



# 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	March 28, 2023	May 9, 2023

## 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  
Additional Targeted Support and Improvement

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 educational partner groups. Follow-up actions were created based on input gathered during SSC and ELAC meetings, and data interpretation from various teacher teams. Kelly has met the criteria for ATSI (Additional Targeted Support & Improvement) based on 2021-2022 data for the following reasons:

- Our African American student group have a “no performance level” in ELA and Math, a very high suspension rate, and are considered very high for chronic absenteeism.
- Our student group that is considered Homeless have a “no performance level” in ELA and Math, very low suspension rate, and are considered very high for chronic absenteeism.
- Our Students with Disabilities have a very low performance level in ELA and Math and high suspension rate, and are considered very high for chronic absenteeism.

Overall, chronic absenteeism is very high amongst students with disabilities, students who are socioeconomically disadvantaged, students who are considered homeless, students who are English Learners, students who are African American, Hispanic, and two or more races and high for Filipino and Asian students. We will need to monitor and perform targeted actions to improve chronic absenteeism.

# 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 40.00 62.00 116.00 87.93% This school's staff motivates students to learn

Q14 36.00 65.00 114.00 88.60% 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 34.00 65.00 109.00 90.83% The buildings and grounds at this school are clean and well maintained

Q30 33.00 55.00 100.00 88.00% This school communicates the importance of respecting all cultural beliefs and practices

Q34 50.00 48.00 104.00 94.23% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 23.00 46.00 80.00 86.25% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 26.00 47.00 83.00 87.95% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 16.00 33.00 59.00 83.05% 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 31.00 68.00 108.00 91.67% The school staff responds to me in a timely manner

Q36 44.00 61.00 114.00 92.11% The school office staff is friendly and professional

333.00 550.00 987.00 89.46%

Regarding Students' Perceptions of School Climate:

Str Agr Agree Total Percent

Q6 74.00 145.00 282.00 77.66% 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 65.00 113.00 278.00 64.03% This school communicates the importance of respecting all cultural beliefs and practices

Q33 65.00 154.00 279.00 78.49% My teachers recognize the good work I am doing and provide timely feedback

Q34 56.00 128.00 277.00 66.43% This school motivates students to learn

Q35 23.00 119.00 277.00 51.26% The buildings and grounds at this school are clean and well maintained

Q42 92.00 140.00 277.00 83.75% I feel comfortable working with classmates and participating in class

Q43 66.00 116.00 278.00 65.47% I feel safe, secure and supported at this school

441.00 915.00 1740.00 77.93%

Regarding Staff Perceptions of School Climate:

Str Agr Agree Total Percent

Q6 15.00 25.00 42.00 95.24% 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 14.00 23.00 40.00 92.50% Members of the school/department collaborate to achieve our school goals

Q21 9.00 21.00 43.00 69.77% The buildings and grounds at this school are clean and well maintained  
 Q22 14.00 21.00 39.00 89.74% This school/department communicates the importance of respecting all cultural beliefs and practices  
 Q23 19.00 23.00 43.00 97.67% I am treated with respect by my colleagues at work  
 Q24 8.00 25.00 39.00 84.62% Staff members at this school are recognized appropriately for their efforts and accomplishments  
 Q25 6.00 19.00 41.00 60.98% Our district ensures effective communication across the organization  
 85.00 157.00 287.00 84.32%

Regarding Parents' Perceptions of School Safety:

Str Agr Agree Total Percent

Q26 34.00 65.00 109.00 90.83% The buildings and grounds at this school are well maintained  
 Q28 25.00 54.00 85.00 92.94% My child is safe on school grounds before school  
 Q28 28.00 62.00 98.00 91.84% My child is safe on school grounds during the day  
 Q28 33.00 59.00 96.00 95.83% My child is safe on school grounds in the classroom  
 Q28 23.00 54.00 85.00 90.59% My child is safe on school grounds after school  
 Q29 41.00 58.00 110.00 90.00% The rules of this school are clearly communicated to parents  
 184.00 352.00 583.00 91.94%

Regarding Students' Perceptions of School Safety:

Str Agr Agree Total

Q35 23.00 119.00 251.00 56.57% The buildings and grounds at this school are clean and well maintained  
 Q38 63.00 132.00 251.00 77.69% I feel safe while attending class  
 Q39 71.00 111.00 243.00 74.90% I feel safe from gang activity and gang violence at school  
 Q41 128.00 126.00 266.00 95.49% I know the school rules  
 285.00 488.00 1011.00 76.46%

Regarding Staff Perceptions of School Safety:

Str Agr Agree Total

Q19 23.00 18.00 42.00 97.62% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation  
 Q20 10.00 26.00 43.00 83.72% My workplace is safe  
 Q21 9.00 21.00 43.00 69.77% The buildings and grounds at this school are well maintained  
 42.00 65.00 128.00 83.59%

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 August-September 2022 (Window 1), November-December 2022 (Window 2), and in March-May 2023 (Window 3). We will use Window 3 metrics to inform intervention placement in August 2023. We will also review Window 3's metrics at the beginning of the 2023-2024 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. Given that 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 "instructional 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 the "Rigor" rubric and spent time focusing in on student learning in the areas of "thoughtful work", "academic discourse," and "high level thinking." Administration visited classrooms at least 3 times for most teachers in Fall and Spring and provided feedback using the Rigor rubric on these specific areas. Our teachers did a great job implementing Rigor providing access to all students. 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 2023-2024 school year. In doing so, teachers and staff 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, Tier II, and Tier III 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. Additionally, we also provide Tier III intensive support to our students who are in need and are not responsive to Tier II instruction.

## Staffing and Professional Development



#### Status of meeting requirements for highly qualified staff (ESEA)

George Kelly School employs 41 teachers. Of the 41 teachers, 5 are in Tracy's Induction Program (TTIP) 2 have intern status and 1 hold short term Staff Permits.

New teachers to Tracy Unified School District are supported through 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, lesson planning, classroom management, instructional materials, high leveraging instructional strategies, and district support and services. 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. Additionally, our new teachers were offered 4 days this school year to observe a teacher of their choice. For this opportunity, new teachers were asked to chose three areas they would like to improve in and were assigned to observe a teacher who is skilled in those areas.

#### 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 22-23 school year include various STEM related PDs to align with our school site and district focus, Rigor Relevance Framework, Professional Learning Communities and Response To Intervention, iXL for intervention 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 TUSD EL Coordinator for support with 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, Assistant Principal, 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. Additionally, teachers collaborate with paras whose focus is providing Tier III intervention.

## 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 Dimensions, Houghton Mifflin (K-5) (2020)
  - 2) Amplify Science; Amplify (2021)
  - 3) Amplify Science; Amplify (2021)
  - 4) Amplify Science; Amplify (2021)

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); 20-30 minutes per day, 6-8 (PE); 60 minutes per day, and K-8 (EL Designated Support Time) at least 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, and Tier III instruction of essential standards and learning targets. All students have access to a minimum 30 minutes of structured intervention time, at least four times 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. All students receive at least 30 mins (15 mins for Kindergarten) of designated ELD time. 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. Additionally, we offer Tier II support afterschool, and Tier III support before school, during school (Corrective Reading for Reading), and afterschool. For 4th grade EL students who are considered "At Risk" we offer after school EL intervention at least twice a week. For 5th grade EL students who are considered "At Risk" we offer after school EL intervention at least twice a week.

### 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. All 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 and Tier III intensive support that is intended to provide supplemental support for all students to master current essential learning targets and standards.

Several of our teachers and para educators are 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 and academic needs of our students. In addition, teachers are provided PLC time during ERWs and compensated time afterschool to plan. Teachers provide both Tier II intervention within the school day, and some provide Tier III Intervention afterschool. Additionally, we offer Tier II support afterschool, and Tier III support before school, during school (Corrective Reading for Reading), and afterschool. For 4th grade EL students who are considered "At Risk" we offer after school EL intervention at least twice a week. For 5th grade EL students who are considered "At Risk" we offer after school EL intervention at least twice a week. Parents are invited to the school to meet with the school principal in the form of SSC and ELAC. 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/RTI 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. 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 educational partners.



## 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/Tier III 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.

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

## **Resource Inequities**

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

Kelly has met the criteria for ATSI (Additional Targeted Support & Improvement). We qualified for the following reasons:

- Our African American student group have a “no performance level” in ELA and Math, a very high suspension rate, and are considered very high for chronic absenteeism.
- Our student group that is considered Homeless have a “no performance level” in ELA and Math, very low suspension rate, and are considered very high for chronic absenteeism.
- Our Students with Disabilities have a very low performance level in ELA and Math and high suspension rate, and are considered very high for chronic absenteeism.

Chronic absenteeism is very high amongst students with disabilities, students who are socioeconomically disadvantaged, students who are considered homeless, students who are English Learners, students who are African American, Hispanic, and two or more races and high for Filipino and Asian students. We will need to monitor and perform targeted actions to improve chronic absenteeism.

We will host assemblies and provide luncheon opportunities with administration to encourage and

honor attendance at least 3 times a year. We will host honors assembly to recognize student effort for our K-3 students at least twice a year.

Suspension rate is very high amongst students who are EL, students who are socioeconomically disadvantaged, students with disabilities, students who are African American, students who are White. We will need to monitor and minimize disproportionality within suspension rates. KES began partnering with F.A.C.E.S. during Spring of 2023 to bridge the gap that exists between our community and the education system and work as our partners to provide our students with SEL support, and help us work towards decreasing suspension rates and chronic absenteeism by 5% for our identified ATSI student groups.

Students who are African-American, White, Hispanic, two or more races, EL, students who are socioeconomically disadvantaged, students with disabilities or are performing below standards in Math. We will need to continue to prioritize tiered intervention supports to meet students learning needs. Based on 22-23 site pass/fail data, our counselor will focus on incoming 6th & 7th grade students to provide support and skills that will promote success in Math and Science. We will use iXL with fidelity and require our students to practice important skills at least 15 minutes a day. Our counselor will provide College and Career Readiness workshops to all our middle school students.

21.3% of our student population is EL, we will need to focus on targeted instruction geared towards helping students reclassified quickly. During the 2022-2023 school year we provided afterschool intervention for our students who are "at risk" of becoming LTEL as well as students who are considered new comers. We hope to continue this support during 2023-2024 as we need additional personnel to work with our EL students after school. Additionally, we also need a Bi-lingual parent liaison to meet our language needs. 37.6% 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.

We will train the staff in Corrective Reading during intervention to meet the learning needs and incorporate PD in reading.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.32%	0.32%	3	3	3
African American	5.1%	4.01%	3.86%	50	38	36
Asian	25.5%	29.11%	30.65%	249	276	286
Filipino	7.6%	7.38%	7.07%	74	70	66
Hispanic/Latino	30.0%	30.06%	30.44%	293	285	284
Pacific Islander	1.4%	1.16%	1.71%	14	11	16
White	21.9%	20.46%	17.79%	214	194	166
Multiple/No Response	8.3%	7.49%	8.15%	81	71	76
<b>Total Enrollment</b>				978	948	933

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	91	78
Grade 1	99	88	102
Grade 2	100	97	85
Grade3	97	95	105
Grade 4	125	100	100
Grade 5	114	125	111
Grade 6	105	118	127
Grade 7	126	107	120
Grade 8	128	127	105
<b>Total Enrollment</b>	978	948	933

### Conclusions based on this data:

1. KES and TUSD administered the SBAC assessment during the 2021-2022 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 21-22, our single largest student demographic group by population is Hispanic students, at 285. Asian and White students comprise 276 and 194 students respectively. These three student groups comprise approximately 79% of our total student population.

2. The number of students are evenly disbursed across grade levels. Fifth, sixth and eighth grade have the greatest amount of students in 21-22. Kindergarten through 3rd 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.
3. Comparing the previous three school years: 19-20 (986 students), 20-21 (978 students), and 21-22 (948 students).

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	198	202	184	20.2%	21.3%	19.7%
Fluent English Proficient (FEP)	149	156	168	15.2%	16.5%	18.0%
Reclassified Fluent English Proficient (RFEP)	24	27		12.1%		

### Conclusions based on this data:

1. Approximately 37.8% of KES students are classified as EL students, I-FEP students, or R-FEP students in the 21-22 school year. Our percentage of EL students is 21.3% for the 21-22 school year.
2. The rate of students identified as initially fluent on EL testing indicators is currently at 16.5%. These are students who took a testing indicator and identified as fluent. Thus, not in need of EL designated intervention.
3. Reclassification rates have slightly increased from the 2020-2021 to the 2021-2022 school year. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	101	99		97	99		97	99		96.0	100.0	
Grade 4	120	96		117	95		115	95		97.5	99.0	
Grade 5	110	124		103	121		103	121		93.6	97.6	
Grade 6	100	121		98	117		98	117		98.0	96.7	
Grade 7	121	106		118	104		117	104		97.5	98.1	
Grade 8	127	128		124	126		124	126		97.6	98.4	
All Grades	679	674		657	662		654	662		96.8	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2413.	2413.		22.68	21.21		20.62	29.29		26.80	18.18		29.90	31.31	
Grade 4	2460.	2463.		26.96	21.05		19.13	32.63		19.13	21.05		34.78	25.26	
Grade 5	2520.	2496.		27.18	23.14		28.16	28.10		22.33	21.49		22.33	27.27	
Grade 6	2507.	2529.		15.31	17.09		30.61	35.90		24.49	29.06		29.59	17.95	
Grade 7	2549.	2570.		14.53	26.92		34.19	31.73		29.06	21.15		22.22	20.19	
Grade 8	2575.	2569.		18.55	14.29		35.48	38.89		29.03	27.78		16.94	19.05	
All Grades	N/A	N/A	N/A	20.80	20.39		28.29	32.93		25.23	23.41		25.69	23.26	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.62	18.18		54.64	59.60		24.74	22.22	
Grade 4	13.04	13.68		70.43	68.42		16.52	17.89	
Grade 5	13.59	16.53		69.90	63.64		16.50	19.83	
Grade 6	16.33	14.53		56.12	63.25		27.55	22.22	
Grade 7	15.38	22.12		67.52	55.77		17.09	22.12	
Grade 8	16.94	19.84		66.13	59.52		16.94	20.63	
All Grades	15.90	17.52		64.53	61.63		19.57	20.85	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.84	15.15		57.89	52.53		25.26	32.32	
Grade 4	14.78	20.00		54.78	56.84		30.43	23.16	
Grade 5	28.43	22.31		52.94	53.72		18.63	23.97	
Grade 6	15.31	23.08		50.00	52.14		34.69	24.79	
Grade 7	29.06	31.73		48.72	50.00		22.22	18.27	
Grade 8	26.83	16.67		55.28	64.29		17.89	19.05	
All Grades	22.15	21.45		53.23	55.14		24.62	23.41	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.19	10.10		74.23	69.70		19.59	20.20	
Grade 4	9.57	7.37		72.17	69.47		18.26	23.16	
Grade 5	10.68	9.92		80.58	75.21		8.74	14.88	
Grade 6	8.16	17.95		74.49	74.36		17.35	7.69	
Grade 7	6.84	12.50		82.91	77.88		10.26	9.62	
Grade 8	14.52	13.49		74.19	76.98		11.29	9.52	
All Grades	9.48	12.08		76.45	74.17		14.07	13.75	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.40	15.15		70.10	61.62		16.49	23.23	
Grade 4	18.26	10.53		68.70	72.63		13.04	16.84	
Grade 5	21.36	19.83		69.90	58.68		8.74	21.49	
Grade 6	24.49	17.09		55.10	70.94		20.41	11.97	
Grade 7	23.08	33.65		59.83	49.04		17.09	17.31	
Grade 8	21.77	15.87		66.13	73.02		12.10	11.11	
All Grades	20.49	18.73		64.98	64.50		14.53	16.77	

**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 2021-2022 school year.
  - 2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to

demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance.

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

- the students who were in 3rd grade in 2021 and 4th grade in 2022 went from 75% to 82%.
- the students who were in 4th grade in 2021 and 5th grade in 2022 went from 83% to 80%.
- the students who were in 5th grade in 2021 and 6th grade in 2022 went from 84%% to 78%.
- the students who were in 6th grade in 2021 and 7th grade in 2022 went from 72% to 78%.
- the students who were in 7th grade in 2021 and 8th grade in 2022 went from 83% to 79%.

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

- the students who were in 3rd grade in 2021 and 4th grade in 2022 went from 75% to 77%.
- the students who were in 4th grade in 2021 and 5th grade in 2022 went from 70% to 76%.
- the students who were in 5th grade in 2021 and 6th grade in 2022 went from 81% to 75%.
- the students who were in 6th grade in 2021 and 7th grade in 2022 went from 65% to 82%.
- the students who were in 7th grade in 2021 and 8th grade in 2022 went from 78% to 81%.

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

- the students who were in 3rd grade in 2021 and 4th grade in 2022 went from 80% to 77%.
- the students who were in 4th grade in 2021 and 5th grade in 2022 went from 80% to 85%.
- the students who were in 5th grade in 2021 and 6th grade in 2022 went from 91% to 92%.
- the students who were in 6th grade in 2021 and 7th grade in 2022 went from 89% to 90%.
- the students who were in 7th grade in 2021 and 8th grade in 2022 went from 89% to 90%.

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

- the students who were in 3rd grade in 2021 and 4th grade in 2022 stayed consistent at 83%
- the students who were in 4th grade in 2021 and 5th grade in 2022 went from 87% to 78%.
- the students who were in 5th grade in 2021 and 6th grade in 2022 went from 91% to 88%.
- the students who were in 6th grade in 2021 and 7th grade in 2022 went from 80% to 83%.
- the students who were in 7th grade in 2021 and 8th grade in 2022 went from 83% to 89%.

2.

- Students who were in 3rd grade in 2021 and in 4th grade in 2022 (7% increase) and 6th grade in 2021, 7th grade in 2022 (6% increase) were the cohort who increased the most in the amount of students meeting or exceeding standards in Reading (Demonstrating understanding of literary and non-fictional texts).
- Students who were in 4th grade in 2021 and in 5th grade in 2022 (6% increase) and 6th grade in 2021, 7th grade in 2022 (17% increase) were the cohort who increased the most in the amount of students meeting or exceeding standards in Writing (Producing clear and purposeful writing).
- Students who were in 4th grade in 2021 and in 5th grade were the cohort who increased the most in the amount of students meeting or exceeding standards in Listening (Demonstrating effective communication skills).
- Students who were in 6th grade in 2021 and in 7th grade in 2022 (3% increase) and 7th grade in 2021, 8th grade in 2022 (6% increase) were the cohort who increased the most in the amount of students meeting or exceeding standards in Research/Inquiry (Investigating, analyzing, and presenting information).

3.

Looking at all grades, Reading (Demonstrating understanding of literary and non-fictional texts). and Writing (Producing clear and purposeful writing), are the specific areas within ELA, where our students tend to demonstrate the most learning challenges in 21-22.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	101	99		98	99		98	99		97.0	100.0	
Grade 4	120	96		117	95		115	95		97.5	99.0	
Grade 5	110	124		104	121		104	121		94.5	97.6	
Grade 6	100	121		98	116		97	116		98.0	95.9	
Grade 7	121	106		116	104		113	104		95.9	98.1	
Grade 8	127	128		124	128		124	128		97.6	100.0	
All Grades	679	674		657	663		651	663		96.8	98.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2420.	2418.		12.24	16.16		31.63	27.27		31.63	26.26		24.49	30.30	
Grade 4	2440.	2461.		7.83	7.37		26.09	29.47		29.57	41.05		36.52	22.11	
Grade 5	2467.	2461.		8.65	11.57		17.31	14.88		29.81	32.23		44.23	41.32	
Grade 6	2504.	2519.		11.34	18.97		25.77	15.52		23.71	33.62		39.18	31.90	
Grade 7	2511.	2517.		7.96	15.38		16.81	18.27		32.74	28.85		42.48	37.50	
Grade 8	2542.	2503.		17.74	8.59		18.55	11.72		25.00	31.25		38.71	48.44	
All Grades	N/A	N/A	N/A	11.06	12.97		22.43	18.85		28.73	32.13		37.79	36.05	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.37	25.25		59.18	42.42		22.45	32.32	
Grade 4	13.04	10.53		47.83	66.32		39.13	23.16	
Grade 5	8.65	14.88		43.27	33.88		48.08	51.24	
Grade 6	15.46	21.55		46.39	49.14		38.14	29.31	
Grade 7	13.27	15.38		49.56	47.12		37.17	37.50	
Grade 8	15.32	9.38		51.61	49.22		33.06	41.41	
All Grades	13.98	15.99		49.62	47.51		36.41	36.50	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.41	16.16		56.12	48.48		23.47	35.35	
Grade 4	12.17	17.89		45.22	58.95		42.61	23.16	
Grade 5	7.69	8.26		57.69	52.89		34.62	38.84	
Grade 6	11.34	14.66		50.52	50.86		38.14	34.48	
Grade 7	12.39	15.38		54.87	52.88		32.74	31.73	
Grade 8	18.55	10.16		52.42	53.91		29.03	35.94	
All Grades	13.82	13.42		52.69	52.94		33.49	33.63	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.31	19.19		67.35	61.62		17.35	19.19	
Grade 4	14.78	13.68		57.39	61.05		27.83	25.26	
Grade 5	6.73	9.09		67.31	58.68		25.96	32.23	
Grade 6	14.43	16.38		58.76	64.66		26.80	18.97	
Grade 7	7.96	12.50		69.03	58.65		23.01	28.85	
Grade 8	12.10	5.47		63.71	56.25		24.19	38.28	
All Grades	11.83	12.37		63.90	60.03		24.27	27.60	

**Conclusions based on this data:**

- 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 2021-2022 school year.

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

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

  - the students who were in 3rd grade in 2021 and 4th grade in 2022 went from 78% to 77%.
  - the students who were in 4th grade in 2021 and 5th grade in 2022 went from 61% to 49%.
  - the students who were in 5th grade in 2021 and 6th grade in 2022 went from 52% to 71%.
  - the students who were in 6th grade in 2021 and 7th grade in 2022 went from 62% to 63%.
  - the students who were in 7th grade in 2021 and 8th grade in 2022 went from 63% to 59%.

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

  - the students who were in 3rd grade in 2021 and 4th grade in 2022 went from 77% to 78%.
  - the students who were in 4th grade in 2021 and 5th grade in 2022 went from 57% to 61%.
  - the students who were in 5th grade in 2021 and 6th grade in 2022 went from 65% to 66%.
  - the students who were in 6th grade in 2021 and 7th grade in 2022 went from 62% to 68%.
  - the students who were in 7th grade in 2021 and 8th grade in 2022 went from 67% to 64%.

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

  - the students who were in 3rd grade in 2021 and 4th grade in 2022 went from 83% to 75%.



- the students who were in 4th grade in 2021 and 5th grade in 2022 went from 72% to 68%.
- the students who were in 5th grade in 2021 and 6th grade in 2022 went from 74% to 81%.
- the students who were in 6th grade in 2021 and 7th grade in 2022 went from 73% to 71%.
- the students who were in 7th grade in 2021 and 8th grade in 2022 went from 77% to 62%.

2.

- Students who were in 5th grade in 2021 and in 6th grade in 2022 (19% increase) were the cohort who increased the most in the amount of students meeting or exceeding standards in Concepts & Procedures (Applying mathematical concepts and procedures).
- Students who were in 4th grade in 2021 and in 5th grade in 2022 (4% increase) and 6th grade in 2021, 7th grade in 2022 (6% increase) were the cohort who increased the most in the amount of students meeting or exceeding standards Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems).
- Students who were in 5th grade in 2021 and in 6th grade in 2022 (7% increase) were the cohort who increased the most in the amount of students meeting or exceeding standards in Communicating Reasoning (Demonstrating ability to support mathematical conclusions).

3.

Looking at all grades, Concepts & Procedures (Applying mathematical concepts and procedures), and Problem Solving & Modeling/Data Analysis (Using appropriate tools and strategies to solve real world and mathematical problems) are the specific areas within Math, where our students tend to demonstrate the most learning challenges in 21-22. This has stayed pretty consistent in 20-21 and 21-22.

- Based on 22-23 site pass/fail data, our counselor will focus on incoming 6th & 7th grade students to provide support and skills that will promote success in Math and Science.

# School and Student Performance Data

## CAASPP Test Results in Science for All Students

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	35.53	30.8	22.22	23.05	28.5	29.47

### Conclusions based on this data:

1. In 2021-2022, 30.8% of students met or exceeded standards in Science. Our school's score is higher than both the district and the state but significantly closer to state's score.
2. According to 2022-2023 March Middle School pass/fail data, overall all 95% of our students are passing Science.
3.
  - According to 2022-2023 March Middle School pass/fail data, 8.8% of our 6th graders are failing Science and 91.2% are passing Science.
  - Less than 1% of our students are failing 7th grade science, and nearly 100% are passing.
  - About 3.9% of our 8th grade students are failing science and 96.1% are passing science.
  - We see the same trend with slightly higher values in 6th, 7th and 8th grade in the 2022-2023 March Middle School pass/fail data for Math.
  - Based on 22-23 site pass/fail data, our counselor will focus on incoming 6th & 7th grade students to provide support and skills that will promote success in Math and Science for the upcoming school year.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1442.4	1442.4		1455.5	1449.0		1411.4	1426.6		18	24	
<b>1</b>	1480.0	1486.8		1474.0	1487.4		1485.6	1485.5		24	21	
<b>2</b>	1482.0	1503.0		1481.0	1508.0		1482.5	1497.3		23	21	
<b>3</b>	1504.5	1500.4		1509.7	1504.0		1499.0	1496.4		27	27	
<b>4</b>	1506.0	1530.7		1511.5	1535.6		1500.3	1525.1		23	23	
<b>5</b>	*	1531.4		*	1547.0		*	1515.4		11	21	
<b>6</b>	1540.2	*		1553.9	*		1526.1	*		19	10	
<b>7</b>	1537.9	1556.1		1546.8	1549.9		1528.5	1561.8		22	15	
<b>8</b>	1597.8	1551.5		1613.8	1539.9		1581.5	1563.0		13	15	
<b>All Grades</b>										180	177	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	38.89	12.50		38.89	45.83		11.11	37.50		11.11	4.17		18	24	
<b>1</b>	25.00	33.33		37.50	38.10		29.17	19.05		8.33	9.52		24	21	
<b>2</b>	13.04	23.81		52.17	47.62		26.09	19.05		8.70	9.52		23	21	
<b>3</b>	25.93	22.22		37.04	33.33		25.93	37.04		11.11	7.41		27	27	
<b>4</b>	14.29	30.43		47.62	47.83		33.33	21.74		4.76	0.00		21	23	
<b>5</b>	*	14.29		*	47.62		*	23.81		*	14.29		*	21	
<b>6</b>	26.32	*		42.11	*		10.53	*		21.05	*		19	*	
<b>7</b>	18.18	53.33		40.91	20.00		22.73	6.67		18.18	20.00		22	15	
<b>8</b>	46.15	20.00		30.77	66.67		23.08	6.67		0.00	6.67		13	15	
<b>All Grades</b>	25.57	26.55		39.77	42.37		24.43	22.60		10.23	8.47		176	177	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.78	16.67		55.56	45.83		5.56	29.17		11.11	8.33		18	24	
<b>1</b>	37.50	47.62		25.00	28.57		33.33	14.29		4.17	9.52		24	21	
<b>2</b>	17.39	42.86		56.52	33.33		17.39	23.81		8.70	0.00		23	21	
<b>3</b>	40.74	37.04		44.44	48.15		3.70	7.41		11.11	7.41		27	27	
<b>4</b>	38.10	47.83		52.38	43.48		4.76	8.70		4.76	0.00		21	23	
<b>5</b>	*	57.14		*	28.57		*	14.29		*	0.00		*	21	
<b>6</b>	42.11	*		26.32	*		15.79	*		15.79	*		19	*	
<b>7</b>	40.91	60.00		40.91	20.00		13.64	6.67		4.55	13.33		22	15	
<b>8</b>	69.23	40.00		15.38	53.33		15.38	0.00		0.00	6.67		13	15	
<b>All Grades</b>	38.64	43.50		40.34	37.85		13.64	13.56		7.39	5.08		176	177	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.78	8.33		22.22	50.00		33.33	37.50		16.67	4.17		18	24	
<b>1</b>	12.50	33.33		50.00	19.05		16.67	23.81		20.83	23.81		24	21	
<b>2</b>	17.39	14.29		43.48	52.38		13.04	23.81		26.09	9.52		23	21	
<b>3</b>	7.41	7.41		29.63	25.93		48.15	51.85		14.81	14.81		27	27	
<b>4</b>	0.00	4.35		23.81	47.83		52.38	26.09		23.81	21.74		21	23	
<b>5</b>	*	9.52		*	14.29		*	47.62		*	28.57		*	21	
<b>6</b>	21.05	*		15.79	*		42.11	*		21.05	*		19	*	
<b>7</b>	4.55	40.00		31.82	20.00		27.27	13.33		36.36	26.67		22	15	
<b>8</b>	30.77	20.00		38.46	33.33		23.08	33.33		7.69	13.33		13	15	
<b>All Grades</b>	13.07	15.82		32.95	32.77		32.39	34.46		21.59	16.95		176	177	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	33.33	20.83		55.56	75.00		11.11	4.17		18	24	
<b>1</b>	41.67	66.67		54.17	23.81		4.17	9.52		24	21	
<b>2</b>	17.39	33.33		82.61	66.67		0.00	0.00		23	21	
<b>3</b>	40.74	40.74		40.74	55.56		18.52	3.70		27	27	
<b>4</b>	38.10	43.48		57.14	56.52		4.76	0.00		21	23	
<b>5</b>	*	23.81		*	71.43		*	4.76		*	21	
<b>6</b>	36.84	*		36.84	*		26.32	*		19	*	
<b>7</b>	19.05	33.33		66.67	46.67		14.29	20.00		21	15	
<b>8</b>	38.46	0.00		53.85	93.33		7.69	6.67		13	15	
<b>All Grades</b>	33.71	33.33		56.00	61.02		10.29	5.65		175	177	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	41.18	12.50		52.94	70.83		5.88	16.67		17	24	
<b>1</b>	12.50	28.57		79.17	57.14		8.33	14.29		24	21	
<b>2</b>	18.18	38.10		68.18	61.90		13.64	0.00		22	21	
<b>3</b>	51.85	55.56		37.04	33.33		11.11	11.11		27	27	
<b>4</b>	71.43	69.57		19.05	30.43		9.52	0.00		21	23	
<b>5</b>	*	76.19		*	19.05		*	4.76		*	21	
<b>6</b>	61.11	*		27.78	*		11.11	*		18	*	
<b>7</b>	77.27	73.33		18.18	20.00		4.55	6.67		22	15	
<b>8</b>	92.31	80.00		7.69	13.33		0.00	6.67		13	15	
<b>All Grades</b>	52.35	53.67		39.41	38.98		8.24	7.34		170	177	



Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	16.67		77.78	75.00		11.11	8.33		18	24	
<b>1</b>	29.17	47.62		41.67	19.05		29.17	33.33		24	21	
<b>2</b>	34.78	14.29		39.13	76.19		26.09	9.52		23	21	
<b>3</b>	14.81	3.70		59.26	51.85		25.93	44.44		27	27	
<b>4</b>	9.52	17.39		57.14	56.52		33.33	26.09		21	23	
<b>5</b>	*	9.52		*	42.86		*	47.62		*	21	
<b>6</b>	26.32	*		21.05	*		52.63	*		19	*	
<b>7</b>	4.76	40.00		47.62	26.67		47.62	33.33		21	15	
<b>8</b>	38.46	26.67		46.15	46.67		15.38	26.67		13	15	
<b>All Grades</b>	20.57	20.34		49.14	50.85		30.29	28.81		175	177	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	38.89	33.33		33.33	66.67		27.78	0.00		18	24	
<b>1</b>	20.83	23.81		75.00	71.43		4.17	4.76		24	21	
<b>2</b>	17.39	42.86		65.22	52.38		17.39	4.76		23	21	
<b>3</b>	14.81	25.93		74.07	66.67		11.11	7.41		27	27	
<b>4</b>	0.00	21.74		85.71	65.22		14.29	13.04		21	23	
<b>5</b>	*	14.29		*	71.43		*	14.29		*	21	
<b>6</b>	26.32	*		57.89	*		15.79	*		19	*	
<b>7</b>	13.64	26.67		63.64	60.00		22.73	13.33		22	15	
<b>8</b>	15.38	6.67		76.92	86.67		7.69	6.67		13	15	
<b>All Grades</b>	17.61	25.42		67.05	66.67		15.34	7.91		176	177	

**Conclusions based on this data:**

1. The number of students who took the ELPAC test in 2022 decreased by 3 from 2021 at 177.
2.
  - In all grades there were less students (%) who scored at the "beginning" level by domain performance level in writing, reading, speaking and listening from 2021 to 2022.
  - In each domain, the majority of all grade students scored in the somewhat/moderately level except for speaking in which most all grade students scored in well developed level (more than 50%).
- 3.

- 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.
- 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

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>948</b>	<b>37.6</b>	<b>21.3</b>	<b>0.3</b>
Total Number of Students enrolled in George Kelly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	202	21.3
Foster Youth	3	0.3
Homeless	37	3.9
Socioeconomically Disadvantaged	356	37.6
Students with Disabilities	72	7.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	4.0
American Indian	3	0.3
Asian	276	29.1
Filipino	70	7.4
Hispanic	285	30.1
Two or More Races	71	7.5
Pacific Islander	11	1.2
White	194	20.5

**Conclusions based on this data:**

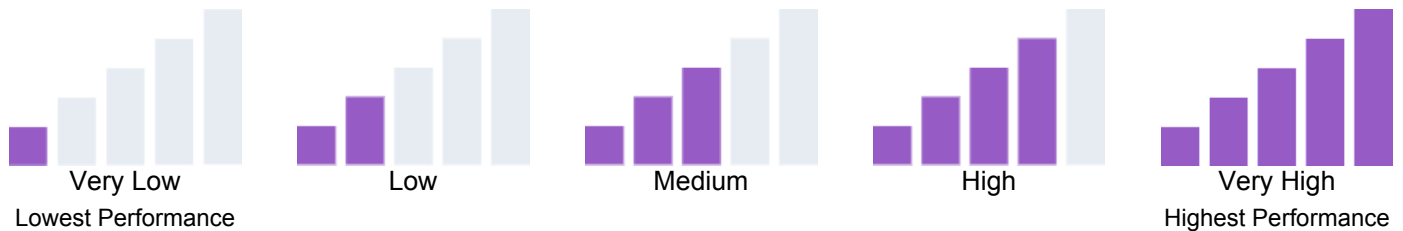
1. In 2021-2022 KES had 948 students enrolled. In 2020-2021 KES had 978 students enrolled. Student enrollment in TUSD is likely to decline over the next 5-7 years because of the K-12 enrollment trend in California.
2. Slightly more than 21% of our student population is EL. As a relatively small student 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 37.6% 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.

# School and Student Performance Data

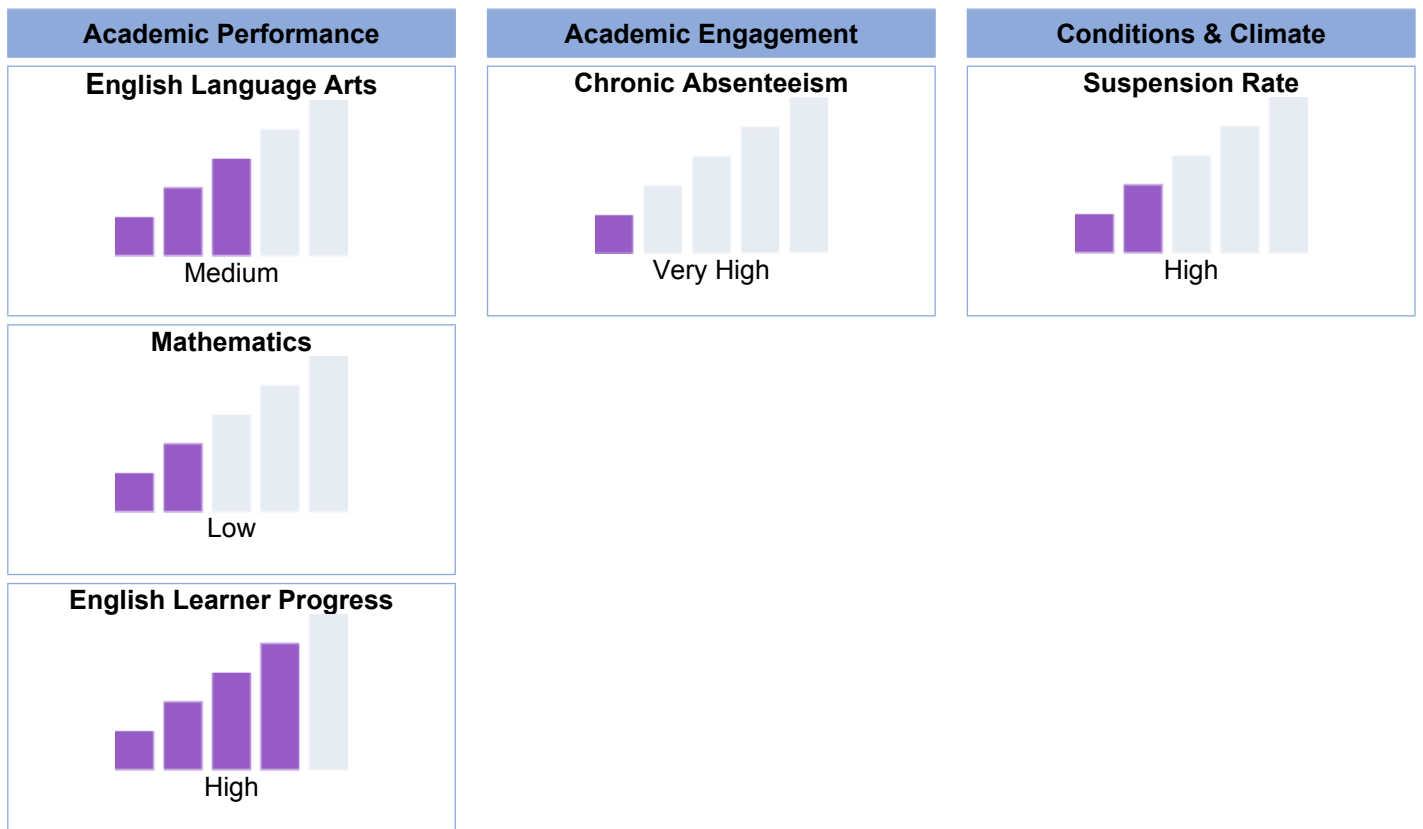
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. We continue to sustain performance levels in ELA at "medium performance". Our mathematics performance indicators demonstrate a school-wide decline in overall performance and shows us at "low performance" from 2019 to 2021.



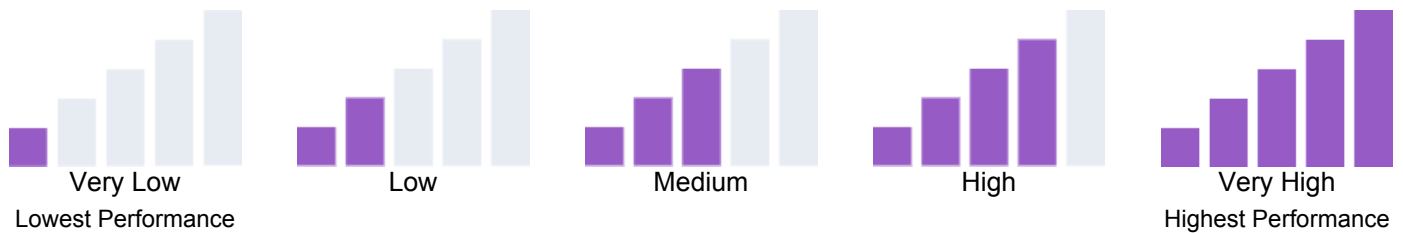
2. Rates of chronic absenteeism are considered "very high". Given our generally high attendance rates, this increase shows an adverse effect on our CDE Dashboard indicator. As such our overall performance indicator fell from medium (yellow) to very high from 2019 to 2021.
3. Our suspension rates have stayed consistent from 2019 (orange) to 2021 (high). KES has and enforces a relative low number of student suspensions.

# School and Student Performance Data

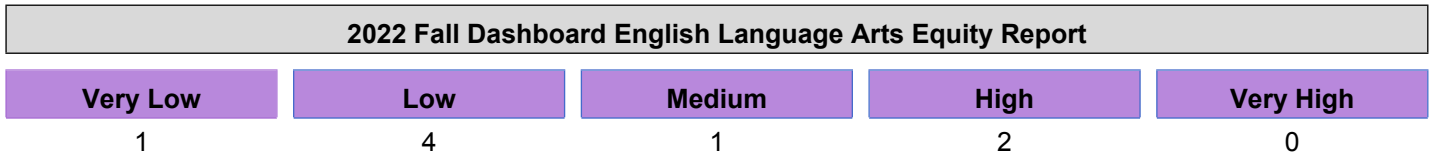
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

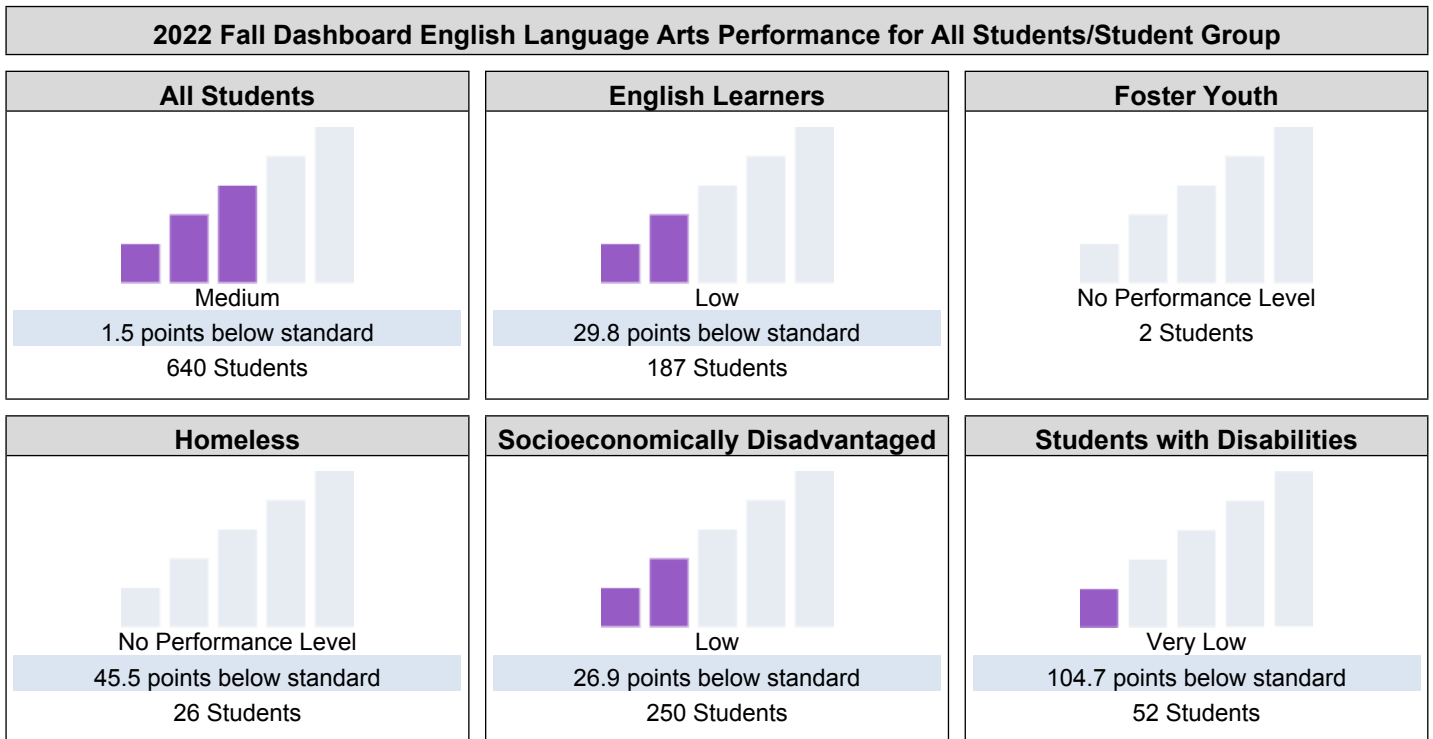
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



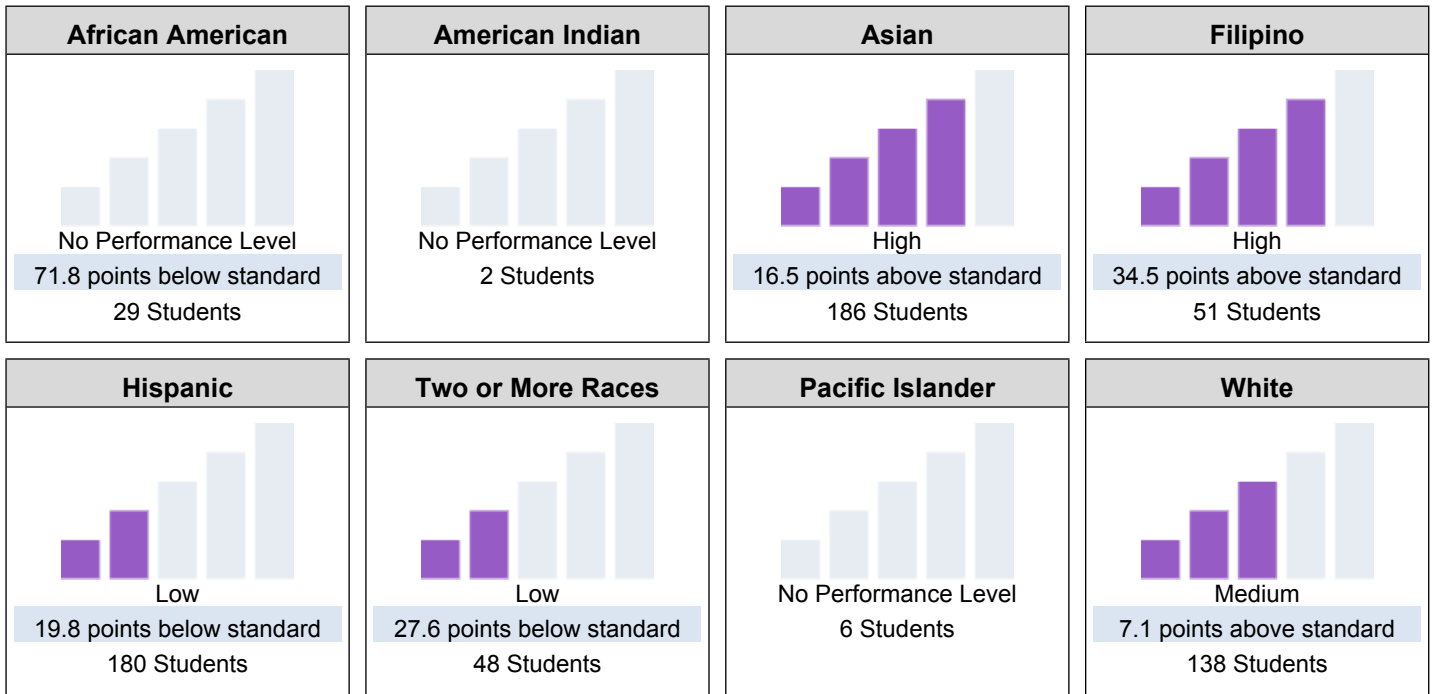
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.0 points below standard 106 Students	30.6 points above standard 81 Students	3.1 points above standard 396 Students

### Conclusions based on this data:

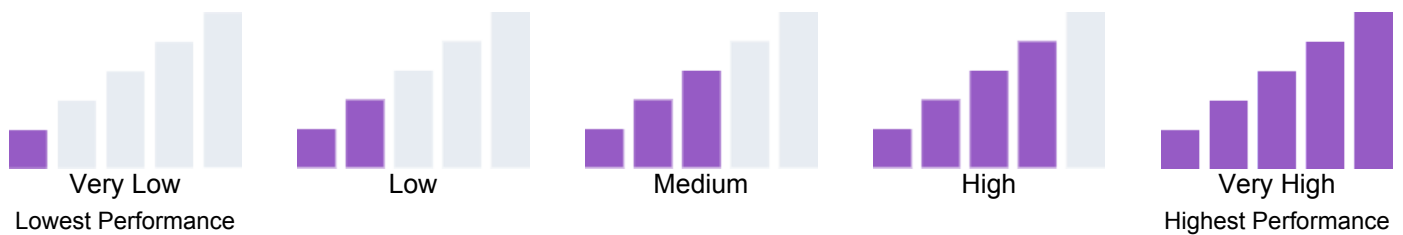
1. Looking at ELA performance by student group, we had 1 group (Students with Disabilities) in the very low performance level. Additionally, we had 2 groups (Socioeconomically Disadvantaged, EL) in the low performance level.
2. Looking at ELA performance by Race/Ethnicity, students who are Hispanic and students who are Two or more Races had a low performance level. African American, Pacific Islander and American Indian students did not have a performance level because of the low amount of these particular student groups at George Kelly.
3. Reclassified EL students demonstrated significant growth in ELA performance.

# School and Student Performance Data

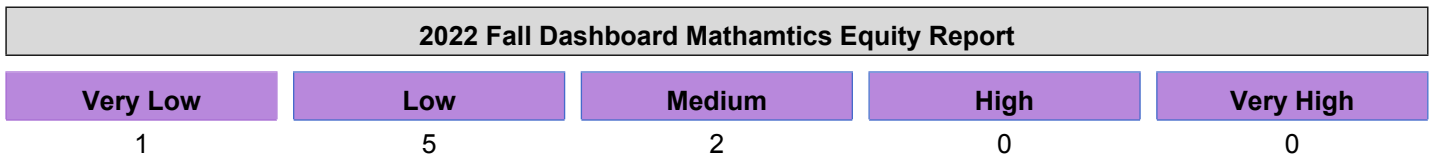
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

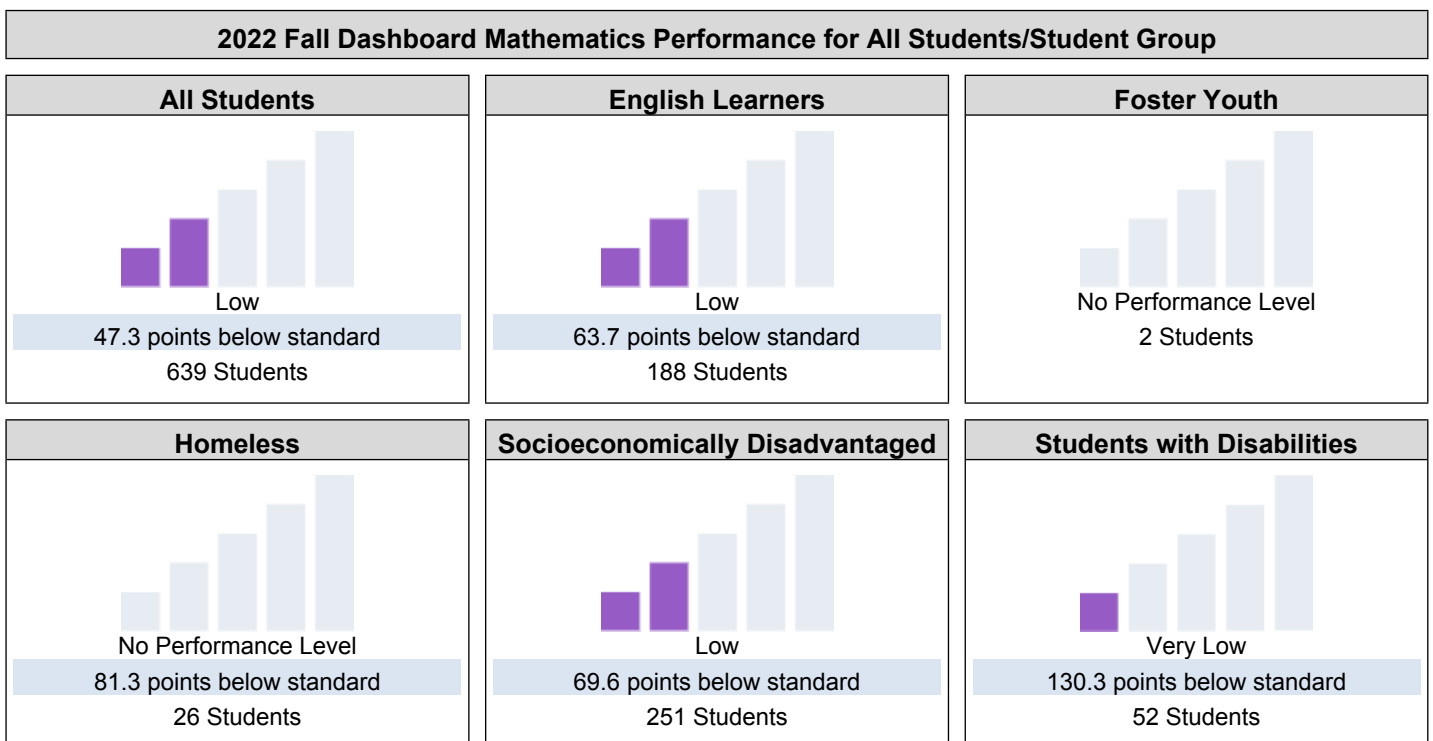
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



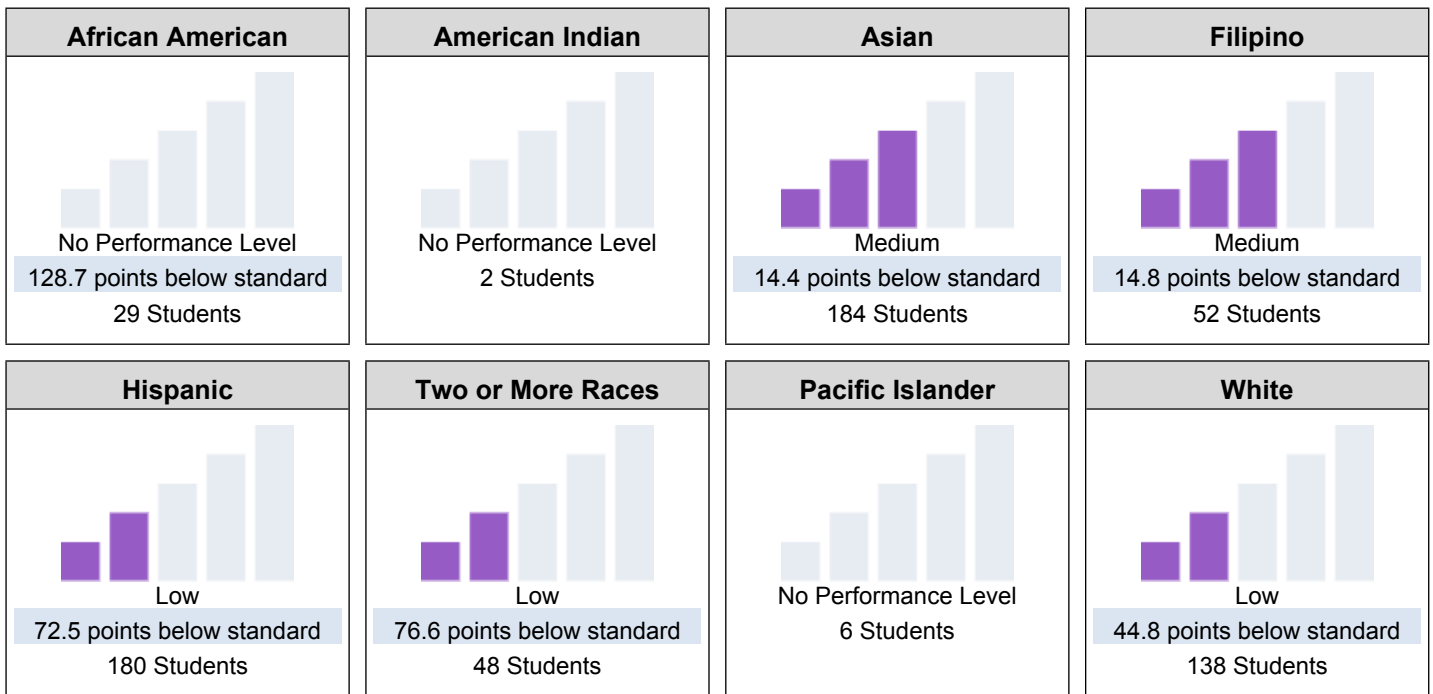
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
95.4 points below standard 106 Students	22.6 points below standard 82 Students	48.5 points below standard 394 Students

### Conclusions based on this data:

- Looking at Mathematics performance by student group, overall all students are low in performance level. Socioeconomically Disadvantaged, and English Learners were two groups who scored low in their performance level. Students with Disabilities were a student group who scored very low in their performance level.
- Looking at Mathematics performance by Race/Ethnicity, Hispanic, White and students who are Two or More Races scored low in performance. This is one performance band lower than KES' highest performing racial/ethnic student groups (Asian and Filipino).
- Reclassified EL students demonstrated that they are less below standard (22.6 points below standard) than English only students (48.5 points below standard) in performance on Math CAASPP indicators based on the data comparison for English Learners.

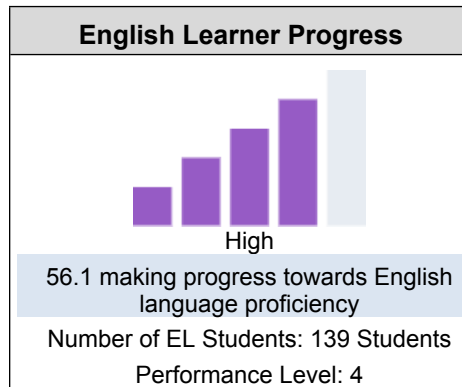
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
13.7%	30.2%	5.8%	50.4%

#### Conclusions based on this data:

1. Generally, our EL student population makes appropriate growth each year, and the performance level is considered high, 56% of our students are making progress towards English language proficiency.
2. There is a small contingent of EL students (13.7%) whose ELPI performance decreased by one level. There is a larger contingent of EL students (50.4%) who progressed at least one ELPI level.
3. We have made great efforts during the 22-23 to help EL students continue to meet reclassification requirements, prior to being identified as LTEL and we will continue to target At Risk and LTEL students.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

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

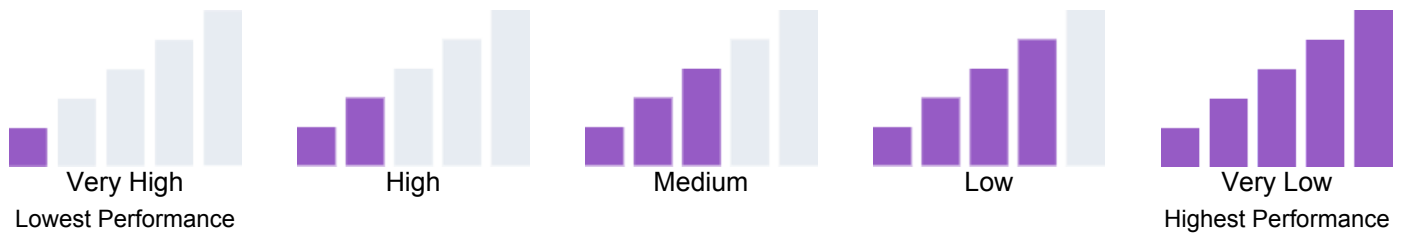


# School and Student Performance Data

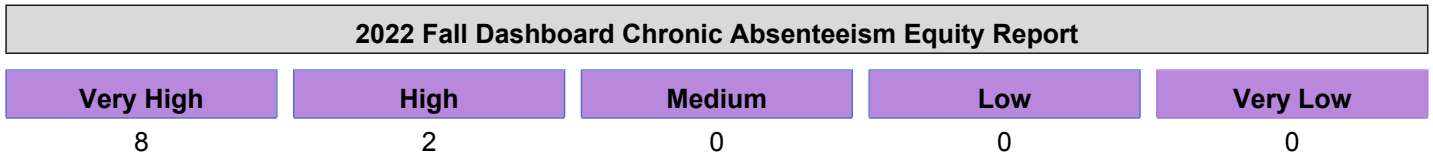
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

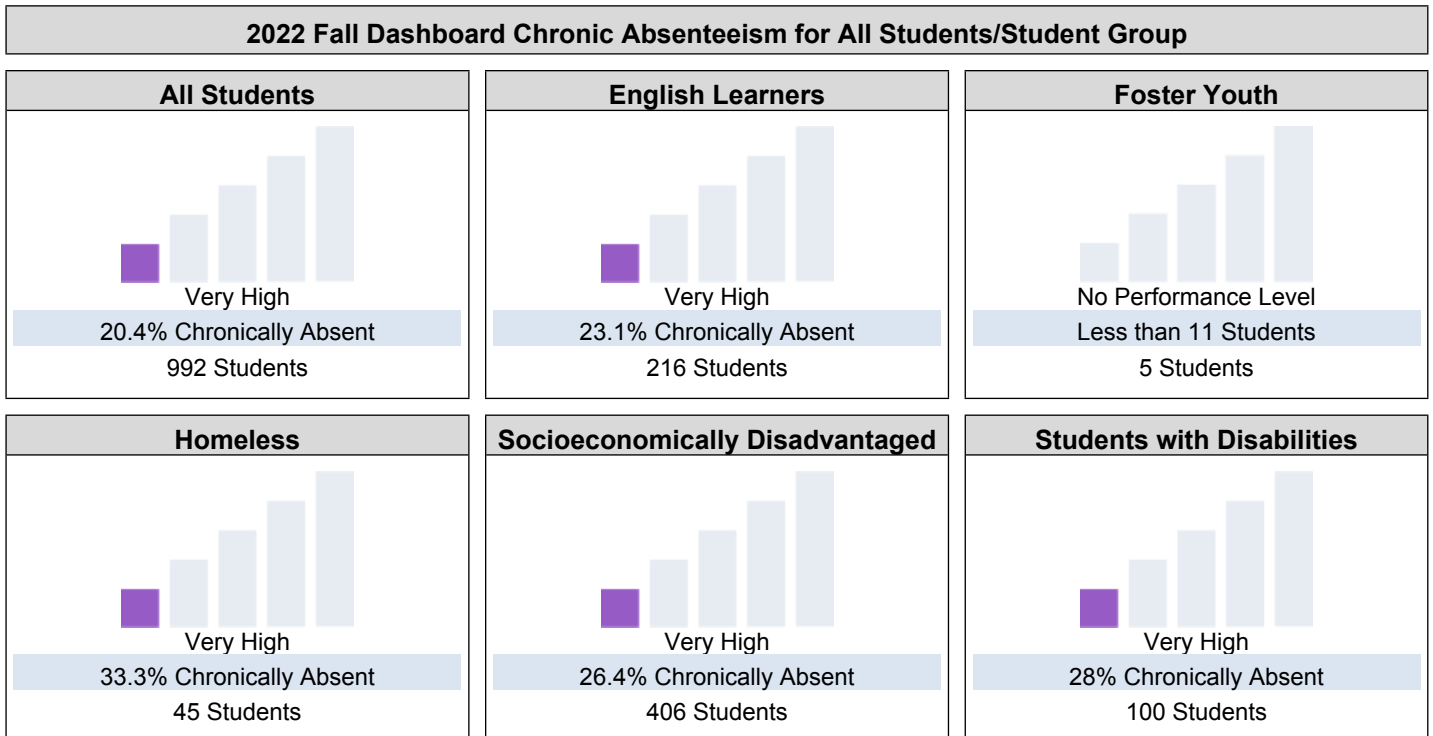
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



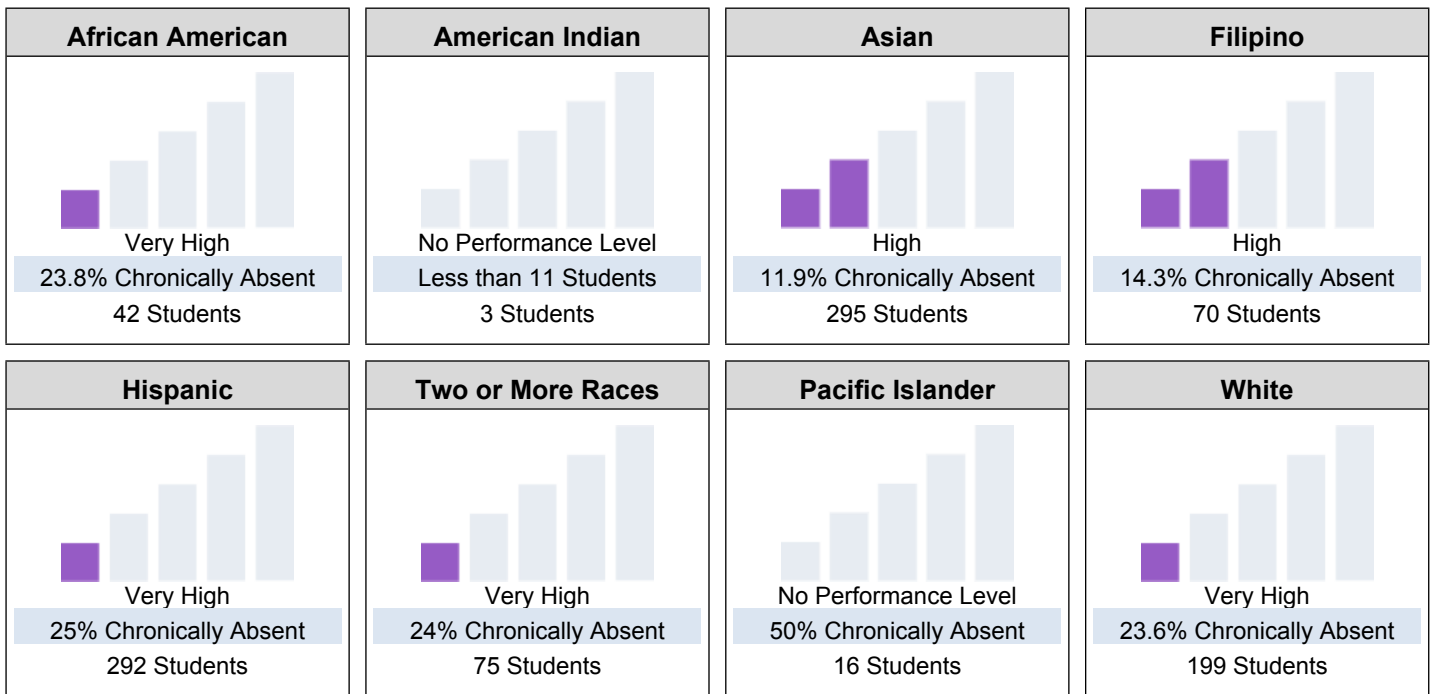
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. Overall, KES' chronic absenteeism is considered very high for all students.
2. KES' chronic absenteeism is considered very high for all student groups that were reported (students who are homeless, students who have a disability, students who are socioeconomically disadvantaged, and students who are English Learners).
3. Chronic absenteeism rates are overall very high for all statistically significant racial and ethnic groups. It is also high for Asian and Filipino student groups. This is a concern for KES, and an area in need of both continued monitoring and targeted action to improve chronic absenteeism rates. We will host assemblies and provide luncheon opportunities with administration to encourage and honor attendance at least 3 times a year. We will host honors assembly to recognize student effort for our K-8 students at least twice a year.

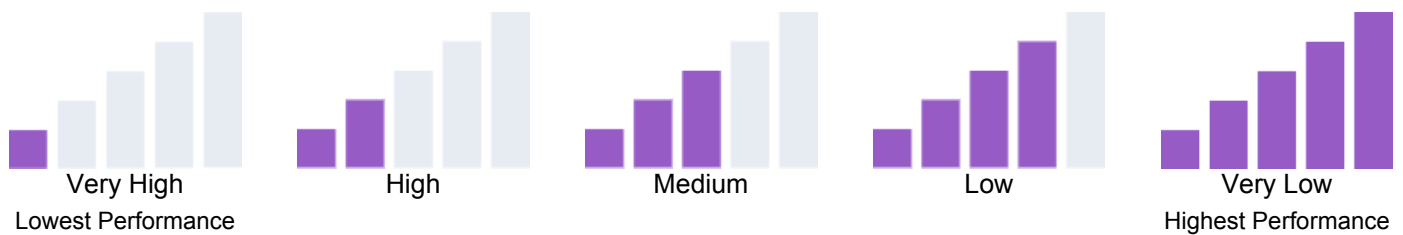


# School and Student Performance Data

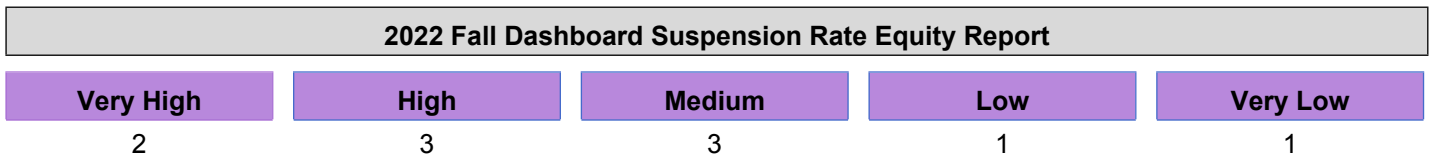
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

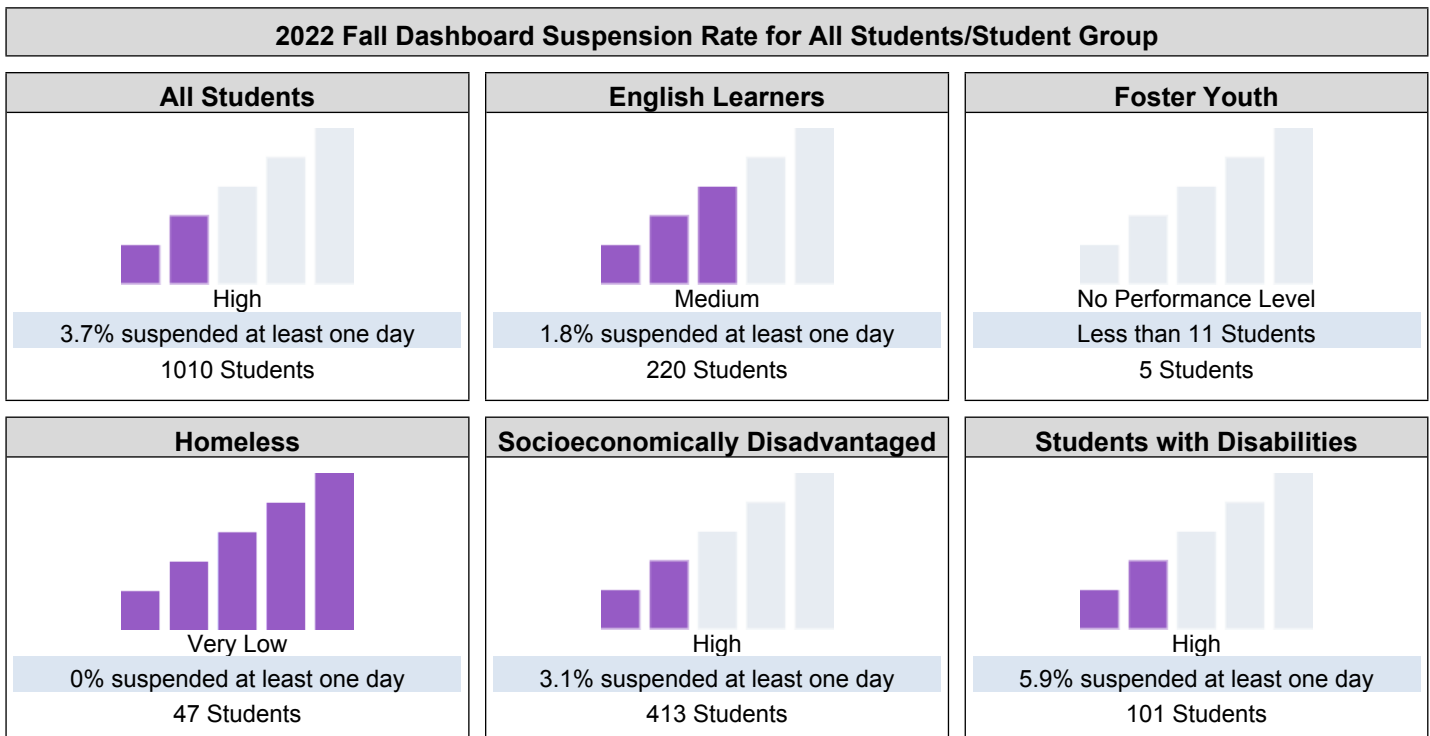
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



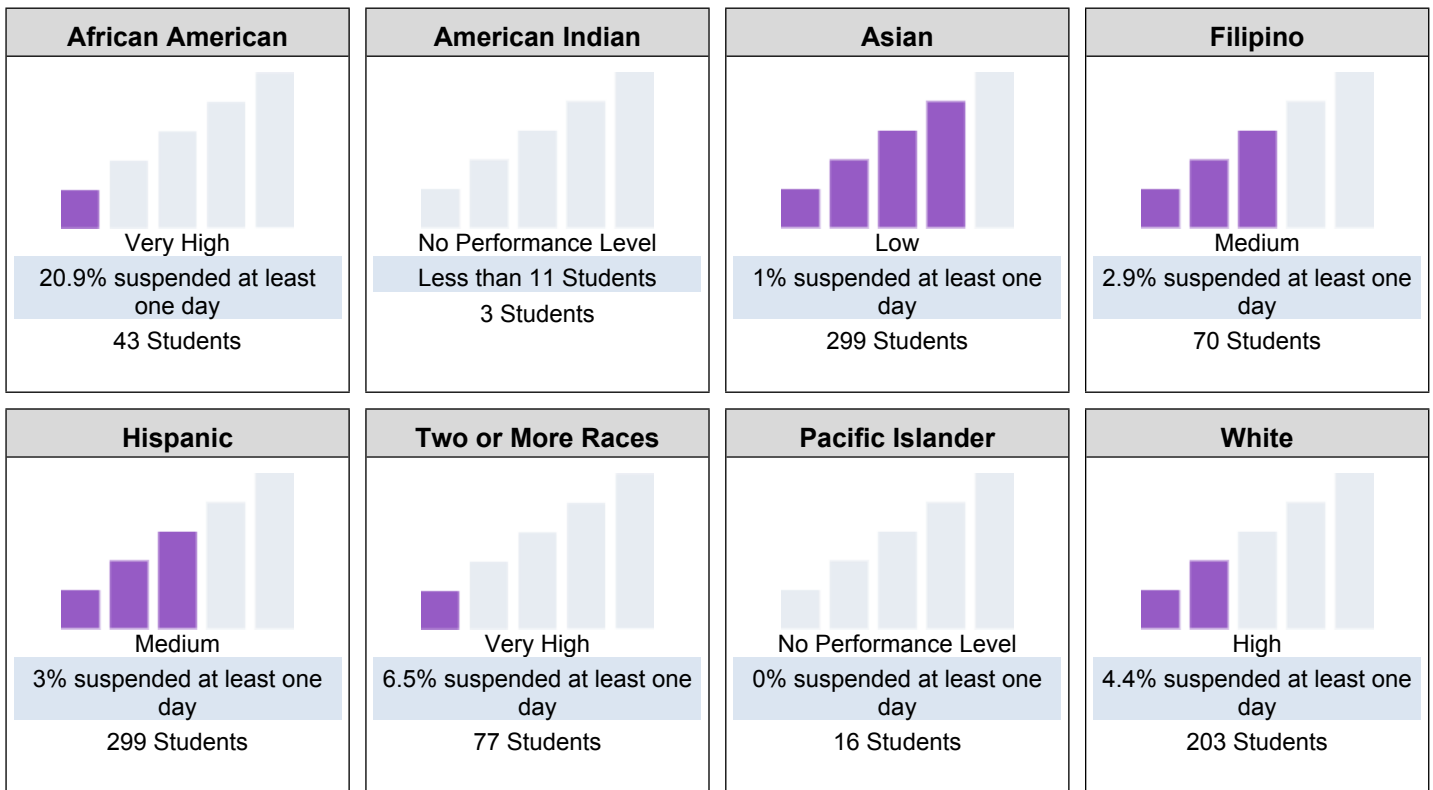
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Students with Disabilities, and students who are Socioeconomically Disadvantaged are suspended at higher rates than other student groups. This is concerning, and needs to be monitored to minimize disproportionality within suspension rates.
2. Our African American students, White student, and students who are two or more races are considered "very high" and "high". This is concerning, and needs to be monitored.
3. KES' overall suspension rate increased between 2019 and 2022 from 3.1% to 3.7%.

# 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 of 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 of our new teachers who are hired to work in TUSD. This helps to ensure that similar expectations and supports are available to support all students. In doing so, we help to provide the necessary relational connections with students to ensure that all students learn at high levels, and meet schoolwide math and reading goals.

### 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 to Support New Teachers (Twice a year/ 7 Teachers)-- Funding for Two Substitutes 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)

1080

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)

Targeted Students (4th and 5th Grade EL Students who are "at risk" of becoming LTEL and all Newcomer EL students.)

### Strategy/Activity

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

Of the EL students who took the ELPAC test in 2022, 19% were gainers, 39% were stickers or stayed at the same level and 7% were sliders or regressed. Fourth and Fifth grade had the most amount of students who were considered to be sliders, 5th grade also had the most gainers, and 6th grade had the most students who stayed the same. In 7th and 8th grade at George Kelly,



students receive an ELD elective class. At George Kelly our focus is reclassifying students. It is important to focus on two specific EL groups: students who are Long Term English Learners (LTEL) and students who are "At-Risk" of becoming LTEL. An EL student who is enrolled on census day, has been enrolled in a U.S. school for four or five years; and has scored at the intermediate level or below (level 3 or below) on the prior year administration of the ELPAC is considered to be "At-Risk" and is at risk of becoming LTEL. An EL student who is enrolled on census day and is in grades 6-12 and has been enrolled in a U.S. school for 6 or more year and has remained at the same English language proficiency level for two or more consecutive prior years or has regressed to a lower English language proficiency level as determined by the ELPAC is considered an LTEL. New comer students are foreign born students who recently arrived in the United States. These students come to school with various levels of educational experiences and speak a variety of languages, which may or may not include English

### **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)

3,318

Source(s)

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

STEM Leadership Team Provide PD Sessions for Teachers to Support Alignment of Reading, and Writing Strategies During ERM.

### **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)
17,640	LCFF - Supplemental
29,584	LCFF - Supplemental
4,389	LCFF

### 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 At Risk, LTEL, Newcomer EL Students, SES, and FY

#### 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)
150	Unrestricted

### 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 (During School, 4 Substitutes x 2 days)

#### 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)
7200	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

#### 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 (1st and 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)

1700

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)

Source(s)

1100

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

**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)

5000

Source(s)

LCFF

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Work with the district and county to provide opportunities for paras to receive PD at least twice a year to aide in alignment in framework and instructional strategies that are used in the classroom to support designated EL push in support.

#### 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 15

#### Students to be Served by this Strategy/Activity

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

6th -8th Grade Students

Strategy/Activity

Based on 22-23 site pass/fail data, our counselor will focus on providing support and academic skills that will promote success in Math and Science to our Middle School students throughout the school year.

#### 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 16

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase iXL license for Science, Math, and ELA and use iXL with fidelity and require our students to practice important skills at least 15 minutes a day as a site.

**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)

20,475

Source(s)

Extended Learning Opportunity

**Strategy/Activity 17**

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

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

All Students

Strategy/Activity

Our counselor will provide College and Career Readiness workshops to all our middle school 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)

0

Source(s)

District Funded

**Strategy/Activity 18**

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

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

All Students

Strategy/Activity

Lesson Design Study with ICLE coach to help teachers improve by focusing on collaboratively planning and revising a single lesson while using the Rigor Rubric.

**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 19**

**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 to support teachers in various topics that include but are not limited to rigor, instructional design, reading, writing, early literacy, dyslexia, and math strategies that can help students who are below grade level. PD sessions to be provided by ICLE Coach, and TOSAS during ERWs.

### **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 20**

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

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

At Risk Students

Strategy/Activity

Work with the district and county to provide opportunities for paras to receive professional development and training at least twice a year to support our intervention program.

### **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 21**

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

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

5th - 8th Grade At Risk Students

Strategy/Activity

Provide Corrective Reading PD Sessions for 5th-8th Grade Teachers to Utilize Corrective Reading During Intervention.

### **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 22**

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

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

TK-3rd Grade Students

Strategy/Activity

TUSD will contract with Houghton Mifflin to provide Tier 1 early literacy training to all TK-3rd grade teachers to ensure early reading foundations and instructional routines are implemented within each classroom.

**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 23**

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

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

All Students

Strategy/Activity

George Kelly will partner with Kimball High School's AVID program to provide tutoring to our 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

# Annual Review

**SPSA Year Reviewed: 2022-23**

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 II intervention system during the school day using from K-8 grade in Math or Reading. Next school year, we will use the Corrective Reading Program to promote reading accuracy, fluency, and comprehension skills during intervention. By October 2023, KES will implement a reading intervention program for K-2, to help meet learning needs during intervention. Our EL Paraeducators and Teachers provided designated English Language Development to our EL students. Additionally, there was an ELD class built into the master schedule for grades 7-8.

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 9 statistically significant subgroups, 66% 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 have and will continue to refine our calibration walks process, and center teachers' participation to support reading and math instruction. These calibration walks are grounded in the Rigor 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).

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.

As noted in Goal 1 and Goal 3, by May 2024, 100% of 3rd -8th grade staff members will be trained in the Corrective Reading Program, through on site professional development by Mc Graw Hill. All measurable outcomes and actions will remain the same. \*\*\*\*\*By October 2023, KES will implement a reading intervention program for K-2, to help meet learning needs during intervention. KES will increase the number of staff members trained in the MTSS process, via PLC at Work or RTI at Work through Solution Tree's Global Professional Development for Teams and identify and teach essential standards horizontally and vertically between grade levels to inform intervention. Additionally, our ICLE coach will support staff by providing PD through lesson studies focusing on instructional design (Rigor Rubric).

We will keep the same metrics from 2021.

We will continue to work towards establishing a tier II intervention system during the school day using Corrective Reading to promote reading accuracy, fluency, and comprehension skills.

# 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)

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

Provide ASB events/activities to help promote positive school climate/culture. This includes Kindness Club and Read Across America. (The unrestricted funding sources include MAA and FARM funds).

### 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)

300

Source(s)

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)

200

Source(s)

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)

Source(s)

400

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. Specifically Character, Attendance, & PE Effort Awards. This helps to sustain positive school climate and culture. We will host assemblies to recognize student effort for all of our students at least twice a year.

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)

Source(s)

2000

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)

750

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, ATSI Student Groups

Strategy/Activity

Counselor to provide one social emotional learning (SEL) strategy a month to teachers and students to practice and incorporate. This will help work towards decreasing suspension rates and chronic absenteeism by 5% for our identified ATSI student groups (African American, Homeless, Students with Disabilities).

#### 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 8

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue partnership with F.A.C.E.S to bridge the gap that exists between our community and the education system and work as our partners to provide our students with SEL support, and help us work towards decreasing suspension rates and chronic absenteeism by 5% for our identified ATSI student groups (African American, Homeless, and Students with Disabilities).

#### 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 9

#### Students to be Served by this Strategy/Activity

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

Targeted Students

Strategy/Activity

Counselor will host small groups for identified students through out the school year, who need support and will utilize district adopted SEL curriculum, Second Step curriculum. The Second Step program helps students build social-emotional skills like nurturing positive relationships, managing emotions, and setting goals so they can thrive in school and in life.

**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

District Funded

**Strategy/Activity 10**

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

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

6th - 8th Grade Students.

Strategy/Activity

Partner with the Jaguar and Bulldog Project to host at least one assembly at George Kelly to encourage middle school students now and in High School to get involved with the club and other extracurricular activities. Assembly topics include the club’s mission statement and goals, mental health, anti-bullying, athletics, and tips on how to properly use social media.

**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

District Funded

**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

Partner with the Boys and Girls Club of Tracy to support an Afterschool Program and School Sports and Other Events.

**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)

# Annual Review

## SPSA Year Reviewed: 2022-23

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: 91.94 % responded favorably

Students: 76.64 % responded favorably

Teachers: 83.59 % responded favorably

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

Parents: 89.46 % responded favorably

Students: 77.93 % responded favorably

Teachers: 84.32 % responded favorably

FastBridge Social and Emotional Survey--We administered this survey three times this school year in August-September 2022 (Window 1), November-December 2022 (Window 2), and in March-May 2023 (Window 3). We will use Window 3 metrics to inform our understanding of student needs in May 2023 and again in August 2023. We will also review Window 3's metrics at the beginning of the 2023-2024 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. Given that 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 the same as the previous year. 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, but have decreased during the 21-22 school year. 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%.

- Chronic absenteeism is very high amongst students with disabilities, students who are socioeconomically disadvantaged, students who are considered homeless, students who are English Learners, students who are African American, Hispanic, and two or more races and high for Filipino and Asian students. We will need to monitor and perform targeted actions to improve chronic absenteeism.



- Suspension rate is very high amongst students who are EL, students who are socioeconomically disadvantaged, students with disabilities, students who are African American, students who are White. We will need to monitor and minimize disproportionality within suspension rates.
- Students who are African-American, White, Hispanic, two or more races, EL, students who are socioeconomically disadvantaged, students with disabilities or are performing below standards in Math. We will need to continue to prioritize tiered intervention supports to meet students learning needs.

KES began partnering with F.A.C.E.S. during Spring of 2023 to bridge the gap that exists between our community and the education system and work as our partners to provide our students with SEL support, and help us work towards decreasing suspension rates and chronic absenteeism by 5% for our identified ATSI student groups. Additional goals include:

- We will host assemblies and provide luncheon opportunities with administration to encourage and honor attendance at least 3 times a year. We will host character and attendance assemblies to recognize student effort for our K-8 students at least twice a year.

Kelly has met the criteria for ATSI (Additional Targeted Support & Improvement). Schools that meet the criteria for ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes. We qualified for the following reasons:

- Our African American student group have a “no performance level” in ELA and Math, a very high suspension rate, and are considered very high for chronic absenteeism.
- Our student group that is considered Homeless have a “no performance level” in ELA and Math, very low suspension rate, and are considered very high for chronic absenteeism.
- Our Students with Disabilities have a very low performance level in ELA and Math and high suspension rate, and are considered very high for chronic absenteeism.

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, Kindness Club and Read Across America, 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 and support from F.A.C.E.S. 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 6 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 2023, the KES STEM Leadership Team (ILT) will provide staff-wide training to support teachers to implement the STEM units for the 23- 24 school year by utilizing the planning grid, 5E Lesson Plans, "See, Think, and Wonder" as well as utilize the Rigor Rubric with a focus on High Level Questioning and Instructional Design. Additionally, the focus will be on supporting writing and reading in STEM.	This student learning process (aligned with the ICLE Rigor rubric) is currently a focus area for our STEM ILT.	With TUSD's 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.  Providing specific teacher professional learning that connects "See, Think, and Wonder" and High Level Questioning 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.  Providing specific teacher professional learning that connects instructional design and lesson studies in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>collaboration with our ICLE coach 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 recently began to participate in KES' STEM process, it is necessary to provide this team of teachers as well as Core teachers with training and resources to align their practices with our current STEM+RRR practices.</p>
<p>By May 2024, KES will increase the number of staff members trained in the MTSS process, via PLC at Work or RTI at Work through Solution Tree's Global Professional Development for Teams and identify and teach essential standards horizontally and vertically between grade levels to inform intervention.</p>	<p>34 of 42 Teachers have been trained in either PLC at Work or RTI at Work.</p>	<p>All teachers will receive professional development in either PLC at Work or RTI at Work and other related topics by May 2024 through the digital platform. Solution Tree's Global PD for Teams provides the entire faculty with digital real-time access to advice, direction, practical strategies, and professional guidance in eight essential competencies. It is a catalyst for continuous school improvement.</p> <p>Gradelevel teams will work together to identify and teach essential standards horizontally and vertically between grade levels to inform intervention.</p>
<p>Currently, our K-8 teachers have at least one (30 minute) sessions built into the master bell schedule for Tier II Differentiated Platooning in either Math or ELA.</p>	<p>Real-time support for all students.</p>	<p>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.</p> <p>Identify an universal screener to use to inform intervention</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		and work towards extending intervention time to 45 minutes.  Reading intervention for K-8.
By May 2024, 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.
By May 2024 KES will increase the number of staff members trained in Corrective Reading to help meet learning needs during intervention.	5 out of 42 teachers are currently trained in Corrective Reading.	Corrective Reading will be the intervention program used during platooning for 3-8 grade teachers.
By May 2024 KES will increase the number of staff members trained and utilizing iXL to help meet learning needs during intervention.	42 out of 42 teachers currently have an iXL account. George Kelly has licenses in Science, Math, Social Studies and ELA.	Every student will use iXL for at least 15 minutes a day, 5 days a week to practice skills in Math, and ELA.
By October 2023, KES will implement a reading intervention program for K-2, to help meet learning needs during intervention.	Currently, K-2 teachers are providing intervention support using their own materials. There is a need to streamline one resource to use.	We will use the Wonders program to provide intervention, after the district training in September 2023.

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

All teachers will receive professional development in either PLC at Work or RTI at Work and other related topics by May 2024 through Solution Tree's Global PD for Teams. This platform provides the entire faculty with digital real-time access to advice, direction, practical strategies, and professional guidance in eight essential competencies. It is a catalyst for continuous school improvement. 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. Grade level teams will work together to identify and teach essential standards horizontally and vertically between grade levels to inform intervention.

Global PD for Teams provides access to mini- courses to get teachers up to speed in content areas, enhance team learning and expose staff members to new skills. Over the course of the year, administration will assign specific play list for students to both interact and watch during PLCs to deepen staff learning and support the collaborative process. Additionally, there will be access to eBooks to plan book studies, and deepen team understanding in key topic areas.

This strategy aligns with TUSD's district wide PLC professional development for the upcoming school year.

During the 2023-2024 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 22-23 and construct a Tier III system of MTSS for 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)

4900

Source(s)

Unrestricted

## 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

Kinder assessments before the school year begins for placement, tiered intervention and support (3 half days in July 2023).

### 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)

2300

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)

Targeted Students

#### 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 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

ILT STEM Days/STEM Planning- Provide 4 subs per month to support STEM instruction at Kelly, and ongoing PD support during ERM 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 5

#### 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)

Source(s)

2700

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 and All Educational partners

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)

Source(s)

1200

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 Educational Partners

Strategy/Activity

KES apportions funds to purchase necessary office supplies. In addition, and in order to sustain proactive communication with all educational partners, 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)

Source(s)

2800

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

Strategy/Activity

Purchase STEM Interactive Notebooks for all students K-8 for use during STEM based instruction, and other related STEM aligned instructional materials.

#### 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

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

We were successful in beginning a tier III intervention system during the school day using Corrective Reading 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 Solution Tree Global PD for Teams.

A small portion of KES' LCFF budget will be apportioned to support Corrective Reading PD to support reading intervention.

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 23-24 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 of these strategies are new or reintroduced based on KES' needs in 22-23. KES began a Tier III system for support (outside of the scope for Special Education). Our intended outcome for the 2023-2024 school year is to refine and keep building this comprehensive system.

# 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

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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)	Source(s)
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# 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

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

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)	Source(s)
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# 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	\$145,969.00

## 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 (\$)
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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
Extended Learning Opportunity	\$20,475.00
LCFF	\$52,787.00
LCFF - Supplemental	\$47,224.00
Unrestricted	\$5,350.00

Subtotal of state or local funds included for this school: \$145,969.00

Total of federal, state, and/or local funds for this school: \$145,969.00

# 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
Ann Jayne	Classroom Teacher
Deanna Adams	Classroom Teacher
Anna Bullatay	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

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 March 28, 2023.

Attested:



Principal, Brittani Ryan on 3/28/2023



SSC Chairperson, Deanna Adams on 3/28/2023