

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Kelly Elementary School	39-75499-0108357	May 3, 2022	May 24, 2022

Purpose and Description

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

Schoolwide Program

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

Our plan has been created with input from all appropriate stakeholder groups. Follow-up actions were created based on input gathered during SSC and ELAC meetings, and data interpretation from various teacher teams.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

LCAP- District's are required to develop a Local Control Accountability Plan that aligns with their annual budget in collaboration with all stakeholders. The LCAP is aligned with the district's budget and will guide the district's spending related to state's and local Board priorities. LCAP Surveys of staff, students and parents assist school districts and school sites in identifying strengths and needs in areas of climate and safety to best allocate resources for the upcoming year.

Listed below are some broad satisfaction rates--as indicated in the LCAP survey:

Regarding Parents' Perceptions of School Climate:

Str Agr Agree Total Percent

Q8 44.00 59.00 119.00 86.55% This school's staff motivates students to learn

Q14 27.00 74.00 107.00 94.39% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 38.00 55.00 100.00 93.00% The buildings and grounds at this school are clean and well maintained

Q30 32.00 51.00 91.00 91.21% This school communicates the importance of respecting all cultural beliefs and practices

Q34 51.00 34.00 90.00 94.44% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 41.00 33.00 81.00 91.36% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 43.00 28.00 80.00 88.75% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 24.00 26.00 57.00 87.72% 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)

Q35 27.00 26.00 56.00 94.64% The school staff responds to me in a timely manner

Q36 30.00 23.00 56.00 94.64% The school office staff is friendly and professional

327.00 386.00 781.00 91.29%

Regarding Students' Perceptions of School Climate:

Str Agr Agree Total Percent

Q6 42.00 83.00 134.00 93.28% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q30 40.00 84.00 138.00 89.86% This school communicates the importance of respecting all cultural beliefs and practices

Q33 40.00 95.00 150.00 90.00% My teachers recognize the good work I am doing and provide timely feedback

Q34 46.00 77.00 152.00 80.92% This school motivates students to learn

Q35 17.00 90.00 149.00 71.81% The buildings and grounds at this school are clean and well maintained

Q42 60.00 84.00 163.00 88.34% I feel comfortable working with classmates and participating in class

Q43 45.00 86.00 149.00 87.92% I feel safe, secure and supported at this school

290.00 599.00 1035.00 85.89%

Regarding Staff Perceptions of School Climate:

Str Agr Agree Total Percent

Q6 18.00 26.00 46.00 95.65% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q18 16.00 29.00 49.00 91.84% Members of the school/department collaborate to achieve our school goals

Q21 14.00 31.00 50.00 90.00% The buildings and grounds at this school are clean and well maintained

Q22 14.00 29.00 47.00 91.49% This school/department communicates the importance of respecting all cultural beliefs and practices
 Q23 19.00 28.00 48.00 97.92% I am treated with respect by my colleagues at work
 Q24 9.00 29.00 46.00 82.61% Staff members at this school are recognized appropriately for their efforts and accomplishments
 Q25 4.00 21.00 47.00 53.19% Our district ensures effective communication across the organization
 94.00 193.00 333.00 86.19%

Regarding Parents' Perceptions of School Safety:

Str Agr Agree Total Percent

Q26 40.00 64.00 116.00 89.66% The buildings and grounds at this school are well maintained
 Q28 41.00 71.00 120.00 93.33% My child is safe on school grounds before school
 Q28 42.00 79.00 129.00 93.80% My child is safe on school grounds during the day
 Q28 47.00 77.00 127.00 97.64% My child is safe on school grounds in the classroom
 Q28 40.00 64.00 116.00 89.66% My child is safe on school grounds after school
 Q29 41.00 80.00 129.00 93.80% The rules of this school are clearly communicated to parents
 251.00 435.00 737.00 93.08%

Regarding Students' Perceptions of School Safety:

Str Agr Agree Total

Q35 17.00 90.00 149.00 71.81% The buildings and grounds at this school are clean and well maintained
 Q38 48.00 98.00 158.00 92.41% I feel safe while attending class
 Q39 58.00 72.00 150.00 86.67% I feel safe from gang activity and gang violence at school
 Q41 70.00 91.00 164.00 98.17% I know the school rules
 193.00 351.00 621.00 87.60%

Regarding Staff Perceptions of School Safety:

Str Agr Agree Total

Q19 30.00 17.00 49.00 95.92% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
 Q20 18.00 29.00 49.00 95.92% My workplace is safe
 Q21 14.00 31.00 50.00 90.00% The buildings and grounds at this school are well maintained
 62.00 77.00 148.00 93.92%

The majority of parents, staff and students agree that George Kelly is a safe school and has a positive school climate.

FastBridge Social and Emotional Survey--We administered this survey three times this school year in September 2021, December 2021, and in March 2022. Listed below are results from the March, 2022 survey. We will review these metrics again at the beginning of the 2022-2023 to monitor growth. FastBridge Social and Emotional Survey metrics identify percentages (by school, vs. school district) of students who present low social and emotional risk, versus high social and emotional risk.

George Kelly Elementary School: 74% Low Risk, vs. 3% High Risk

Tracy Unified School District: 69% Low Risk, vs. 5% High Risk

Given that these FastBridge data represent a single metric, KES has been, and will continue to be proactive--identifying and offering counseling support for students who would benefit from these services.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed as part of the formal and informal evaluation process annually, every other school year, or twice every 5 years, depending on each teacher's credential status, longevity in TUSD, and prior performance ratings. In addition, KES implements TUSD's broad expectation to conduct informal observation "rounds." Thus, KES conducts

classroom observations in routine fashion. These types of observations center on ensuring powerful classroom instruction and timely support, through the use of Rigor, Relevance, Student Engagement, and Relationships protocols from the Center for Leadership in Education. Actual walk-throughs are varied; and include individual walk-through observations, and calibrated walk-throughs by teams of educators. This year we prioritized student academic discourse using STEM disciplines, including "See, Think, and Wonder" and spent the beginning of the school year focusing on "Academic Discourse" portion of the Rigor rubric. It was important to Kelly administration to encourage our staff and students to focus on rebuilding the in-person relationships and the collaborative classroom environment that had been lost inevitably due to virtual learning and school closure. This school year, we have seen a concerted effort for teachers to increase students' active learning involvement in order to accelerate content mastery, and minimize learning loss.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

In order to continue monitoring students' academic growth, we administered the FastBridge diagnostic assessments for both academics and social emotional well-being three times this school year (Fall window, Winter window, and Spring window) for most grade levels. FastBridge assessment results are reported differently than CAASPP. As such, KES will continue to refer to these performance indicators into the 2022-2023 school year. In doing so, teachers are better equipped to identify specific entry and comparative growth points for all students, in order to monitor learning and emotional growth.

We provide and participate in professional learning activities to align instruction and differentiated support, in order to meet the needs of students taking the SBAC assessment. Our ELA and Math units of study are aligned with the essential standards and learning targets identified in TUSD's RCD frameworks--aligned with state and national CCSS. In addition, KES' science instruction is aligned with the NGSS.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We continue to prioritize teacher collaboration time, to provide powerful Tier I and Tier II instruction--aligned with Culturally Responsive Pedagogy practices. During this time, we identify essential standards, break them apart into specific learning targets, provide common formative assessments, analyze students' performance data, and provide timely differentiation and Tier II support to help students master RCD unit goals. Students' mastery of RCD unit goals offer a more reliable indications of students' presumed success on SBAC assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

George Kelly School employs 41 teachers. Of the 41 teachers, 2 have intern status and 2 hold short term Staff Permits.

New teachers to Tracy Unified School District are supported through the Tracy Teacher Induction Program (TTIP). Through this program teachers receive 6 Professional Learning days prior to the start of school. During these days teachers are introduced to the various support systems offered in Tracy and spend time with mentor teachers learning about curriculum, instructional materials, and high leveraging instructional strategies. During the school year teachers participate in two after school professional learning workshops focused on SEL, AVID, and STEM and are released for two days to observe in classrooms and debrief in PLC's. Tracy Unified School district also offers teachers with a preliminary credential an opportunity to participate in a 2-year Accredited Teacher Induction program. This program focuses on the teachers Individualized Learning Plan (ILP) based on their self-selected SMARTE goal that is grounded in the California Standards for Teaching Practice. These teachers also work with a mentor teacher during this time, that supports and guides them through the ILP process. Tracy Unified also supports our teachers that are not fully credentialed and are Interns, through our Peer Coaching program. This program offers teachers just in time support and weekly meetings from mentors and Professional Learning Workshops throughout the year that focus on SEL, STEM, and AVID.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All of KES' certificated staff works within each's own credentialing competency. The intern teachers are non-fully credentialed. As such, non-fully credentialed teachers do not have CLAD and/or B-CLAD certification and do not teach ELD support classes. All staff have access to district adopted instructional materials that are aligned to CCSS.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our staff receives ongoing trainings, and focused workshops during ERW. These trainings and focus activities are intended to ensure that teachers have the necessary training, tools, and time to meet students at each's need. KES will continue to invest in building the collective capacity of all certificated staff members. Topics that were covered during the 21-22 school year include STEM to align with our school site and district focus, Rigor Relevance Framework and utilizing various screening reports on FastBridge.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

In order to provide ongoing instructional support for all teachers, KES works with the TUSD Educational Services department to provide onsite support. We incorporate teachers on special assignment to help provide content specific support for teams of teachers. Our Guiding Coalition serve to help provide training, guidance, and feedback to teachers regarding our system of best practices to sustain continuous improvement cycles. Our EL student population has shown steady growth over the past few years. We work in partnership with the Continuous Improvement office--specifically Maria Salazar--to seek guidance of best instructional practices, aligned to language acquisition. Finally, KES partners with TUSD and the ongoing AdvanceSTEM grant initiative. Our STEM Instructional Leadership Team (ILT) provides ongoing guidance and support towards our effective implementation of STEM based instruction utilizing the STEM units and ICLE's RRR rubrics - consistent with the grant parameters. KES' ILT is made up of the Principal and four K-8 teachers. The goal of the ILT is to help expand instructional leadership capacity for STEM achievement. The ILT members coach and lead STEM professional development for teacher's individually and in groups. As a team, we meet once a month for a total of 10 meetings to inform STEM instruction and meet our teacher's STEM needs at KES.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

KES uses a system-wide teacher collaborative process to provide an ongoing venue for teacher teams to collaborate amongst themselves, create systems for vertical alignment, and monitor students' performance levels of the essential learning standards/targets. Our instructional focus centers on Reading, Writing, Listening, and Math. Teachers track performance data, via common formative assessments related to the priority targets within an RCD standard. Working in teams, they discuss students' performance, and provide systemic Tier II support.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Listed within are the TUSD board adopted materials and resources. These resources are aligned with TUSD's rigorous curriculum design units of study:

- -History and Social Science
 - 1) World History: Ancient Civilizations (2018)
 - 2) World History: Medieval and Early Modern Times (2018)
 - 3) American Stories: Beginnings to World War I (2018)
 - 4) My World Interactive (K-5) (2019)
- -Mathematics
 - 1) My Math, McGraw-Hill (K-5 traditional) (2014)
 - 2) Digits, Pearson (2015)
 - 3) Bridge to Algebra, Carnegie Learning (2014)
 - 4) Algebra 1, Houghton Mifflin (2015)
 - 5) Geometry, Houghton Mifflin (2015)
- -Reading/Language Arts
 - 1) Wonders (TK-5 traditional) (2017)
 - 2) Study Sync; McGraw-Hill (6) (2017)
 - 3) Study Sync; McGraw-Hill (7) (2017)
 - 4) Study Sync; McGraw-Hill (8) (2017)
- -Science
 - 1) Science, CA Edition (K-5) (2007)
 - 2) Focus on Earth Science, CA Edition (6) (Amplify Science; Amplify (2021) - undergoing pilot 2021- 2022)
 - 3) Focus on Life Science (7) (Amplify Science; Amplify (2021) - undergoing pilot 2021- 2022)
 - 4) Focus on Physical Science (8) (Amplify Science; Amplify (2021) - undergoing pilot 2021- 2022)

Depending on a specific grade-level and teaching competency, these publications support out ongoing RCD instructional approach.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

We ensure that KES provides all of the mandated instructional minutes for both PE instruction as well as EL designated support minutes. These instructional minutes guidelines average the following: K-5 (PE); 20-25 minutes per day, 6-8 (PE); 60 minutes per day, and K-8 (EL Designated Support Time) 30 minutes per day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We use State Board of Education adopted ELA and Math instructional materials, including intervention materials, documented to be in daily use in every classroom, with materials for every student.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to Standards Based Materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students have access to standards aligned courses and materials. All students receive intervention and enrichment opportunities, built into our school day, with fully-credentialed teachers and paraprofessionals to support students' needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

KES built a system to ensure powerful Tier I & Tier II instruction of essential standards and learning targets. In addition, we built a Tier III intervention system within our school day. All students have access to a minimum 30 minutes of structured intervention time, twice weekly to receive supplemental support towards mastery of current essential standards. In addition, designated and integrated EL support provide a specific language acquisition services/support to ensure that all EL students reclassify as R-FEP prior to being identified as LTEL. For 6th grade students who are LTEL, we provide designated English Language development during ELA. For 7th and 8th grade students who are LTEL, we provide direct EL support during Tower period. The specific purpose of this Tower class is to reclassify students as R-FEP prior to matriculating to high school.

Evidence-based educational practices to raise student achievement

Framed within the broad scope of Professional Learning Communities (PLC), KES maintains an instructional system centered on student learning, teacher collaboration, and continually improving student learning outcomes. Most teachers have received direct training connected with Solution Tree (PLC/RTI) and Robert Marzano's The Art and Science of Teaching. In addition, working with the International Center for Leadership in Education (ICLE), teachers build unit learning targets in alignment with the Rigorous Learning Toolkit. This toolkit helps to ensure that teachers construct rigorous, relevant, and highly engaging lessons of study, which helps to translate into improved learning outcomes for all students. Finally, KES offers targeted Tier II platooning that is intended to provide supplemental support for all students to master current essential learning targets and standards.

This year, several of our teachers and para educators were trained in The Corrective Reading program.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

KES provides the following services intended to provide ongoing support for all students--especially students who have under performed the school-wide benchmarks. We provide supplemental student counseling services, via Valley Community Counseling Services (VCCS) in order to help provide social emotional learning supports for students and meet the Tier II and Tier III social emotional needs of our students. We also have an academic school based counselor to meet the Tier II social emotional needs of our students. In addition, KES provides some release time for teachers to engage in collaboration walks. Teachers also are provided specific days within each trimester to plan units of study. This is done in addition to district ERM and PLC planning time. Teachers provide both Tier II intervention within the school day, along with after-school tutoring. Parents are invited to the school to meet with the school principal. During these open meetings, students' needs are discussed, and ideas are taken back to the KES guiding coalition to build planning processes that are aligned with student learning priorities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

KES involves various stakeholders into broad decision making. We work to promote parent/family involvement in all facets of instructional and fiscal planning. Our SSC--including our ASB President--oversees and approves KES' annual SPSA. KES has active PTO and Art Docent volunteers who support our school. As such, their collective contribution helps to supplement our ongoing instructional foci. A collective of teachers formed KES' Guiding Coalition. This coalition works in a team capacity to help facilitate KES' PLC process and ongoing prioritization of student learning. Along with each of the aforementioned, KES plans to reintroduce a variety of evening events that are intended to bring the community together, in accordance with San Joaquin County Health, and TUSD guidelines. Some events include, Read Across America Night, Back to School Night, Open House, Trunk or Treat, Family Math Night, and Family Science Night to name a few. Our fundamental goal is to ensure that KES remains a safe community hub; that is welcoming to all school stakeholders.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

KES provides EL paraprofessional support as well as Tier II and some Tier III before school, during the school day and afterschool tutoring to meet the needs of historically underperforming student groups. These supports are provided via our LCFF-General Fund, LCFF-Supplemental funding, and through the Expanded Learning Opportunity Grant.

Fiscal support (EPC)

Along with the LCFF base revenue funding that KES receives, we receive some supplemental LCFF funding that is intended to support targeted student populations--socioeconomically disadvantaged students, EL students, and Foster Youth. These supplemental funds help KES fund the salaries of EL Paraeducators, and offer a small amount of funds to support our Tier II goals (i.e., planning time, supplemental materials, and before/ after school tutoring). In addition, KES receives LCFF-Supplemental funding that is identified for Targeted EL support. These funds are used entirely to fund the salaries of EL Paraeducators. Both of these supplemental resources help to offset LCFF funding short-falls. In doing so, these resources help to ensure that KES meets its annual performance goals.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

We involved the following stakeholder groups for our annual review and update of the KES SPSA: School Site Council, an embedded English Language Acquisition Committee, and the Kelly Leadership Team (Guiding Coalition) and Staff. The SSC met six times throughout the school year, and the ELAC met five times this school year. To appropriately communicate our planning process, meetings are held at regularly scheduled intervals. Each stakeholder 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.

- 21% of our student population is EL, we will need to focus on targeted instruction geared towards helping students reclassified quickly
- 41.6% of our students population is socioeconomically disadvantaged, we will need to prioritize proportional spending to ensure that proper training and materials go to meeting students' needs.
- Chronic absenteeism is high amongst students with disabilities, students who are socioeconomically disadvantaged, students who are Asian, Hispanic, and two or more races. We will need to monitor and perform targeted actions to improve chronic absenteeism.
- Suspension rate is high amongst students who are EL, students who are socioeconomically disadvantaged, and students with disabilities. We will need to monitor and minimize disproportionality within suspension rates.
- Students who are African-American, Hispanic, or two or more races are performing below standards in Math. We will need to prioritize tiered intervention supports to meet students learning needs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	87	85	84
Grade 1	91	92	99
Grade 2	113	89	100
Grade3	117	121	97
Grade 4	103	113	125
Grade 5	123	107	114
Grade 6	128	123	105
Grade 7	128	128	126
Grade 8	123	128	128
Total Enrollment	1,013	986	978

Conclusions based on this data:

- KES and TUSD administered the CAASPP assessment during the 2020-2021 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 20-21, our single largest student demographic group by population is Hispanic students, at 293. Asian and White students comprise 249 and 214 students respectively. These three student groups comprise approximately 77% of our total student population.
- The number of students are evenly disbursed across grade levels. Fourth, seventh and eighth grade have the greatest amount of students in 20-21. Kindergarten through 2nd grade have the smallest numbers of students. Based on current enrollment numbers our student enrollment is decreasing. We anticipate this trend will continue over the next 5-7 school years.
- Comparing the previous four school years: 17-18 (1,046 students), 18-19 (1,013 students), 19-20 (986 students), and 20-21 (978 students).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	192	189	198	19.0%	19.2%	20.2%
Fluent English Proficient (FEP)	137	150	149	13.5%	15.2%	15.2%
Reclassified Fluent English Proficient (RFEP)	51	27	24	20.2%	14.1%	12.7%

Conclusions based on this data:

1. Approximately 47% of KES students are classified as EL students, I-FEP students, or R-FEP students in the 20-21 school year. Comparing to the previous school year, the total number of EL students is approximately equal. Our percentage of EL students is 20.2% for the 20-21 school year.
2. The rate of students identified as initially fluent on EL testing indicators is currently at 15.2%. These are students who took a testing indicator and identified as fluent. Thus, not in need of EL designated intervention.
3. Reclassification rates have stayed consistent with the exception of RFEP during the 2019-2020 school year, compared to the 2020-2021 school year. This two-year comparison indicates an approximate 1.4% drop in reclassification rates. KES is currently administering the ELPAC assessment. We will review the data yielded to compare reclassification rates for this school year, with last school year. Based on these comparative results, KES will continue to provide EL students with the necessary direct services to successfully reclassify as fluent English proficient.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	100	116	101	99	116	97	99	116	97	99	100	96.0
Grade 4	129	113	120	126	110	117	126	110	115	97.7	97.3	97.5
Grade 5	128	117	110	128	112	103	128	112	103	100	95.7	93.6
Grade 6	130	128	100	128	128	98	128	128	98	98.5	100	98.0
Grade 7	128	129	121	127	127	118	127	127	117	99.2	98.4	97.5
Grade 8	127	128	127	127	121	124	127	121	124	100	94.5	97.6
All Grades	742	731	679	735	714	657	735	714	654	99.1	97.7	96.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2440.	2448.	2413.	25.25	27.59	22.68	35.35	33.62	20.62	24.24	25.00	26.80	15.15	13.79	29.90
Grade 4	2476.	2456.	2460.	24.60	19.09	26.96	23.81	24.55	19.13	26.98	28.18	19.13	24.60	28.18	34.78
Grade 5	2531.	2511.	2520.	25.78	23.21	27.18	43.75	36.61	28.16	19.53	20.54	22.33	10.94	19.64	22.33
Grade 6	2525.	2549.	2507.	10.16	20.31	15.31	38.28	39.06	30.61	32.03	30.47	24.49	19.53	10.16	29.59
Grade 7	2579.	2571.	2549.	17.32	18.11	14.53	49.61	40.94	34.19	25.20	25.20	29.06	7.87	15.75	22.22
Grade 8	2594.	2582.	2575.	16.54	12.40	18.55	51.18	46.28	35.48	21.26	28.93	29.03	11.02	12.40	16.94
All Grades	N/A	N/A	N/A	19.73	20.03	20.80	40.54	37.11	28.29	24.90	26.47	25.23	14.83	16.39	25.69

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.28	36.21	20.62	54.55	47.41	54.64	17.17	16.38	24.74
Grade 4	31.75	15.45	13.04	48.41	58.18	70.43	19.84	26.36	16.52
Grade 5	31.25	30.36	13.59	54.69	50.00	69.90	14.06	19.64	16.50
Grade 6	13.28	26.56	16.33	60.94	52.34	56.12	25.78	21.09	27.55
Grade 7	23.62	23.62	15.38	53.54	53.54	67.52	22.83	22.83	17.09
Grade 8	28.35	19.83	16.94	51.18	60.33	66.13	20.47	19.83	16.94
All Grades	25.99	25.35	15.90	53.88	53.64	64.53	20.14	21.01	19.57

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.20	25.86	16.84	60.61	57.76	57.89	19.19	16.38	25.26
Grade 4	24.60	17.27	14.78	51.59	56.36	54.78	23.81	26.36	30.43
Grade 5	40.63	28.57	28.43	47.66	54.46	52.94	11.72	16.96	18.63
Grade 6	24.22	29.69	15.31	50.00	57.81	50.00	25.78	12.50	34.69
Grade 7	41.73	39.37	29.06	48.03	47.24	48.72	10.24	13.39	22.22
Grade 8	33.07	28.93	26.83	56.69	65.29	55.28	10.24	5.79	17.89
All Grades	31.16	28.57	22.15	52.11	56.44	53.23	16.73	14.99	24.62

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.14	18.97	6.19	69.70	69.83	74.23	16.16	11.21	19.59
Grade 4	16.67	11.82	9.57	66.67	68.18	72.17	16.67	20.00	18.26
Grade 5	14.84	14.29	10.68	73.44	65.18	80.58	11.72	20.54	8.74
Grade 6	15.63	17.19	8.16	67.97	76.56	74.49	16.41	6.25	17.35
Grade 7	15.75	7.09	6.84	75.59	81.10	82.91	8.66	11.81	10.26
Grade 8	22.05	12.40	14.52	66.93	73.55	74.19	11.02	14.05	11.29
All Grades	16.60	13.59	9.48	70.07	72.69	76.45	13.33	13.73	14.07

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.30	28.45	13.40	57.58	58.62	70.10	12.12	12.93	16.49
Grade 4	26.98	18.18	18.26	52.38	56.36	68.70	20.63	25.45	13.04
Grade 5	28.91	26.79	21.36	58.59	50.00	69.90	12.50	23.21	8.74
Grade 6	21.88	27.34	24.49	58.59	60.16	55.10	19.53	12.50	20.41
Grade 7	32.28	36.22	23.08	63.78	48.03	59.83	3.94	15.75	17.09
Grade 8	33.86	27.27	21.77	57.48	57.85	66.13	8.66	14.88	12.10
All Grades	28.98	27.59	20.49	58.10	55.18	64.98	12.93	17.23	14.53

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 student performance growth in ELA 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 2020-2021 school year. In 20-21, we see any where from a 1%- 20% decline in overall achievement from 2018-2019 in the same grade levels.

By cohort: the students who were in 3rd grade in 2019 and 5th grade in 2021, the students who were in 4th grade in 2019, the students who were 6th grade in 2021, and the students who were in 6th grade in 2019 and 8th grade in 2021 show only a 5% decline or 1% growth. The students who were in 5th grade in 2019 and seventh grade in 2021 should the greatest decline at 12% in meet/exceeding standards. Our school growth from 2019 and 2021 in met or exceed is higher than TUSD's average

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.

By cohort students who were at or exceeding standard in Reading:

- the students who were in 3rd grade in 2019 and 5th grade in 2021 stayed consistent at 83%
- the students who were in 4th grade in 2019 and 6th grade in 2021 went from 74% to 83%.
- the students who were in 5th grade in 2019 and 7th grade in 2021 went from 80% to 82 %.
- the students who were in 6th grade in 2019 and 8th grade in 2021 went from 78% to 73%.

By cohort students who were at or exceeding standard in Writing:

- the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 84% to 81%.
- the students who were in 4th grade in 2019 and 6th grade in 2021 went from 73% to 65%.
- the students who were in 5th grade in 2019 and 7th grade in 2021 went from 83% to 77 %.
- the students who were in 6th grade in 2019 and 8th grade in 2021 went from 88% to 82%.

By cohort students who were at or exceeding standard in Listening:

- the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 88% to 91%.
- the students who were in 4th grade in 2019 and 6th grade in 2021 went from 80% to 83%.
- the students who were in 5th grade in 2019 and 7th grade in 2021 went from 80% to 90 %.
- the students who were in 6th grade in 2019 and 8th grade in 2021 went from 94% to 88%.

By cohort students who were at or exceeding standard in Research/Inquiry:

- the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 87% to 90%.
- the students who were in 4th grade in 2019 and 6th grade in 2021 went from 75% to 79%.
- the students who were in 5th grade in 2019 and 7th grade in 2021 went from 77% to 83%.
- the students who were in 6th grade in 2019 and 8th grade in 2021 stayed consistent at 88%

2. Research/Inquiry (Investigating, analyzing, and presenting information) and Reading (Demonstrating understanding of literary and non-fictional texts) for students who were in 3rd grade in 2019 and 5th grade in 2021 and the students who were in 4th grade in 2019 and 6th grade in 2021 are the two specific categories where student success in at or exceeding standards stayed consistent. The students who were in 4th grade in 2019 and 6th grade in 2021 increased in Listening (Demonstrating effective communication skills).
3. Reading (Demonstrating understanding of literary and non-fictional texts) and writing (Producing clear and purposeful writing, is the specific areas within ELA, where our students tend to demonstrate the most learning challenges in 20-21.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	100	116	101	99	115	98	99	115	98	99	99.1	97.0
Grade 4	129	113	120	126	110	117	126	110	115	97.7	97.3	97.5
Grade 5	127	117	110	127	115	104	127	115	104	100	98.3	94.5
Grade 6	130	128	100	127	126	98	127	126	97	97.7	98.4	98.0
Grade 7	128	129	121	127	127	116	127	127	113	99.2	98.4	95.9
Grade 8	127	128	127	127	122	124	127	122	124	100	95.3	97.6
All Grades	741	731	679	733	715	657	733	715	651	98.9	97.8	96.8

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2446.	2452.	2420.	18.18	23.48	12.24	37.37	37.39	31.63	26.26	28.70	31.63	18.18	10.43	24.49
Grade 4	2470.	2474.	2440.	15.08	18.18	7.83	19.84	26.36	26.09	48.41	36.36	29.57	16.67	19.09	36.52
Grade 5	2499.	2489.	2467.	11.02	17.39	8.65	22.05	12.17	17.31	40.94	38.26	29.81	25.98	32.17	44.23
Grade 6	2522.	2536.	2504.	12.60	15.08	11.34	28.35	27.78	25.77	32.28	42.06	23.71	26.77	15.08	39.18
Grade 7	2561.	2549.	2511.	12.60	21.26	7.96	36.22	28.35	16.81	39.37	21.26	32.74	11.81	29.13	42.48
Grade 8	2594.	2595.	2542.	26.77	29.51	17.74	30.71	21.31	18.55	26.77	27.87	25.00	15.75	21.31	38.71
All Grades	N/A	N/A	N/A	15.96	20.84	11.06	28.79	25.59	22.43	36.02	32.31	28.73	19.24	21.26	37.79

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41.41	40.87	18.37	35.35	40.87	59.18	23.23	18.26	22.45
Grade 4	23.02	34.55	13.04	38.89	36.36	47.83	38.10	29.09	39.13
Grade 5	18.90	24.35	8.65	46.46	32.17	43.27	34.65	43.48	48.08
Grade 6	22.83	23.81	15.46	40.94	53.17	46.39	36.22	23.02	38.14
Grade 7	27.56	31.50	13.27	48.03	33.07	49.56	24.41	35.43	37.17
Grade 8	41.73	39.34	15.32	40.16	36.89	51.61	18.11	23.77	33.06
All Grades	28.79	32.31	13.98	41.88	38.88	49.62	29.33	28.81	36.41

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26.26	33.91	20.41	50.51	46.09	56.12	23.23	20.00	23.47
Grade 4	15.08	20.00	12.17	53.97	50.00	45.22	30.95	30.00	42.61
Grade 5	15.75	13.04	7.69	51.97	47.83	57.69	32.28	39.13	34.62
Grade 6	14.17	15.08	11.34	55.91	58.73	50.52	29.92	26.19	38.14
Grade 7	14.17	23.62	12.39	68.50	48.82	54.87	17.32	27.56	32.74
Grade 8	24.41	29.51	18.55	63.78	48.36	52.42	11.81	22.13	29.03
All Grades	18.01	22.52	13.82	57.71	50.07	52.69	24.28	27.41	33.49

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.32	33.91	15.31	54.55	51.30	67.35	13.13	14.78	17.35
Grade 4	22.22	23.64	14.78	46.03	54.55	57.39	31.75	21.82	27.83
Grade 5	11.02	15.65	6.73	56.69	48.70	67.31	32.28	35.65	25.96
Grade 6	14.17	15.87	14.43	48.82	57.94	58.76	37.01	26.19	26.80
Grade 7	14.17	26.77	7.96	73.23	52.76	69.03	12.60	20.47	23.01
Grade 8	25.98	27.05	12.10	56.69	61.48	63.71	17.32	11.48	24.19
All Grades	19.51	23.78	11.83	56.07	54.55	63.90	24.42	21.68	24.27

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 2020-2021 school year. In 20-21, we see any where from a 4%- 26% decline in overall achievement from 2018-2019 in the same grade levels. We see the least amount of decline is in fourth, fifth, and eighth grade ranging from anywhere from 1% to 5%.

By cohort: the students who were in 3rd grade in 2019 and 5th grade in 2021, declined the most at 35%. The students who were in 4th grade in 2019, the students who were 6th grade in 2021, the students who were in 5th grade in 2019 and are in 7th grade in 2021, the students who were in 6th grade in 2019 and 8th grade in 2021 show only a 6%-8% decline. Our school growth from 2019 and 2021 in met or exceed is higher than TUSD's average

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.

By cohort students who were at or exceeding standard in Concepts & Procedures:

 - the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 82% to 52%.
 - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 71% to 62%.
 - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 57% to 62%.
 - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 77% to 67%.

By cohort students who were at or exceeding standard in Problem Solving & Modeling/Data Analysis:

 - the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 80% to 65%.
 - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 70% to 62%.
 - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 61% to 67%.
 - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 74% to 71%.

By cohort students who were at or exceeding standard in Communicating Reasoning:

 - the students who were in 3rd grade in 2019 and 5th grade in 2021 went from 84% to 74%.
 - the students who were in 4th grade in 2019 and 6th grade in 2021 went from 78% to 73%.
 - the students who were in 5th grade in 2019 and 7th grade in 2021 went from 64% to 77 %.
 - the students who were in 6th grade in 2019 and 8th grade in 2021 went from 74% to 76%.
2.

Specifically, the students who were in 5th grade in 2019 and 7th grade in 2021 demonstrated improvement in all three key areas. The students who were in 6th grade in 2019 and 8th grade in 2021 have demonstrated improvement in their ability to communicate reasoning. This is critically important, as it indicates that KES students are support math content answers with text and content evidence.
3.

The students who were in 3rd grade in 2019 and 5th grade in 2021 and the students who were in 4th grade in 2019 and 6th grade in 2021 struggled the most in all three key areas.

Concepts & Procedures and Problem Solving & Modeling/Data Analysis are the specific areas within Math, where our students tend to demonstrate the most learning challenges in 20-21.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1441.8	1443.9	1442.4	1449.3	1447.2	1455.5	1424.1	1435.8	1411.4	24	17	18
1	1493.7	1485.3	1480.0	1496.0	1476.8	1474.0	1490.9	1493.3	1485.6	31	27	24
2	1509.5	1529.8	1482.0	1508.6	1543.9	1481.0	1509.8	1515.1	1482.5	20	28	23
3	1527.8	1515.2	1504.5	1527.0	1513.1	1509.7	1528.1	1516.9	1499.0	24	14	27
4	1526.2	1540.5	1506.0	1526.8	1534.1	1511.5	1525.0	1546.3	1500.3	25	22	23
5	1561.9	1535.2	*	1562.9	1525.7	*	1560.5	1544.2	*	20	23	11
6	1552.6	1553.2	1540.2	1548.6	1555.6	1553.9	1556.1	1550.4	1526.1	18	14	19
7	1580.3	1587.0	1537.9	1559.6	1587.2	1546.8	1600.6	1586.2	1528.5	18	13	22
8	*	*	1597.8	*	*	1613.8	*	*	1581.5	*	9	13
All Grades										189	167	180

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	38.89	45.83	64.71	38.89	*	29.41	11.11	*	0.00	11.11	24	17	18
1	61.29	22.22	25.00	*	59.26	37.50	*	14.81	29.17	*	3.70	8.33	31	27	24
2	75.00	35.71	13.04	*	50.00	52.17	*	14.29	26.09	*	0.00	8.70	20	28	23
3	54.17	28.57	25.93	*	57.14	37.04	*	7.14	25.93	*	7.14	11.11	24	14	27
4	*	45.45	14.29	*	31.82	47.62	*	18.18	33.33		4.55	4.76	25	22	21
5	65.00	21.74	*	*	52.17	*	*	21.74	*		4.35	*	20	23	*
6	61.11	35.71	26.32	*	42.86	42.11	*	21.43	10.53		0.00	21.05	18	14	19
7	83.33	46.15	18.18	*	30.77	40.91	*	15.38	22.73		7.69	18.18	18	13	22
8	*	*	46.15	*	*	30.77		*	23.08		*	0.00	*	*	13
All Grades	57.67	29.94	25.57	30.16	49.10	39.77	9.52	17.96	24.43	*	2.99	10.23	189	167	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.83	23.53	27.78	*	41.18	55.56	*	35.29	5.56	*	0.00	11.11	24	17	18
1	64.52	29.63	37.50	*	59.26	25.00	*	11.11	33.33	*	0.00	4.17	31	27	24
2	85.00	67.86	17.39	*	17.86	56.52	*	14.29	17.39	*	0.00	8.70	20	28	23
3	58.33	50.00	40.74	*	35.71	44.44	*	7.14	3.70	*	7.14	11.11	24	14	27
4	60.00	59.09	38.10	*	27.27	52.38	*	13.64	4.76	*	0.00	4.76	25	22	21
5	85.00	47.83	*	*	43.48	*		4.35	*		4.35	*	20	23	*
6	66.67	64.29	42.11	*	28.57	26.32	*	7.14	15.79		0.00	15.79	18	14	19
7	88.89	46.15	40.91	*	30.77	40.91	*	7.69	13.64		15.38	4.55	18	13	22
8	*	*	69.23	*	*	15.38		*	15.38		*	0.00	*	*	13
All Grades	67.20	48.50	38.64	23.81	35.93	40.34	6.35	13.17	13.64	*	2.40	7.39	189	167	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	17.65	27.78	*	41.18	22.22	*	41.18	33.33		0.00	16.67	24	17	18
1	51.61	22.22	12.50	35.48	40.74	50.00	*	29.63	16.67	*	7.41	20.83	31	27	24
2	*	14.29	17.39	*	60.71	43.48	*	21.43	13.04	*	3.57	26.09	20	28	23
3	*	7.14	7.41	54.17	50.00	29.63	*	35.71	48.15	*	7.14	14.81	24	14	27
4	*	22.73	0.00	*	45.45	23.81	*	22.73	52.38	*	9.09	23.81	25	22	21
5	*	17.39	*	*	26.09	*	*	47.83	*	*	8.70	*	20	23	*
6	*	7.14	21.05	*	57.14	15.79	*	35.71	42.11	*	0.00	21.05	18	14	19
7	66.67	38.46	4.55	*	38.46	31.82	*	15.38	27.27		7.69	36.36	18	13	22
8	*	*	30.77	*	*	38.46	*	*	23.08		*	7.69	*	*	13
All Grades	38.10	19.16	13.07	35.45	44.91	32.95	21.69	30.54	32.39	*	5.39	21.59	189	167	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	79.17	17.65	33.33	*	82.35	55.56		0.00	11.11	24	17	18
1	70.97	59.26	41.67	*	40.74	54.17		0.00	4.17	31	27	24
2	80.00	46.43	17.39	*	53.57	82.61	*	0.00	0.00	20	28	23
3	50.00	21.43	40.74	*	71.43	40.74	*	7.14	18.52	24	14	27
4	52.00	63.64	38.10	*	31.82	57.14	*	4.55	4.76	25	22	21
5	80.00	13.04	*	*	82.61	*		4.35	*	20	23	*
6	*	50.00	36.84	*	42.86	36.84	*	7.14	26.32	18	14	19
7	*	30.77	19.05	*	46.15	66.67		23.08	14.29	18	13	21
8	*	*	38.46	*	*	53.85		*	7.69	*	*	13
All Grades	62.43	38.92	33.71	32.28	55.69	56.00	*	5.39	10.29	189	167	175

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	29.41	41.18	58.33	70.59	52.94	*	0.00	5.88	24	17	17
1	64.52	3.70	12.50	*	96.30	79.17	*	0.00	8.33	31	27	24
2	85.00	75.00	18.18	*	17.86	68.18	*	7.14	13.64	20	28	22
3	75.00	78.57	51.85	*	7.14	37.04	*	14.29	11.11	24	14	27
4	72.00	63.64	71.43	*	36.36	19.05	*	0.00	9.52	25	22	21
5	90.00	65.22	*	*	30.43	*		4.35	*	20	23	*
6	77.78	85.71	61.11	*	14.29	27.78		0.00	11.11	18	14	18
7	94.44	69.23	77.27	*	23.08	18.18		7.69	4.55	18	13	22
8	*	*	92.31	*	*	7.69		*	0.00	*	*	13
All Grades	73.02	55.09	52.35	23.28	41.32	39.41	*	3.59	8.24	189	167	170

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.88	11.11	79.17	94.12	77.78	*	0.00	11.11	24	17	18
1	58.06	33.33	29.17	35.48	51.85	41.67	*	14.81	29.17	31	27	24
2	70.00	10.71	34.78	*	82.14	39.13	*	7.14	26.09	20	28	23
3	*	0.00	14.81	54.17	100.00	59.26	*	0.00	25.93	24	14	27
4	*	31.82	9.52	60.00	45.45	57.14	*	22.73	33.33	25	22	21
5	*	21.74	*	65.00	56.52	*	*	21.74	*	20	23	*
6	*	7.14	26.32	*	78.57	21.05	*	14.29	52.63	18	14	19
7	66.67	46.15	4.76	*	38.46	47.62	*	15.38	47.62	18	13	21
8	*	*	38.46	*	*	46.15	*	*	15.38	*	*	13
All Grades	38.62	20.96	20.57	48.68	67.07	49.14	12.70	11.98	30.29	189	167	175

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	66.67	58.82	38.89	*	29.41	33.33		11.76	27.78	24	17	18
1	41.94	22.22	20.83	58.06	74.07	75.00		3.70	4.17	31	27	24
2	55.00	28.57	17.39	*	71.43	65.22	*	0.00	17.39	20	28	23
3	*	28.57	14.81	62.50	64.29	74.07	*	7.14	11.11	24	14	27
4	44.00	27.27	0.00	52.00	68.18	85.71	*	4.55	14.29	25	22	21
5	60.00	30.43	*	*	65.22	*	*	4.35	*	20	23	*
6	*	21.43	26.32	72.22	78.57	57.89		0.00	15.79	18	14	19
7	61.11	38.46	13.64	*	53.85	63.64		7.69	22.73	18	13	22
8	*	*	15.38	*	*	76.92		*	7.69	*	*	13
All Grades	48.15	29.34	17.61	49.74	66.47	67.05	*	4.19	15.34	189	167	176

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The number of students who took the ELPAC test in 2021 increased by 13 from 2019 at 180.

2. The Reading and Writing domains present areas for all of our EL students to continue growing. Focusing our efforts towards helping EL students begin to master academic and written English and reading will help us to bump up our performance indicators more towards the Somewhat/Moderately performance rating.
3. The Reading domain appears to be an area in need of continued support across all performance areas. The Somewhat/Moderately performance category has the largest percentages for students' performance.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
978	41.6	20.2	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	198	20.2
Foster Youth	4	0.4
Homeless	38	3.9
Socioeconomically Disadvantaged	407	41.6
Students with Disabilities	78	8.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	5.1
American Indian or Alaska Native	3	0.3
Asian	249	25.5
Filipino	74	7.6
Hispanic	293	30.0
Two or More Races	81	8.3
Native Hawaiian or Pacific Islander	14	1.4
White	214	21.9

Conclusions based on this data:





1. In 2020-2021 KES had 978 students enrolled. In 2018-2019 KES had 1013 students enrolled. Student enrollment in TUSD is likely to decline over the next 5-7 years because of the K-12 enrollment trend in California.

2. Slightly more than 21% 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. In any given classroom, 1 of 5 students is likely an EL student.
3. Slightly more than 41% of the KES student population is socioeconomically disadvantaged. We need to prioritize proportional spending to ensure that proper training and materials go to meeting students' needs.

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. We continue to sustain performance levels in ELA. Our mathematics performance indicators demonstrate a school-wide decline in overall performance from the Green indicator to the Yellow indicator.
2. Rates of chronic absenteeism have increased. Given our generally high attendance rates, this increase shows an adverse effect on our CDE Dashboard indicator. As such our overall performance indicator fell from Green to Yellow.
3. Our suspension rates have increased slightly. However, given the relative low numbers of student suspensions that KES enforces, the CDE Dashboard indicates a negative performance trend of two indicator levels (Green to Orange).

School and Student Performance Data

Academic Performance English Language Arts

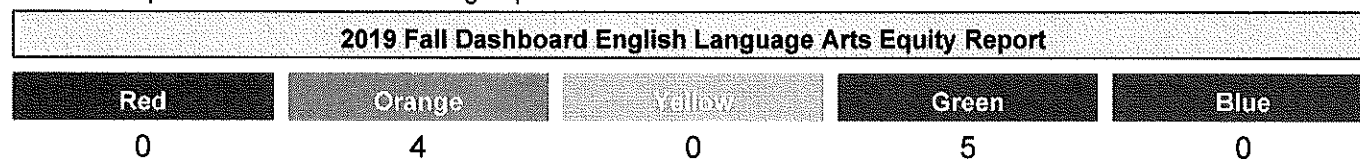
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 11.6 points above standard Declined -4.5 points 688	 Green 3.8 points above standard Increased ++5.1 points 195	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 6.3 points below standard Declined -6.6 points 266	 Orange 68.6 points below standard Declined -7.3 points 52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  Orange 40.9 points below standard Declined Significantly -19 points 36	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Green 24 points above standard Maintained -0.4 points 158	Filipino  Green 31.6 points above standard Declined -6.3 points 57
Hispanic  Orange 10.7 points below standard Declined -14.2 points 192	Two or More Races  Green 20.4 points above standard Declined -14.2 points 54	Pacific Islander  No Performance Color 9.9 points above standard Increased Significantly ++20.1 points 11	White  Green 26.2 points above standard Increased ++5.4 points 178

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 33.5 points below standard Declined Significantly -19.9 points 89	Reclassified English Learners 35.1 points above standard Increased Significantly ++19.2 points 106	English Only 10.6 points above standard Declined -9.4 points 453
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Conclusions based on this data:

- Looking at ELA performance by student group, we had 1 group (Students with Disabilities) in the orange indicator. Additionally, we had 1 group (Socioeconomically Disadvantaged) in the orange indicator.
- Looking at ELA performance by Race/Ethnicity, there were no groups in the red indicator. African American and Hispanic students were both in the orange indicator. Compared to all other statistically significant student groups, these indicators are two performance bands below every other student group.
- Reclassified EL students demonstrated significant growth in ELA performance.

School and Student Performance Data

Academic Performance Mathematics

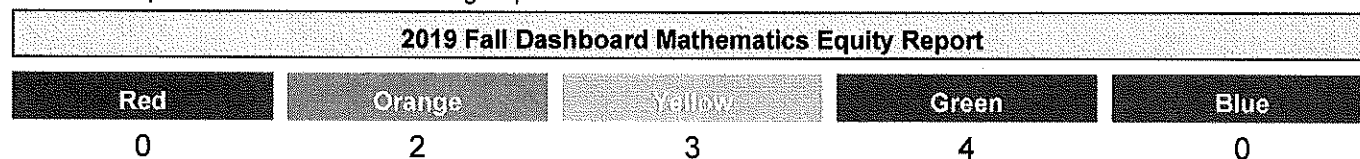
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 7.9 points below standard Maintained ++1.9 points 683	 Green 15.5 points below standard Increased ++7 points 193	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 Orange 28.9 points below standard Declined -5.1 points 263	 Yellow 87.5 points below standard Increased ++4.3 points 50

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  Yellow 51.3 points below standard Increased ++4.4 points 35	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Green 8.9 points above standard Increased ++5.9 points 156	Filipino  Green 8.2 points above standard Maintained -1.1 points 57
Hispanic  Orange 27.8 points below standard Declined -5.3 points 191	Two or More Races  Yellow 1.9 points below standard Declined -7.1 points 54	Pacific Islander  No Performance Color 4.6 points above standard Increased Significantly ++16.5 points 11	White  Green 1.2 points below standard Increased ++3.6 points 177

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 53.5 points below standard Declined Significantly -19 points 88	Reclassified English Learners 16.4 points above standard Increased Significantly ++21.4 points 105	English Only 8.7 points below standard Maintained -2.1 points 450
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Conclusions based on this data:

- Looking at Mathematics performance by student group, we had zero student groups (or overall performance indicators) in the red performance band. One statistically significant student group (Socioeconomically Disadvantaged) recorded overall scores in the Orange performance band.
- Looking at Mathematics performance by Race/Ethnicity, Hispanic students demonstrated performance in the Orange performance band. This is two performance bands lower than KES' highest performing racial/ethnic student groups.
- Reclassified EL students demonstrated significant increases in performance on Math CAASPP indicators.

School and Student Performance Data

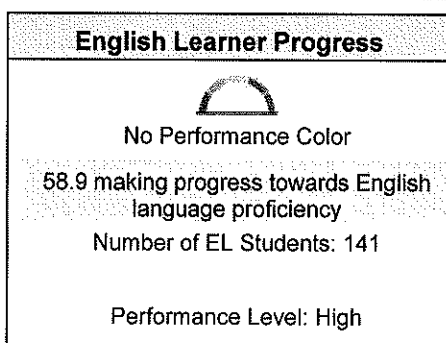
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 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
20.5	20.5	15.6	43.2

Conclusions based on this data:

1. Generally, our EL student population makes appropriate growth each year, and the performance level is considered high.
2. There is a small contingent of EL students whose ELPI performance decreased by one level.
3. We must help EL students continue to meet reclassification requirements, prior to being identified as LTEL.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

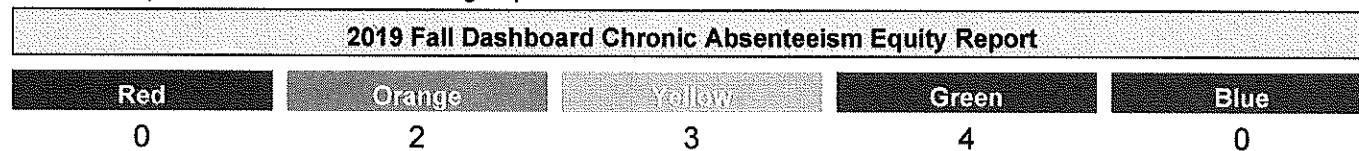
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



The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 5.3 Maintained +0.4 1066	English Learners  Green 2.9 Maintained -0.1 204	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Homeless  No Performance Color 15 Declined -11.7 20	Socioeconomically Disadvantaged  Yellow 7.4 Maintained +0.2 462	Students with Disabilities  Orange 7.6 Increased +3.7 92

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  Green 3.2 Maintained +0.4 63	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  Yellow 5 Increased +1.5 239	Filipino  Green 2.4 Increased +1.3 83
Hispanic  Orange 6.8 Increased +1 307	Two or More Races  Yellow 7 Maintained +0.2 86	Pacific Islander  No Performance Color 5.9 Increased +5.9 17	White  Green 4.4 Declined -1.9 270

Conclusions based on this data:

- Overall, KES' chronic absenteeism rates have maintained in the Yellow performance indicator level.
- There is visible variance of chronic absenteeism rates, when looking at chronic absenteeism by Race/Ethnicity.
- Chronic absenteeism rates for all statistically significant racial and ethnic groups increased or maintained (not including White students--Declined -1.9 points). This is a concern for KES, and an area in need of both continued monitoring and targeted action to improve chronic absenteeism rates.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

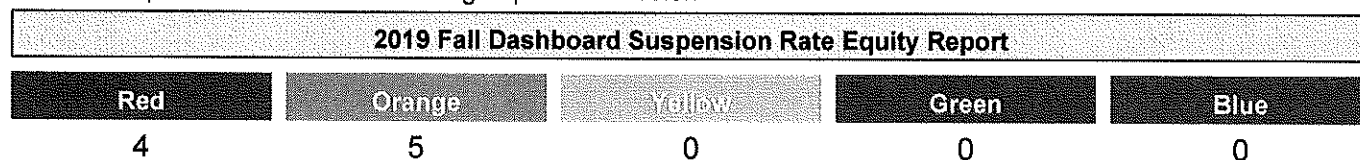
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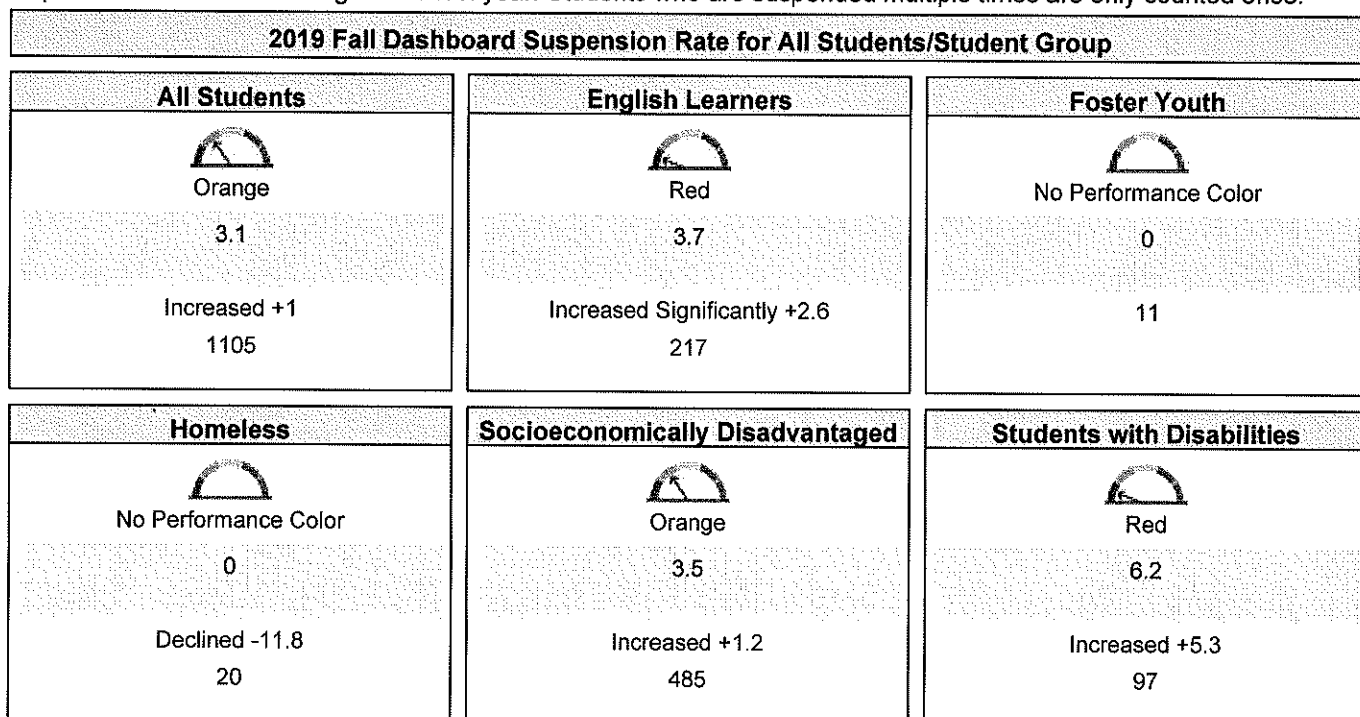
The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  Red 7.2 Increased +1.9 69	American Indian  No Performance Color Less than 11 Students - Data 2	Asian  Orange 2.8 Increased +0.3 250	Filipino  Orange 1.2 Increased +1.2 83
Hispanic  Orange 3.5 Increased +1.6 318	Two or More Races  Red 7 Increased +2.9 86	Pacific Islander  No Performance Color 0 Declined -5 17	White  Orange 1.4 Increased +0.5 280

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2	3.1

Conclusions based on this data:

- Students with Disabilities, and EL students are suspended at higher rates than the school's overall rates. This is concerning, and needs to be monitored to minimize disproportionality within suspension rates.
- All statistically significant racial and ethnic groups demonstrated increased suspension rates. Although concerning, our overall suspension rates remain relatively low.
- KES' overall suspension rate increased between 2018 and 2019 from 2% to 3.1%.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 1

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.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- All Students (Grades 3-8)	Green (11.6 Points Above Standard) - Declined 4.5 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- African American Students (Grades 3-8)	Orange (40.9 Points Below Standard) - Declined 19 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Hispanic Students (Grades 3-8)	Orange (10.7 Points Below Standard) - Declined 14.2 points	Yellow or Higher - Increase 5.0 points or more
CA Dashboard; ELA -- Socioeconomically Disadvantaged (Grades 3-8)	Orange (6.3 Points Below Standard) - Declined 6.6 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Students with Disabilities (Grades 3-8)	Orange (68.6 Points Below Standard) - Declined 7.3. points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Asian Students (Grades 3-8)	Green (24 Points Above Standard) - Maintained -0.4 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- English Learners (Grades 3-8)	Green (3.8 Points Above Standard) - Increased 5.1 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Filipino Students (Grades 3-8)	Green (31.6 Points Above Standard) - Declined 6.3 points	Green or Higher - Increase 5.0 points or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- Two or More Races (Grades 3-8)	Green (20.4 Points Above Standard) - Declined 14.2 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- White Students (Grades 3-8)	Green (26.2 Points Above Standard) - Increased 5.4 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- All Students (Grades 3-8)	Yellow (7.9 Points Below Standard) - Maintained 1.9 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Hispanic Students (Grades 3-8)	Orange (27.8 Points Below Standard) - Declined 5.3 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Socioeconomically Disadvantaged (Grades 3-8)	Orange (28.9 Points Below Standard) - Declined 5.1 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- African American Students (Grades 3-8)	Yellow (51.3 Points Below Standard) - Increased 4.4 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Two or More Races (Grades 3-8)	Yellow (1.9 Points Below Standard) - Declined 7.1 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Students with Disabilities (Grades 3-8)	Yellow (87.5 Points Below Standard) - Increased 4.3 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Asian Students (Grades 3-8)	Green (8.9 Points Above Standard) - Increased 5.9 points	Green or Higher - Increase 8.0 points or more.
CA Dashboard; Math -- English Learners (Grades 3-8)	Green (15.5 Points Below Standard) - Increased 7.0 points	Green or Higher - Increase 8.0 points or more.
CA Dashboard; Math -- Filipino Students (Grades 3-8)	Green (8.2 Points Above Standard) - Maintained -1.1 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- White Students (Grades 3-8)	Green (1.2 Points Above Standard) - Increased 3.6 points	Green or Higher - Increase 5.0 points or more.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 all certificated staff. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teacher Release Time for Calibrated Walks to Support New Teachers at Kelly-- Funding for Substitutes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

LCFF

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

After School Tutoring--Tier II (Connecting Language Acquisition within English & Math Content Instruction). Grades K-8

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide PD Sessions for Teachers to Learn AVID WICOR Strategies (Close Reading/Writing) During ERW.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide EL Paraeducator Support (9 hours per day)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

18,827

LCFF - Supplemental

28,900

LCFF - Supplemental

962

LCFF - Supplemental

LCFF - Supplemental

LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Targeted Students (EL, SES, FY)

Strategy/Activity

Materials to support LTEL Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

818

Source(s)

LCFF - Supplemental

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PLC Supplemental Planning Time (After School)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500

Source(s)

LCFF

1239

LCFF - Supplemental

1761

LCFF - Supplemental

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Classroom Teacher Resources/Materials/Supplies (200 x 42 Teachers)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8400

Source(s)

LCFF

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students (1st - 3rd Grade)

Strategy/Activity

Renaissance Place--Accelerated Reader (Subscription, STAR Report, and Hosting License; 300 Subscriptions)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students (K - 2nd Grade)

Strategy/Activity

Substitutes for Teacher Release Time--RCD Benchmark Assessments

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2100

Source(s)

LCFF

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Supplemental Instructional Resources/Materials/Supplies (PE, Music, Library)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1100

Source(s)

LCFF

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

AVID Students

Strategy/Activity

Provide resources and tools to support our Middle School AVID Tower Class. These funds allow for the purchase of materials, costs associated with AVID field trips, attendance at the AVID summer institutes, as well as annual membership and fees. KES utilizes AVID to help support At-Risk and first generation college students to be better prepared to navigate high school systems in order to become college and career ready.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,133

District Funded

150

LCFF

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students (K-3)

Strategy/Activity

Tier III--After School Remediation Support. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF

49

LCFF - Supplemental

500

LCFF - Supplemental

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Substitute for Teacher Release Time--FastBridge CBM Assessment (2nd/3rd, for Fall and Spring Window).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1900

Source(s)

LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Our overall performance indicators in ELA declined by 4.5 points. Although, KES remains in the Green category for broad performance indicators, ELA is an area in need of continued support and professional development. Our continued goal is the sustain Green category classification into next year, but show a school-wide improvement of a minimum 5.0 points or more. In Mathematics, our overall performance indicator is Yellow, and indicates that our students maintained performance, with a point differential of 1.9 points. Our goal is to demonstrate improvement of 5.0 points or more. This performance increase will likely keep KES in the Yellow, but will indicate our commitment towards achieving continued growth over time. EL students demonstrated marked gains in terms of CAASPP performance for both ELA and Math. We remain committed to ensuring that EL students improve scores by 5.0 points or more in ELA, and 8.0 points or more in Math. These continued growth targets will help support our goals to minimize KES' achievement gap. In addition, continued growth for EL students will help to lessen the number of students being identified as LTEL.

This school year, we were successful in beginning a tier III intervention system during the school day using Corrective Reading and Dibels to promote reading accuracy, fluency, and comprehension skills. Our EL Paraeducators provided designated English Language Development to our EL students. Additionally, there was an ELD class built into the master schedule for grades 6-8.

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

Midway through the school year, we noticed that much of our students' struggles in all academic areas stemmed in part from reading gaps. This crossed the overwhelming majority of statistically significant student groups. Of the 10 statistically significant subgroups, 70% of student groups' performances declined in CAASPP performance for reading. KES created four school-wide CAASPP Target goals. Reading to determine central theme of both fictional and expository texts

ensures high-capacity reading comprehension. We had not budgeted PD monies to support this goal. The second CAASPP Target goal we plan to support is to ensure all students master foundational math literacy and skills. Again, KES had not budgeted PD monies to support this goal. We will refine our calibration walks process, and center teachers' participation to support reading and math instruction. These calibration walks are grounded in the Rigor, Relevance, and Engagement rubric.

It is evident that our EL students are demonstrating performance gains. As a result of this analysis, we will prioritize arranging PD opportunities for teachers to support EL Direct and EL Integrated instruction. Our goal is to help guarantee that teachers are equipped with the necessary tools to support students' mastery of English (working towards R-FEP).

We are funding necessary teacher release time from classes to participate in Calibration Walks, and will attempt to fund ongoing PD to support EL instructional best 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.

By May 2023, 100% of staff members will be trained in the MTSS process, via PLC at Work or RTI at Work through on site professional development by Solution Tree. All measurable outcomes and actions will remain the same.

While metrics were available for 2021, we will keep the same metrics from 2019. We will continue to work towards establishing a tier III intervention system during the school day.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Decrease Suspension Rates and Reduce our Chronic Absenteeism Rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate--Overall	3.1 %	Decrease by 1%
Suspension Rate--African American Students	7.2 %	Decrease by 3%
Suspension Rate--English Learners	3.7 %	Decrease by 1%
Suspension Rate--Two or More Races	7.0 %	Decrease by 3%
Suspension Rate--Students with Disabilities	6.2 %	Decrease by 3%
Chronic Absenteeism--Overall	5.3 %	Decrease by 1%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Mental Health Counseling 5 days per week (District Funded). TUSD is funding a full time counselor to support the social and emotional needs of our students. This strategy is identified as a multi-tiered social emotional support action for KES' most vulnerable students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ASB events/activities to help promote positive school climate/culture (The unrestricted funding sources include MAA and FARM funds).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

Unrestricted

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide translation services during IEP/SST/504 meetings and Parent Conferencing

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400

Source(s)

LCFF

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide funding to support ongoing student recognition--including awards and certificates. This helps to sustain positive school climate and culture. In addition, KES will apportion funds to sustain proactive communication with our community partners. Associated fees that support the general function of our school (I.e., Movie License renewals and FedEx accounting to print site maps and emergency plans have been included in these costs).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2350

Source(s)

LCFF

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

365

Source(s)

LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Please see the below favorable ratings for the LCAP School Safety Survey responses:

Parents: 93.08 % responded favorably

Students: 87.60 % responded favorably

Teachers: 93.92 % responded favorably

Please see the below favorable ratings for the LCAP School Climate Survey responses:

Parents: 91.29 % responded favorably

Students: 85.89 % responded favorably

Teachers: 86.19 % responded favorably

FastBridge Social and Emotional Survey--We administered this survey three times this school year in September 2021, December 2021, and in March 2022. Listed below are results from the March, 2022 survey. We will review these metrics again at the beginning of the 2022-2023 to monitor growth. FastBridge Social and Emotional Survey metrics identify percentages (by school, vs. school district) of students who present low social and emotional risk, versus high social and emotional risk.

George Kelly Elementary School: 74% Low Risk, vs. 3% High Risk

Tracy Unified School District: 69% Low Risk, vs. 5% High Risk

Given that these FastBridge data represent a single metric, KES has been, and will continue to be proactive--identifying and offering counseling support for students who would benefit from these services.

Our overall school suspension rate is 3.1%. This is an increase from the previous year of 1.1% (previous rate 2.0%). Our suspension rates remain low school-wide, and the increase in total suspensions is in accordance with disciplinary best practices (as indicated by California Ed. Code, and TUSD board policy). As indicated above, suspension rates for the statistically significant categories of students indicates that suspension rates for each group of students is higher than the school-wide average, and increased by 2.0% or more. Mental Health counseling was available 5 days per week. This remains a highly-utilized support service for KES students. KES' chronic absenteeism rate is 5.3 %, which maintains from the year prior. Our goal is to reduce our chronic absenteeism rates by 1.0 % or more. Our long-term goal is to maintain chronic absenteeism rates below 4.0%.

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

KES will fund ASB activities, and ASB Advisor PD using unrestricted MAA funding. This will have a net zero negative impact on the KES budget.

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 will receive 5 days of mental health counseling and a full time counselor. This support is funded by the District Office. This change allows us to provide more mental health counseling and support for students in need (following school closures). We will now refer to our FastBridge (mySAEBRS) data to support our social and emotional learning needs.

During the 21-22 school year, the ELAC met 5 times through out the school year to advise the principal in the development of a site plan for English learners. Next school year, the goal is to meet at least 8 times.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 3

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

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By October 2022, the KES STEM Instructional Leadership Team (ILT) will provide staff-wide training to support teachers to implement the STEM units for the 22- 23 school year by utilizing the planning grid, "See, Think, and Wonder" as well as utilize the Rigor Rubric with a focus on student learning.	This instructional design process (aligned with the ICLE Rigor rubric) is currently a focus area for our STEM ILT.	<p>With TUSD's new STEM grant, focusing on backwards planning/ planning grid will ensure that our students are continuously receiving engaging, hands on, rigorous STEM instruction starting at the beginning of the school year. Implementing the Rigor rubric will ensure teachers are receiving feedback focused on student learning.</p> <p>Providing specific teacher professional learning that connects "See, Think, and Wonder" to our continuous inquiry cycle will correlate with KES' current practice of identifying specific learning targets, while providing student growth opportunities to self-assess each's own progress.</p> <p>Since middle school teachers have begun to participate in KES' STEM process since the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		beginning of the 2021-2022 school year. It is necessary to provide this team of teachers with training and resources to align their practices with our current STEM practices.
By May 2023, KES will increase the number of staff members trained in the MTSS process, via PLC at Work or RTI at Work through on site professional development by Solution Tree.	17 of 42 Teachers have been trained in either PLC at Work or RTI at Work	All teachers will be received professional development in either PLC at Work or RTI at Work by May 2023.
Currently, some of our primary teachers have at least one (30 minute) sessions built into the master bell schedule for Tier II Differentiated Platooning.	Real-time support for all students.	This Tier II system is intended to help guarantee that all students meet/exceed grade level proficiency expectations for standards learned during the current school year.
By May 2023, KES will build the school-wide system to provide students with the needed time--within the school day to receive Tier III intensive remediation support, and/or enrichment activities for those students working beyond grade-level.	The goal is to make the necessary adjustments to our master schedule and instructional system to include an amount of time 4-5 days per week that systemize our Tier III MTSS. Currently, we began this process in the 21-22 school year and we will work to refine it.	We expect that by building this system for MTSS support, KES will better serve students in need of intensive intervention (beyond the scope of Tier II--current year intervention). This will provide the necessary framework to offer both intensive intervention and advanced enrichment opportunities for students--during the school day.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Identified as At-Risk, and/or in need of Intensive Support

Strategy/Activity

On Site professional development by Solution Tree to help us gain more insight on supporting our students who are need of intervention using the MTSS/ RTI model. The learnings are intended to sustain the PLC process by equipping all teachers to incorporate current RTI practices into a whole-school MTSS. Implementing a successful tier III system during the school day.

During the 2022-2023 school year, KES will continue to refine the role of our Guiding Coalition (GC). Working with our team of Teachers and staff, we will continue our work from 21-22 I and construct a Tier III system of MTSS for students to begin during the 2022-2023 school year. Funding identified as unrestricted will come from the Extended Learning Opportunity Grant and MAA and FARM apportionments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

LCFF

0

Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as At-Risk, and/or in need of Intensive Support

Strategy/Activity

Hold SST meetings to identify at-risk students and develop support plans (1 sub @ 10 days x \$230).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Kinder assessments before the school year begins for placement, tiered intervention and support (4 half days in July 2022).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2300

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Unrestricted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide 4 substitute teachers (once per month) to provide release time for STEM planning. Instructional Leadership Team members will be provided one day per month for STEM planning, and/or to engage in calibrated walks. These site plans/experiences will be shared with KES' guiding coalition and provide ongoing PD support during ERW meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

Strategy/Activity

KES apportions funds to sustain the ongoing support of General School function. These funds are used to pay the maintenance and licensing fees for our Ricoh and Riso machines. Additionally, these funds help to provide print toner for classroom use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2700

Source(s)

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

Strategy/Activity

KES plans to apportion funds for our laminating machine.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

Source(s)

LCFF

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and All School Stakeholders

Strategy/Activity

KES apportions funds to purchase necessary office supplies. In addition, and in order to sustain proactive communication with all school stakeholder groups, these funds are used to pay for postage and print fees associated with broad school to community communications and mailers. In addition to this, TUSD funds paper copy costs for RCD units and unit assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2800

Source(s)

LCFF

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase STEM Interactive Notebooks for all students K-8 for use during STEM based instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

750

Source(s)

LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Supplemental Instructional Materials (Aligned with STEM instruction).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

770

Source(s)

LCFF

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

TUSD will fund instructional copies through FedEx

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

Based on the CAASPP performance indicators for Goal 1 and Goal 2, there are statistically significant sub-groups of students who are underperforming; compared to school-wide performance indicators. We will continue to build a Tier I-III system into the school day through the master schedule, to help guarantee that all students receive timely support and differentiation to meet essential standards and learning targets. Within the RTI at Work (MTSS) framework, Tier III support is a school-wide process, in an attempt to build students' collective capacity towards improved performance results. In order to effectively build this systemic model, teachers must be trained in the PLC at Work and RTI at Work process. Further, the potential changes that will be made to KES' overarching master bell schedule could be significant. Thus, it is crucially important to provide all teachers the needed guidance, training, and resources to fully grasp the Tier III framework, and how it is intended to benefit students.

This school year, we were successful in beginning a tier III intervention system during the school day using Corrective Reading and Dibels to promote reading accuracy, fluency, and comprehension skills.

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

A small portion of KES' LCFF budget will be apportioned to support teachers' ongoing need to plan with grade level/content area colleagues. KES will fund RTI at Work training using unrestricted MAA funding. This will have a net zero negative impact on the KES budget.

A small portion of KES' LCFF budget will be apportioned to hold SST meetings to identify at-risk students and develop support plans.

A small portion of KES' LCFF budget will be apportioned to Kindergarten assessments before the 22-23 school year begins for placement, tiered intervention and support.

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.

All three of these are new or reintroduced based on KES' needs in 21-22. KES began a Tier III system for support (outside of the scope for Special Education). Our intended outcome for the 2022-2023 school year is to refine and keep building this comprehensive system.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,774.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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	\$20,133.00
LCFF	\$49,085.00
LCFF - Supplemental	\$53,556.00
Unrestricted	\$0.00

Subtotal of state or local funds included for this school: \$122,774.00

Total of federal, state, and/or local funds for this school: \$122,774.00

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
Sarah Cook	Classroom Teacher
Susan Taylor	Classroom Teacher
Deanna Adams	Classroom Teacher
Tracy Heizer	Other School Staff
Jennifer Silcox	Parent or Community Member
Billieann Strmiska	Parent or Community Member
Sonia Bradley	Parent or Community Member
Amarbir Chhina	Parent or Community Member
Tanyeka Morrison	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

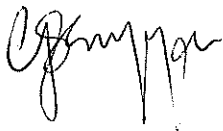
The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

☒ Other: KES Staff

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 May 3, 2022.

Attested:



Principal, Brittani Ryan on 5/3/2022

SSC Chairperson, Deanna Adams on 5/3/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific, Measurable, Achievable, Realistic, and Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

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

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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