reduce chronic absenteeism among targeted TK–1 student groups (Foster Youth, Students with Disabilities, and Hispanic students) by 20% by 2027.

At George Kelly, efforts will center on identifying and addressing barriers to attendance by surveying the families of targeted student groups (African American, Foster Youth, Students with Disabilities, Hispanic and African American) and to understand barriers that are keeping those students from attending school and being proactive in finding solutions. This work will be carried out collaboratively by the outreach team which includes and is not limited to: Principal, Assistant Principal, Attendance Clerk, Parent Liaison, Office Clerk, Behaviorist, Counselor.

By October 2026, each grade-level teacher will identify 3–5 students to conduct weekly check-ins designed to build positive, meaningful relationships as a strategy to address the school's 15.7% chronic absenteeism rate. Teachers will monitor progress monthly using attendance data, class participation data with the goal of improving student engagement, sense of belonging, academic readiness and overall attendance.

During the 2025–2026 school year, Kelly School implemented targeted efforts to reduce suspension rates and partnered with Operation Scholars to provide SEL supports to targeted student groups. Although we did not meet our 5% reduction goal, our suspension rate remained steady at 3.6%. Next year, we will continue working with our behaviorist and school counselor to address the root causes of behavior and teach regulation skills that prevent incidents from escalating. We will also continue offering small after-school groups that provide restorative just in time support to help students build emotional regulation, positive behavior, and peer-relationship skills.

To support chronic absenteeism, George Kelly has celebrated trimesterly character awards (Eagle Endurance, Eagle Effort, and Eagle Excellence) each trimester, recognized students reclassified for English language proficiency, and highlighted reading growth through our Corrective Reading Program. The administration hosted luncheons and acknowledged attendance achievements at least three times during the year. Additionally, we offered field trip opportunities, partnered with the Boys & Girls Club of Tracy to host our school's basketball team and collaborated with the PTO to organize a variety of engaging community events.

We are committed to building on these initiatives to further reduce chronic absenteeism rates and support the success of all our students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We involved the following educational partners groups for our annual review and update of the KES SPSA: School Site Council, an embedded English Learner Advisory Committee, and the Kelly Leadership Team (Guiding Coalition) and Staff. The SSC met eight times throughout the school year, and the ELAC met six times this school year. To appropriately communicate our planning process, meetings are held at regularly scheduled intervals. Each partner group reviews students' performance levels, considers the long-term impacts of our instructional practices for student groups performing below CA Dashboard benchmark levels, and discuss systemic practices to improve performance outcomes on national, state, and local benchmark assessments.

Resource Inequities

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

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

Kelly has met the criteria of TSI (Targeted Support & Improvement) program based on 2024-2025 data.

According to the 2024 - 2025 data, Kelly met the criteria due to the African American student group being placed in the red category for chronic absenteeism. The red category on the California School Dashboard indicates the lowest level of performance, signaling that a student group has both a low current status and little to no improvement and therefore needs the highest level of support.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

George Kelly School falls within the "red" and "orange" performance categories on the CA Dashboard for the following:

-English Learner Progress (Orange Performance Category)
-Chronic Absenteeism (Orange Performance Category)
-Suspension Rate (Orange Performance Category)

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

The following student groups are performing two or more levels below the "all students" performance level:

English Language Arts (Overall Performance Category: Green)
-Students with Disabilities (Orange)
-English Learners (Orange)
-Hispanic (Orange)
-No student groups recorded in red category

George Kelly remains in the green category overall for performance in ELA.

The overall performance category in Mathematics is rated as yellow. While no student groups scored two or more performance levels below, the group listed below achieved the lowest performance level.
-Students with Disabilities (Orange)

During the prior school year, the school fell within the orange performance category. It has now progressed to the yellow category, indicating overall growth in math.

Chronic Absenteeism (Overall Performance Category: Orange)
-African American Students (Red)
-Homeless (Red)

The overall performance category for Suspension Rate is Orange. While no student groups scored two or more performance levels below, the group listed below achieved the lowest performance level.
-African American (Orange)
-English Learners (Orange)
-Long- Term English Learners (Orange)
-Two or More Races (Orange)
-Students with Disabilities (Orange)

In the previous school years data, the student groups identified above for suspension rate fell within the red category, and are now in the orange which reflects growth in suspension data.

Other Needs

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

LCAP – TUSD must develop a Local Control Accountability Plan (LCAP) that aligns with its annual budget in collaboration with all stakeholders. This plan directs district spending based on state and local board priorities. The LCAP survey results from staff, students, and the community help identify strengths and areas for improvement in school climate and safety, ensuring resources are allocated effectively for the upcoming school year.

Regarding Parent's Perception of School Climate:

Strg Agr Agree Total Percent
Q6 11.00 9.00 25.00 80.00%
This school's staff motivates my child to learn
Q10 7.00 11.00 25.00 72.00% This school equips my students to learn and perform at grade level
Q23 5.00 15.00 23.00 86.96% The buildings and grounds at this school are well maintained
Q27 6.00 13.00 23.00 82.61% This school communicates the importance of respecting all cultural beliefs and practices
Q31 13.0) 7.00 22.00 90.91% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)
Q31.2 3.00 11.00 20.00 70.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)
Q31.3 3.00 10.00 20.00 65.00% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal
Q31.4 2.00 12.00 20.00 70.00% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)
Q32 8.00 13.00 23.00 91.30% The school staff responds to me in a timely manner
Q33 9.00 13.00 23.00 95.65% The school office staff is friendly and professional
TOTAL: 67.00 114.00 224.00 80.80%

Regarding Student's Perception of School Climate:

Strg Agr Agree Total Percent
Q6 72.00 177.00 284.00 87.68% The school encourages all students to achieve at high levels
Q30 75.00 147.00 280.00 79.29% This school communicates the importance of respecting all cultural beliefs and practices
Q33 71.00 142.00 282.00 75.53% My teachers recognize the effort I put into learning
Q34 53.00 161.00 281.00 76.16% This school motivates students to learn
Q35 182.00 78.00 280.00 92.86% The office building at my school is clean and well maintained
Q35.2 107.00 143.00 278.00 89.93% The classrooms at my school are clean and well maintained
Q35.3 48.00 120.00 280.00 60.00% The cafeteria/MPR at my school are clean and well maintained
Q35.4 62.00 106.00 276.00 60.87% The gym at my school is clean and well maintained
Q35.5 13.00 51.00 281.00 22.78% The bathrooms at my school are clean and well maintained
Q36.1 120.00132.00 278.00 90.65% The school entrance grounds at my school are clean and well maintaned
Q36.2 88.00 146.00 279.00 83.87% The walkway grounds at my school are clean and well maintained
Q36.3 78.00 131.00 290.00 72.07% The playground/playarea at my school are clean and well maintained
Q36.4 67.00 125.00 279.00 68.82% The fields at my school are clean and well maintained
Q42 91.00 165.00 282.00 90.78% I work collaboratively with others
Q43 84.00 156.00 281.00 85.41% I feel comfortable participating in classroom activities
Q44 50.00 157.00 281.00 73.67% I feel safe, secure and supported at this school
TOTAL: 1261.00 2137.00 4492.00 75.65%

Regarding Staff's Perception of School Climate:

Strg Agr Agree Total Percent
Q6 8.00 26.00 41.00 82.93% This school equips all students to do grade level work
Q16 17.00 21.00 40.00 95.00% Members of the school/department collaborate to achieve our school goals
Q20 7.00 24.00 40.00 77.50% The buildings and grounds at this school are well maintained
Q21 10.00 24.00 38.00 89.47% This school/department communicates the importance of respecting all cultural beliefs and practices
Q22 15.00 24.00 40.00 97.50% I am treated with respect by my colleagues at work
Q23 6.00 27.00 41.00 80.49% Staff members at this school are recognized appropriately for their efforts and accomplishments
Q24 7.00 26.00 39.00 84.62% Our district ensures effective communication across the organization
TOTAL: 70.00 172.00 279.00 86.74%

After analyzing the feedback from staff, students and our community regarding climate the key findings are as follows:

- Parents are highly satisfied with the campus's cleanliness and feel comfortable discussing concerns with their child's teacher. They also believe that school staff responds in a timely, friendly, and professional manner.
- Students report a strong sense of inclusivity and safety both inside and outside the classroom.

- Staff provided positive feedback regarding collaboration to achieve school goals and feeling respected by their colleagues.
- There is an opportunity for improvement in communication with administrative staff and outreach efforts.
- Although a majority of staff feel their efforts and accomplishments are appropriately recognized, the data indicates there is still room for improvement.
- While parents and staff are highly satisfied with cleanliness, an area of growth appears to be maintaining the cleanliness of the bathrooms, MPR and field for our students.

-Overall the majority of students feel safe, secure, and supported.

Regarding Parent's Perception of School Safety:

Strg Agr Agree Total Percent
Q23 5.00 15.00 23.00 86.96% The buildings and grounds at this school are well maintained
Q25 5.00 11.00 20.00 80.00% My child is safe on school grounds before school
Q25.2 8.00 12.00 22.00 90.91% My child is safe on school grounds during the day
Q25.3 8.00 10.00 21.00 85.71% My child is safe on school grounds in the classroom
Q25.4 5.00 11.00 21.00 76.19% My child is safe on school grounds after school
Q26 7.00 13.00 23.00 86.96% The rules of this school are clearly communicated to parents
TOTAL: 38.00 72.00 130.00 84.62%

Regarding Student's Perception of School Safety:

Strg Agr Agree Total Percent
Q35.1 182.00 78.00 280.00 92.86% The buildings and grounds at this school are clean and well maintained
Q35.2 107.00 143.00 278.00 89.93% The classrooms at my school are clean and well maintained
Q35.3 48.00 120.00 280.00 60.00% The cafeteria/MPR at my school are clean and well maintained
Q35.4 62.00 106.00 276.00 60.87% The gym at my school is clean and well maintained
Q35.5 13.00 51.00 281.00 22.78% The bathrooms at my school are clean and well maintained
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Q36.2 88.00 146.00 279.00 83.87% The walkway grounds at my school are clean and well maintained
Q36.3 78.00 131.00 280.00 74.64% The playground/playarea at my school are clean and well maintained
Q36.4 67.00 125.00 279.00 68.82% The fields at my school are clean and well maintained
Q39 74.00 130.00 281.00 72.60% I feel safe from gang activity and gang violence at school
Q41 130.00 133.00 282.00 93.26% I know the school rules
TOTAL: 969.00 1295.00 3074.00 73.65%

Regarding Staff's Perception of School Safety:

Strg Agr Agree Total Percent
Q17 26.00 13.00 39.00 100.00% My site conducts safety drills to prepare for emergencies
Q18 10.00 28.00 40.00 95.00% I feel prepared to respond in an emergency situation
Q19 12.00 25.00 39.00 94.87% My workplace is safe
Q20 7.00 24.00 40.00 77.50% The buildings and grounds at this school are well maintained
TOTAL: 55.00 90.00 158.00 91.77%

After analyzing the feedback from staff, students and our community regarding climate the key findings are as follows:

- Parents express high satisfaction with school rules, safety, and maintenance.
- Staff have a strong sense of safety on campus and feel prepares to respond to emergency situations.
- Students report being aware of school rules and feel safe while attending class, reflecting a positive classroom environment.
- Parents agree their child is safe on school grounds before school and afterschool.
- Students feel there is room for improvement in cleanliness and maintenance of our bathrooms.
- The majority of parents believe that the school rules are communicated clearly to parents.
- There is an opportunity to enhance safety regarding gang activity and violence on campus.

FastBridge Social Emotional Survey-- We conducted this survey three times during the 2025-2026 school year: August-September 2025 (Window 1), November-December 2025 (Window 2), and May 2026 (Window 3). The data from Window 3 will be used to guide intervention placement for August 2026, and we will also review these metrics at the start of the 2026-2027 school year to monitor progress. The FastBridge Social and Emotional survey provides metrics that show the percentage of students at George Kelly School and across the district who are categorized as having low or high social-emotional risk. As a result, George Kelly has been, and will continue to be, proactive in identifying students who may benefit from counseling services and offering them the necessary support.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.32%	0.32%	0.33%	3	3	3
African American	4.32%	5.27%	4.93%	40	49	45
Asian	29.48%	30.46%	29.13%	273	283	266
Filipino	7.13%	7.43%	6.68%	66	69	61
Hispanic/Latino	32.72%	32.40%	34.83%	303	301	318
Pacific Islander	1.51%	1.18%	1.42%	14	11	13
White	16.95%	15.72%	16.43%	157	146	150
Multiple/No Response	7.56%	7.21%	6.24%	70	67	57
			Total Enrollment	926	929	913

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		48	37
Kindergarten	80	60	94
Grade 1	78	85	66
Grade 2	97	83	80
Grade3	82	98	93
Grade 4	112	80	95
Grade 5	100	109	85
Grade 6	120	114	126
Grade 7	136	117	113
Grade 8	121	135	124
Total Enrollment	926	929	913

Conclusions based on this data:

1. KES and TUSD administered the SBAC assessment during the 2025- 2026 school year. KES will continue to refer to these data, in order to sustain our ongoing Multi-Tiered System of Support (MTSS), referring to local assessment metrics.

   In 24-25, largest student demographic group by population is Hispanic students, at 301 (32.4%) and Asian students at 283 (30.46%). The amount of Hispanic/Latino students have increased (about 2%).

   Our White students comprise 157 (16.95%) students respectively. These three student groups (Hispanic, White and Asian) comprise approximately 79% of our total student population.

2. Sixth, seventh and eight grade have the greatest amount of students in 24-25. Kindergarten and 3rd grade have the smallest amount of students. Based on enrollment numbers, our student enrollment slightly increased during the 24-25 school year overall with addition of Transitional Kindergarten but there was a decrease in students in every grade level except 8th grade. We anticipate this trend will continue over the next 5-7 school years. However, enrollment will may continue to increase as we now have three sections of TK. This might impact the decreasing enrollment trend.

3. Over the past three school years, enrollment moved from 933 students in 2022–23 to 926 students in 2023–24, and then slightly up again to 929 students in 2024–25, showing small year-to-year shifts but overall remaining very steady.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	154	149		19.7%	16.6%	
Fluent English Proficient (FEP)	162	167		18.0%	17.5%	
Reclassified Fluent English Proficient (RFEP)	23	22		11.4%	14.9%	

Conclusions based on this data:

1. In the 2024–25 school year, approximately 16% of KES students were identified as English Learners, while 18% were classified as Fluent English Proficient.

   In response to the amount of EL middle school and their growing needs in the 2024–25 school year, a second ELD elective section was added, bringing the total to two ELD elective classes. This additional section will likely remain in place for the upcoming school year.

2. The rate of students identified as initially fluent on EL testing indicators is currently at 18%. These are students who took a testing indicator and identified as fluent. A student is considered Fluent English Proficient when they entered school as an English Learner or were assessed for English proficiency and have demonstrated sufficient listening, speaking, reading, and writing skills to succeed in academic classes without English language support services.

3. Reclassification rates have remained relatively consistent between the 23-24 and 24-25 school years, with an average rate of approximately 14%. So far this year (2025–2026), 11 (12.2%) students have been reclassified according to data from the ELLevation platform.

   Based on current data from ELLevation, George Kelly School has:

   - 23 newcomer students enrolled (in TK-8)
   - Home languages among our newcomers include Arabic, Punjabi, Farsi, Vietnamese, Spanish, and Tagalog
   - 40 Long-Term English Learners (LTELs)
   - 20 EL students are at-risk of becoming LTEL

   -We have 29 SWD who are also classified as an EL
   - Most LTELs are scoring at levels 2 or 3 on the ELPAC; reclassification requires an overall score of 4.

   -A majority of EL students need high levels of support in reading, writing, and listening
   - Fewer students require high support in speaking.

   -In the listening domain, most students who took the 2025 ELPAC scored at Level 2
   -In the speaking domain, the majority of students scored at Levels 2 and 3
   -In the reading domain, most students scored at Levels 1 and 2
   -In the writing domain, the majority of students scored at Level 2

   As our newcomer population continues to grow, it is critical that KES remains focused on reclassification and providing targeted support for these students. One valuable resource in

supporting newcomer students is the Vista Program, which offers additional tools and strategies to aid in their academic and language development.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	112	86	98	108	85	95	108	85	95	96.4	98.8	96.9
Grade 4	100	114	82	99	111	81	99	111	81	99.0	97.4	98.8
Grade 5	110	104	111	107	102	110	107	102	110	97.3	98.1	99.1
Grade 6	125	121	114	123	117	112	123	117	112	98.4	96.7	98.2
Grade 7	123	134	116	121	131	114	121	131	114	98.4	97.8	98.3
Grade 8	103	127	138	102	126	136	102	126	136	99.0	99.2	98.6
All Grades	673	686	659	660	672	648	660	672	648	98.1	98	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2461.	2428.	2428.	41.67	32.94	27.37	17.59	20.00	21.05	23.15	18.82	28.42	17.59	28.24	23.16
Grade 4	2463.	2482.	2482.	29.29	30.63	28.40	24.24	25.23	27.16	15.15	21.62	18.52	31.31	22.52	25.93
Grade 5	2514.	2505.	2500.	23.36	26.47	23.64	39.25	31.37	27.27	16.82	17.65	23.64	20.56	24.51	25.45
Grade 6	2550.	2522.	2524.	29.27	23.93	23.21	27.64	31.62	24.11	23.58	11.11	23.21	19.51	33.33	29.46
Grade 7	2556.	2541.	2562.	18.18	21.37	26.32	37.19	33.59	36.84	20.66	15.27	16.67	23.97	29.77	20.18
Grade 8	2583.	2565.	2571.	18.63	15.08	22.79	41.18	34.13	36.03	25.49	32.54	15.44	14.71	18.25	25.74
All Grades	N/A	N/A	N/A	26.67	24.40	25.00	31.21	29.91	29.32	20.91	19.64	20.68	21.21	26.04	25.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.56	15.29	20.00	53.70	65.88	65.26	15.74	18.82	14.74
Grade 4	14.14	20.72	24.69	65.66	63.96	64.20	20.20	15.32	11.11
Grade 5	13.08	21.57	11.82	72.90	59.80	67.27	14.02	18.63	20.91
Grade 6	23.58	23.08	21.43	53.66	45.30	48.21	22.76	31.62	30.36
Grade 7	18.18	15.27	21.93	58.68	61.07	57.89	23.14	23.66	20.18
Grade 8	26.47	18.25	24.26	58.82	60.32	50.00	14.71	21.43	25.74
All Grades	21.06	19.05	20.68	60.30	59.08	58.02	18.64	21.88	21.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32.41	18.82	12.63	52.78	52.94	63.16	14.81	28.24	24.21
Grade 4	14.14	23.42	19.75	62.63	59.46	58.02	23.23	17.12	22.22
Grade 5	16.82	19.61	20.00	59.81	57.84	58.18	23.36	22.55	21.82
Grade 6	25.20	24.79	25.89	52.03	45.30	41.07	22.76	29.91	33.04
Grade 7	28.10	25.95	27.19	52.89	45.80	51.75	19.01	28.24	21.05
Grade 8	13.73	23.02	21.32	72.55	55.56	55.15	13.73	21.43	23.53
All Grades	22.12	22.92	21.45	58.33	52.53	54.17	19.55	24.55	24.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.74	4.71	6.32	73.15	77.65	74.74	11.11	17.65	18.95
Grade 4	7.07	11.71	12.35	78.79	76.58	75.31	14.14	11.71	12.35
Grade 5	19.63	16.67	8.18	68.22	70.59	71.82	12.15	12.75	20.00
Grade 6	13.01	12.82	11.61	77.24	67.52	72.32	9.76	19.66	16.07
Grade 7	13.22	12.21	13.16	73.55	70.99	73.68	13.22	16.79	13.16
Grade 8	14.71	11.90	18.38	75.49	76.98	64.71	9.80	11.11	16.91
All Grades	13.94	11.90	12.04	74.39	73.21	71.60	11.67	14.88	16.36

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.15	23.53	12.63	63.89	55.29	73.68	12.96	21.18	13.68
Grade 4	20.20	19.82	23.46	62.63	66.67	61.73	17.17	13.51	14.81
Grade 5	24.30	24.51	17.27	64.49	56.86	66.36	11.21	18.63	16.36
Grade 6	26.83	26.50	16.96	63.41	49.57	63.39	9.76	23.93	19.64
Grade 7	28.10	22.14	28.95	57.85	55.73	56.14	14.05	22.14	14.91
Grade 8	26.47	19.84	25.00	65.69	65.87	60.29	7.84	14.29	14.71
All Grades	25.00	22.62	20.99	62.88	58.48	63.27	12.12	18.90	15.74

Conclusions based on this data:

1. George Kelly School has demonstrated varied improvements across a variety of academic disciplines.

   1) Our data indicate the following broad trends: our school-wide (3rd - 8th grade) CAASPP scores demonstrate an increase in overall student performance on the CA Dashboard. There was either some growth or consistency in the areas of Reading, Writing, Listening, and Research/Inquiry. These data suggests that overall, nearly half of our 3rd-8th grade students met/exceeded the testing targets for CAASPP in the 2024 - 2025 school year.

   2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance.

2. The percentage of students who exceeded English Language Arts standards has increased from 24.40% in 2023-24 to 25% in 2024- 2025.

3. -Looking at all grades, Reading (Demonstrating understanding of literary and non-fictional texts) and Writing (Producing clear and purposeful writing), are the specific areas within ELA, where our students tend to demonstrate the most learning challenges in 23-24.

   - Reading: More 2nd, 4th, 7th and 8th grade students scored above standard.
   - Writing: Increased numbers of 5th, 6th, and 7th grade students scored above standard.
   - Listening: More 3rd, 4th, 7th, and 8th grade students scored above standard.
   - Research/Inquiry: Increased numbers of 4th, 7th, and 8th grade students scored above standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	112	86	98	110	85	98	110	84	98	98.2	98.8	100
Grade 4	100	114	82	99	110	81	99	110	81	99.0	96.5	98.8
Grade 5	110	104	111	108	103	109	108	103	109	98.2	99	98.2
Grade 6	125	121	114	123	115	112	123	115	112	98.4	95	98.2
Grade 7	123	134	116	121	130	114	121	130	114	98.4	97	98.3
Grade 8	102	127	138	100	125	136	100	125	136	98.0	98.4	98.6
All Grades	672	686	659	661	668	650	661	667	650	98.4	97.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2447.	2432.	2437.	29.09	17.86	25.51	29.09	30.95	23.47	15.45	28.57	25.51	26.36	22.62	25.51
Grade 4	2459.	2468.	2461.	12.12	15.45	12.35	28.28	31.82	25.93	27.27	26.36	39.51	32.32	26.36	22.22
Grade 5	2488.	2461.	2491.	12.04	10.68	16.51	13.89	17.48	20.18	45.37	22.33	29.36	28.70	49.51	33.94
Grade 6	2532.	2509.	2515.	26.83	18.26	25.00	23.58	25.22	19.64	21.95	24.35	18.75	27.64	32.17	36.61
Grade 7	2517.	2495.	2553.	16.53	12.31	25.44	19.83	17.69	23.68	25.62	28.46	23.68	38.02	41.54	27.19
Grade 8	2528.	2517.	2509.	11.00	14.40	12.50	21.00	16.00	15.44	26.00	24.00	25.00	42.00	45.60	47.06
Grade 11															
All Grades	N/A	N/A	N/A	18.31	14.69	19.54	22.54	22.64	20.92	26.78	25.64	26.31	32.38	37.03	33.23

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.55	30.95	34.69	34.55	48.81	37.76	20.91	20.24	27.55
Grade 4	15.15	20.91	18.52	52.53	48.18	59.26	32.32	30.91	22.22
Grade 5	15.74	9.71	18.35	50.93	43.69	46.79	33.33	46.60	34.86
Grade 6	32.52	20.87	23.21	43.90	46.96	40.18	23.58	32.17	36.61
Grade 7	18.18	11.54	29.82	45.45	46.92	43.86	36.36	41.54	26.32
Grade 8	10.00	12.80	7.35	53.00	44.00	47.06	37.00	43.20	45.59
Grade 11									
All Grades	23.15	17.09	21.38	46.44	46.33	45.38	30.41	36.58	33.23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.91	21.43	28.57	42.73	53.57	45.92	26.36	25.00	25.51
Grade 4	17.17	16.36	9.88	50.51	60.00	56.79	32.32	23.64	33.33
Grade 5	8.33	5.83	11.93	65.74	50.49	58.72	25.93	43.69	29.36
Grade 6	16.26	16.52	18.75	56.10	49.57	48.21	27.64	33.91	33.04
Grade 7	14.88	8.46	21.93	57.85	54.62	50.88	27.27	36.92	27.19
Grade 8	14.00	11.20	12.50	48.00	53.60	51.47	38.00	35.20	36.03
All Grades	16.94	12.89	17.23	53.71	53.67	51.85	29.35	33.43	30.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.45	10.71	23.47	56.36	70.24	60.20	18.18	19.05	16.33
Grade 4	13.13	17.27	12.35	66.67	58.18	59.26	20.20	24.55	28.40
Grade 5	7.41	12.62	11.93	74.07	54.37	58.72	18.52	33.01	29.36
Grade 6	17.07	13.04	24.11	61.79	60.87	50.89	21.14	26.09	25.00
Grade 7	10.74	11.54	20.18	65.29	58.46	56.14	23.97	30.00	23.68
Grade 8	10.00	10.40	11.76	60.00	65.60	65.44	30.00	24.00	22.79
All Grades	14.07	12.59	17.23	63.99	61.02	58.62	21.94	26.39	24.15

Conclusions based on this data:

1. 1) Our data indicate the following broad trends: our school-wide (3rd - 8th grade) CAASPP scores demonstrate student performance growth in Math in the areas of, Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. These data suggests that overall more than half of our 3rd-8th grade students exceeded standard/met/nearly met the testing targets for CAASPP in the 2024-2025 school year. There are overall less students scoring below standard in all areas in Math. This indicates growth.

2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance.

2. The percentage of students not meeting Mathematics standards has increased from 37.03% in 2022-2023 to 33.23% in 2024-2025.

3. 72.63% of our overall population are at/near, meeting or exceeding standards in Mathematics. The previous year was 62%, this indicates growth.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1471.2	1462.4	*	1475.6	1480.3	*	1460.9	1420.6	*	17	15	10
1	1497.1	1482.8	1476.7	1482.3	1487.5	1481.8	1511.3	1477.5	1471.2	20	18	18
2	1490.3	1514.8	1486.3	1489.2	1506.8	1497.3	1490.7	1522.2	1474.6	11	15	16
3	1486.0	*	1475.4	1481.9	*	1489.6	1489.7	*	1460.5	23	7	17
4	1525.6	1496.3	*	1527.8	1500.4	*	1523.0	1491.7	*	24	23	8
5	1517.7	1506.0	1504.6	1529.8	1510.4	1515.6	1505.1	1500.9	1493.1	20	19	21
6	1549.7	1511.8	1490.5	1555.0	1520.2	1493.4	1543.9	1503.0	1487.3	20	16	21
7	*	1537.8	1519.1	*	1553.7	1523.2	*	1521.2	1514.3	9	18	13
8	*	*	1547.4	*	*	1542.7	*	*	1551.6	5	6	18
All Grades										149	137	142

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.29	26.67	*	35.29	46.67	*	29.41	20.00	*	0.00	6.67	*	17	15	*
1	30.00	33.33	22.22	35.00	38.89	50.00	35.00	11.11	27.78	0.00	16.67	0.00	20	18	18
2	18.18	20.00	18.75	63.64	66.67	37.50	18.18	13.33	37.50	0.00	0.00	6.25	11	15	16
3	13.04	*	23.53	47.83	*	17.65	17.39	*	23.53	21.74	*	35.29	23	*	17
4	33.33	8.70	*	37.50	47.83	*	25.00	26.09	*	4.17	17.39	*	24	23	*
5	25.00	21.05	4.76	40.00	26.32	52.38	20.00	36.84	19.05	15.00	15.79	23.81	20	19	21
6	35.00	25.00	9.52	50.00	25.00	19.05	10.00	18.75	52.38	5.00	31.25	19.05	20	16	21
7	*	22.22	23.08	*	33.33	7.69	*	27.78	46.15	*	16.67	23.08	*	18	13
8	*	*	16.67	*	*	44.44	*	*	22.22	*	*	16.67	*	*	18
All Grades	28.86	21.17	16.20	40.94	39.42	35.92	21.48	23.36	30.99	8.72	16.06	16.90	149	137	142

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.41	33.33	*	41.18	46.67	*	29.41	13.33	*	0.00	6.67	*	17	15	*
1	40.00	50.00	33.33	40.00	33.33	55.56	20.00	11.11	5.56	0.00	5.56	5.56	20	18	18
2	18.18	46.67	43.75	54.55	26.67	25.00	27.27	26.67	31.25	0.00	0.00	0.00	11	15	16
3	30.43	*	35.29	43.48	*	29.41	8.70	*	23.53	17.39	*	11.76	23	*	17
4	50.00	34.78	*	41.67	47.83	*	8.33	8.70	*	0.00	8.70	*	24	23	*
5	30.00	31.58	47.62	55.00	47.37	28.57	0.00	10.53	9.52	15.00	10.53	14.29	20	19	21
6	60.00	31.25	28.57	35.00	25.00	33.33	5.00	25.00	28.57	0.00	18.75	9.52	20	16	21
7	*	44.44	23.08	*	38.89	23.08	*	5.56	46.15	*	11.11	7.69	*	18	13
8	*	*	22.22	*	*	55.56	*	*	11.11	*	*	11.11	*	*	18
All Grades	39.60	37.96	34.51	42.28	37.96	35.92	12.08	15.33	21.83	6.04	8.76	7.75	149	137	142

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		20.00	*		53.33	*		26.67	*		0.00	*		15	*
1		27.78	16.67		22.22	27.78		33.33	55.56		16.67	0.00		18	18
2		26.67	6.25		66.67	43.75		0.00	31.25		6.67	18.75		15	16
3		*	5.88		*	17.65		*	41.18		*	35.29		*	17
4		4.35	*		17.39	*		47.83	*		30.43	*		23	*
5		0.00	0.00		26.32	9.52		26.32	47.62		47.37	42.86		19	21
6	10.00	0.00	0.00	45.00	18.75	9.52	35.00	25.00	42.86	10.00	56.25	47.62	20	16	21
7	*	11.11	7.69	*	11.11	15.38	*	44.44	15.38	*	33.33	61.54	*	18	13
8	*	*	11.11	*	*	38.89	*	*	22.22	*	*	27.78	*	*	18
All Grades	12.08	11.68	5.63	37.58	27.01	25.35	31.54	31.39	38.03	18.79	29.93	30.99	149	137	142

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	29.41	33.33	*	70.59	66.67	*	0.00	0.00	*	17	15	*
1	55.00	55.56	33.33	45.00	38.89	66.67	0.00	5.56	0.00	20	18	18
2	27.27	46.67	43.75	72.73	53.33	50.00	0.00	0.00	6.25	11	15	16
3	13.04	*	17.65	60.87	*	58.82	26.09	*	23.53	23	*	17
4	33.33	30.43	*	66.67	60.87	*	0.00	8.70	*	24	23	*
5	40.00	26.32	4.76	45.00	52.63	76.19	15.00	21.05	19.05	20	19	21
6	20.00	25.00	4.76	80.00	31.25	71.43	0.00	43.75	23.81	20	16	21
7	*	11.11	7.69	*	66.67	46.15	*	22.22	46.15	*	18	13
8	*	*	5.56	*	*	61.11	*	*	33.33	*	*	18
All Grades	29.53	31.39	15.49	62.42	53.28	63.38	8.05	15.33	21.13	149	137	142

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	35.29	60.00	*	58.82	33.33	*	5.88	6.67	*	17	15	*
1	40.00	38.89	33.33	60.00	55.56	61.11	0.00	5.56	5.56	20	18	18
2	45.45	40.00	37.50	54.55	60.00	62.50	0.00	0.00	0.00	11	15	16
3	39.13	*	41.18	47.83	*	47.06	13.04	*	11.76	23	*	17
4	62.50	56.52	*	33.33	26.09	*	4.17	17.39	*	24	23	*
5	65.00	63.16	71.43	20.00	26.32	14.29	15.00	10.53	14.29	20	19	21
6	70.00	43.75	47.62	30.00	37.50	33.33	0.00	18.75	19.05	20	16	21
7	*	77.78	61.54	*	16.67	38.46	*	5.56	0.00	*	18	13
8	*	*	72.22	*	*	27.78	*	*	0.00	*	*	18
All Grades	52.70	53.28	53.52	41.22	36.50	38.03	6.08	10.22	8.45	148	137	142

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.65	0.00	*	82.35	93.33	*	0.00	6.67	*	17	15	*
1	35.00	38.89	33.33	50.00	44.44	61.11	15.00	16.67	5.56	20	18	18
2	18.18	13.33	25.00	63.64	86.67	50.00	18.18	0.00	25.00	11	15	16
3	0.00	*	5.88	69.57	*	47.06	30.43	*	47.06	23	*	17
4	20.83	0.00	*	50.00	47.83	*	29.17	52.17	*	24	23	*
5	20.00	0.00	0.00	45.00	57.89	52.38	35.00	42.11	47.62	20	19	21
6	10.00	0.00	0.00	45.00	31.25	14.29	45.00	68.75	85.71	20	16	21
7	*	16.67	15.38	*	27.78	15.38	*	55.56	69.23	*	18	13
8	*	*	27.78	*	*	33.33	*	*	38.89	*	*	18
All Grades	18.79	9.49	12.68	53.02	51.82	44.37	28.19	38.69	42.96	149	137	142

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	75.00	73.33	*	25.00	26.67	*	0.00	0.00	*	16	15	*
1	35.00	11.11	22.22	60.00	72.22	77.78	5.00	16.67	0.00	20	18	18
2	18.18	46.67	18.75	81.82	46.67	75.00	0.00	6.67	6.25	11	15	16
3	21.74	*	5.88	56.52	*	58.82	21.74	*	35.29	23	*	17
4	25.00	13.04	*	58.33	65.22	*	16.67	21.74	*	24	23	*
5	10.00	10.53	0.00	65.00	57.89	66.67	25.00	31.58	33.33	20	19	21
6	35.00	25.00	9.52	60.00	62.50	71.43	5.00	12.50	19.05	20	16	21
7	*	5.56	15.38	*	77.78	76.92	*	16.67	7.69	*	18	13
8	*	*	0.00	*	*	88.89	*	*	11.11	*	*	18
All Grades	28.38	22.63	13.38	59.46	60.58	70.42	12.16	16.79	16.20	148	137	142

Conclusions based on this data:

1. -The number of students who took the ELPAC test in 2024 increased by 5 in 2025.

- In the 2024-2025 school year, 22 students reclassified according to the ELLevation platform. For the 2025- 2026 school year, 13 students have reclassified so far.

2.

- In the 2024-2025 ELPAC assessment, 53.52% of students scored "Well Developed" in the speaking domain, reflecting an increase from 53.28% the previous year. There has been a slight increase over the past several school years (22-23, 23-24, and 24-25).

-A higher percentage of students scored at the Beginning level in the listening domain in 2024–2025 compared to the previous school year, increasing from 15.33% to 21.13%.

-The percentage of students scoring at the Somewhat/Moderately Developed level in listening also increased in 2024–2025, rising from 53.28% to 63.38%.

The percentage of students scoring at the Well Developed level in the listening domain decreased significantly in 2024–2025, nearly by half, from 31.39% to 15.49%.

-A higher percentage of students scored at the Well Developed level in reading in 2024-2025 compared to the previous school year, increasing from 9.49% to 12.68%

-A lower percentage of students scored at the Somewhat/Moderately level in reading in 2024-2025 compared to the previous school year, decreasing from 51.48% to 44.37%

-A higher percentage of students scored at the Beginning level in the reading domain in 2024–2025 compared to the previous school year, increasing from 38.69% to 42.96%.

-The percentage of students scoring at the Well Developed level in the writing domain decreased significantly in 2024–2025 from 22.63% to 13.38%.

-The percentage of students scoring at the Somewhat/Moderately Developed level in writing significantly increased in 2024–2025, rising from 60.58% to 70.42%.

-Student performance in the writing domain stayed consistent, showing only a 1–3% variation compared to the previous year.

-The majority of students, across all grade levels and domains, performed within the Somewhat/Moderately Developed or Well Developed performance ranges.

3.

-The majority of our students are scoring at Level 1 and Level 2 in written language overall.

-The majority of our students are scoring at Level 3 and Level 4 in oral language overall.

-The Reading domain highlights areas where our EL students can continue to grow. By focusing on developing their academic reading skills, we can improve performance indicators and move more students toward the Somewhat/Moderately Developed level.

-The majority of 6th, 7th and 8th grade students scored at the Beginning level in the Reading domain during the 2024-2025 school year.

-In the 2024-2025 school year, 85% of 6th-grade students scored at the Beginning level in the Reading domain.

School and Student Performance Data

Student Population

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

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
929	**61.5%**	**16%**	**0.1%**
Total Number of Students enrolled in George Kelly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	149	16%
Foster Youth	1	0.1%
Homeless	33	3.6%
Socioeconomically Disadvantaged	571	61.5%
Students with Disabilities	107	11.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	49	5.3%
American Indian	3	0.3%
Asian	283	30.5%
Filipino	69	7.4%
Hispanic	301	32.4%
Two or More Races	67	7.2%
Pacific Islander	11	1.2%
White	146	15.7%

Conclusions based on this data:

1. In the 2023-2024 school year, KES had an enrollment of 926 students, while in 2024-2025, enrollment was 929 students.

2. 16% of our student population is EL. As a relatively small student population, we must provide targeted instruction and support geared towards helping students be reclassified quickly.

-Less than 1% of our student population is considered foster youth.

-3.6% of our students are identified as without housing.

-11.5% of our student population are identified as students with disabilities.

3. -Approximately 61.5% of the KES student population is socioeconomically disadvantaged, an increase from 58.7% in the previous year. This trend highlights the need to prioritize proportional spending to ensure appropriate training and materials are in place to meet students' needs

-Asian, Hispanic, White are the largest ethnic groups at KES, making up 78.6% of the student population.

School and Student Performance Data

Overall Performance

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. -Measurable growth in Mathematics in 2025, although 129.6 points below standard as a school, we increased 25.6 points.
-Additionally , In ELA our school increased 4.4 points maintaining "Green" status in ELA at 6.9 points above standard as a school.

2.

-We have maintained the middle performance level for chronic absenteeism (orange) for both 2024 and 2025. Currently, 15.7% of our student population is chronically absent. This represents a .01% decrease from the 2023-2024 to the 2024-2025 school year indicating a downward trend.

-During the 2025–2026 and 2026–2027 school years, the school will implement a schoolwide attendance goal focused on analyzing data to identify patterns and barriers related to chronic absenteeism. Targeted monitoring and supports will be used to improve attendance and strengthen a unified, schoolwide approach to reducing chronic absenteeism. The goal will target student groups exhibiting the greatest attendance needs, including students identified in the Red and Orange performance levels, with a focus on Asian, Hispanic, African American students, students experiencing homelessness, and students with disabilities.

-Additionally, during the 2026–2027 school year, the school will implement TK parent classes focused on the importance of attendance and essential school practices to better prepare students and families for long-term success.

-An attendance board will be implemented in the office to keep families informed of grade-level attendance progress on a weekly or monthly basis to raise awareness.

3.

-The school is currently at the Orange performance level for suspension rate and has remained at this level since 2024. During the 2024–2025 school year, the suspension rate was 3.8%, reflecting a slight decrease of 0.1% from the 2023–2024 school year.

-In 2024, student groups experiencing the highest suspension rates were identified at the Red performance level, while most other student groups remained at the Orange level (White students, Long-Term English Learners, African American students, students who are Two or More Races and Students with Disabilities). Foster Youth were the only subgroup performing at the Red level, indicating an area of significant concern. Moving forward, it will be important to closely monitor suspension trends and provide targeted supports for Foster Youth to reduce disciplinary outcomes and improve overall student success.

School and Student Performance Data

Academic Performance
English Language Arts

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	3	1

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Orange	 No Performance Color
6.9 points above standard	37.4 points below standard	100.5 points below standard
Increased 4.4 points	Declined 6.8 points	Declined 9.6 points
620 Students	150 Students	31 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	21.8 points below standard	11 points below standard
1 Student	Increased 18.4 points	Increased 7 points
	24 Students	380 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
107.3 points below standard	39.6 points below standard	Fewer than 11 students - No Data for Privacy
Increased 18.8 points	Increased 8.4 points	2 Students
88 Students	27 Students	

Asian	Filipino	Hispanic
 Green	 Blue	 Orange
37.3 points above standard	45.4 points above standard	31.8 points below standard
Increased 4.1 points	Increased 4.6 points	Maintained 2.6 points
187 Students	50 Students	199 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 Green
9.4 points above standard	Fewer than 11 students - No Data for Privacy	20.4 points above standard
Increased 6.1 points	8 Students	Increased 9.1 points
41 Students		106 Students

Conclusions based on this data:

1. Measurable growth in ELA, we increased 4.4 points moving to the "Green" performance level in ELA at 6.9 points above standard as a school. This is one performance level higher than how we scored in 2024.
2. English Language Arts (ELA) performance by race/ethnicity reveals that our Asian, White and students of two or more races are at the second-highest performance level (green). Our Filipino student group scored in the highest performance level (blue). Our Hispanic, English Learner students, and Student with Disabilities are at the orange performance level. Our Socioeconomically Disadvantaged student group scored in the yellow performance level. Our African American, Pacific Islander, American Indian, Foster Youth, LTEL, and Homeless students did not receive a performance level due to the small number of these student groups at George Kelly.
3. All student groups experienced an increased/ maintained from 2024 to 2025, with the exception of Students with Disabilities and Hispanic students.

School and Student Performance Data

Academic Performance
Mathematics

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	4	2	1

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
29.9 points below standard	61.1 points below standard	146.9 points below standard
Increased 13.5 points	Increased 9.3 points	Maintained 0.9 points
620 Students	152 Students	31 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	89 points below standard	50.6 points below standard
1 Student	Maintained 2.8 points	Increased 12.8 points
	25 Students	381 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
129.6 points below standard	102.7 points below standard	Fewer than 11 students - No Data for Privacy
Increased 25.6 points	Declined 12.5 points	2 Students
88 Students	27 Students	

Asian	Filipino	Hispanic
 Blue	 Green	 Yellow
9.9 points above standard	4.5 points above standard	72.8 points below standard
Increased 20.1 points	Increased 5.1 points	Increased 9.4 points
189 Students	50 Students	198 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Green
38.3 points below standard	Fewer than 11 students - No Data for Privacy	16.7 points below standard
Increased 15.7 points	8 Students	Increased 17.9 points
40 Students		106 Students

Conclusions based on this data:

1. Measurable growth in Mathematics in 2025, although 29.9 points below standard as a school, we increased 13.5 points and moved from the orange to yellow performance level. In ELA we increased 4.4 points moving to the "Green" performance level in ELA at 6.9 points above standard as a school. Indicating overall we made progress in Mathematics. No student groups scored in the lowest performance level. In 2024 Students with Disabilities scored at the lowest performance level (red) and in 2025 scored in the second lowest performance level (orange).
2. Mathematics performance by race/ethnicity reveals that our Asian and Filipino students are at the middle performance level (yellow). English Learners, students of Two or More Races, White students, Hispanic students, and Socioeconomically Disadvantaged students scored at the orange performance level. Additionally, African American, Pacific Islander, American Indian, Foster Youth, and Long-Term English Learners did not receive a performance level due to the small number of these student groups at George Kelly.
3. All student groups experienced an increased/ maintained from 2024 to 2025, with the exception of African American students who although did not have a performance color declined 12.5 points.

School and Student Performance Data

Academic Performance
Science

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Orange	No Performance Color
53.9 science points	41.6 science points	32.1 science points
Maintained -0.7 points	Declined 7.7 points	14 Students
235 Students	56 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	50.2 science points
	7 Students	Maintained -0.6 points
		156 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
32.8 science points	49.1 science points	Fewer than 11 students - No Data for Privacy
Maintained 1 points	15 Students	1 Student
26 Students		

Asian	Filipino	Hispanic
		
Green	No Performance Color	Yellow
59.5 science points	60.9 science points	45.6 science points
Declined 3.5 points	Maintained 0 points	Declined 2.8 points
72 Students	21 Students	69 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Green
55.1 science points	Fewer than 11 students - No Data for Privacy	56.4 science points
Increased 6 points	3 Students	Maintained 1 points
17 Students		37 Students

Conclusions based on this data:

1. -The dataset includes 235 students made up of our 5th and 8th grade students.
-All Students are performing at the Yellow level with an average of 53.9 science points.
-Performance was maintained overall from 2024 to 2025, with a slight decline of 0.7 points, indicating relative stability but limited growth.

2. -EL students are performing at the Orange level with 41.6 science points.
-This group experienced a decline of 7.7 points, representing one of the most significant decreases and indicating a need for targeted instructional support in science.

3. -Asian students are performing at the Green level with 59.5 points, though scores declined by 3.5 points. While still a strength, the decline should be monitored.
-White students are also at the Green level with 56.4 points, maintaining performance with a 1-point increase.
-Hispanic students are in the Yellow level with 45.6 points, experiencing a 2.8-point decline, signaling a need for additional instructional support.
-Two or More Races students showed positive growth, increasing by 6 points to 55.1 points, though no performance color is assigned.
-Other racial/ethnic groups (African American, Filipino, Pacific Islander, American Indian) lack performance colors due to smaller sample sizes, though individual point values suggest varying levels of need.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Orange	No Performance Color
42.5 making progress.	35.7 making progress.
Number Students: 120 Students	Number Students: 28 Students

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
25%	32.5%	2.5%	40%

Conclusions based on this data:

1. -In 2025, 42.5% (120 students) of our English Learner (EL) students are making progress towards English language proficiency. EL students are in the orange performance level overall which indicates growth from last year in 2024 when they scored in the Red performance level. This suggests that while many English Learners are making progress, overall growth remains below desired levels and requires continued, targeted support.
-Additionally, 35.7% (28 students) of our Long-Term English Learner students are making progress towards English language proficiency. Due to cohort size, no performance color was assigned; however, progress remains notably lower than the overall EL group, indicating that LTELs continue to face persistent language development challenges.

2. -40% of English Learners progressed at least one ELPI level, demonstrating positive movement in language development.
-32.5% of students maintained ELPI levels 1–3, indicating limited progress and a need for additional instructional supports.
-25% of students decreased by at least one ELPI level, signaling regression for a significant group of learners.
-Only 2.5% of students maintained ELPI Level 4, highlighting a limited number of students sustaining advanced proficiency.

3. -These findings underscore the need for intentional, differentiated instruction focused on academic language development, increased opportunities for structured oral language practice, and consistent monitoring of ELPI progress.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. Given that KES is a TK-8 elementary school, this dashboard metric does not apply.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	 Green
15.7% Chronically Absent	14.9% Chronically Absent	9.1% Chronically Absent
Maintained -0.1	Declined 3.3	Declined 12.1
973 Students	168 Students	33 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Red	 Yellow
Fewer than 11 students - No Data for Privacy	30% Chronically Absent	19.2% Chronically Absent
5 Students	Increased 15	Declined 1.3
	40 Students	610 Students

Students with Disabilities	African American	American Indian
 Orange	 Red	 No Performance Color
27.1% Chronically Absent	31.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 2.4	Increased 8.8	3 Students
140 Students	54 Students	

Asian	Filipino	Hispanic
 Orange	 Green	 Orange
10.9% Chronically Absent	2.9% Chronically Absent	19.7% Chronically Absent
Increased 0.6	Maintained -0.1	Maintained 0.4
294 Students	69 Students	319 Students

Two or More Races	Pacific Islander	White
 Yellow	 No Performance Color	 Yellow
15.7% Chronically Absent	58.3% Chronically Absent	13.2% Chronically Absent
Declined 5.4	Declined 1.7	Declined 2.2
70 Students	12 Students	152 Students

Conclusions based on this data:

1. -We have maintained the middle performance level for chronic absenteeism (orange) for both 2024 and 2025. Currently, 15.7% of our student population is chronically absent. This represents a .01% decrease from the 2023 (17.9%), 2024 (15.8%), and 2025 (15.7%) to the 2024-2025 school year indicating a slight downward trend. However, meaningful improvement should be an area of focus.

2. -Homeless students are performing at the Red level, with 30% chronically absent and a substantial increase of 15 percentage points. This sharp escalation underscores the significant barriers faced by students experiencing housing instability and the urgent need for targeted supports.
-African American students are also at the Red level, with a chronic absenteeism rate of 31.5%, reflecting an increase of 8.8 percentage points. This trend represents a critical equity concern and signals the need for culturally responsive, relationship-based attendance strategies.
-Students with Disabilities remain at the Orange level, with 27.1% chronically absent, despite a modest decline (-2.4 percentage points). Attendance challenges for this group may be influenced by health-related needs, access to services, or instructional engagement.
-Socioeconomically Disadvantaged students are at the Yellow level with 19.2% chronically absent, showing slight improvement.
-Hispanic students remain at the Orange level with 19.7% chronically absent and minimal change.
-Asian students are also at the Orange level with 10.9% chronically absent, reflecting a slight increase.
-Two or More Races students are at the Yellow level, with 15.7% chronically absent.
-Long-Term English Learners (LTELs) demonstrate a positive trend at the Green level, with 9.1% chronically absent and a significant decline of 12.1 percentage points.

-Filipino students are also at the Green level, with a low chronic absenteeism rate of 2.9%, indicating strong attendance outcomes.

3. -During the 2025–2026 and 2026–2027 school years, the school will implement a schoolwide attendance goal focused on analyzing data to identify patterns and barriers related to chronic absenteeism. Targeted monitoring and supports will be used to improve attendance and strengthen a unified, schoolwide approach to reducing chronic absenteeism. The goal will target student groups exhibiting the greatest attendance needs, including students identified in the Red and Orange performance levels, with a focus on Asian, Hispanic, African American students, students experiencing homelessness, and students with disabilities.

-Additionally, during the 2026–2027 school year, the school will implement TK parent classes focused on the importance of attendance and essential school practices to better prepare students and families for long-term success.

-An attendance board will be implemented in the office to keep families informed of grade-level attendance progress on a weekly or monthly basis to raise awareness. Additionally, we will have an attendance corner on the school's newsletter and school magnet.

-We will continue to acknowledge students for their attendance and provide luncheon opportunities with administration to encourage and recognize character for our TK-8 students three times a year.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. Given that KES is a TK-8 elementary school, graduation rates do not apply.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	4	0	1

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 Yellow	 Orange
3.8% suspended at least one day	3.5% suspended at least one day	11.8% suspended at least one day
Maintained -0.1%	Declined 2.1%	Declined 8.8%
989 Students	173 Students	34 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 Yellow	 Yellow
Fewer than 11 students - No Data for Privacy	2.4% suspended at least one day	4.6% suspended at least one day
7 Students	Maintained 0.1%	Declined 0.3%
	41 Students	625 Students

Students with Disabilities	African American	American Indian
 Orange	 Orange	 No Performance Color
7.7% suspended at least one day	12.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 6.1%	Declined 3.9%	3 Students
143 Students	56 Students	

Asian	Filipino	Hispanic
 Yellow	 Blue	 Orange
1.7% suspended at least one day	0% suspended at least one day	3.7% suspended at least one day
Maintained 0%	Maintained 0%	Maintained 0%
297 Students	70 Students	327 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
8.5% suspended at least one day	0% suspended at least one day	4.6% suspended at least one day
Declined 1.4%	Maintained 0%	Increased 1.1%
71 Students	12 Students	153 Students

Conclusions based on this data:

1. The school remains at the Orange performance level for suspension rate. 3.8% of students were suspended at least one day, reflecting a slight improvement of 0.1 percentage points from the previous year in 2024.

2. -African American students remain at the Orange level, with 12.5% suspended at least one day, despite a decrease of 3.9 percentage points.
-Long-Term English Learners (LTELs) are also at the Orange level, with a suspension rate of 11.8%, though they showed a substantial improvement (8.8-point decline). Despite progress, suspension rates for LTELs remain significantly higher than the schoolwide average.
-Students with Disabilities are performing at the Orange level, with 7.7% suspended, reflecting improvement but still indicating elevated disciplinary outcomes.
-Students identified as Two or More Races are also at the Orange level, with 8.5% suspended at least one day.
-Socioeconomically Disadvantaged students are at the Yellow performance level with 4.6% suspended at least one day
-English Learners at the Yellow level with 3.5% suspended and continued improvement.
-Hispanic students at the Orange level, maintaining 3.7% suspended at least one day.
-Most student groups declined/maintained with the exception of white students who increased 1.1%.

-Filipino students performed at the highest performance level, the Blue level, with 0% suspended, maintaining this outcome.
-Asian students performed at the Yellow level, with 1.7% suspended at least one day.
-Homeless students remain at the Yellow level with 2.4% suspended at least one day.
-Pacific Islander students reported 0%, though no performance color was assigned due to cohort size.

3. The student groups experiencing the highest suspension rates, categorized at the red performance level, include Long-Term English Learners, African American students, Hispanic students, White students, Two or More Races, and Students with Disabilities.

To address these disparities, we will need to prioritize:

-Continued implementation of positive behavior supports and restorative practices (Small Group Sessions, Behaviorist and the TUSD Intervention Room).
-Professional learning focused on culturally responsive classroom management.
-Early identification and support for students exhibiting repeated behavioral challenges (Encouraging COST Referrals, organizing parent meetings).
-Collaboration between administration, counselors, and support staff to reduce exclusionary discipline practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Prepare all students for High School readiness; by ensuring that all 8th grade students are Algebra 1 eligible; and all 3rd grade students meet or exceed reading benchmarks as indicated by CAASPP targets.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students to be college and career ready, and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered support.

Identified Need

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

Students' reading and math scores on the CAASPP assessment are adversely affected along racial, and socioeconomic lines. Particularly, Students with Disabilities', Students who are Socioeconomically Disadvantaged performance rates (as indicated by CAASPP) are behind KES' school-wide performance levels.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- All Students (Grades 3-8)	Green (6.9 Points Above Standard) - Increased 4.4 points	Green or Higher - Increase 6.0 points or more.
CA Dashboard; ELA -- Filipino Students (Grades 3-8)	Blue (45.4 Points Above Standard) - Increased 4.6 points	Maintain in Blue- Increase 6.0 points or more.
CA Dashboard; ELA -- Asian Students (Grades 3-8)	Green (37.3 Points Above Standard) - Increased 4.1 points	Green or Higher - Increase 6.0 points or more.
CA Dashboard; ELA -- Two or More Races (Grades 3-8)	Green (9.4 Points Above Standard) - Increased 6.1 points	Blue or Higher - Increase 8.0 points or more.
CA Dashboard; ELA -- English Learners (Grades 3-8)	Orange (37.6 Points Below Standard) - Declined 6.8 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Hispanic Students (Grades 3-8)	Orange (31.8 Points Below Standard) - Maintained 2.6 points	Yellow or Higher - Increase 5.0 points or more
CA Dashboard; ELA -- Socioeconomically Disadvantaged (Grades 3-8)	Yellow (11 Points Below Standard) - Increased 7 points	Yellow or Higher - Increase 9.0 points or more.
CA Dashboard; ELA -- Students with Disabilities (Grades 3-8)	Red (126.1 Points Below Standard) - Declined 39.9 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- White Students (Grades 3-8)	Green (20.4 Points Above Standard) - Increased 9.1 points	Green or Higher - Increase 10.0 points or more.
CA Dashboard; ELA -- African American Students (Grades 3-8)	No Performance Color (39.6 Points Below Standard) - Increased 8.4 points	Increase 10.4 points or more.
CA Dashboard; Math -- All Students (Grades 3-8)	Yellow (29.9 Points Below Standard) - Increased 13.5 points	Green or Higher - Increase 15.0 points or more.

CA Dashboard; Math -- Hispanic Students (Grades 3-8)	Yellow (72.8 Points Below Standard) - Increased 9.4 points	Green or Higher - Increase 11.0 points or more.
CA Dashboard; Math -- Socioeconomically Disadvantaged (Grades 3-8)	Yellow (50.6 Points Below Standard) - Increased 12.8 points	Green or Higher - Increase 15.0 points or more.
CA Dashboard; Math -- African American Students (Grades 3-8)	No Performance Color (102.7 Points Below Standard) - Declined 12.5 points	Increase 5.0 points or more.
CA Dashboard; Math -- Two or More Races (Grades 3-8)	Yellow (38.3 Points Below Standard) - Increased 15.7 points	Green or Higher - Increase 8.0 points or more.
CA Dashboard; Math -- Students with Disabilities (Grades 3-8)	Orange (129.6 Points Below Standard) - Increased 25.6 points	Yellow or Higher - Increase 8.0 points or more.
CA Dashboard; Math -- Asian Students (Grades 3-8)	Blue (9.9 Points Below Standard) - Increased 20.1 points	Maintain Blue - Increase 5.0 points or more.
CA Dashboard; Math -- English Learners (Grades 3-8)	Yellow (61.1 Points Below Standard) - Increased 9.3 points	Green or Higher - Increase 10.0 points or more.
CA Dashboard; Math -- Filipino Students (Grades 3-8)	Green (4.5 Points Above Standard) - Increased 5.1 points	Green or Higher - Increase 7.0 points or more.
CA Dashboard; Math -- White Students (Grades 3-8)	Green (16.7 Points Below Standard) - Increased 17.9 points	Green or Higher - Increase 8.0 points or more.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Given that our CAASPP performance data are discrepant along racial lines, it is crucial to take steps to support all students--from different racial, ethnic, social, and linguistic backgrounds. Working in partnership with the San Joaquin County Office of Education, we will provide unconscious bias training for of our new teachers who are hired to work in TUSD. This helps to ensure that similar expectations and supports are available to support all students. In doing so, we help to provide the necessary relational connections with students to ensure that all students learn at high levels, and meet schoolwide math and reading goals.	All Students	0 District Funded
1.2	Teacher Release Time to Support New or Newer Teachers: Allows for on-campus peer observations to support skill development. Funding will cover one substitute per day for two days—one in the fall and one in the spring.	All Students	700 LCFF
1.3	PLC Supplemental Planning Time Once a Year for Each Gradelevel Team (4 Substitutes x 11 days @ $345 each)	All Students	3,162 LCFF 12,038 Title I
1.4	Provide Teacher Classroom Resources, Materials, and Supplies ($400 x 44 Teachers) (Includes additional Library supplies, Music, PE supplies, TK/K Recess supplies) ($150 each TK-3 grade level/ $150 per Music and PE teacher) (PE Hockey Supplies $650)	All Students	6000 LCFF 11,600 Title I 650

			LCFF 900 Title I 700 LCFF
1.5	Renaissance Place--Accelerated Reader (Subscription, STAR Report, and Hosting License; 300 Subscriptions)	All Students (1st - 3rd Grade)	200 LCFF 5185 Title I
1.6	Substitutes for K - 2nd Grade Teacher Release Time for Assessments (1 sub x 20 days x $345)	All Students (Kindergarten - 2nd Grade)	0 District Funded
1.7	Provide professional development for staff to support a variety of learning needs of all students. Topics will include, but are not limited to, rigor, UDL, PBL reading, writing, early literacy, dyslexia, behavior strategies, technology integration, and math strategies to support students performing below grade level. PD sessions will be delivered by SJCOE and TUSD's PL Department during ERMs and will include paraeducators. Collaboration will occur with leadership teams and district personnel and external organizations.	All Students	4,200 LCFF 9,953 Title I
1.8	Support Student Organization Through Daily Use of Agendas in 3rd - 8th Grade (700 Agendas)	All Students (3rd - 8th Grade)	200 LCFF 3,676 Title I
1.9	Supplemental Instructional Supplies and Materials, and Subscriptions	All Students & Priority Learners	8,000 LCFF 10,600 Title I
1.10	Time Sheets for Book Fair for the Librarian	All Students	300 LCFF
1.11	Provide EL Paraeducator Support (2 Paras, 6 hours each for 12 hours total)	EL Students	39,480 LCFF - Supplemental 41,184 LCFF - Supplemental 322 LCFF - Supplemental 995 LCFF - Supplemental 1,974 Title I 1,064

			Title I
1.12	Supplies and Materials to Support Tier 2 and 3 Intervention and Academic Support	Priority Learners	1500 LCFF 490 LCFF - Supplemental 500 LCFF
1.13	Supplemental Instructional Supplies and Materials to Meet the Needs of Socioeconomically Disadvantaged, Foster, and English Learner Students	Priority Learners	200 LCFF 300 LCFF - Supplemental
1.14	After-School Tutoring – Tier II: Designed to integrate language development with English and Math content for K–3 students who are newcomers or at risk of becoming Long-Term English Learners (LTEL). The Vista program offers additional support, with instruction delivered by EL Paraeducators.	Targeted Students (EL Students who are "at risk" of becoming LTEL and all Newcomer EL students)	100 LCFF 1900 LCFF - Supplemental
1.15	Timesheet Support for Site EL Coordinator Responsibilities.	EL Students	500 LCFF 2500 LCFF - Supplemental
1.16	After School Remediation Support- Tier III: This time is dedicated to supporting foundational skills development for students in Kinder - 3rd grade to master base literacy skills (I.e., Letter/Sound Recognition, Phonics, Decoding Skills, etc.). Beyond this, priority skills development will include Math Numeracy/Fluency development and working to achieve grade-level reading proficiency. This remediation is intended to assist in helping to minimize learning gaps from previous years' schooling. It prioritizes the needs of all students--including those who have been considered historically at-risk.	All Students (K-3)	200 LCFF 4,800 Title I
1.17	Hold SST Meetings to Identify At-Risk Students and Develop Support Plans (1 Sub @ 9 days X $345)	At Risk Students	3,105 LCFF
1.18	Additional Technology Classroom Support (Includes Technology Supplies i.e. Projector Bulbs and Ladi Bugs)	All Students	1,345 LCFF 4,000 Title I
1.19	General School Support for RCD Instructional Copies (FedEx)	All Students	0 District Funded
1.20	Provide resources and tools to support the Middle School AVID elective Class. These funds will cover the purchase of classroom materials, expenses related to AVID field trips, participation in AVID	AVID Students and Middle School Students	25,311 LCFF - Supplemental

	Summer Institutes, and annual membership and program fees. KES implements AVID to support a variety of students who are first-generation college-bound students, helping them build the skills needed to navigate high school and prepare for college and career success. By the end of the first trimester, middle school students will have access to and choose from multiple focused note-taking strategies across all classes to accurately record key information, generate higher-level questions, and produce meaningful summaries.		1000 LCFF
1.21	Collaborate with the district and county to ensure all paraprofessionals receive professional development at least twice a year to strengthen alignment with the current needs on the campus (EL Strategies, Literacy, Instructional Practices etc.)	Priority Students	0 District Funded
1.22	Based on the 2025–2026 site pass/fail data, our counselor will focus on supporting middle school students by strengthening academic skills that promote success in Math and ELA throughout the school year. Additionally, the counselor will lead College and Career Readiness workshops for all middle school students and offer test-taking strategies ahead of the state testing window.	6th -8th Grade Students	
1.23	Counselor will collaborate with the AVID team, deliver a minimum of two College and Career Readiness lessons or workshops to AVID and/or general education students and Support AVID students through academic check-ins, goal-setting activities, and organization skills development.	Middle School Students	
1.24	General School Support (Office Supplies i.e. toner and lease and maintenance agreement)	All Students	9448 LCFF

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Looking ahead, George Kelly has demonstrated strong and measurable impacts in literacy. Over the past few years, nine teachers and one administrator have participated in a LETRS professional learning cohort, and many additional teachers have expressed interest in, or have already begun, training. LETRS focus on the Science of Reading framework. In the upcoming year, the school will collaborate with SJCOE to provide writing and literacy workshops (3rd - 5th grade), along with targeted literacy coaching for K–2 teachers who have completed or are currently participating in

LETRS. This work will be implemented through a phased approach, continuing to build instructional capacity while providing sustained coaching support over the next three years. Additionally, 6-8 teachers will have opportunities to participate in a literacy cohort to ensure a cohesive, comprehensive approach to literacy instruction for all students in grades K–8.

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

Major differences include:

Uninterrupted PLC time within the school day is vital for fostering teacher collaboration, reflection, and the development of effective instructional practices. (Strategy 1.3)

Increasing the time allocated for district assessments would provide grades K-2 teachers with more time to gather data on student progress. This year, the district has offered to fund this time. (Strategy 1.6)

Collaborate with SJCOE to support high-quality professional development in writing, literacy, and the Science of Reading framework, K-8 grade. (1.7)

With upcoming SPED changes, we have determined that there is a continued need for supplemental resources to support literacy in early primary as well as ELA/ Math. (Strategy 1.9 and 1.13)

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.

Uninterrupted PLC time within the school day has been identified as essential for fostering meaningful teacher collaboration, reflection, and the development of effective instructional practices (Strategy 1.3). To strengthen assessment practices, increased time has been allocated for district assessments to allow grades K–2 teachers more opportunities to collect and analyze student progress data (Strategy 1.6). We will also collaborate with SJCOE to support high-quality professional development in writing, literacy, and the Science of Reading framework, K-8 grade. (1.7). Additionally, in anticipation of upcoming SPED changes, the school has identified the need for supplemental resources to support literacy in early primary grades as well as ELA and Math instruction (Strategies 1.9 and 1.13).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Provide a safe and equitable learning environment for all students and staff.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide a safe and equitable learning environment for all students and staff.

Identified Need

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

Decrease Suspension Rates and Reduce our Chronic Absenteeism Rates

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate--Overall	3.8 %	Decrease by 1%
Suspension Rate--African American Students	12.5 %	Decrease by 3%
Suspension Rate--English Learners	3.5 %	Decrease by 1%
Suspension Rate--Two or More Races	8.5 %	Decrease by 3%
Suspension Rate--Students with Disabilities	7.7%	Decrease by 3%
Suspension Rate--Socioeconomically Disadvantaged	4.6%	Decrease by 1%
Suspension Rate-- Homeless	2.4%	Decrease by 1%
Suspension Rate-- LTEL	11.8%	Decrease by 3%
Suspension Rate-- Asian Students	1.7%	Decrease by 1%
Suspension Rate-- White Students	4.6%	Decrease 1%
Chronic Absenteeism--Overall	15.7%	Decrease by 3%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Allocate funding to support ongoing student recognition efforts, including awards and certificates for achievements in character development, academic intervention progress, and reclassification milestones. These initiatives help foster and maintain a positive school climate and culture. Recognition assemblies celebrating student effort will be held at least twice a year for all students. Additionally, KES will designate funds to maintain proactive communication with community partners. This includes associated operational costs that support the day-to-day functions of the school, such as FedEx expenses for printing site maps and emergency plans.	All Students	2300 LCFF 1812 LCFF 100 LCFF 400 Title I 500 LCFF
2.2	Funds to provide monthly safety meetings for KES' School Supervision Assistants. These funds are used to compensate our supervision assistants' time after contract working hours have concluded.	All Students	1,000 LCFF
2.3	Behavior Intervention/ Mental Health Support		200 LCFF 1000 Title I
2.4	Materials and Supplies to Improve the Safety and Security of Campus	All Students	1,150 LCFF
2.5	Parent Engagement Includes Coffee w/ the Principal--Monthly meeting with families to help increase community stakeholder satisfaction ratings of KES' climate and safety. The expenditures are allocated to provide refreshments for attendees.	All Students	100 LCFF
2.6	Provide interpretation services during IEP/SST/504 meetings and Parent Conferences.	At Risk Students	400 LCFF
2.7	Host Parents Institute For Quality Education Workshops	All Students	0 District Funded
2.8	Community Engagement & Involvement and (Family Nights) Such as Science Night, Starry Night, Literacy Night, 8th Grade Parent Information Night ,and attendance-focused workshops for TK families to encourage consistent attendance through early relationship-building and guidance with our youngest population. George Kelly will collaborate with TUSD's School Readiness program and	All Students	300 LCFF 4700 Title I

	encourage participation Loving Solutions workshops.		
2.9	Provide ASB events/activities to help promote positive school climate/culture. This includes Kindness Club and Read Across America. (The unrestricted funding sources include MAA and FARM funds).	All Students	
2.10	Continue partnership with RBT to bridge the gap that exists between our community and the education system and work as our partners to provide our students with SEL support, and help us work towards decreasing suspension rates and chronic absenteeism.	All Students	0 District Funded
2.11	Counselor to provide one social emotional learning (SEL) strategy a month to teachers and students to practice and incorporate. This will help work towards decreasing suspension rates and chronic absenteeism.	All Students, ATSI Student Groups	0 District Funded
2.12	Counselor will host small groups for identified students through out the school year, who need support and will utilize district adopted SEL curriculum, Second Step curriculum. The Second Step program helps students build social-emotional skills like nurturing positive relationships, managing emotions, and setting goals so they can thrive in school and in life. The Counselor will also use Slumberkins for primary grades.	Targeted Students	0 District Funded
2.13	Partner with the Jaguar and Bulldog Project to host at least one assembly at George Kelly to encourage middle school students now and in High School to get involved with the club and other extracurricular activities. Assembly topics include the club's mission statement and goals, mental health, anti-bullying, athletics, and tips on how to properly use social media.	6th - 8th Grade Students.	0 District Funded
2.14	Partner with the Boys and Girls Club of Tracy to support an Afterschool Program and School Sports and Other Events.	All Students	0 District Funded
2.15	Explore and address barriers contributing to poor attendance by implementing targeted family outreach for priority populations and TK families. The school will provide attendance-focused workshops, and host TK family nights to support parent engagement, build understanding of the school system, and encourage consistent attendance through early relationship-building and guidance.		
2.16	Partner with KHS to offer Middle School students advance Math classes during KHS zero period.		
2.17	Partner with the KHS AVID program to host an annual Walk of Gratitude with seniors, promoting college awareness and strengthening cross-school partnerships.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Our efforts this year yielded significant success in fostering a positive school climate through the consistent celebration and recognition of student character during our character assemblies. Furthermore, we made notable strides in enhancing campus safety protocols and strengthening connections with our community through well-attended engagement nights. These initiatives collectively contributed to a more supportive and secure learning environment for our students.

Data indicate that suspension rates are disproportionately high among African American students, students identifying as Two or More Races, students with disabilities, and Long-Term English Learners (LTELs).

Chronic absenteeism has remained at 15.7%, with the highest rates observed among African American students and students experiencing homelessness.

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

According to the annual measurable outcomes and baseline data, three student groups are experiencing disproportionate suspension rates. The following shifts are critical to reducing overall suspensions, with particular attention to addressing the disproportionate impact on African American students. District data indicate that African American students with disabilities experience higher suspension rates than other student groups within the district. In response, a Suspension Intervention Room was implemented this year to provide an alternative to traditional suspension, allowing students to remain engaged in a supportive and structured setting while contributing to a reduction in overall suspension rates. We will continue these efforts and keep the baseline data in mind as we progress throughout next school year. (2.3, 2.10, 2.11. 2.12,2.14)

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

We will continue our efforts to explore and address barriers contributing to poor attendance by implementing targeted family outreach for priority populations and TK families. The school will provide attendance-focused workshops, and host TK family nights to support parent engagement, build understanding of the school system, and encourage consistent attendance through early relationship-building and guidance. (2.8 and 2.15)

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Within the framework of MTSS, KES will provide ongoing professional development and resources to sustain high capacity STEM instruction for all students TK-8.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students to be college and career ready, and ensure all students meet grade level standards with a focus on closing the achievement gap through accelerated learning and tiered support.

Identified Need

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

Build continuous inquiry cycles across content areas, with appropriate rigor and timely Tier I, Tier II, and Tier III support and intervention. In doing so, KES will better accelerate students' learning in accordance with CCSS and NGSS standards to help mitigate learning loss.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By October 2026, the KES Instructional Leadership Team (ILT) will provide staff-wide professional learning and ongoing support to ensure the implementation of integrated STEM instruction for grades 5–8, including UDL-aligned, real-world, project-based lessons, during the 2026–2027 school year.	Currently, teachers in grades 5–8 implement a limited (“lite”) version of exhibitions, which serve as one component of project-based learning.	As a result of integrating professional learning into the school’s continuous inquiry cycle, teachers will design lessons that intentionally integrate subject areas using Universal Design for Learning (UDL) principles and engage students in real-world, project-based learning experiences. Students will apply and showcase their learning through authentic exhibitions, teaching and presenting their work to peers, staff, families, and the broader school community. This focus will strengthen instructional practices around clear learning targets and student self-assessment, leading to increased student engagement, motivation, and confidence, improved learning outcomes, and the development of resourceful, strategic learners.
By May 2027, KES will expand the number of MTSS-trained staff through the Solution Tree professional learning platform and resources and implement a clearly defined system of horizontal and vertical alignment of essential standards to guide instruction and intervention, including the development of inclusive learning centers designed to support diverse learners and meet the needs of students with disabilities.	To date, 75% of teachers have been trained in either PLC at Work or RTI at Work. As of the 25-26 school, KES also facilitates Inclusion Mondays during ERM. This provides structured opportunities for staff to collaboratively analyze standards and discuss shared students (General Education and SPED Students) during ERM sessions.	By May 2027, 100% of teachers will participate in professional development through Solution Tree’s PLC at Work, RTI at Work, or related learning modules via the Global PD for Teams digital platform. As a result, grade-level teams will collaboratively identify and align essential standards both horizontally and vertically to guide instructional decision-making and targeted interventions, supporting the preparation and implementation of inclusive learning centers.
By May 2027, the existing Tier II differentiated intervention block embedded in the K–8 master schedule will transition into a structured learning center model.	Currently, KES has embedded a daily Tier II differentiated intervention block within the K to 8 master schedule, providing 30 minutes for grades 1 to 8 and 15 minutes for kindergarten through a math or literacy platooning model. This scheduled intervention provides timely, targeted instruction based on student need, improving access to core learning, reducing skill gaps, and increasing academic	As a result, students will engage in targeted, skill-based instruction aligned to identified needs in mathematics and literacy. This shift will increase student access to differentiated supports, strengthen intervention practices through flexible grouping and aligned essential standards, and improve academic outcomes for all learners, including students with disabilities and

	achievement, particularly for English learners, students with disabilities, and other students requiring additional support.	other students requiring additional support. This Tier II system aims to ensure all students meet or exceed grade-level proficiency in current year standards.
By May 2027, KES will increase the number of staff members trained in Structured Literacy and writing to effectively support students' learning needs during intervention, and will explore and identify a Structured Literacy program to supplement and strengthen intervention practices for early literacy.	To date, 38% of K–5 teachers (have completed training in LETRS (Science of Reading framework).	George Kelly Elementary School has demonstrated measurable growth in literacy instruction through participation in a LETRS cohort aligned to the Science of Reading framework, with nine teachers and one administrator trained to date and additional interest from staff. In the coming year, the school will partner with the San Joaquin County Office of Education to provide targeted writing and literacy workshops for grades 3 through 5 and literacy coaching for K through 2 teachers participating in LETRS. This work will follow a phased, multi-year approach to build instructional capacity and sustained coaching, with opportunities for grades 6 through 8 teachers to participate in a literacy cohort to ensure a cohesive K through 8 literacy program.
By May 2027, KES will expand staff training and use of IXL to support weekly skill practice and deliver just-in-time intervention aligned to students' immediate learning needs.	All students (1-8) have access to iXL. George Kelly will purchase licenses in Math and ELA. In 2025, 67.4% of students demonstrated accelerated growth in English Language Arts (ELA) by improving their scores from the prior year, while 68.4% of students showed average growth in mathematics. As a school, Kelly performed 6.7 points above the standard in ELA, reflecting a 4.4-point increase from the previous year. In mathematics, Kelly remained 29.9 points below the standard but demonstrated significant improvement with a 15.3 point increase from the prior year.	Students will complete two IXL skills weekly, reach a SmartScore of 80, and regularly update diagnostics to support targeted skill development in needed skills.
By October 2026, KES will implement afterschool support through the Vista Program to serve newcomer English Learners (ELs), Long-Term English Learners (LTELs), and students at risk of becoming LTELs. Instructional walkthroughs will be conducted to ensure the effectiveness and efficiency of teaching practices.	To strengthen family engagement and support student progress, KES hosted its first annual English Learner Information Night during the 2025–2026 school year, providing families with information about ELD services, reclassification criteria, and ways to support language development at home.	KES will increase the number of English Learners making progress toward reclassification criteria by ensuring the effectiveness and efficiency of instructional practices that address the specific needs of Long-Term English Learners (LTELs) and newcomer students. Targeted supports for newcomer students will remain a priority as enrollment continues to increase. To meet the needs of a growing EL population, KES will establish two 7th

	According to the ELLevation platform, during the 2025–2026 school year, George Kelly Elementary School serves 137 English Learner (EL) students, including 21 newcomer students enrolled in grades K–7. The primary languages spoken by newcomer students include Punjabi, Pashto, Farsi, Vietnamese, Spanish, and Tagalog. Additionally, the school serves 40 Long-Term English Learners (LTELs), the majority of whom are performing at ELPAC levels 2 and 3. In order to qualify for reclassification, students must earn an overall ELPAC level 4. An additional 22 students are at risk of becoming LTELs. Data indicate that most EL students require high levels of support in reading, writing, and listening, while fewer students require high levels of support in speaking. The school also serves 28 EL students with Individualized Education Programs (IEPs). Given the growing population of newcomer students, KES must continue to prioritize reclassification efforts and the targeted support of newcomers and students performing at ELPAC level 1. One approach to supporting these students is through the Vista Program, which provides focused language development support. During the 2025–2026 school year, 13 students were successfully reclassified. Among incoming sixth-grade EL students (12 total), ELPAC performance levels are as follows: Level 1: 2 students Level 2: 5 students Level 3: 5 students Level 4: 0 students For incoming seventh- and eighth-grade EL students (41 total), ELPAC performance levels are: Level 1: 10 students Level 2: 17 students Level 3: 14 students Level 4: 0 students	and 8th grade ELD elective classes for the upcoming school year. Instructional supports will include small-group instruction for newcomer students and those performing at ELPAC Level 1. Students at ELPAC Levels 2 through 4 will receive designated ELD instruction in grade 6 and ELD elective support in grades 7 and 8. KES will prioritize the reclassification of seventh and eighth grade students who have demonstrated readiness, including those who earned an overall score of 4 on the ELPAC. To strengthen family engagement and support student progress, we will continue to host an annual English Learner Information Night during the 2026–2027 school year, providing families with information about ELD services, reclassification criteria, and ways to support language development at home.

By May 2027, 6th - 8th grade teachers will use Focused Interim Assessment Blocks (FIABs) to regularly analyze standards-aligned student performance data in order to inform instruction, guide targeted intervention, and adjust teaching practices, as evidenced by PLC agendas, data analysis notes, and instructional planning documents.	During the current school year, teachers in grades 6 through 8 fully or partially implemented Focused Interim Assessment Blocks (FIABs) as part of instructional practice.	As a result of the full and partial implementation of Focused Interim Assessment Blocks (FIABs) in grades 6 through 8, teachers will use standards-aligned data to refine instruction and provide targeted supports. Students will demonstrate increased familiarity with state assessment item types, improved academic reasoning, and stronger performance on grade-level standards, leading to improved achievement and readiness for the state assessment.
By May 2027, GKS will create opportunities for advance course work, and collaborate with KHS to identify and implement pathways for middle school students to participate in advanced or accelerated high school level coursework, as evidenced by joint planning meetings and documented course enrollment opportunities.	Currently, GKS offers two advanced mathematics courses for middle school students: Algebra I and Accelerated Math 7.	As a result of enrollment in advanced science coursework in grades 7 and 8, students will develop foundational content knowledge and academic skills that prepare them for success in advanced, high school-level science courses and programs. This will advanced expand course selection opportunities at GKS.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	ILT STEM Days/STEM Planning- Provide 4 subs per month for 8 months to support STEM instruction at Kelly, and ongoing PD support during ERM meetings.	All Students	0 District Funded
3.2	Additional STEM Supplies and Resources (Including Elective)	All Students	1000 LCFF 1000 Title I
3.3	Additional Technology and Programs to Support STEM (Including a subscription for Mystery Science)	All Students	100 LCFF 1600 Title I
3.4	The Counselor will conduct a pre/post assessments using the CCGI platform to evaluate the attitudes knowledge and skills related to College and Career readiness with a focus on students who are in intervention classes to help contribute to addressing and promoting a positive school climate and promote and bring awareness to A-G requirements. This also aligns with Goal 1.	Priority Learners	0 District Funded
3.5	Author visits aligned with STEAM.	All Students	0 Unrestricted

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

This year, KES has made significant strides in meeting the needs of all students. All TK through grade 2 students are receiving supplemental focused phonemic awareness instruction through Heggerty, and Bridge the Gap to provide targeted support for a group of third-grade students requiring to help students acquire and keep foundational skills. The use of IXL, in combination with strong classroom instruction, has proven effective when implemented consistently. In sixth grade, one teacher's regular use of IXL has resulted in approximately one and a half years of average growth in mathematics and one year of growth in English Language Arts, even though the school year has not yet concluded.

KES teachers continue to champion literacy and actively seek professional learning opportunities to deepen their understanding of Structured Literacy practices including paraeducators in training as well. Collaboration with the San Joaquin County Office of Education will be pivotal in sustaining and advancing these efforts.

Collectively, middle school teachers have implemented Focused Interim Assessment Blocks (FIABs), which will allow the school to determine their impact on state assessment outcomes in 2026.

Additionally, with the shift to a learning center model, and UDL, more students will have increased access to targeted intervention and differentiated support.

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

This year, we are maintaining our momentum while placing a stronger focus on early primary literacy through the purchase of a supplemental program to support Tier 1 and Tier 2 interventions.

Additionally, we are investing in technology-based resources such as iXL and Mystery Science to further support student growth in science and math. (3.4)

We have expanded ELD elective offerings and will group students by ELPAC proficiency levels to better address their instructional needs and support progress toward reclassification. This effort will be complemented by instructional walkthroughs in collaboration with the district ELD coordinator to enhance teaching practices.

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.

KES teachers continue to champion literacy and actively seek professional learning opportunities to deepen their understanding of Structured Literacy practices including paraeducators in training as well. Collaboration with the San Joaquin County Office of Education will be pivotal in sustaining and advancing these efforts. This is tied to goal 1.

Collectively, middle school teachers have implemented Focused Interim Assessment Blocks (FIABs), which will allow the school to determine their impact on state assessment outcomes in 2026.

Additionally, with the shift to a learning center model, and UDL, more students will have increased access to targeted intervention and differentiated support. (3.1)

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$237,944.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$74,490.00

Subtotal of additional federal funds included for this school: $74,490.00

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 ($)
District Funded	$0.00
LCFF	$50,972.00
LCFF - Supplemental	$112,482.00
Unrestricted	$0.00

Subtotal of state or local funds included for this school: $163,454.00

Total of federal, state, and/or local funds for this school: $237,944.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	50,972.00
LCFF - Supplemental	112,482.00
Title I	74,490.00
Unrestricted	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	220,282.00
Goal 2	13,962.00
Goal 3	3,700.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Brittani Ryan	Principal
Elizabeth Contreras	Classroom Teacher
Kyra Finley	Classroom Teacher
Deanne Clary	Classroom Teacher
Anna Bullatay	Other School Staff
Katie Oberlander	Parent or Community Member
Amanda O'Hara	Parent or Community Member
Leah Rodrigues	Parent or Community Member
Jennifer Silcox	Parent or Community Member
Grace Mizuno	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 30, 2026.

Attested:



Principal, Brittani Ryan on April 30, 2026



SSC Chairperson, Amanda O'Hara on April 30, 2026