



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
Thomas Kelly Elementary School	34-67447-6034631	May 15th, 2023	August 8, 2023

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, including sustained improvement of, student outcomes.

The Student Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students.

The California Dashboard Data listed all 6 of our student groups:

- African American
- English Learners
- Hispanic

Socioeconomically Disadvantaged
Students with Disabilities
White

As being very high in the category of Chronic Absenteeism.

Based on this data we increased our Attendance Clerk's time to address attendance.

Thomas Kelly qualified for ATSI status under two student groups, Students with Disabilities and African American Students

A plan to meet the needs for students with disabilities who have chronic absenteeism rate, scoring lower in reading and math, and high suspension rates.

Our school is committed to providing an inclusive and equitable learning environment for all students, including those with disabilities. However, we have noticed that our students with disabilities are experiencing challenges in their academic performance, attendance, and behavior. Our plan is designed to improve the educational outcomes for students with disabilities by focusing on their chronic absenteeism, low academic performance in reading and math, and high suspension rates.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Thomas Kelly Elementary met the criteria for the following student groups:

1. Black or African Americans
2. Students with Disabilities

Summarize 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.

This school plan aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes supplemental funding to provide for professional learning, student intervention, parental engagement and engaging supplemental materials. Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture. Communities: We are dedicated as a district to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe. Engaging, Rigorous and Relevant Learning for Every Student: Every SJUSD student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals. Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive district culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Root Cause Analysis 7
 - Resource Inequities 13
- Input from Educational Partners 14
- Resource Inequities 14
- School and Student Performance Data 16
 - Student Enrollment..... 16
- Goals, Strategies, & Proposed Expenditures..... 31
 - SPSA/Goal 1 31
 - SPSA/Goal 2 41
 - SPSA/Goal 3 52
 - SPSA/Goal 4 67
- Centralized Services for Planned Improvements in Student Performance 74**
 - Centralized Services 74**
 - Budget Summary 83
 - Budget Summary 83
 - Other Federal, State, and Local Funds 83
 - Budgeted Funds and Expenditures in this Plan 84
 - Funds Budgeted to the School by Funding Source..... 84
 - Expenditures by Funding Source 84
 - Expenditures by Budget Reference 84
 - Expenditures by Budget Reference and Funding Source 84
 - Expenditures by Goal 85
- School Site Council Membership 86
- Recommendations and Assurances 87
- Instructions..... 88
 - Instructions: Linked Table of Contents 88
 - Purpose and Description 89
 - Educational Partner Involvement 89
 - Resource Inequities 89
- Goals, Strategies, Expenditures, & Annual Review 90
 - Annual Review 91
 - Budget Summary 92

Appendix A: Plan Requirements94
Appendix B:97
Appendix C: Select State and Federal Programs99

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Total number of students: 357
 Male: 205 57.42%
 Female: 152 42.58%
 English Language Learner: 41 11.48%
 Socio-Economically Disadvantaged: 162 45.38%

Race Ethnicity:
 White: 181 50.7%
 Hispanic: 98 27.45%
 Black or African American: 31 8.68%
 Two or More: 24 6.72%
 Asian: 12 3.36%
 American Indian or Alaskan Native: 7 1.96%
 Native Hawaiian or other Pacific Islander: 4 1.12%

15 Primary Languages:
 English: 285 79.83 %
 Russian: 23 6.44%
 Spanish: 17 4.76 %
 Other Non-English: 5 .014%
 Farsi (Persian) 4 .011%
 Arabic: 4 .011%
 Armenian: 2 .005%
 Romanian: 2 .005%
 Ukrainian 2 .005%
 Uzbek 2 .005%
 Dari: 2 .005%
 Vietnamese 1 .002%
 Serbo-Croatian Bosnian 1 .002%
 Burmese 1 .002%
 Marshallese: 1 .002%

Attendance Rate Overall: 91.99

Attendance Year to Date by Month

Year	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9
2021-2022	88.9	90.28	90.58	90.74	90.49	88.96	89.25	89.62	89.81
2022-2023	93.97	93.46	93.56	92.3	91.65	91.78	91.7	91.97	91.95

Attendance rate by group:	
Low Socioeconomically Disadvantaged	90.5%
English Language Learner	90.6%
Special Education	91.9%
McKinney Vento	92.0%

Chronic Absence rate overall: went from 47.39% last year to 29.90% this year

Chronic Absence rate by group:	
Low Socioeconomically Disadvantaged	36.6%
English Language Learner	33.3%
Special Education	32.1%
McKinney Vento	38.9%

Number of Chronically Absent students by Grade Level:

Transitional Kindergarten	6
Kindergarten	24
First Grade	18
Second Grade	14
Third Grade	10
Fourth Grade	17
Fifth Grade	19
Total Chronic Absent students	went from 149 last year to 108 this year

Chronic Absent students by gender

Female	47
Male	61

Chronic Absent students by ethnicity:

White	45
Hispanic or Latino	32
Black or African American	23
other	8

Low Socioeconomically Disadvantaged	went from 94 last year to 59 this year
English Language Learners	15
McKinney Vento	7

In breaking down Winter iReady results we found:

- Dark green= Mid or Above Grade Level Standard
- Light Green= Early on Grade Level Standard
- Yellow= One Grade Level Below Standard
- Red= Two Grade Levels Below Standard
- Dark Red= Three or More Grade Levels Below Standard

iReady Math:	dark green	light green	yellow	red	dark red
Numbers and Operations	10%	18%	55%	11%	6%
Algebra & Algebraic Thinking	11%	19%	52%	13%	6%
Measurement & Data	14%	10%	53%	15%	9%
Geometry	12%	11%	49%	16%	12%

iReady Reading:	dark green	light green	yellow	red	dark red
Phonological Awareness	70%	9%	16%	5%	0%
Phonics	51 %	8%	26%	9%	6%
High Frequency	67%	7%	20%	5%	1%
Vocabulary	14%	22%	45%	13%	6%
Comprehension overall	15%	15%	46%	15%	8%
Comprehension Literature	19%	15%	43%	17%	6%
Comprehension Informational	14%	17%	44%	16%	9%

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Suspension:

- In the 17-18 school year we had 10.24% home suspension for Socioeconomically Disadvantaged Students
- In the 18-19 school year we had 2.69% home suspension for Socioeconomically Disadvantaged Students
- In the 19-20 school year we had 0.90% home suspension for Socioeconomically Disadvantaged Students
- In the 20-21 school year we had 0.0% home suspension for Socioeconomically Disadvantaged Students
- In the 21-22 school year we had 3.94% home suspension for Socioeconomically Disadvantaged Students
- In the 22-23 school year we had 3.16% home suspension for Socioeconomically Disadvantaged Students

- In the 17-18 school year we had 7.82 % home suspension for All students
- In the 18-19 school year we had 2.08% home suspension for All students
- In the 19-20 school year we had 1.62% home suspension for All students
- In the 20-21 school year we had 0.0% home suspension for All students
- In the 21-22 school year we had 2.41% home suspension for All students
- In the 22-23 school year we had 2.73% home suspension for All students

Attendance:

- In the 17-18 school year we had 93.8% attendance for socioeconomically disadvantaged students
- In the 18-19 school year we had 94.0% attendance for socioeconomically disadvantaged students
- In the 19-20 school year we had 94.8% attendance for socioeconomically disadvantaged students
- In the 20-21 school year we had 91.27% attendance for Socioeconomically disadvantaged students
- In the 21-22 school year we had 89.22% attendance for Socioeconomically disadvantaged students
- In the 22-23 school year we had 90.5% attendance for Socioeconomically disadvantaged students

- In the 17-18 school year we had 94.4% attendance for All students
- In the 18-19 school year we had 94.5% attendance for All students
- In the 19-20 school year we had 95.2% attendance for All students
- In the 20-21 school year we had 92.52% attendance for All students
- In the 21-22 school year we had 89.8% attendance for All students
- In the 22-23 school year we had 91.99% attendance for All students

Chronic Absenteeism:

- In the 17-18 school year we had 19.9% chronic absenteeism for socioeconomically disadvantaged students
- In the 18-19 school year we had 18.7% chronic absenteeism for socioeconomically disadvantaged students
- In the 19-20 school year we had 15.9% chronic absenteeism for socioeconomically disadvantaged students
- In the 20-21 school year we had 24.48% chronic absenteeism for socioeconomically disadvantaged students
- In the 21-22 school year we had 47.72% chronic absenteeism for socioeconomically disadvantaged students

- In the 22-23 school year we had 38.9% chronic absenteeism for socioeconomically disadvantaged students
- In the 17-18 school year we had 16.0% chronic absenteeism for all students
- In the 18-19 school year we had 15.1% chronic absenteeism for all students
- In the 19-20 school year we had 13.8% chronic absenteeism for all students
- In the 20-21 school year we had 19.95% chronic absenteeism for all students
- In the 21-22 school year we had 47.39% chronic absenteeism for all students
- In the 22-23 school year we had 29.90% chronic absenteeism for all students

The California Dashboard Data listed all 6 of our student groups:

African American

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White

As being very high in the category of Chronic Absenteeism.

Based on this data we increased our Attendance Clerk's time to address attendance.

Thomas Kelly qualified for ATSI status under two student groups, Students with Disabilities and African American Students

A plan to meet the needs for students with disabilities who have chronic absenteeism rate, scoring lower in reading and math, and high suspension rates.

Our school is committed to providing an inclusive and equitable learning environment for all students, including those with disabilities. However, we have noticed that our students with disabilities are experiencing challenges in their academic performance, attendance, and behavior. Our plan is designed to improve the educational outcomes for students with disabilities by focusing on their chronic absenteeism, low academic performance in reading and math, and high suspension rates:

Goals:

- 1) Increase attendance rates for students with disabilities by at least 10% by the end of the school year.
- 2) Improve academic performance in reading and math for students with disabilities based on their IEP goal areas.
- 3) Reduce the suspension rates for students with disabilities from currently at 7.41% to 3% by the end of the year.

Strategies:

- 1) Schoolwide positive behavior support system that encourages positive behavior and provides appropriate consequences for negative behavior. The system will include a tiered approach that provides targeted interventions for students who need additional support.
- 2) Offer targeted academic interventions for students with disabilities, including small-group instruction and individualized support.
- 3) Provide additional support and resources for families of students with disabilities, including counseling services and access to community resources.
- 4) Increase communication between school staff and families of students with disabilities to ensure that students receive necessary accommodations and support.
- 5) Provide professional development opportunities for teachers and staff to increase their knowledge and skills in working with students with disabilities.

Conclusion:

Our school is committed to ensuring that all students receive a high-quality education, regardless of their abilities. We will focus on improving the educational outcomes for students with disabilities by addressing chronic absenteeism, low academic performance in reading and math, and high suspension rates. By implementing targeted strategies and setting measurable goals, we are confident that we can make meaningful progress towards improving the educational outcomes for our students with disabilities.

A plan to meet the need to address the achievement gap for African American students who have a chronic absenteeism rate, scoring lower in reading and math.

Goals:

- 1) To improve academic outcomes for African American students who are struggling in reading and math as identified through CAASPP data, iReady Scores, Benchmark tests, Running Records data

- 2) To decrease chronic absenteeism rates for African American students by at least 10% by the end of the school year.
- 3) To increase parent and family engagement
- 4) To promote a positive and inclusive school culture that supports the academic and social-emotional needs of African American students.

Strategies:

- 1) Provide targeted academic support through tutoring, small group instruction, and connection with our after-school programs. Teachers will utilize data to differentiate instruction and provide accommodations and modifications that meet individualized learning needs.
- 2) Further our comprehensive attendance plan that already has regular communication with families to include home visits, and regular incentives to promote regular attendance. The school will also provide resources and support to families to address barriers to attendance.
- 3) Increase Family Engagement we will work to engage families of African American students who have chronic absenteeism, providing them with resources and support to help them better understand and support their child's learning needs. This includes addressing any barriers to attendance and connecting families with community resources.
- 4) Schoolwide positive behavior support system that focuses on prevention, intervention, and restorative practices to address disciplinary issues and promote a positive school culture. The school will also provide social-emotional support through counseling services, peer support groups (our 4th and 5th grade A-Team), and other resources. We are developing partnerships with STORM community organization that support the academic, social, emotional success of African American students.
- 5) Through the use of our district's board adopted curriculum, we will implement a culturally responsive curriculum that reflects the experiences and backgrounds of our African American students, ensuring that they see themselves reflected in the materials and resources used in the classroom. Our district's 8 point commitment will guide our work.

Conclusion:

Our school recognizes the importance of addressing the achievement gap for African American students who have a chronic absenteeism rate and are scoring lower in reading and math. Our teachers have undergone training over the last few years to help them identify and eliminate any implicit bias that may be impacting their teaching practice. This will ensure that all students, including African American students, have equal access to high-quality instruction and learning opportunities. By implementing targeted interventions that meet the unique needs of African American students, promoting regular attendance, increasing family engagement, and fostering a positive school culture, the school aims to improve academic outcomes and ensure that all students have the support they need to succeed. The school will regularly assess and evaluate the effectiveness of its strategies to ensure that they are meeting the needs of African American students and making progress towards their academic goals.

Thomas Kelly has partnered up with S.T.O.R.M for the 2023-2024 school year.

The Special Team of Role Models, also known as S.T.O.R.M. Team is an innovated program designed to improve social and behavioral outcomes among students.

Goals: The primary goal of the S.T.O.R.M. Team program is to reduce instances of aggressive behavior among students and to decrease the number of disciplinary referrals and suspension. By addressing aggressive behavior towards other students and reducing office referrals and suspension rates, the program aims to increase productive instructional time in the classroom, reduce suspension rates, and increase attendance. Additionally, the program seeks to promote positive social and behavioral outcomes, including improved self-control, responsibility, and respect for others. By achieving these goals, the program aims to create a safe and supportive learning environment that maximizes instructional time and helps students reach their academic potential.

Strategies: The S.T.O.R.M. Team program uses a variety of strategies to achieve its goals, including mentorship, peer support, and character education. Specially trained staff and student mentors work with students to model positive behaviors and teach important character traits such as courtesy, integrity, perseverance, self-control, responsibility, and action. The program also provides opportunities for students to engage in positive social activities, such as team building exercises and community service projects. In addition, the program works closely with teachers and administrators to provide support for students with behavioral challenges.

The storm team will:

- 1) Identify and select students who exhibit leadership skills and can act as a positive role models for their peers.
- 2) Train selected students on conflict resolution, communication skills, and positive behavior management techniques.
- 3) Implement a peer mediation program, where trained S.T.O.R.M. Team members mediate conflicts between their peers.
- 4) Hold monthly meetings with S.T.O.R.M. Team members to discuss concerns, provide feedback, and set goals for the program.

5) Celebrate the success of S.T.O.R.M. Team members and promote their positive behavior through recognition and rewards.

Conclusion:

The S.T.O.R.M. Team program is a valuable resource for schools seeking to improve social and behavioral outcomes among students. By focusing on positive character development and providing mentorship and support to students, the program helps to reduce instances of aggressive behavior, decrease disciplinary referrals and suspensions, and increase productive instructional time in the classroom. The program's emphasis on self-control, responsibility, and respect for others creates a safe and supportive learning environment that benefits all students and helps them to reach their academic potential. By identifying and training positive role models among students, implementing a peer mediation program, and providing ongoing support and professional development, S.T.O.R.M. Team can help students develop valuable life skills and achieve success in school and beyond.

Student Leadership Team known as A-Team or Action Team

The purpose of the Student Leadership Team is to effectively contribute to the improvement of the school. By gathering input, identifying areas of growth, and implementing strategies, the team aims to enhance the overall student experience and create a positive learning environment while creating a climate where students are respectful to each other.

Goals:

- 1) Foster a culture of student engagement and empowerment.
- 2) Identify and highlight the strengths and successes of the school.
- 3) Identify areas of improvement and growth within the school.
- 4) Develop and implement actionable strategies to address the identified areas of growth.
- 5) Collaborate with school administrators, teachers, and other stakeholders to effect positive change.
- 6) Evaluate the impact of implemented strategies and make necessary adjustments.

Strategies:

- 1) Establish regular meetings: Schedule regular meetings for the student leadership team to discuss various aspects of the school and plan their initiatives. These meetings should provide a platform for team members to share their observations, concerns, and ideas.
- 2) Conduct surveys and feedback sessions: Create surveys or feedback sessions to gather input from the student body regarding their experiences, concerns, and suggestions for improvement. Utilize online survey tools or paper feedback to ensure maximum participation.
- 3) Analyze data and identify trends: Collect and analyze the data gathered from survey and feedback sessions. Look for recurring themes, common concerns, and notable areas of satisfaction. This analysis will help the team to identify specific areas that require attention and prioritize their efforts.
- 4) Collaborate with school staff and administrators: Establish open lines of communication with school staff, teachers, and administrators to gain a comprehensive understanding of the school's strengths and weaknesses. Collaborate with them to develop joint initiatives and ensure alignment between student and faculty efforts.
- 5) Create action plans: Based on the identified areas of growth, create actionable plans that outline specific steps and initiatives to address those concerns. Break down the plans into manageable tasks, assign responsibilities to team members, and set deadlines for implementation.
- 6) Implement initiatives: Execute the action plans, ensuring effective coordination and communication among team members and other stakeholders involved. Monitor the progress of initiatives, address challenges that arise, and provide support and resources as needed.
- 7) Evaluate and adjust: Regularly assess the impact of implemented initiatives through student feedback, observations, and measurable outcomes. Make adjustments to strategies as necessary and celebrate successes to keep team members motivated and engaged.

Conclusion: By following this plan, the student leadership team will be able to actively contribute to the betterment of the school. Through open communication, collaboration, and the implementation of targeted strategies, the team can create positive change, enhance the learning experience, and foster a sense of pride and engagement within the student body.

A possible example for the Student Leadership Team would be assist with various tasks on the playground. By taking responsibility for cleaning up, taking jackets and sweatshirts left out to lost and found, monitoring bathrooms at the end of recess to give a report of if it was left at a 4,3,2,1 cleanliness, and mediating peer conflicts, the student leaders aim to create a more organized and pleasant playground environment for all students. In the Leadership Meetings students would take on leadership roles on the playground on a rotational basis. We would provide training to student leaders on the various tasks they will be responsible for on the playground. Provide ongoing support and feedback to student leaders as they develop skills. We would establish clear expectations regarding their roles and responsibilities on the playground. Encourage them to model positive behavior and social interactions for their peers. Mediate peer conflicts by training

student leaders in conflict mediation techniques such as active listening and problem-solving. Encourage them to step in and mediate conflicts when they arise, with the support of adult supervisors as needed. Evaluate and adjust by regularly assessing the effectiveness of the student leadership program on the playground. Collect feedback from students, teachers, and parents, and make adjustments as necessary to improve the program. By implementing this plan, student leadership can play an important role in creating a more organized and pleasant playground environment for all students. Through training, clear expectations, and ongoing support, student leaders can take on responsibility and develop valuable leadership skills. By assisting with cleaning up, taking lost and found items, monitoring bathrooms, and mediating peer conflicts, student leaders can contribute to a safer, more positive, and more inclusive playground experience for all students.

Alternative Room for recess that elementary school age students can access if they prefer not to go out to the playground

Room Layout and Features:

1) Space Utilization:

- Select a room that is centralized in between the upper and lower grade playground that can accommodate various activities and equipment.
- Ensure the room has ample natural light and ventilation to create a pleasant environment.

2) Soft Seating Area:

- Create a cozy comfortable seating area with bean bags, floor cushions, low tables, and multi tiered cushion cubes.
- Place shelves or storage units to hold books, puzzles, board games, and art supplies.

3) Creative Corner:

- Dedicate a section of the room as a creative corner.
- Provide art supplies like crayons, markers, colored pencils, paper, and craft materials.
- Display artwork from students to inspire creativity

4) Reading Nook:

- Set up a dedicated reading area with shelves or bookcases containing a wide selection of books suitable for different reading levels and interests including graphic novels.
- Include comfortable seating options like reading chairs or floor cushions.

5) Board Games and Puzzles:

- Have a collection of age-appropriate board games and puzzles that can be completed in the time allotment readily available
- Display them on shelves or in storage units for easy access
- Ensure that instructions for each game are clearly visible

6) Technology Zone:

- Set up a designated area with computers or tablets equipped with educational and age-appropriate software and games.
- Ensure that devices have parental controls such as Go Guardian and appropriate content filters.

7) Active Play Zone:

- Dedicate a section of the room for active play.
- Ensure there is enough space for children to engage in physical activities and games

8) Calming Area:

- Create a quiet and peaceful space where students can relax and unwind.
- Include comfortable seating, soft lighting, and soft background music or nature sounds
- Provide stress-relief tools such as stress balls or sensory items like squishy toys

9) Supervisions and Guidance:

- Assign responsible adult to supervise the alternative recess room and ensure a safe and inclusive environment
- Encourage students to follow established rules and guidelines for respectful and cooperative behavior.
- No in and out entry. Once students go in, they are in for the recess other than for bathroom usage.

10) Flexibility and Choice

- Allow students to choose their activities during alternative recess time.
- Provide a variety of options to cater to different interests and preferences. Change activities available from time to time.
- Encourage students to try new activities and explore their interests.

Conclusion:

By providing an alternative room for recess, elementary school students who prefer not to go out to the playground or that may need a break from a student can still engage in meaningful and enjoyable activities. The design includes a comfortable seating area, creative corner, reading nook, board games, puzzles, technology zone, active play zone, and a calming corner. With proper supervision and a range of activity and choices, this alternative recess room aims to accommodate the diverse needs and interests of students, fostering a positive and inclusive recess experience.

Second Step:

We are excited to have access to Second Step site license starting next year provided by our districts Prevention Program. This resource will empower our teachers by equipping them with the necessary tools and materials to effectively guide and assist our students in developing and honing their essential social-emotional skills.

With the Second Step site license, our educators will have access to a wide range of evidence-based strategies, lesson plans, and instructional resources specifically designed to nurture and foster positive relationships among students. Through engaging activities and targeted interventions, teachers will be able to create a supportive and inclusive classroom environment that encourages empathy, compassion, and understanding.

Furthermore, this site license will provide our teachers with valuable guidance on helping students effectively manage their emotions. By utilizing research-backed techniques, educators will be able to teach students valuable emotional regulation strategies, enabling them to better navigate the complexities of their feelings and respond to challenging situations in a constructive manner.

In addition to nurturing positive relationships and managing emotions, the Second Step site license will enable our teachers to assist students in setting meaningful goals. By incorporating goal-setting exercises and reflection activities into their instructional practices, teachers will empower students to identify their aspirations, develop action plans, and persistently work towards achieving their objectives. This skillset will not only benefit students academically but also promote self-confidence, resilience, and a sense of purpose.

In summary, the introduction of the Second Step site license signifies our commitment to holistic education. By providing teachers with this powerful resource, we are actively investing in the social-emotional development of our students, fostering an environment where positive relationships, emotional intelligence, and goal-oriented mindset thrive.

Before School tutoring:

Last year we decided to open our cafeteria in the morning 30 minutes before breakfast. This brought on numerous benefits to our students. We decided to continue this practice. By providing access to computers during this time, we can offer differentiated iReady lessons and Starfall reading and math programs, allowing students to engage in personalized learning experiences that cater to their unique needs and learning styles.

The availability of instructional assistants during this early morning period offers valuable support to students as they tackle their homework assignments. These assistants can provide guidance, clarify concepts, and address any questions or challenges students may have, fostering a productive and conducive learning environment.

Moreover, opening the cafeteria early creates a designated space for students to engage in independent reading, a fundamental skill that supports academic growth and fosters a love for literature. This quiet reading time allows students to expand their knowledge, improve comprehension skills, and explore diverse literary genres.

Additionally, this provides an opportunity for students to connect with one another in a relaxed and social setting. By encouraging interaction and conversation, students can build friendships, strengthen their social skills, and develop a sense of community within the school.

The benefits of opening the school cafeteria in the morning extend beyond academics and socialization. By offering a safe and supervised environment before the start of the school day, we support working parents who may require an earlier drop-off time for their children. This flexibility contributes to a more inclusive and supportive school community, accommodating the needs of both students and families.

In summary, opening our school cafeteria 30 minutes before breakfast creates a dynamic and enriching space for our students. Providing access to computers for differentiated learning, offering instructional assistance for homework,

fostering independent reading, and promoting social connections all contribute to an enhanced educational experience. This initiative not only supports academic growth but also reinforces a sense of belonging and wellbeing among our students, ultimately paving the way for their overall success.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

In response to declining attendance rates and the concerning increase in chronic absenteeism among our student body, we undertook a strategic allocation of our Local Control Funding Formula (LCFF) resources. Recognizing the critical role that attendance plays in academic success and overall student well-being, we made the decision to prioritize the expansion of our attendance clerk's time and efforts, enabling them to forge stronger connections with students and families in order to address attendance concerns proactively.

Through these concerted efforts, we are proud to report a remarkable decline in overall chronic absenteeism, with our data reflecting a substantial decrease from 47.39% last year to an impressive 29.90% this year. This achievement underscores the efficacy of our targeted interventions and the effectiveness of our comprehensive approach in mitigating the adverse effects of chronic absenteeism on student engagement and achievement.

In our unwavering commitment to delivering high-quality instruction and meeting the diverse learning needs of our students, we have identified a critical need to enhance our pedagogical practices in the area of the Science of Reading. Understanding that strong foundational literacy skills are paramount to academic success, we have initiated comprehensive training for our staff members to equip them with the latest research-based instructional strategies and methodologies associated with the Science of Reading.

To facilitate effective implementation of these evidence-based approaches, we have allocated additional funding to address printing costs, ensuring that our students have access to the necessary supplementary materials and resources that support targeted interventions and provide ample opportunities for practice and reinforcement of key literacy skills. Through the judicious utilization of our Title 1 funding, we are able to extend our support beyond the core curriculum, offering tailored interventions and targeted supports to students, thereby fostering their growth and achievement in literacy.

Recognizing the immense value of experiential learning and the transformative impact of field trips on students' academic and personal development, we have made a concerted effort to reinstate and revitalize this integral aspect of our educational program. By earmarking resources for field trips, we seek to enrich our students' educational journey, providing them with opportunities to engage in real-world experiences that enhance their understanding, ignite their curiosity, and broaden their horizons.

Additionally, we have embedded professional development opportunities within our framework to empower our staff members with the necessary skills, knowledge, and pedagogical expertise to deliver meaningful and impactful instruction. Collaborative planning sessions and focused training sessions enable our educators to stay abreast of best practices, exchange ideas, and enhance their instructional repertoire, ultimately leading to improved learning outcomes for our students.

Through analysis of the Winter Survey data, we have identified a pressing need to expand our student leadership initiatives, specifically in the domain of fostering a climate of respect and mutual understanding among students. The survey results indicated a concerning decline of 14.89% in this particular area, necessitating concerted efforts to promote a positive and inclusive school culture. By providing our student leaders with additional training and opportunities to address these challenges, we aim to cultivate an environment that embraces respect, empathy, and collaboration, fostering an atmosphere conducive to optimal learning and personal growth.

In conclusion, through strategic resource allocation and a steadfast commitment to data-driven decision-making, we have implemented a series of targeted initiatives to address pressing challenges and propel our school community to excellence. By expanding the role of our attendance clerk, investing in professional development around the Science of Reading, providing necessary resources for targeted interventions, having engaging field trips, and empowering student leaders, we are nurturing an educational environment that values student well-being, academic success, and holistic growth. Through these comprehensive efforts, we remain dedicated to ensuring that every student has the opportunity to thrive and succeed, reaching their full potential both inside and outside the classroom.

Input from Educational Partners

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

Involvement in developing the School Plan is a year long process. Site Leadership team, School Site Council, PTA, Staff meetings, ELAC, surveys were all utilized to develop the plan

- Data was shared with staff
- Two 5th Grade Student Leadership Groups who met weekly throughout the school year
- PTA parent forum, data was shared with parents
- ELAC meetings including presenting SPSA and getting approved on May 11, 2023
- Parent, Student, Staff Survey
- Thursday Collaboration to gain input from teachers on how they would like to spend LCFF funding and Title 1
- Staff Meeting, broke down each budget. LCFF and Title 1 budget was broken down item by item, showing costs of items and voted on

Resource Inequities

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

The identification of resource inequities through the comprehensive needs assessment process has been instrumental in guiding our efforts to address the multifaceted needs of our students, encompassing academics, attendance, and social-emotional learning. In line with our commitment to fostering academic success and student engagement, we have devised a range of strategic actions aimed at mitigating resource disparities, promoting equitable access to learning opportunities, and bolstering overall student achievement.

To enhance academic success, we recognize the significance of providing students with ample opportunities to practice and reinforce key concepts before progressing to new material. Our needs assessment revealed a specific need for focused attention on mathematics, and in response, we have devised comprehensive plans to incorporate targeted interventions. By utilizing our printing resources judiciously, we can extend learning beyond the core curriculum, offering supplementary materials that afford students additional practice and consolidation of mathematical concepts.

Furthermore, we are dedicated to fostering a robust language arts program by transitioning to the Science of Reading pedagogy. By aligning our instructional practices with evidence-based strategies, we aim to empower students in their language acquisition journey, equipping them with the essential skills and strategies necessary for effective reading and language development.

Recognizing the immense value of authentic learning experiences, we are committed to bridging the gap between classroom instruction and real-world applications. To this end, we have prioritized the provision of field trips, which serve as powerful catalysts for experiential learning, enabling students to make meaningful connections between theoretical concepts and their practical applications in authentic settings. By immersing students in experiential learning opportunities, we foster their engagement, deepen their understanding, and nurture their innate curiosity.

Equally crucial to our endeavor is the empowerment and professional growth of our dedicated staff. We understand the pivotal role that collaboration and professional development play in promoting effective teaching practices and fostering a culture of continuous improvement. Recognizing the need for concerted efforts in data analysis, instructional planning, and ongoing professional learning, we have allocated dedicated time for collaborative meetings and team-based planning sessions. These platforms provide our teachers with opportunities to exchange ideas, share best practices, and leverage data-driven decision-making to inform their instructional approaches and optimize student learning outcomes.

Furthermore, we have identified the transition to fifth grade as a critical juncture where students may benefit from additional academic support. To address this need, we are proud to announce the addition of an instructional assistant (IA) dedicated to supporting fifth-grade students. This valuable resource will ensure that students receive individualized attention and targeted interventions tailored to their unique learning needs, fostering their growth and preparing them for success as they progress through their academic journey.

Finally, as attendance rates and chronic absenteeism have presented challenges this year, we are acutely aware of the importance of prioritizing and fostering a culture of consistent attendance. To this end, we are committed to continue to increase the time and availability of our attendance clerk, enabling them to devote focused efforts to building connections with students and families, proactively addressing attendance concerns, and fostering a supportive environment that encourages regular attendance and active participation in the learning process.

In conclusion, the comprehensive needs assessment has served as a compass in our mission to address resource inequities and provide a holistic educational experience for our students. By promoting academic success through targeted interventions, enhancing language arts instruction through the Science of Reading, integrating authentic learning experiences, facilitating collaborative opportunities for staff, providing dedicated support for fifth-grade students, and prioritizing attendance through increased clerk time, we are poised to foster an inclusive and equitable learning environment that empowers students to thrive academically, socially, and emotionally.

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	1.3%	1.73%	2.03%	5	6	7
African American	8.7%	8.07%	8.99%	34	28	31
Asian	3.8%	3.17%	3.19%	15	11	11
Filipino	1.0%	0.58%	0.87%	4	2	3
Hispanic/Latino	26.5%	26.80%	27.54%	104	93	95
Pacific Islander	1.3%	1.15%	1.16%	5	4	4
White	53.1%	52.74%	50.14%	208	183	173
Multiple/No Response	4.3%	5.76%	6.09%	17	20	21
Total Enrollment				392	347	345

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	71	75	72
Grade 1	74	47	50
Grade 2	65	58	53
Grade 3	65	61	52
Grade 4	54	60	60
Grade 5	63	46	58
Total Enrollment	392	347	345

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	49	41	34	12.50%	11.8%	9.9%
Fluent English Proficient (FEP)	13	19	23	3.30%	5.5%	6.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Thomas Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

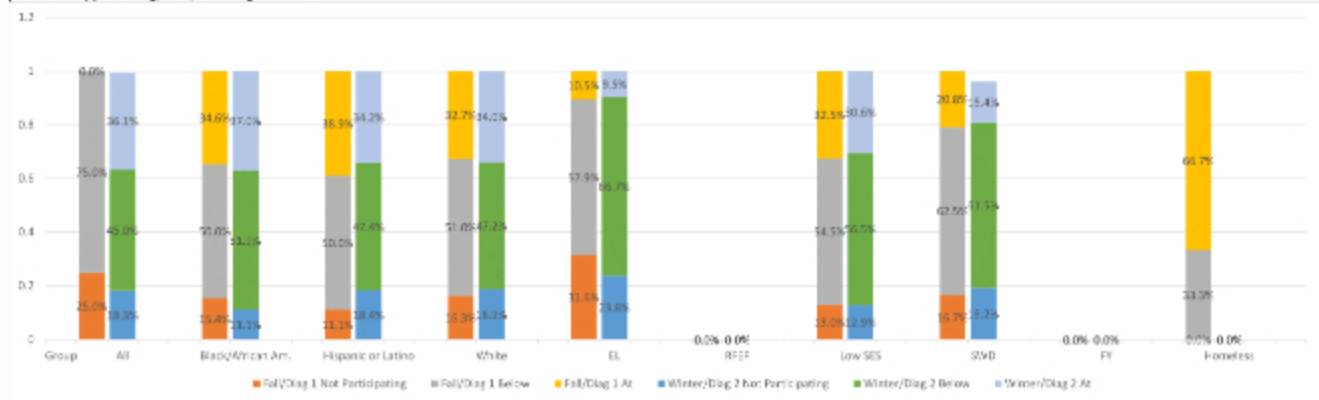
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	190	29	87	0	35	86	69			
Black/African Am.	27	4	13	9	3	14	10			
Hispanic or Latino	38	4	18	14	7	18	13			
White	106	16	50	32	20	50	36			
EL	21	6	11	2	5	14	2			
RFP	5	0	1	3	0	2	2			
Low SES	85	10	42	25	11	48	26			
SWD	26	4	15	5	5	16	4			
FY	1	0	1	0	0	1	0			
Homeless	7	0	2	4	0	4	2			

Thomas Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	191	25.0%	75.0%	0.0%	18.3%	45.0%	36.1%			
Black/African Am.	27	15.4%	50.0%	34.6%	11.1%	51.9%	37.0%			
Hispanic or Latino	38	11.1%	50.0%	38.9%	18.4%	47.4%	34.2%			
White	106	16.3%	51.0%	32.7%	18.9%	47.2%	34.0%			
EL	21	31.6%	57.9%	10.5%	23.8%	66.7%	9.5%			
RFP	5	0.0%	25.0%	75.0%	0.0%	40.0%	40.0%			
Low SES	85	13.0%	54.5%	32.5%	12.9%	56.5%	30.6%			
SWD	26	16.7%	62.5%	20.8%	19.2%	61.5%	15.4%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	7	0.0%	33.3%	66.7%	0.0%	57.1%	28.6%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Thomas Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

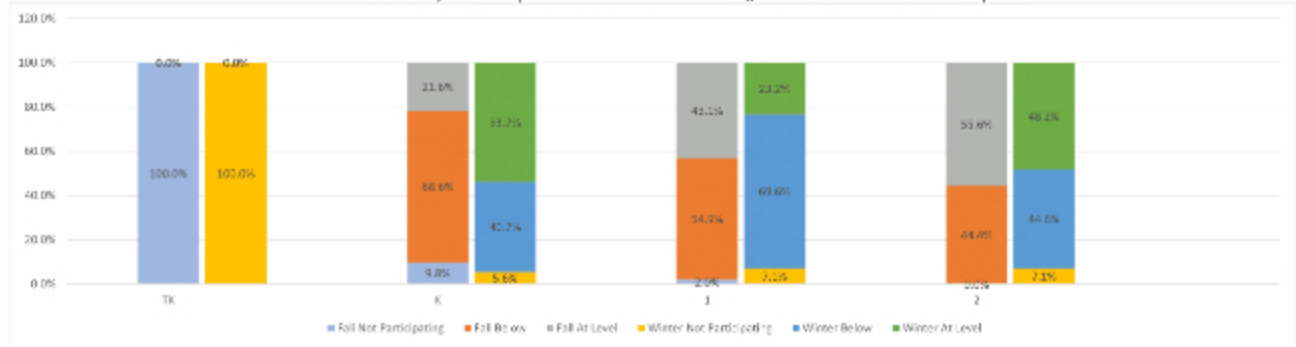
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	23	0	0	24	0	0			
K	54	5	35	11	3	22	29			
1	56	1	28	22	4	39	13			
2	56	0	24	30	4	25	27			

Thomas Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	54	9.8%	68.6%	21.6%	5.6%	40.7%	53.7%			
1	56	2.0%	54.9%	43.1%	7.1%	69.6%	23.2%			
2	56	0.0%	44.4%	55.6%	7.1%	44.6%	48.2%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
 *Below = Approaching, One, or Two grade levels below standard

Thomas Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Thomas Kelly Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

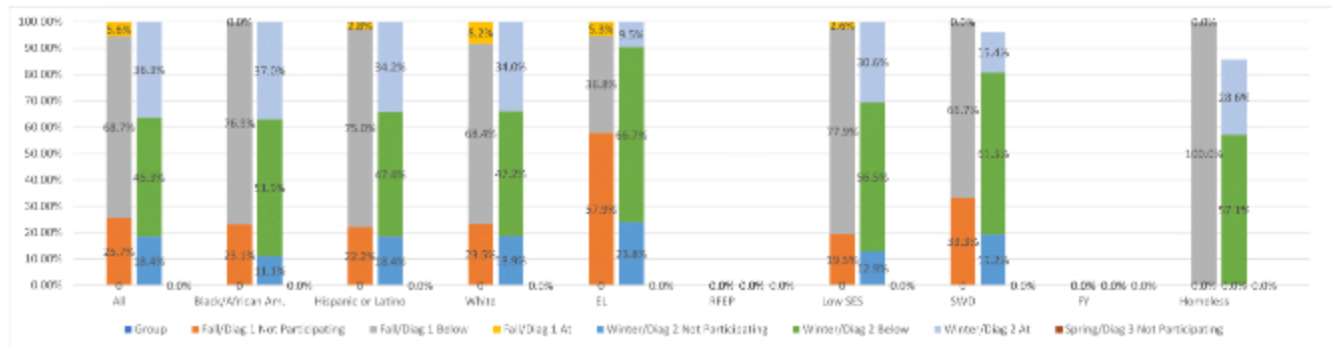
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	190	46	123	10	47	133	10			
Black/African Am.	27	6	20	0	6	21	0			
Hispanic or Latino	38	8	27	1	9	28	1			
White	106	23	67	8	25	73	8			
EL	21	11	7	1	11	9	1			
RFP	5	0	4	0	0	4	0			
Low SES	85	15	60	2	21	62	2			
SWD	26	8	16	0	6	19	0			
FY	1	0	1	0	0	1	0			
Homeless	7	0	6	0	0	6	0			

Thomas Kelly Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	191	25.7%	68.7%	5.6%	24.6%	69.6%	5.2%			
Black/African Am.	27	23.1%	76.9%	0.0%	22.2%	77.8%	0.0%			
Hispanic or Latino	38	22.2%	75.0%	2.8%	23.7%	73.7%	2.6%			
White	106	23.5%	68.4%	8.2%	23.6%	68.9%	7.5%			
EL	21	57.9%	36.8%	5.3%	52.4%	42.9%	4.8%			
RFP	5	0.0%	100.0%	0.0%	0.0%	80.0%	0.0%			
Low SES	85	19.5%	77.9%	2.6%	24.7%	72.9%	2.4%			
SWD	26	33.3%	66.7%	0.0%	23.1%	73.1%	0.0%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	7	0.0%	100.0%	0.0%	0.0%	85.7%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Thomas Kelly Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	23	0	0	24	0	0			
K	54	7	38	6	10	38	6			
1	56	15	35	1	11	44	1			
2	56	1	50	3	2	51	3			

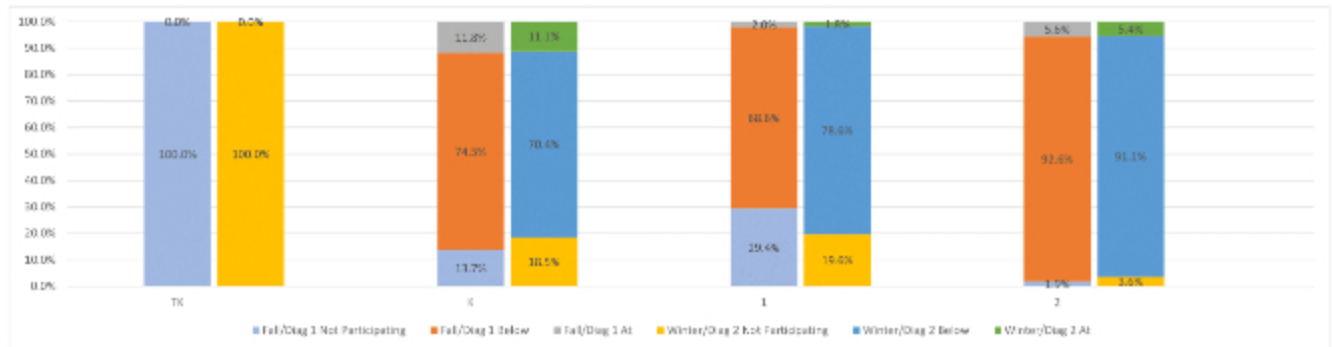
Thomas Kelly Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	24	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	54	13.7%	74.5%	11.8%	18.5%	70.4%	11.1%			
1	56	29.4%	68.6%	2.0%	19.6%	78.6%	1.8%			
2	56	1.9%	92.6%	5.6%	3.6%	91.1%	5.4%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Thomas Kelly Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. Based on the 22-23 iReady Reading Scores:
Overall 36.3% of students are at grade level, 51.9% are in below, 11.1% were not tested
Broken down by grade levels:
Kindergarten 53.7% are in the green, 40.7% are in the blue, 5.6% are in the yellow
1st grade 23.2% are in the green, 69.6% are in the blue, 7.1% are in the yellow
2nd grade 48.2% are in the green, 44.6% are in the blue, 7.1% are in the yellow

Our RFEF subgroup and Black African American students are scoring higher than our overall student category

In drilling down the iReady data

We had 70% of our students scoring in the dark green and 9% scoring in the light green for Phonological Awareness

We had 67% of our students scoring in the dark green and 7% scoring in the light green for High Frequency Words

We had 51% of our students scoring in the dark green and 8% scoring in the light green for Phonics

This shows the work that we have done with Hegerty has been effective in these areas

In the 2023-2024 school year, we plan to do professional development around Science of Reading strategies to meet individualized student needs.



	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
A) School has a climate that is caring.	122	93.44%	92	79.35%	21	85.71%
B) There are students and staff on campus who listen to students when they have something to say.	122	89.34%	92	64.13%	21	95.24%
C) There is an adult from the school who checks on how students are doing.	121	79.34%	92	59.78%	21	95.24%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	120	81.67%	92	82.61%	21	76.19%
E) Staff feels supported to do their job well in meeting the needs of all students.					21	85.71%
F) Staff feels part of an effective team.					21	80.95%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	122	84.43%			20	75.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	121	85.95%			20	75.00%
C) The school offers families opportunities to be involved in school and classroom activities.	121	80.17%			21	95.24%
D) The school keeps families well-informed about school activities.	121	79.34%			21	85.71%
E) The staff at our school listens to family concerns about issues.	122	77.87%			20	95.00%
F) The staff at school are helpful and welcoming when families come to school or call.	121	88.43%			20	95.00%
G) The school and families are partners in promoting positive behavior for my student.	122	89.34%			20	75.00%
H) Families who speak a language other than English receive general information about our school in their home language.	122	90.16%			20	80.00%
I) Staff receive information about upcoming events and important information about the school.					21	85.71%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
School Decision Making						
A) School seeks input when making important decisions.	120	70.83%	93	67.74%	21	80.95%
B) Important school decisions reflect diverse input.	119	61.34%	89	69.66%	21	76.19%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	121	90.91%				
D) The principal and staff listen to concerns of other staff members about issues.					20	80.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					20	80.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					20	70.00%
G) Our school uses data from this survey to inform site decision making.					20	85.00%
H) Staff voice matters in decision making.					21	61.90%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Safety						
A) Concerns about student safety are taken seriously.	122	86.07%	94	69.15%	21	85.71%
B) Concerns about student safety are addressed in a timely manner at my school.	120	85.83%	93	80.65%	21	90.48%
C) My school is a safe place for all students.	121	77.69%	93	62.57%	20	85.00%
D) My school is a safe place for all staff.					21	80.95%
E) Students know what staff member to go to if they have a safety concern.	121	84.30%	92	80.43%	21	95.24%
F) Students know school safety protocols.	122	79.51%	93	84.95%	21	90.48%
G) I feel safe sharing different viewpoints and perspectives at my school.	121	78.51%	92	60.87%	21	80.95%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Sense of Belonging						
A) School staff respects student diversity.	122	82.79%	94	80.85%	21	100.00%
B) Adults at my school treat students respectfully.	121	86.78%	93	69.89%	21	95.24%
C) Students are respectful to each other at school.	121	64.46%	93	21.51%	21	81.90%
D) Students have opportunities to socialize with other students often at school.	122	86.07%	91	69.23%	21	90.48%
E) Students have an adult on campus they trust.	122	87.70%	93	91.80%	21	95.24%
F) Students trust other students at school.	120	81.67%	92	88.04%	21	80.95%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	119	78.15%	93	70.97%	21	85.71%
H) School staff reflects student diversity.	120	75.00%	91	75.82%	20	75.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Academic Progress						
A) Families and students understand how assignments and tests are graded.	122	86.07%	94	77.66%	21	71.43%
B) Questions and concerns about schoolwork are addressed.	122	83.61%	93	86.02%	20	85.00%
C) Student grades reflect their knowledge of the material.	122	84.43%	91	80.22%	20	80.00%
D) Adults at my school believe all students can be successful.	122	91.80%	92	86.96%	20	95.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	122	86.07%	93	68.82%	20	95.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	120	91.67%	94	86.17%	20	95.00%
G) Teachers at my school go out of their way to help all students.	120	87.50%	91	65.93%	20	95.00%
H) Students receive timely and regular feedback on their learning.	121	84.30%	92	73.91%	20	95.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	120	76.67%			20	85.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
High Expectations						
A) Students are challenged academically at school.	122	74.59%	91	70.33%	20	85.00%
B) School recognizes and celebrates the academic success of all students.	122	82.79%	92	63.04%	20	90.00%
C) Adults on campus motivate students to do their best.	121	83.47%	93	81.72%	20	95.00%
D) School provides additional academic support when students are struggling.	122	73.77%	92	72.83%	20	95.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	120	86.67%	92	65.22%	20	75.00%
B) Students have access to classes and activities that meet their interests and talents.	120	81.67%	92	64.13%	20	80.00%
C) Students understand how to complete their schoolwork.	120	90.00%	91	71.43%	20	90.00%
D) Students complete assignments on time.	120	87.50%	93	67.74%	20	85.00%
E) Students are motivated to do their schoolwork.	119	75.63%	93	60.22%	19	78.95%

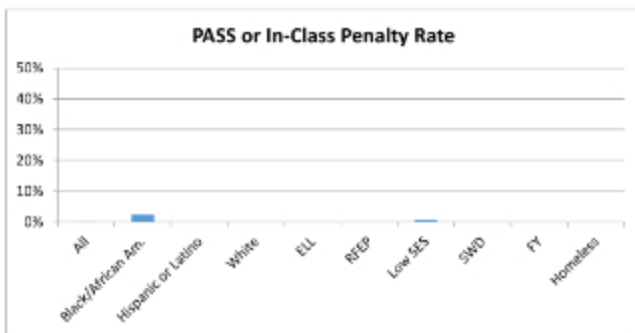
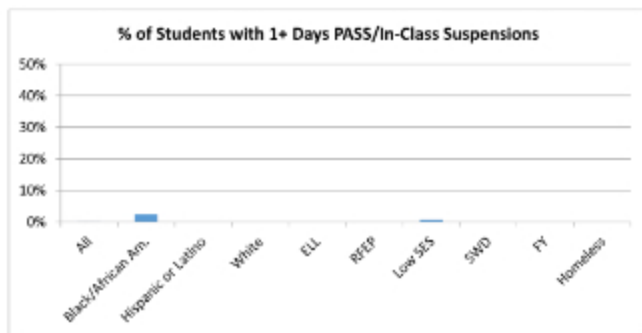
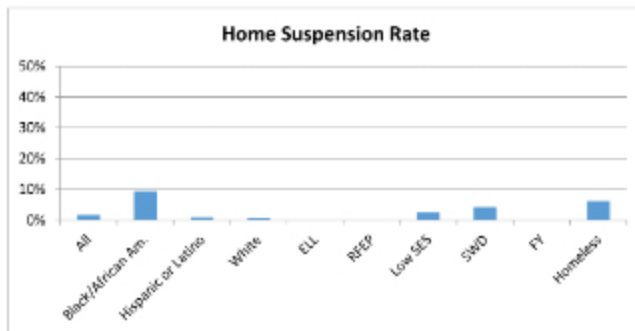
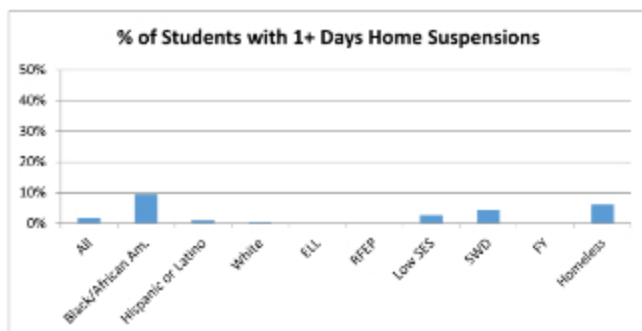
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	111	39.64%	94	65.96%	20	40.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	108	37.96%	94	59.57%	20	15.00%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	109	53.21%	93	61.29%	20	45.00%
D) School offers college and career programs.	108	21.30%	92	28.26%	20	15.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	105	23.81%	93	48.39%	20	15.00%
F) Students are prepared for the next step of their educational experience.	107	54.21%	93	70.97%	19	52.63%
G) Staff are optimistic about the future of their career in San Juan Unified.					20	75.00%
H) There are equitable opportunities for advancement in the district.					20	70.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Customer Satisfaction						
A) I would recommend my school to other families.	118	84.73%	93	70.97%	21	76.19%
B) San Juan Unified School District is a district that I would recommend to other families.	117	82.91%	94	77.66%	21	80.95%

Thomas Kelly Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions						PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susps	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	356	6	1.69%	12	6	1.69%	1	0.28%	1	0.28%	
Black/African Am.	42	4	9.52%	10	4	9.52%	1	2.38%	1	2.38%	
Hispanic or Latino	98	1	1.02%	1	1	1.02%	0	0.00%	0	0.00%	
White	188	1	0.53%	1	1	0.53%	0	0.00%	0	0.00%	
ELL	40	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
RFP	21	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Low SES	154	4	2.60%	10	4	2.60%	1	0.65%	1	0.65%	
SWD	46	2	4.35%	4	2	4.35%	0	0.00%	0	0.00%	
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	
Homeless	16	1	6.25%	1	1	6.25%	0	0.00%	0	0.00%	



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Thomas Kelly Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

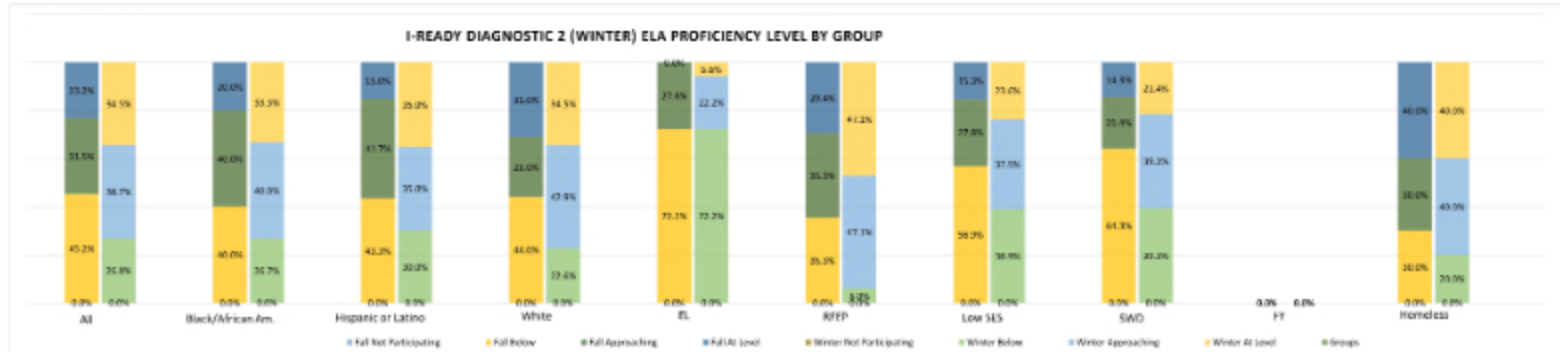
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement			Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement				
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	168	0	7%	53	39	0	45	65	58				
Black/African Am.	15	0	6	6	3	0	4	6	5				
Hispanic or Latina	90	0	25	25	9	0	38	21	21				
White	84	0	37	21	26	0	39	36	29				
EL	18	0	13	5	0	0	33	4	1				
FFEP	17	0	6	6	5	0	1	8	8				
Low SES	72	0	41	20	11	0	38	27	17				
SWD	28	0	18	6	4	0	31	11	6				
FY	0	0	0	0	0	0	0	0	0				
Homeless	10	0	3	3	4	0	2	4	4				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	168	0.0%	4.2%	31.5%	23.2%	0.0%	26.8%	38.7%	34.5%				
Black/African Am.	15	0.0%	40.0%	40.0%	20.0%	0.0%	26.7%	40.0%	33.3%				
Hispanic or Latina	90	0.0%	44.4%	41.7%	13.6%	0.0%	30.0%	35.0%	35.0%				
White	84	0.0%	44.0%	25.0%	31.0%	0.0%	22.6%	42.9%	34.5%				
EL	18	0.0%	72.2%	27.8%	0.0%	0.0%	72.2%	22.2%	5.6%				
FFEP	17	0.0%	35.3%	35.3%	29.4%	0.0%	5.9%	47.1%	47.1%				
Low SES	72	0.0%	56.9%	27.8%	15.3%	0.0%	58.9%	37.5%	25.6%				
SWD	28	0.0%	64.3%	21.4%	14.3%	0.0%	39.3%	30.3%	21.4%				
FY	0												
Homeless	10	0.0%	30.0%	30.0%	40.0%	0.0%	20.0%	40.0%	40.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Thomas Kelly Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

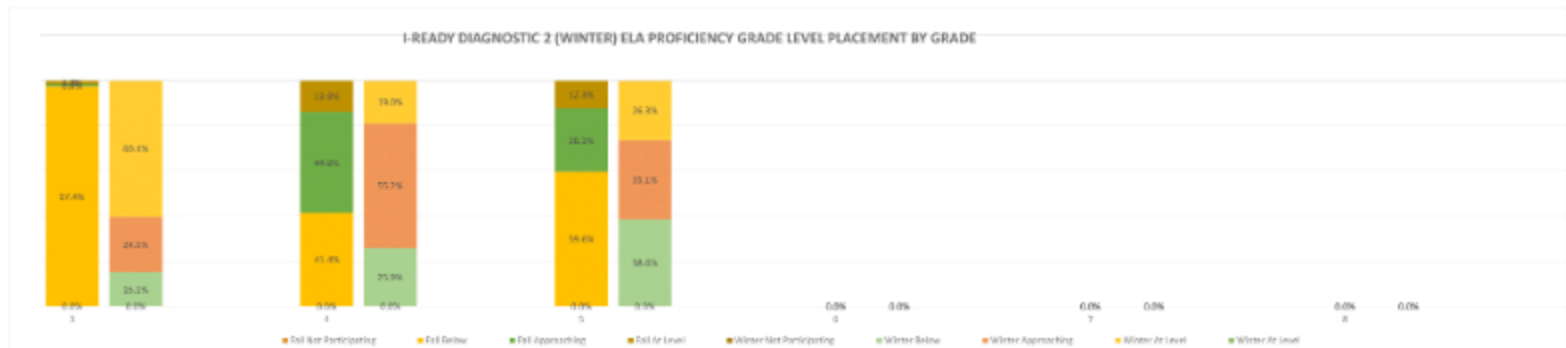
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0	18	11	24	0	8	13	32				
4	58	0	24	29	5	0	15	32	11				
5	57	0	34	16	7	0	22	20	15				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0.0%	34.0%	20.8%	45.2%	0.0%	15.1%	24.5%	60.4%				
4	58	0.0%	41.4%	44.8%	13.8%	0.0%	25.9%	55.2%	19.0%				
5	57	0.0%	59.6%	28.1%	12.3%	0.0%	38.6%	35.1%	26.3%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Thomas Kelly Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

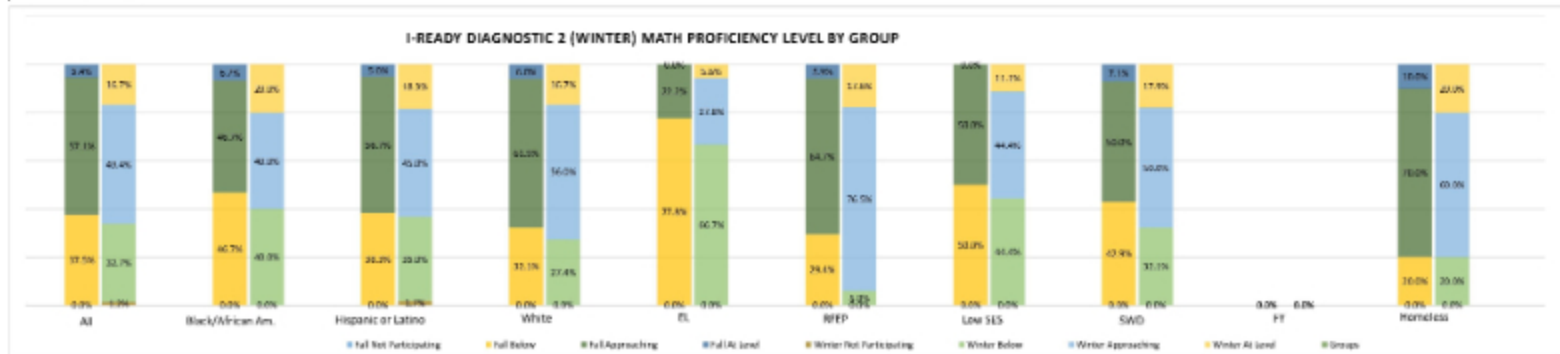
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	168	0	63	96	9	2	55	83	28				
Black/African Am.	15	0	7	7	1	0	6	5	3				
Hispanic or Latino	60	0	23	34	3	1	21	27	11				
White	84	0	27	52	5	0	23	67	14				
EL	18	0	14	4	0	0	12	5	1				
FFEP	17	0	5	11	1	0	1	13	3				
Low SES	72	0	34	36	0	0	32	32	8				
SWD	28	0	12	14	2	0	9	14	5				
FY	0	0	0	0	0	0	0	0	0				
Homeless	10	0	7	7	1	0	2	6	2				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	168	0.0%	37.5%	57.3%	5.0%	1.2%	32.7%	69.4%	16.7%				
Black/African Am.	15	0.0%	46.7%	46.7%	6.7%	0.0%	40.0%	40.0%	20.0%				
Hispanic or Latino	60	0.0%	38.3%	56.7%	5.0%	1.7%	35.0%	45.0%	18.3%				
White	84	0.0%	32.1%	61.9%	6.0%	0.0%	27.4%	56.0%	16.7%				
EL	18	0.0%	77.8%	22.2%	0.0%	0.0%	66.7%	27.8%	5.6%				
FFEP	17	0.0%	29.4%	64.7%	5.9%	0.0%	5.9%	36.5%	17.6%				
Low SES	72	0.0%	50.0%	50.0%	0.0%	0.0%	44.4%	44.4%	11.1%				
SWD	28	0.0%	42.9%	50.0%	7.1%	0.0%	32.1%	50.0%	17.9%				
FY	0												
Homeless	10	0.0%	70.0%	70.0%	10.0%	0.0%	20.0%	60.0%	20.0%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Thomas Kelly Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

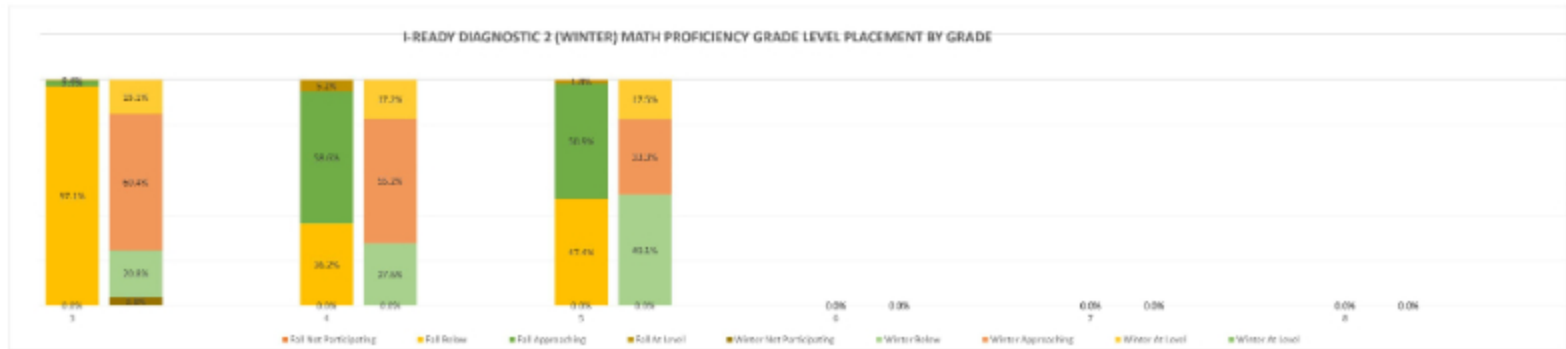
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0	13	33	5	2	11	32	8				
4	58	0	21	34	3	0	36	32	30				
5	57	0	27	29	1	0	28	39	30				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	53	0.0%	25.3%	62.3%	9.4%	3.8%	20.8%	80.4%	15.1%				
4	58	0.0%	36.2%	58.6%	5.2%	0.0%	27.8%	55.2%	17.2%				
5	57	0.0%	47.4%	50.9%	3.8%	0.0%	49.1%	33.3%	17.5%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on this Text Level data from 2022-2023:

We found that 36.1% of all students in grades 3rd-5th were at or above grade level proficiency in reading

We found that 40% of our RFEF students in grades 3rd-5th were at or above grade level proficiency in reading

We found that 34.2% of our Hispanic or Latino students in grades 3rd-5th were at or above grade level proficiency in reading

62% of 3rd graders were at or above grade level proficiency in reading

19% of 4th graders were at or above grade level proficiency in reading

26% of 5th graders were at or above grade level proficiency in reading

We found that 19.8% of all students in grades 3rd-5th were at or above grade level proficiency in math

We found that 26.8% of our RFEF students in grades 3rd-5th were at or above grade level proficiency in math

18% of 3rd graders were at or above grade level proficiency in math

17% of 4th graders were at or above grade level proficiency in math

18% of 5th graders were at or above grade level proficiency in math

This shows that our targeted interventions along with our Intervention Teacher who did targeted English Language Arts small groups proved to be effective in meeting individualized student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

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

What data did you use to monitor progress and how often?

In our commitment to upholding the highest standards of educational excellence, we have employed a comprehensive approach to assess and address attendance concerns at our institution. To effectively monitor attendance, we have utilized the overall attendance percentage in conjunction with our Chronic Absenteeism data. This data is meticulously reviewed on a daily basis by our front office clerk, allows us to stay vigilant and proactive in our efforts to mitigate absenteeism and promote consistent student attendance.

To ensure a systematic and informed approach, we have established a formal twice a month meeting dedicated to analyzing attendance data. This collective review provides valuable insights into attendance patterns, allowing us to identify potential areas of concern and devise targeted strategies for improvement.

In addition to attendance data, we have leveraged the Winter 2023 School Survey Results to gain further insights into the factors influencing student attendance. These survey findings provide valuable perspectives and help us gain a comprehensive understanding of the underlying issues affecting student attendance patterns.

Recognizing the invaluable role of student voice in shaping our institution, we have actively engaged students through leadership positions and regular weekly meetings. By involving students in decision-making processes, we foster a sense of ownership and empowerment, ensuring their voices are heard and their perspectives are considered in our efforts to address attendance challenges.

Furthermore, we have closely examined suspension data to discern any discernible patterns or trends that may be indicative of underlying issues impacting attendance. This meticulous review allows us to identify specific areas of need and implement targeted interventions to address any recurring challenges.

By employing a data-driven and multi-faceted approach, incorporating attendance percentages, Chronic Absenteeism data, Winter 2023 School Survey Results, student leadership involvement, and suspension data analysis, we are equipped to make informed decisions and implement effective strategies to enhance student attendance. Our commitment to continuous evaluation and improvement ensures that we are able to respond proactively to attendance concerns, fostering a positive and supportive environment that prioritizes regular student attendance and ultimately promotes academic success.

What worked and didn't work? Why? (monitoring)

The expansion of our clerk's allotted time to facilitate enhanced individualized connections and collaborative efforts with parents has proven to be an invaluable resource. This extended time allocation has allowed our clerk to establish and foster meaningful relationships with parents, ensuring open lines of communication and promoting a collaborative partnership between home and school. Through these connections, we have been able to gain valuable insights and perspectives, enabling us to better address the unique needs and circumstances of each student.

The establishment of our 5th grade leadership group has been instrumental in cultivating student leadership and amplifying student voices within our educational community. This dedicated group of student leaders has actively engaged in assessing our school's strengths and identifying areas that require growth and improvement. Their invaluable input has informed our decision-making processes, providing us with a comprehensive understanding of the student experience and ensuring that our initiatives are aligned with their needs and aspirations.

With the retirement of our esteemed Community Liaison, we face the task of filling this vacancy with a qualified and dedicated professional who can continue to foster positive community relations and facilitate meaningful partnerships between our school and the wider community. This role holds immense importance in ensuring a harmonious and collaborative environment that enhances the educational experience of our students.

The acquisition of a SWANK license has significantly enriched our instructional practices by enabling teachers to showcase meaningful academic content that directly aligns with the curriculum being taught. This license ensures that copyright requirements are met while allowing teachers to employ engaging multimedia resources that enhance instruction and facilitate deeper student understanding. Students and staff have provided feedback on how important it is to be able to have a visual to link what is being taught in the classroom. This qualitative data supports the need to continue this moving forward.

Our daily morning announcements serve as an essential communication platform, providing the entire school community with crucial updates and setting a positive tone for the day ahead. These announcements serve as a unifying force, fostering a sense of community and shared purpose, while also promoting a positive school culture. I have received feedback from students, staff, and the broader parent community on how the morning announcements start the day off with a positive message and have been effective in setting a positive tone to the day. This provides an opportunity to address the whole student body and staff daily with areas to focus on to create positive change.

In summary, the expansion of our clerk's time allocation, the establishment of our 5th grade leadership group, the need to fill the vacant Community Liaison position, the acquisition of a SWANK license, and our daily morning announcements collectively contribute to our commitment to providing a professional and comprehensive educational experience. These initiatives underscore our dedication to fostering strong connections, amplifying student voices, nurturing community relationships, supporting effective instruction, and cultivating a positive and inclusive school environment.

Monthly family lunch days at Thomas Kelly Elementary School provide an opportunity to build home-to-school connections and community by bringing together students, their families, and school staff in a social and inclusive setting. These lunch days offer a regular occasion for families to visit the school, engage with teachers and staff, and connect with other families.

By inviting families to join their children for lunch, the school creates a welcoming and inclusive environment that fosters communication and collaboration between home and school. Parents can witness firsthand the daily school experience of their children, observe their interactions with peers and teachers, and gain a deeper understanding of the school's values and educational practices. This involvement helps bridge the gap between home and school, establishing a sense of shared responsibility for the students' success.

Moreover, the monthly family lunch days facilitate the development of a supportive community within the school. Families have the opportunity to meet and interact with each other, fostering new friendships and connections. These interactions create a sense of belonging and strengthen the social fabric of the school community. Parents can exchange ideas, share experiences, and offer support to one another, enhancing the overall sense of community and creating a supportive network.

Additionally, the presence of families during lunch days allows for informal conversations between parents and staff. These interactions provide a platform for open dialogue, enabling parents to share their concerns, ask questions, and provide feedback to the school staff. By actively involving parents in the school environment, the school can better understand the needs and expectations of families, and in turn, adapt its practices to meet those needs more effectively.

For students whose parents don't attend, our counselor is out there to sit with students who are feeling sad. She brings books and reads to them as they are eating their lunch for those that want that extra connection.

At the most recent family lunch day there were 49 parents during the 4th and 5th grade lunch alone. These family lunch days are very well attended across all grade levels.

In summary, monthly family lunch days at Thomas Kelly Elementary School promote home-to-school connections and community by facilitating regular interaction between families, students, and school staff. These events create a welcoming environment, strengthen the sense of community, and foster communication, collaboration, and mutual understanding between home and school.

What modification(s) did you make based on the data? (evaluation)

In light of the data-driven insights we have obtained, it is evident that the allocation of additional time for our esteemed Attendance Clerk has yielded positive outcomes. Therefore, we have made the strategic decision to continue prioritizing and maintaining the extended time dedicated to this crucial role. By doing so, we aim to further strengthen our efforts in effectively monitoring and addressing attendance matters, fostering a culture of consistent student attendance and engagement.

Building upon the success of our previous field trips, we have made the determination to reintroduce this valuable learning opportunity with increased regularity in the upcoming academic year. Recognizing the immense value of field trips in providing students with hands-on, real-world experiences that enhance their academic knowledge, social development, and overall educational experience, we are committed to implementing a well-rounded and diverse range of field trip experiences. These excursions will be thoughtfully planned and aligned with our curriculum objectives, ensuring a seamless integration of classroom instruction and real-world applications. Ways to monitor the success are student reflections and journal encouraging students to write reflections or keep journals before, during, and after the field trip. These reflections can capture their thoughts, observations, and key takeaways. Analyzing these reflections can help gauge their engagement, learning outcomes, and overall experience. Teacher and chaperone observations request feedback from teachers and chaperones who accompany students on the field trip. They can provide insights into students' behavior, interactions, and level of engagement during the trip. Their observations can offer valuable perspectives on the effectiveness of the trip in achieving its educational objectives. Assign follow-up activities or assignments related to the field trip. These can include projects, presentations, or discussions that allow students to further explore and apply what they learned. Assessing the quality and depth of these follow-up activities can provide insights into the effectiveness of the field trip in fostering deeper understanding and knowledge retention. Monitor students' academic performance in the subject area related to the field trip both before and after the trip. Analyze their progress and compare it to previous benchmarks to identify any potential impact on their learning outcomes.

To further amplify student leadership and provide a platform for student voices to be heard, we have made the strategic decision to expand our 5th grade leadership team. This expansion will encompass not only the current 5th grade students but also include all 4th

and 5th grade students within our school community. By broadening the scope of student leadership opportunities, we seek to foster a culture of active participation, ownership, and responsibility among our students. This inclusive approach will enable a diverse range of perspectives and insights to be incorporated into decision-making processes, resulting in a more comprehensive and representative representation of student needs and aspirations.

In summary, based on the data analysis and strategic planning, we have identified key areas for continued investment and improvement within our educational setting. By upholding the extended time allocation for our Attendance Clerk, reintroducing field trips with increased regularity, and expanding our student leadership team to include all 4th and 5th grade students, we are committed to enhancing the educational experience for our students. Through these deliberate actions, we aim to promote a culture of active engagement, experiential learning, and student empowerment, ensuring that each student receives a comprehensive and enriching education that prepares them for future success.

2022-23

Identified Need

Following a meticulous Comprehensive Needs Assessment and an in-depth analysis of our overarching objectives, it has become evident that fostering a more Connected School Community is paramount to our mission. Through a collaborative and inclusive process involving our esteemed educational partners, we have identified several key areas that require attention and improvement.

To facilitate a more seamless and interconnected school community, we have determined the need for continued additional support in our front office. By allocating increased time for our dedicated clerk, we aim to enhance the efficiency and effectiveness of our administrative processes. This extended time will allow our clerk to dedicate more attention to fostering meaningful connections with students, parents, and staff, thereby promoting a welcoming and supportive environment.

Recognizing the importance of community engagement and partnership, we will prioritize the establishment of a Community Liaison role. This critical position will serve as a bridge between our school and the wider community, facilitating meaningful interactions, and forging mutually beneficial relationships. The Community Liaison will actively seek opportunities to venture into the community, establishing partnerships that align with our educational objectives and promote positive academic experiences, such as engaging and meaningful academic field trips. These field trips will not only enrich students' learning experiences but also foster a sense of connection and relevance to the wider world.

We firmly believe that nurturing welcoming school environments that value every student and family is pivotal in creating a foundation for effective learning. To achieve this, we will identify and respond to the unique needs and supports of our diverse student body. Our compassionate and dedicated staff will play a central role in coordinating and connecting students and families with targeted resources and supports, ensuring that they can access the best opportunities our schools have to offer and thrive academically and socially.

To further strengthen our community ties, we have forged a partnership with the esteemed S.T.O.R.M Team, a community-based organization that shares our commitment to student success and community engagement. This collaboration will provide an additional

avenue for support, expertise, and resources to enrich the educational experience of our students and enhance the connections between our school and the broader community.

Moreover, in our endeavor to provide inclusive and enjoyable recess experiences, we will establish a positive alternative recess room. This dedicated space will empower students with the choice to participate in activities that align with their interests and preferences, promoting a sense of belonging and engagement during recess periods.

In summary, based on the Comprehensive Needs Assessment and our goal of fostering a Connected School Community, we have identified key strategies to realize this vision. By allocating additional time for our clerk, appointing a Community Liaison, engaging in meaningful academic field trips, nurturing welcoming environments, establishing a community partnership with the S.T.O.R.M Team, and offering a positive alternative recess room, we are confident in our ability to create a cohesive and supportive school community that cultivates the academic, social, and emotional growth of every student.

Thomas Kelly qualified for ATSI status under two student groups, Students with Disabilities and African American Students

A plan to meet the needs for students with disabilities who have chronic absenteeism rate, scoring lower in reading and math, and high suspension rates.

Our school is committed to providing an inclusive and equitable learning environment for all students, including those with disabilities. However, we have noticed that our students with disabilities are experiencing challenges in their academic performance, attendance, and behavior. Our plan is designed to improve the educational outcomes for students with disabilities by focusing on their chronic absenteeism, low academic performance in reading and math, and high suspension rates:

Goals:

- 1) Increase attendance rates for students with disabilities by at least 10% by the end of the school year.
- 2) Improve academic performance in reading and math for students with disabilities based on their IEP goal areas.
- 3) Reduce the suspension rates for students with disabilities from currently at 7.41% to 3% by the end of the year.

Strategies:

- 1) Schoolwide positive behavior support system that encourages positive behavior and provides appropriate consequences for negative behavior. The system will include a tiered approach that provides targeted interventions for students who need additional support.
- 2) Offer targeted academic interventions for students with disabilities, including small-group instruction and individualized support.
- 3) Provide additional support and resources for families of students with disabilities, including counseling services and access to community resources.
- 4) Increase communication between school staff and families of students with disabilities to ensure that students receive necessary accommodations and support.

5) Provide professional development opportunities for teachers and staff to increase their knowledge and skills in working with students with disabilities.

Conclusion:

Our school is committed to ensuring that all students receive a high-quality education, regardless of their abilities. We will focus on improving the educational outcomes for students with disabilities by addressing chronic absenteeism, low academic performance in reading and math, and high suspension rates. By implementing targeted strategies and setting measurable goals, we are confident that we can make meaningful progress towards improving the educational outcomes for our students with disabilities.

A plan to meet the need to address the achievement gap for African American students who have a chronic absenteeism rate, scoring lower in reading and math.

Goals:

- 1) To improve academic outcomes for African American students who are struggling in reading and math as identified through CAASPP data, iReady Scores, Benchmark tests, Running Records data
- 2) To decrease chronic absenteeism rates for African American students by at least 10% by the end of the school year.
- 3) To increase parent and family engagement
- 4) To promote a positive and inclusive school culture that supports the academic and social-emotional needs of African American students.

Strategies:

- 1) Provide targeted academic support through tutoring, small group instruction, and connection with our after-school programs. Teachers will utilize data to differentiate instruction and provide accommodations and modifications that meet individualized learning needs.
- 2) Further our comprehensive attendance plan that already has regular communication with families to include home visits, and regular incentives to promote regular attendance. The school will also provide resources and support to families to address barriers to attendance.
- 3) Increase Family Engagement we will work to engage families of African American students who have chronic absenteeism, providing them with resources and support to help them better understand and support their child's learning needs. This includes addressing any barriers to attendance and connecting families with community resources.
- 4) Schoolwide positive behavior support system that focuses on prevention, intervention, and restorative practices to address disciplinary issues and promote a positive school culture. The school will also provide social-emotional support through counseling services, peer support groups (our 4th and 5th grade A-Team), and other resources. We are developing partnerships with STORM community organization that support the academic, social, emotional success of African American students.
- 5) Through the use of our district's board adopted curriculum, we will implement a culturally responsive curriculum that reflects the experiences and backgrounds of our African American students, ensuring that they see themselves reflected in the materials and resources used in the classroom. Our district's 8 point commitment will guide our work.

Conclusion:

Our school recognizes the importance of addressing the achievement gap for African American students who have a chronic absenteeism rate and are scoring lower in reading and math. Our teachers have undergone training over the last few years to help them identify and eliminate any implicit bias that may be impacting their teaching practice. This will ensure that all students, including African American students, have equal access to high-quality instruction and learning opportunities. By implementing targeted interventions that meet the unique needs of African American students, promoting regular attendance, increasing family engagement, and fostering a positive school culture, the school aims to improve academic outcomes and ensure that all students have the support they need to succeed. The school will regularly assess and evaluate the effectiveness of its strategies to ensure that they are meeting the needs of African American students and making progress towards their academic goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	The overall rating of questions in the Family Engagement section by parents was 90.16%	The expected outcome for the overall rating of questions in the Family Engagement overall will be 95%
Spring School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	The overall rating of questions in the School Decision Making section that strongly agree or agree by parents is 90.9%	The expected outcome for the overall rating of questions in the School Decision Making section that strongly agree or agree by parents 95%
Chronic Absenteeism	By the end of the year in 2021-2022 school year we had 47.39% of students who were listed as Chronically Absent. We are currently at 29.90% in the 2022-2023 a 17.49% improvement from last year to this year.	By the end of the 2023-2024 our expected outcome is to reduce the percentage rate of students identified as Chronically Absent to 20%
Attendance rate	Our attendance rate at the end of the 2022-2022 school year was 91.99%.	Our expected outcome for the end of the 2022-2023 school year is to have our attendance rate be 95%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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1.1	Additional hours for attendance clerk.	All Students X English Learners X Low-Income Students X Foster Youth X Other students with chronic absenteeism	Site Administration	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	10,700 12,676	School year 2023 - 2024
1.2	Community Liaison	All Students X English Learners X Low-Income Students X Foster Youth Other	Site Administration	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2,663	School year 2023 - 2024
1.3	Alliance Redwoods	All Students X English Learners X Low-Income Students X Foster Youth Other	Site Administration	Title I Part A Site Allocation 5000-5999: Services And Other Operating	5,000	School year 2023 - 2024

				Expenditures		
1.4	Academic Field Trips	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000	School year 2023 - 2024
1.5	SWANK Movie License	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	563	School year 2023 - 2024

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

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

What data did you use to monitor progress and how often?

In our pursuit of actively engaging and cultivating trusting relationships with our students, families, and the diverse community we serve, our process to progress monitor to ensure the realization of our vision is listed below. These metrics serve as valuable indicators of our success in creating a unified and collaborative learning environment that prioritizes academic achievement and promotes the social and emotional well-being of each and every student.

One of the key metrics we employ to monitor our progress is the Attendance Rates. By carefully tracking and analyzing attendance data, we gain insights into student engagement and the level of home to school connection. This information allows us to identify any attendance-related challenges and implement targeted strategies to address them. By fostering a culture of consistent attendance, we aim to maximize student learning opportunities and provide a solid foundation for academic success.

Another crucial metric we utilize is the Suspension Rates. By closely monitoring suspension data, we gain valuable insights into student behavior and discipline trends within our school community. This information helps us identify areas of concern and develop proactive intervention strategies to address student needs and promote positive behavior. By fostering a safe and supportive environment that emphasizes restorative practices and social-emotional development, we aim to reduce suspension rates and create a conducive atmosphere for learning and growth.

Furthermore, we utilize the District Survey as a means to gather comprehensive feedback from our stakeholders. This survey serves as a valuable tool in gauging the overall satisfaction levels of our students, families, and community members. By carefully analyzing the survey responses, we gain valuable insights into areas of strength and areas that require further attention and improvement. This feedback enables us to make informed decisions and tailor our efforts to meet the specific needs and expectations of our stakeholders.

Additionally, we actively seek feedback from our two 5th Grade Leadership Groups. These student-led groups serve as a vital channel for student voice and perspective, providing invaluable insights into the effectiveness of our initiatives and identifying areas for growth and improvement. By engaging in regular communication and collaboration with these student leaders, we foster a sense of ownership and shared responsibility in shaping our learning environment.

In summary, the metrics we employ to monitor our progress in actively engaging and building trusting relationships include Attendance Rates, Suspension Rates, the District Survey, and feedback from our 5th Grade Leadership Groups. By carefully analyzing these metrics and leveraging the insights they provide, we strive to create an inclusive, collaborative, and supportive learning environment that promotes academic success and nurtures the social-emotional well-being of each and every student.

What worked and didn't work? Why? (monitoring)

We have successfully implemented a class size reduction program to assist our 2nd grade students. By having a smaller class size it benefited by providing a higher adult to student ratio to meet individualized social, emotional, behavioral and academic challenges. This program was also extended to the 1st grade last year, resulting in improved academic preparedness as well as enhanced social, emotional, and behavioral development among students.

As part of our efforts to empower student leadership, we introduced two 5th grade leadership groups this academic year. Through weekly meetings, these student leaders actively participated in assessing the strengths of our campus and identifying areas requiring improvement. They took on the responsibility of delivering presentations in classrooms and schoolwide assemblies, aiming to foster positive change within our school community. Moreover, these student leaders embraced San Juan's 8-point commitment and played a crucial role in facilitating peer conflict mediation conversations. Our 5th grade leaders noticed that in the 2021-2022 Winter Survey Data on the question, "People are respectful to others at my school" the score was 36.4%. Our 5th grade leadership team stated that this year students are way more respectful to others. We came back to that data point multiple times throughout the year to ensure that students were being respectful to one another. Each time the 5th grade leaders noted that everyone was way more respectful now than in the 2021-2022 school year. When our 4th and 5th grade students took the survey this year 2022-2023 school year we

got the results back for, "Students are respectful to each other at school" and the score dropped to 21.51%. The student leaders were shocked when they saw the score. They again confirmed that everyone was way more respectful this year. They wanted to go back and retake the survey. They were disappointed to find out that they couldn't retake the survey. They suggested next year we should read the questions out loud and explain what the questions were asking to make sure that everyone knew what was actually being asked. They felt the drop in the score from 36.40% to 21.51% was not accurate for how respectful students were to each other this year.

Recognizing the importance of counseling services, we have benefited greatly from the expertise and dedication of our halftime counselor. The counselor's contributions have been highly effective in supporting our students. However, we acknowledge the need for additional resources to meet the individualized needs of our students. We are exploring avenues to increase our counselor's available time or acquire additional support staff to ensure comprehensive support for our students.

By prioritizing class size reduction, fostering student leadership, and enhancing counseling services, we aim to provide a well-rounded educational experience that promotes academic achievement, social-emotional growth, and positive behavior among our students. Our commitment to meeting students' individual needs drives our continuous efforts to improve our support systems and create a thriving learning environment.

Common Area Behavioral Rotations:

This year, Thomas Kelly Elementary School implemented common area rotations at the beginning of the year and after long breaks to teach and reinforce behavioral expectations in various common areas. These rotations focused on areas such as before school behavior, cafeteria, hallways, playground, bathroom, office, and morning walk. Students would go from one station to the next where a dedicated staff member would teach the expected behavior for that area.

The purpose of these rotations was to ensure that students have a clear understanding of the expected behavior in each of these areas, promoting a positive and respectful school environment. By explicitly teaching and reteaching these expectations, students are reminded of the appropriate conduct and are more likely to adhere to the desired behavior.

In the upcoming year, the school has decided to make a modification to the common area rotations by replacing the library section with a focus on how to positively treat guest teachers. This adjustment recognizes the importance of treating substitute or guest teachers with respect and kindness.

By including this topic in the common area rotations, students will learn the significance of creating a welcoming and inclusive environment for guest teachers. They will be taught specific behaviors and attitudes that demonstrate respect, such as active listening, following instructions, and showing appreciation.

This addition to the common area rotations helps foster a culture of empathy and consideration among students, highlighting the value of treating all members of the school community with respect, regardless of their role or position. It also prepares students to effectively interact with guest teachers and maintain a positive learning environment, even in the absence of their regular teacher.

By continually reinforcing behavioral expectations in common areas and incorporating topics like how to positively treat guest teachers, Thomas Kelly Elementary School promotes a positive school climate, enhances student behavior, and cultivates a culture of respect and inclusivity.

What modification(s) did you make based on the data? (evaluation).

Thomas Kelly is committed to fostering active engagement and cultivating trusting relationships with our students, families, and the diverse community we serve. Our primary objective is to establish a unified and collaborative learning environment that prioritizes academic excellence and prioritizes the social and emotional well-being of every student.

To further this vision, we will expand our student leadership team to include all 4th and 5th-grade students, establishing the A-Team, or Action Team. This team will play a pivotal role in initiating positive change within our school community, particularly in relation to our playground and other areas of campus. By empowering student leaders, we aim to enhance the overall campus experience and promote a sense of ownership and responsibility among our students.

Recognizing the importance of providing inclusive and meaningful recess experiences, we will introduce a positive alternative room where students can access engaging activities during recess. This dedicated space will ensure that students who may prefer not to participate in regular playground activities have an enriching and enjoyable alternative. To monitor the effectiveness of the alternate recess room we can collect survey data to inquire their satisfaction levels, perceived benefits, and any suggestions for improvement. I can observe the alternate recess room during its operation. I would look for and record observations regarding student engagement, behavior, and overall atmosphere. I will monitor if students who utilize the alternate recess room consistently demonstrate it positively impacting their focus and readiness to learn after recess is over. I will keep track of student behavior before and after participating in the alternate recess room. I will notate if any changes in behavior, such as improved social interactions, reduced disciplinary issues, or increased self-regulations skills occur.

Furthermore, to augment our efforts, we will establish a community partnership with the Special Team of Role Models also known as S.T.O.R.M. These individuals will bring their unique expertise and experiences to provide additional support to our students. They will serve as positive role models and mentors, fostering a sense of guidance, inspiration, and personal growth among our student body.

By implementing these initiatives, we aim to create a vibrant and nurturing learning environment that prioritizes the holistic development of our students. Through the expansion of our student leadership team, the provision of a positive alternative recess room, and the introduction of a community partnership Special Team of Role Models, we will strengthen the connection between our school and the broader community, ensuring a transformative educational experience for all.

2022-23

Identified Need

Cultivating an inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning is critical for our academic success.

Based on the Comprehensive Needs Assessment and the above analysis of this goal:

We have begun a collaborative process with educational partners, S.T.O.R.M TEAM. The Special Team of Role Models, also known as S.T.O.R.M. Team is an innovated program designed to improve social and behavioral outcomes among students.

Goals: The primary goal of the S.T.O.R.M. Team program is to reduce instances of aggressive behavior among students and to decrease the number of disciplinary referrals and suspension. By addressing aggressive behavior towards other students and reducing office referrals and suspension rates, the program aims to increase productive instructional time in the classroom, reduce suspension rates, and increase attendance. Additionally, the program seeks to promote positive social and behavioral outcomes, including improved self-control, responsibility, and respect for others. By achieving these goals, the program aims to create a safe and supportive learning environment that maximizes instructional time and helps students reach their academic potential.

Strategies: The S.T.O.R.M. Team program uses a variety of strategies to achieve its goals, including mentorship, peer support, and character education. Specially trained staff and student mentors work with students to model positive behaviors and teach important character traits such as courtesy, integrity, perseverance, self-control, responsibility, and action. The program also provides opportunities for students to engage in positive social activities, such as team building exercises and community service projects. In addition, the program works closely with teachers and administrators to provide support for students with behavioral challenges.

The storm team will:

- 1) Identify and select students who exhibit leadership skills and can act as a positive role models for their peers.
- 2) Train selected students on conflict resolution, communication skills, and positive behavior management techniques.
- 3) Implement a peer mediation program, where trained S.T.O.R.M. Team members mediate conflicts between their peers.
- 4) Hold monthly meetings with S.T.O.R.M. Team members to discuss concerns, provide feedback, and set goals for the program.
- 5) Celebrate the success of S.T.O.R.M. Team members and promote their positive behavior through recognition and rewards.

Conclusion:

The S.T.O.R.M. Team program is a valuable resource for schools seeking to improve social and behavioral outcomes among students. By focusing on positive character development and providing mentorship and support to students, the program helps to reduce instances of aggressive behavior, decrease disciplinary referrals and suspensions, and increase productive instructional time in the classroom. The program's emphasis on self-control, responsibility, and respect for others creates a safe and supportive learning environment that benefits all students and helps them to reach their academic potential. By identifying and training positive role models among students, implementing a peer mediation program, and providing ongoing support and professional development,

S.T.O.R.M. Team can help students develop valuable life skills and achieve success in school and beyond.

Student Leadership Team known as A-Team or Action Team

The purpose of the Student Leadership Team is to effectively contribute to the improvement of the school. By gathering input, identifying areas of growth, and implementing strategies, the team aims to enhance the overall student experience and create a positive learning environment while creating a climate where students are respectful to each other.

Goals:

- 1) Foster a culture of student engagement and empowerment.
- 2) Identify and highlight the strengths and successes of the school.
- 3) Identify areas of improvement and growth within the school.
- 4) Develop and implement actionable strategies to address the identified areas of growth.
- 5) Collaborate with school administrators, teachers, and other stakeholders to effect positive change.
- 6) Evaluate the impact of implemented strategies and make necessary adjustments.

Strategies:

- 1) Establish regular meetings: Schedule regular meetings for the student leadership team to discuss various aspects of the school and plan their initiatives. These meetings should provide a platform for team members to share their observations, concerns, and ideas.
- 2) Conduct surveys and feedback sessions: Create surveys or feedback sessions to gather input from the student body regarding their experiences, concerns, and suggestions for improvement. Utilize online survey tools or paper feedback to ensure maximum participation.
- 3) Analyze data and identify trends: Collect and analyze the data gathered from survey and feedback sessions. Look for recurring themes, common concerns, and notable areas of satisfaction. This analysis will help the team to identify specific areas that require attention and prioritize their efforts.
- 4) Collaborate with school staff and administrators: Establish open lines of communication with school staff, teachers, and administrators to gain a comprehensive understanding of the school's strengths and weaknesses. Collaborate with them to develop joint initiatives and ensure alignment between student and faculty efforts.
- 5) Create action plans: Based on the identified areas of growth, create actionable plans that outline specific steps and initiatives to address those concerns. Break down the plans into manageable tasks, assign responsibilities to team members, and set deadlines for implementation.
- 6) Implement initiatives: Execute the action plans, ensuring effective coordination and communication among team members and other stakeholders involved. Monitor the progress of initiatives, address challenges that arise, and provide support and resources as needed.
- 7) Evaluate and adjust: Regularly assess the impact of implemented initiatives through student feedback, observations, and measurable outcomes. Make adjustments to strategies as necessary and celebrate successes to keep team members motivated and engaged.

Conclusion: By following this plan, the student leadership team will be able to actively contribute to the betterment of the school. Through open communication, collaboration, and the implementation of targeted strategies, the team can create positive change, enhance the learning experience, and foster a sense of pride and engagement within the student body.

A possible example for the Student Leadership Team would be assist with various tasks on the playground. By taking responsibility for cleaning up, taking jackets and sweatshirts left out to lost and found, monitoring bathrooms at the end of recess to give a report of if it was left at a 4,3,2,1 cleanliness, and mediating peer conflicts, the student leaders aim to create a more organized and pleasant playground environment for all students. In the Leadership Meetings students would take on leadership roles on the playground on a rotational basis. We would provide training to student leaders on the various tasks they will be responsible for on the playground. Provide ongoing support and feedback to student leaders as they develop skills. We would establish clear expectations regarding their roles and responsibilities on the playground. Encourage them to model positive behavior and social interactions for their peers. Mediate peer conflicts by training student leaders in conflict mediation techniques such as active listening and problem-solving. Encourage them to step in and mediate conflicts when they arise, with the support of adult supervisors as needed. Evaluate and adjust by regularly assessing the effectiveness of the student leadership program on the playground. Collect feedback from students, teachers, and parents, and make adjustments as necessary to improve the program. By implementing this plan, student leadership can play an important role in creating a more organized and pleasant playground environment for all students. Through training, clear expectations, and ongoing support, student leaders can take on responsibility and develop valuable leadership skills. By assisting with cleaning up, taking lost and found items, monitoring bathrooms, and mediating peer conflicts, student leaders can contribute to a safer, more positive, and more inclusive playground experience for all students.

Alternative Room for recess that elementary school age students can access if they prefer not to go out to the playground

Room Layout and Features:

1) Space Utilization:

- Select a room that is centralized in between the upper and lower grade playground that can accommodate various activities and equipment.
- Ensure the room has ample natural light and ventilation to create a pleasant environment.

2) Soft Seating Area:

- Create a cozy comfortable seating area with bean bags, floor cushions, low tables, and multi tiered cushion cubes.
- Place shelves or storage units to hold books, puzzles, board games, and art supplies.

3) Creative Corner:

- Dedicate a section of the room as a creative corner.
- Provide art supplies like crayons, markers, colored pencils, paper, and craft materials.
- Display artwork from students to inspire creativity

4) Reading Nook:

- Set up a dedicated reading area with shelves or bookcases containing a wide selection of books suitable for different reading levels and interests including graphic novels.
- Include comfortable seating options like reading chairs or floor cushions.

5) Board Games and Puzzles:

- Have a collection of age-appropriate board games and puzzles that can be completed in the time allotment readily available
- Display them on shelves or in storage units for easy access
- Ensure that instructions for each game are clearly visible

6) Technology Zone:

- Set up a designated area with computers or tablets equipped with educational and age-appropriate software and games.
- Ensure that devices have parental controls such as Go Guardian and appropriate content filters.

7) Active Play Zone:

- Dedicate a section of the room for active play.
- Ensure there is enough space for children to engage in physical activities and games

8) Calming Area:

- Create a quiet and peaceful space where students can relax and unwind.
- Include comfortable seating, soft lighting, and soft background music or nature sounds
- Provide stress-relief tools such as stress balls or sensory items like squishy toys

9) Supervisions and Guidance:

- Assign responsible adult to supervise the alternative recess room and ensure a safe and inclusive environment
- Encourage students to follow established rules and guidelines for respectful and cooperative behavior.
- No in and out entry. Once students go in, they are in for the recess other than for bathroom usage.

10) Flexibility and Choice

- Allow students to choose their activities during alternative recess time.
- Provide a variety of options to cater to different interests and preferences. Change activities available from time to time.
- Encourage students to try new activities and explore their interests.

Conclusion:

By providing an alternative room for recess, elementary school students who prefer not to go out to the playground or that may need a break from a student can still engage in meaningful and enjoyable activities. The design includes a comfortable seating area, creative

corner, reading nook, board games, puzzles, technology zone, active play zone, and a calming corner. With proper supervision and a range of activity and choices, this alternative recess room aims to accommodate the diverse needs and interests of students, fostering a positive and inclusive recess experience.

Second Step:

We are excited to have access to Second Step site license starting next year provided by our districts Prevention Program. This resource will empower our teachers by equipping them with the necessary tools and materials to effectively guide and assist our students in developing and honing their essential social-emotional skills.

With the Second Step site license, our educators will have access to a wide range of evidence-based strategies, lesson plans, and instructional resources specifically designed to nurture and foster positive relationships among students. Through engaging activities and targeted interventions, teachers will be able to create a supportive and inclusive classroom environment that encourages empathy, compassion, and understanding.

Furthermore, this site license will provide our teachers with valuable guidance on helping students effectively manage their emotions. By utilizing research-backed techniques, educators will be able to teach students valuable emotional regulation strategies, enabling them to better navigate the complexities of their feelings and respond to challenging situations in a constructive manner.

In addition to nurturing positive relationships and managing emotions, the Second Step site license will enable our teachers to assist students in setting meaningful goals. By incorporating goal-setting exercises and reflection activities into their instructional practices, teachers will empower students to identify their aspirations, develop action plans, and persistently work towards achieving their objectives. This skillset will not only benefit students academically but also promote self-confidence, resilience, and a sense of purpose.

In summary, the introduction of the Second Step site license signifies our commitment to holistic education. By providing teachers with this powerful resource, we are actively investing in the social-emotional development of our students, fostering an environment where positive relationships, emotional intelligence, and goal-oriented mindset thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism	By the end of the year in 2021-2022 school year we had 47.39% of students who were listed as Chronically Absent. At the end of the 2022-2023 school year we had 29.90% of students who were listed	By the end of the 2023-2024 our expected outcome is to reduce the percentage rate of students identified as Chronically Absent to 20%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	as Chronically Absent a 17.49% improvement.	
Attendance Rate	Our attendance rate at the end of the 2022-2023 school year was 91.99%.	Our expected outcome for the end of the 2023-2024 school year is to have our attendance rate be 95%
District Survey - school has a climate that is caring-staff	The overall rating by staff was 85.71%	The expected outcome will be 97%
District Survey - school has a climate that is caring-parents	The overall rating by parents was 93.44%	The expected outcome will be 97%
District Survey - Families who speak a language other than English receive general information about our school in their home language- parents	The overall rating by parents was 90.16%	The expected outcome will be 95%
District Survey - The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	The overall rating by parents was 90.91%	The expected outcome will be 95%
District Survey - Safety Parent.	The overall rating of school safety by parents was 86.07%	The expected outcome of school safety by parents will be 95%
District Survey - Safety Staff.	The overall rating of school safety by students was 85.71%	The expected outcome of school safety by students will be 95%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Extra hour for Rec Aide	X All Students English Learners Low-Income Students Foster Youth	Site Administration	LCFF Supplemental Centralized	3412	School year 2023 - 2024

		Other		Services (District Only) 2000-2999: Classified Personnel Salaries		
2.2	Materials and supplies for Counselor to assist English Language Learners, Low-Income Students, Foster Youth, Homeless students	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Site Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,307	School year 2023 - 2024

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

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

What data did you use to monitor progress and how often?

In our ongoing commitment to monitor and enhance student progress, we have implemented a comprehensive range of metrics to gauge student performance, identify individual needs, and implement innovative strategies that foster increased achievement. By leveraging these metrics, we aim to provide targeted and data-driven interventions that support student growth and academic success.

One of the key metrics we utilize to assess student proficiency and growth is the iReady assessment, in the areas of math and reading. By analyzing student performance on iReady, we gain valuable insights into their current skill levels, areas of strength, and areas that require additional support. This data-driven approach allows us to tailor instructional strategies and interventions to meet the unique needs of each student, fostering their academic growth and empowering them to reach their full potential.

In addition to iReady, we employ Running Records as a valuable tool to assess student reading fluency and comprehension. By systematically administering and analyzing Running Records, we gain a nuanced understanding of students' reading abilities, including their accuracy, rate, and level of comprehension. This information enables us to personalize reading instruction and provide targeted interventions that address specific areas of need, ensuring continuous progress and improvement.

Furthermore, we utilize Progress Reports and Report Cards as essential metrics to provide comprehensive feedback on student performance across various subject areas. These serve as critical checkpoints for evaluating student progress and achievement, allowing us to communicate transparently with students, parents, and stakeholders about academic growth and areas that require attention. By sharing detailed feedback and recommendations, we empower students and their families to actively participate in their educational journey and make informed decisions about their academic trajectory.

English learners take the ELPAC to measure progress towards English language proficiency. Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to demonstrate progress toward English language proficiency in the ELPI.

Lastly, we utilize the Winter School Survey to gather comprehensive feedback from students, families, and staff. This survey serves as a valuable tool for assessing stakeholders' perspectives on various aspects of our educational environment, including instructional practices, school climate, and support services. By analyzing the survey data, we gain valuable insights into areas of strength, areas that require improvement, and innovative opportunities to enhance the overall learning experience for our students.

In summary, the metrics we employ to monitor student progress and implement effective innovative strategies include iReady math and reading scores, Running Records, Progress Reports, Report Cards, ELPAC data, and the Spring School Survey. By leveraging these metrics, we strive to implement data-driven practices that address individual student needs, foster academic growth, and provide a supportive and enriching educational environment for all students.

What worked and didn't work? Why? (monitoring)

Through analysis of student data, our dedicated staff members have identified the need for professional development in the area of Science of Reading. This targeted professional development will equip our teachers with the necessary knowledge and strategies to deliver effective and evidence-based reading instruction that aligns with the principles of the Science of Reading. By investing in this professional development, we aim to enhance our students' reading abilities and empower them to become proficient readers.

To further bolster our reading instruction efforts, we have undertaken the initiative to expand our book room. By acquiring additional books, we provide our teachers with a rich and diverse collection of resources that support the implementation of the Science of Reading. This expanded book room will serve as a valuable asset in facilitating engaging and targeted instruction, catering to the individual needs of our students. A dedicated book room supports the science of reading in the areas of comprehension and vocabulary by providing access to a wide range of books, aligning the collection with evidence-based practices, allowing for differentiated instruction, promoting guided reading and book clubs, and facilitating vocabulary expansion. A dedicated book room

allows for differentiated instruction tailored to students' individual needs and reading levels. The collection can include books at various reading levels, accommodating learners who may be below, at, or above grade level. This differentiation ensures that students have access to texts appropriate for their current reading abilities and to teach to the skills that they individually need to develop.

Building upon the success of having instructional assistants in other grade levels, we have decided to extend this support to the 5th grade. The inclusion of an instructional assistant in the 5th grade will significantly enhance student learning by providing personalized assistance and targeted interventions. This additional support will contribute to a more inclusive and differentiated learning environment, fostering academic growth and success for all students. To monitor the effectiveness of an instructional assistant supporting 5th grade students, several strategies can be employed. First, regular observation and feedback sessions can be conducted, where the assistant's interactions with students and instructional strategies are observed and evaluated. This allows for ongoing assessment of their effectiveness and provides an opportunity for constructive feedback and guidance. Additionally, student progress and performance data can be reviewed to assess whether the assistant's support is positively impacting student outcomes. This can include analyzing assessment results, monitoring students' academic growth, and tracking their engagement and participation in classroom activities. Collaborative discussions and communication between the instructional assistant, classroom teacher, and other school staff are also essential to ensure alignment of goals and strategies. By regularly assessing the assistant's performance, gathering student data, and fostering open communication, the school can effectively monitor and evaluate the impact of the instructional assistant's support on 5th grade students' learning and progress.

Recognizing the exceptional effectiveness of our Intervention Teacher in providing targeted interventions to students, we will continue to leverage their expertise in the upcoming academic year. The Intervention Teacher's specialized skills and insights have proven instrumental in meeting the unique needs of students requiring additional support. By maintaining this valuable position, we ensure that our students continue to receive the targeted interventions they need to thrive academically.

One of the cornerstones of our data-driven instructional approach is the practice of engaging in data conversations. These discussions provide teachers with dedicated time to analyze student data, identify patterns, and make informed instructional decisions that address individual student needs. By leveraging the power of data conversations, we foster a culture of continuous improvement and responsive teaching, ensuring that our instructional strategies are always aligned with student data. Tracking data conversations involves the process of collecting the data, analysis, and we take time to reflect on the process and outcomes. We evaluate the effectiveness of the conversations in terms of achieving the intended goals and consider any adjustments or improvements for future data discussions. We look for patterns, trends, and correlations within the data to identify areas of strength and areas for improvement. Tracking these patterns over time can provide valuable insights into the effectiveness of interventions or instructional strategies. By utilizing data systems such as Q and illuminate, and involving multiple stakeholders, we can effectively track and leverage data to drive informed decision-making and improve student outcomes.

Furthermore, Grade Level Academic Planning and Reflection on International Baccalaureate (IB) units of study are highly effective in meeting our goals. These collaborative sessions allow teachers to collectively plan and reflect upon the delivery of IB units, ensuring a cohesive and rigorous curriculum that aligns with the IB philosophy and standards. To sustain this success, ongoing professional

development opportunities will be made available to our teachers, empowering them to continually refine their instructional practices and provide an exceptional educational experience.

In summary, our data-driven initiatives and focus on professional development in the Science of Reading, expansion of the book room, inclusion of instructional assistants, retention of the Intervention Teacher, data conversations, Grade Level Academic Planning and Reflection on IB units, and ongoing professional development opportunities collectively form a robust framework that aims to optimize student learning outcomes. By diligently implementing these strategies, we are confident in our ability to provide our students with the highest quality instruction and support, setting them on a path to academic excellence and future success.

Before School tutoring:

Last year we decided to open our cafeteria in the morning 30 minutes before breakfast. This brought on numerous benefits to our students. We decided to continue this practice. By providing access to computers during this time, we can offer differentiated iReady lessons and Starfall reading and math programs, allowing students to engage in personalized learning experiences that cater to their unique needs and learning styles.

The availability of instructional assistants during this early morning period offers valuable support to students as they tackle their homework assignments. These assistants can provide guidance, clarify concepts, and address any questions or challenges students may have, fostering a productive and conducive learning environment.

Moreover, opening the cafeteria early creates a designated space for students to engage in independent reading, a fundamental skill that supports academic growth and fosters a love for literature. This quiet reading time allows students to expand their knowledge, improve comprehension skills, and explore diverse literary genres.

Additionally, this provides an opportunity for students to connect with one another in a relaxed and social setting. By encouraging interaction and conversation, students can build friendships, strengthen their social skills, and develop a sense of community within the school.

The benefits of opening the school cafeteria in the morning extend beyond academics and socialization. By offering a safe and supervised environment before the start of the school day, we support working parents who may require an earlier drop-off time for their children. This flexibility contributes to a more inclusive and supportive school community, accommodating the needs of both students and families.

In summary, opening our school cafeteria 30 minutes before breakfast creates a dynamic and enriching space for our students. Providing access to computers for differentiated learning, offering instructional assistance for homework, fostering independent reading, and promoting social connections all contribute to an enhanced educational experience. This initiative not only supports academic growth but also reinforces a sense of belonging and wellbeing among our students, ultimately paving the way for their overall success.

What modification(s) did you make based on the data? (evaluation)

Three of our staff members have implemented the Science of Reading approach within their classroom. Their dedication and expertise have yielded profound positive results, demonstrating the immense potential of this instructional framework to enhance student learning outcomes.

Inspired by the success of these teachers, our staff has collectively recognized the transformative potential of the Science of Reading. In light of this realization, we have made the decision to engage in comprehensive professional development opportunities aimed at deepening our understanding of the Science of Reading and integrating its principles into our own classrooms. iReady data shows that there is a need for comprehension and vocabulary.

This concerted effort to expand our knowledge and expertise in the Science of Reading signifies a shared commitment among our staff members to provide the highest quality instruction that aligns with evidence-based practices. By taking on this professional development, we are equipping ourselves with instructional strategies, methodologies, and pedagogical approaches that are firmly grounded in the research and principles of the Science of Reading.

Through this professional development, our staff members will delve into the intricacies of the Science of Reading, gaining a comprehensive understanding of its theoretical pedagogy, best practices, and instructional techniques. We will explore topics such as phonological awareness, phonics, vocabulary development, fluency, and reading comprehension, among others, with the goal of deepening our knowledge and refining our instructional approaches to meet the diverse needs of our students.

With this newfound knowledge, our staff members will be empowered to implement the Science of Reading within their own classrooms, fostering a dynamic and engaging learning environment that cultivates strong literacy skills and promotes academic success. By aligning our instructional practices with the evidence-based principles of the Science of Reading, we are ensuring that our students receive the highest caliber of instruction and support, setting them on a trajectory towards lifelong learning and achievement.

In summary, the resounding success achieved by the three staff members who have embraced the Science of Reading has inspired our entire staff body to embark on a professional development journey. Through this collective endeavor, we seek to deepen our understanding of the Science of Reading, equip ourselves with evidence-based instructional strategies, and ultimately create a transformative learning experience for our students. By embracing the Science of Reading, we are fostering a culture of excellence, innovation, and continual growth within our school.

2022-23 Identified Need

Based on our Comprehensive Needs Assessment and a thorough analysis of the available data, it has become apparent that providing professional development opportunities centered around the pedagogical approach of Science of Reading is paramount to effectively addressing the individualized reading needs of our students.

In light of this need, we are committed to equipping our teachers with the necessary knowledge and skills to implement the Science of Reading pedagogy with expertise and precision. By engaging in targeted professional development sessions, our dedicated educators will deepen their understanding of the foundational principles of the Science of Reading and explore evidence-based instructional strategies that foster robust literacy development. This professional development initiative will empower our teachers to employ research-backed methodologies that effectively cater to the unique reading needs of each student, thereby maximizing their learning potential.

To support the implementation of the Science of Reading, we recognize the importance of creating a dedicated space that houses a wide array of relevant resources. Hence, we have made the strategic decision to establish a book room specifically curated for the Science of Reading. This curated collection of books will serve as a valuable asset, enabling our teachers to access high-quality materials that align with the Science of Reading approach, facilitating targeted and engaging instruction that nurtures students' reading abilities and fosters a lifelong love for learning.

Acknowledging the indispensable role of our Intervention Teacher in addressing targeted student needs, we are resolute in continuing their valuable contributions to our educational community. Their expertise and commitment have proven instrumental in providing personalized interventions and support to students who require additional academic assistance. By retaining the Intervention Teacher position, we ensure that students receive the individualized attention and specialized interventions necessary for their educational growth and success.

In recognition of the importance of creating an optimal learning environment, we will continue to extend the opening time of the cafeteria before school by half an hour. This additional time will provide students with valuable opportunities to engage in activities that enhance their academic progress and well-being. Whether it be working on iReady interventions, exploring educational platforms such as Starfall for reading or math, or seeking homework help from a dedicated Instructional Assistant, students will have a supportive space to supplement their learning and address their academic needs.

Data conversations are an invaluable practice for our instructional team, serving as a platform for in-depth analysis and informed decision-making. By engaging in data conversations, our teachers engage in collaborative discussions to analyze student data, identify trends and patterns, and make data-driven decisions when designing lessons and tailoring instruction. This systematic approach ensures that our teaching practices are aligned with the specific needs of our students, fostering a targeted and responsive learning environment that promotes growth and achievement.

Recognizing the importance of providing additional support for our 5th grade students, we have determined that the hiring of an Instructional Assistant dedicated to this grade level is essential. This additional support will enhance student learning experiences and

provide the necessary scaffolding to address individual needs, fostering a classroom environment that is conducive to growth and success.

Furthermore, we are committed to providing tutoring opportunities for students who require additional support. These dedicated tutoring sessions will offer targeted assistance to students, allowing them to consolidate their learning, address challenges, and make significant academic progress under the guidance of experienced educators.

Additionally, to further augment our teachers' repertoire of instructional resources, we will provide them with access to a Teachers Pay Teachers site license. This license will enable our teachers to access a vast array of supplementary materials, innovative lesson design ideas, and instructional resources created by expert educators. This expanded access will support our teachers in delivering dynamic and engaging lessons that cater to the diverse needs of our students.

In summary, our comprehensive plan involves professional development in the Science of Reading, the establishment of a Science of Reading book room, the continuation of our Intervention Teacher position, the extension of cafeteria opening times, data conversations, and the hiring of an Instructional Assistant for the 5th grade. In addition to these initiatives, we are committed to leveraging technology to enhance instructional practices and expand learning opportunities for our students.

By procuring a Teachers Pay Teachers site license, our teachers will have access to a vast array of high-quality, teacher-created resources. This online platform will serve as a wellspring of innovative lesson plans, engaging activities, and instructional materials aligned with academic standards. Empowered with this valuable resource, our teachers will be able to diversify their instructional approaches, ensuring that they cater to the varied learning styles and preferences of our students. The availability of such a rich collection of resources will undoubtedly contribute to the creation of dynamic and engaging learning experiences within our classrooms.

As we forge ahead with these ambitious plans, we remain committed to ongoing evaluation and reflection. Through systematic assessment of our initiatives and their impact on student achievement, we will be able to make informed adjustments and improvements. By employing a continuous improvement cycle, we ensure that our efforts remain aligned with our overarching goal of optimizing student learning outcomes and fostering an environment of academic excellence.

In conclusion, our multifaceted approach centers on professional development in the Science of Reading, the establishment of a Science of Reading book room, the retention of the Intervention Teacher position, the extension of cafeteria opening times, data conversations, the hiring of an Instructional Assistant for the 5th grade, tutoring opportunities, and access to a Teachers Pay Teachers site license. By strategically implementing these initiatives, we aim to create an educational ecosystem that empowers our students to thrive academically, meet their individualized learning needs, and develop into lifelong learners. Through a tireless commitment to improvement, we will continue to adapt and refine our practices to ensure that every student receives the exceptional education they deserve.

Thomas Kelly qualified for ATSI status under two student groups, Students with Disabilities and African American Students

A plan to meet the needs for students with disabilities who have chronic absenteeism rate, scoring lower in reading and math, and high suspension rates.

Our school is committed to providing an inclusive and equitable learning environment for all students, including those with disabilities. However, we have noticed that our students with disabilities are experiencing challenges in their academic performance, attendance, and behavior. Our plan is designed to improve the educational outcomes for students with disabilities by focusing on their chronic absenteeism, low academic performance in reading and math, and high suspension rates:

Goals:

- 1) Increase attendance rates for students with disabilities by at least 10% by the end of the school year.
- 2) Improve academic performance in reading and math for students with disabilities based on their IEP goal areas.
- 3) Reduce the suspension rates for students with disabilities from currently at 7.41% to 3% by the end of the year.

Strategies:

- 1) Schoolwide positive behavior support system that encourages positive behavior and provides appropriate consequences for negative behavior. The system will include a tiered approach that provides targeted interventions for students who need additional support.
- 2) Offer targeted academic interventions for students with disabilities, including small-group instruction and individualized support.
- 3) Provide additional support and resources for families of students with disabilities, including counseling services and access to community resources.
- 4) Increase communication between school staff and families of students with disabilities to ensure that students receive necessary accommodations and support.
- 5) Provide professional development opportunities for teachers and staff to increase their knowledge and skills in working with students with disabilities.

Conclusion:

Our school is committed to ensuring that all students receive a high-quality education, regardless of their abilities. We will focus on improving the educational outcomes for students with disabilities by addressing chronic absenteeism, low academic performance in reading and math, and high suspension rates. By implementing targeted strategies and setting measurable goals, we are confident that we can make meaningful progress towards improving the educational outcomes for our students with disabilities.

A plan to meet the need to address the achievement gap for African American students who have a chronic absenteeism rate, scoring lower in reading and math.

Goals:

- 1) To improve academic outcomes for African American students who are struggling in reading and math as identified through CAASPP data, iReady Scores, Benchmark tests, Running Records data
- 2) To decrease chronic absenteeism rates for African American students by at least 10% by the end of the school year.

3) To increase parent and family engagement

4) To promote a positive and inclusive school culture that supports the academic and social-emotional needs of African American students.

Strategies:

1) Provide targeted academic support through tutoring, small group instruction, and connection with our after-school programs.

Teachers will utilize data to differentiate instruction and provide accommodations and modifications that meet individualized learning needs.

2) Further our comprehensive attendance plan that already has regular communication with families to include home visits, and regular incentives to promote regular attendance. The school will also provide resources and support to families to address barriers to attendance.

3) Increase Family Engagement we will work to engage families of African American students who have chronic absenteeism, providing them with resources and support to help them better understand and support their child's learning needs. This includes addressing any barriers to attendance and connecting families with community resources.

4) Schoolwide positive behavior support system that focuses on prevention, intervention, and restorative practices to address disciplinary issues and promote a positive school culture. The school will also provide social-emotional support through counseling services, peer support groups (our 4th and 5th grade A-Team), and other resources. We are developing partnerships with STORM community organization that support the academic, social, emotional success of African American students.

5) Through the use of our district's board adopted curriculum, we will implement a culturally responsive curriculum that reflects the experiences and backgrounds of our African American students, ensuring that they see themselves reflected in the materials and resources used in the classroom. Our district's 8 point commitment will guide our work.

Conclusion:

Our school recognizes the importance of addressing the achievement gap for African American students who have a chronic absenteeism rate and are scoring lower in reading and math. Our teachers have undergone training over the last few years to help them identify and eliminate any implicit bias that may be impacting their teaching practice. This will ensure that all students, including African American students, have equal access to high-quality instruction and learning opportunities. By implementing targeted interventions that meet the unique needs of African American students, promotion regular attendance, increasing family engagement, and fostering a positive school culture, the school aims to improve academic outcomes and ensure that all students have the support they need to succeed. The school will regularly assess and evaluate the effectiveness of its strategies to ensure that they are meeting the needs of African American students and making progress towards their academic goals.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring School Survey 2022-23 Overall Academic Progress percentage from categories A-I	The overall Climate of Support for Academic Learning as measured by students on the 2022-2023 Winter Survey was: parents 85.79%, Students 78.21%, Staff 88.49%	The expected outcome of the overall Climate of Support for Academic Learning as measured in 2021-2022 Spring School Survey will be: parents 90%, Students 85%, Staff 95%
iReady Math scores overall	iReady Math Scores overall 19% At grade level, 57% Approaching, 24% Below	The expected iReady Math Scores overall will be 30% At grade level, 50% approaching, 20% below
iReady Reading scores overall	iReady Reading Scores overall 34% At grade level, 47% Approaching, 19% Below	The expected iReady Reading Scores overall will be 50% At grade level, 40% Approaching, 10% Below

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Starfall	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	355	School year 2023 - 2024

3.2	ESGI licenses for Transitional Kindergarten and Kindergarten	All Students English Learners Low-Income Students Foster Youth X Other Transitional Kindergarten Kindergarten	Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	639	School year 2023 - 2024
3.3	Printing costs above and beyond core curriculum CBS Maintenance Agreements, supplies, Wizix Maintenance Agreement, new copy machine	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	6,569.22	School year 2023 - 2024
3.4	Data Conversations, guest teachers for release time	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	School year 2023 - 2024

3.5	IA to support 5th grade	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	21,312 23,844	School year 2023 - 2024
3.6	Grade Level Academic Planning and Reflection on units of study guest teachers for release time	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	School year 2023 - 2024
3.7	ELD Teacher .5	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	49,349	School year 2023 - 2024

3.8	Materials for English Language Development Teacher to assist our English Language Learners	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,307	School year 2023 - 2024
3.9	Tutoring for English Language Learners, Low-Income, Foster Youth, Homeless students	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1,500	School year 2023 - 2024
3.10	Materials for Intervention Teacher to assist English Language Learners, Low-Income, Foster Youth, Homeless students	All Students X English Learners X Low-Income Students X Foster Youth X Other Homeless	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,307	School year 2023 - 2024

3.11	Teacher Pay Teachers Site License	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditur es	3,000	School year 2023 - 2024
3.12	Books to begin a book room for Science of Reading	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2023 - 2024
3.13	Epic subscription	All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditur es	3,888	School year 2023 - 2024

3.14	staff to attend IB and other professional development Trainings	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	25,000	School year 2023 - 2024
3.15	Materials and supplies above and beyond core curriculum	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	39,743.78	School year 2023 - 2024

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College, Career, Citizen Ready

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

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

What data did you use to monitor progress and how often?

To guide our students on a trajectory towards a promising future, we employ a comprehensive set of metrics to monitor their progress and ensure they are equipped with the necessary tools to realize their full potential. These metrics provide valuable insights into their academic achievements, personal growth, and preparedness for the challenges of college, career, and citizenship. Among the key metrics we utilize in this pursuit are the Spanish Report Card Grade, Teacher Report Card Grades, and Winter School Survey Results.

The Spanish Report Card Grade serves as an essential benchmark in assessing students' proficiency and progress in the Spanish language. As a crucial component of our curriculum, proficiency in Spanish not only enriches students' linguistic capabilities but also opens doors to cross-cultural understanding and global perspectives. By meticulously evaluating their performance in this subject, we gain valuable insights into their language acquisition, comprehension, and communication skills, paving the way for a well-rounded education.

Teacher Report Card Grades constitute another pivotal metric in our comprehensive assessment of student progress. These grades, meticulously assigned by our esteemed teaching staff, provide a holistic evaluation of students' academic performance, intellectual growth, and overall engagement in the learning process. By considering various factors such as class participation, assignment completion, critical thinking, and problem-solving abilities, we obtain a comprehensive picture of students' strengths and areas for improvement. This invaluable feedback not only informs our instructional approaches but also enables us to tailor our support to meet the unique needs of each student.

Moreover, the Winter School Survey Results play a pivotal role in capturing the perceptions and experiences of our students during a crucial juncture in their academic journey. These survey results, derived from structured questionnaires administered to our student body, offer insights into their attitudes towards learning, school climate, social-emotional well-being, and overall satisfaction with their educational experience. By attentively analyzing these survey results, we gain a deeper understanding of the factors that contribute to student engagement, motivation, and overall academic success. This data empowers us to make informed decisions that enhance the learning environment, foster a sense of belonging, and promote the holistic development of our students.

By utilizing these metrics, we ensure that our students are consistently progressing along clear pathways to success, while also addressing any areas of concern or necessary interventions. These measurements provide a comprehensive framework for us to assess and support our students in their academic pursuits and personal growth. Through this diligent monitoring and evaluation process, we can confidently guide them towards becoming well-rounded individuals who are not only academically accomplished but also equipped with the necessary skills and character traits to thrive in an increasingly complex and interconnected world.

In conclusion, the Spanish Report Card Grade, Teacher Report Card Grades, and Winter School Survey Results form an integral part of our commitment to student progress and development. These metrics enable us to assess students' language proficiency, academic performance, and overall experiences within our educational community. By harnessing these valuable insights, we can refine our instructional practices, tailor our support services, and create an inclusive and nurturing environment that empowers our students to achieve their aspirations and unlock their limitless potential.

What worked and didn't work? Why? (monitoring)

As an International Baccalaureate Primary Years Programme (IB PYP) school, students are afforded a multitude of benefits that transcend traditional academic boundaries. By actively engaging in an IB PYP curriculum, students embark on a transformative journey that fosters a global perspective, cultivates cultural appreciation, and nurtures a deep understanding of their place within the intricate tapestry of the world.

As students navigate their educational trajectory, they are encouraged to explore and embrace their limitless potential. Through a meticulously coordinated framework that encompasses various subject areas and interdisciplinary approaches, students are equipped with the necessary skills, knowledge, and attitudes to thrive in an increasingly interconnected global society. By actively engaging with diverse perspectives, learning about different cultures, and examining their own identities, students gain a broader

world view that transcends geographical borders and fosters empathy, understanding, and appreciation for the richness of human experiences.

Within this context, our educational endeavors are driven by the overarching goal of preparing students for the rigors and opportunities that lie ahead in their college, career, and personal lives. By actively immersing themselves in a curriculum that embraces the IB philosophy, students develop critical thinking skills, hone their ability to navigate differing points of view, and expand their cultural competencies. These essential attributes are not only crucial for success in academic settings but also invaluable for navigating the complexities of the modern world.

Furthermore, our commitment to language acquisition extends beyond the boundaries of a single language. Students have the opportunity to embark on a profound journey of learning Spanish with a Specialist twice a week at school and through the dynamic and interactive learning platform of Rockalingua. This initiative not only facilitates linguistic growth but also opens doors to a broader spectrum of opportunities, empowering students to excel academically, engage in meaningful cross-cultural interactions, and embrace a wider range of career prospects. By nurturing language skills from an early age, starting in Kindergarten and extending throughout their educational journey, we ensure that students are equipped with the linguistic and cultural fluency necessary to thrive in high school, college, and beyond.

In our continuous quest to create meaningful connections between elementary and high school students, we have forged a valuable partnership with the Del Campo Kid's Helping Kid's program. This collaboration serves as a catalyst for building bridges between different educational levels, fostering mentorship, and establishing a sense of community. Through this initiative, elementary school students have the opportunity to connect with high school students, benefiting from their guidance, support, and wisdom. This intergenerational collaboration nurtures a sense of belonging, fosters positive role modeling, and provides students with invaluable insights into the possibilities that lie ahead in their educational journey.

In conclusion, the IB PYP school experience provides students with a unique and transformative educational journey that transcends traditional academic boundaries. By instilling a global perspective, nurturing cultural appreciation, and fostering self-discovery, students are equipped with the essential skills, knowledge, and attitudes to thrive in a diverse and interconnected world. Through engaging with our Spanish Teacher Specialist and the Rockalingua learning platform, students unlock the potential for linguistic growth and expand their horizons, preparing them for a brighter future filled with opportunities. Our collaborative efforts, exemplified by the partnership with Del Campo Kid's Helping Kid's program, further enhance the educational experience by fostering intergenerational connections and building a strong sense of community. Through these initiatives, we empower our students to become lifelong learners, engaged citizens, and confident contributors to the ever-evolving global landscape.

What modification(s) did you make based on the data? (evaluation)

In our commitment to providing a robust and enriching educational experience for our students, we have made strategic investments to bolster our Spanish Classroom and enhance the resources available to support our comprehensive Spanish language program.

Recognizing the significance of equipping our students with proficiency in a second language, we will carefully curate a collection of materials and supplies specifically tailored to reinforce and complement the Spanish curriculum. Through thoughtful consideration of the unique needs and objectives of our program, we will make strategic purchases that align with our vision of fostering linguistic exposure and cultural appreciation.

These acquisitions will encompass a wide array of resources, encompassing both traditional and innovative instructional materials. We have procured an extensive range of textbooks, workbooks, and reference materials meticulously designed to scaffold language acquisition and facilitate an understanding of Spanish grammar, vocabulary, and language structures. These carefully selected resources are tailored to cater to different learning styles, ensuring that every student can engage meaningfully with the curriculum and make steady progress in their language proficiency.

In addition to print resources, we have also invested in cutting-edge technology and digital platforms that leverage interactive and immersive learning experiences. By incorporating technology into our Spanish Classroom, we provide our students with engaging opportunities to practice their language skills, engage in authentic communication, and develop cultural fluency. From online language learning platforms to interactive language software, our digital resources empower students to explore, experiment, and grow their Spanish language abilities in a dynamic and interactive manner.

Moreover, we have not overlooked the significance of supplementary materials and cultural artifacts that enrich the students' understanding of Spanish-speaking cultures. Our acquisitions include authentic literature, cultural artifacts, and audiovisual resources that expose students to the diversity and richness of Spanish-speaking countries. Through these authentic materials, students gain insight into the customs, traditions, and perspectives of different Spanish-speaking communities, fostering a deeper appreciation for cultural diversity and global interconnectedness.

To ensure that our Spanish Classroom remains a vibrant and stimulating learning environment, we have also invested in essential classroom supplies. From whiteboards, markers, and visual aids to manipulatives and hands-on learning resources, we have furnished our classroom with a wide range of supplies that facilitate active participation, collaborative learning, and differentiated instruction. These resources support our dedicated educators in creating engaging and dynamic lessons that inspire students' curiosity, promote critical thinking, and foster a love for language learning.

In conclusion, our commitment to providing an exceptional Spanish language program is reflected in our strategic investments in the Spanish Classroom. Through thoughtful and intentional purchases, we have curated a comprehensive collection of resources, materials, and supplies that enhance instruction, support language acquisition, and cultivate cultural awareness. By equipping our students with the tools and resources they need to succeed, we create a dynamic learning environment that fosters linguistic fluency, cultural appreciation, and global awareness. Through these investments, we are steadfast in our mission to empower our students with the skills, knowledge, and cultural competency necessary to thrive in an increasingly interconnected world.

Identified Need

We recognize the importance of providing comprehensive guidance and support to both students and parents. As part of our commitment to addressing this essential need, we have identified an area of focus that centers around equipping students with the knowledge and understanding of the classes they should undertake to ensure a smooth transition to high school and to adequately prepare them for future collegiate endeavors.

Understanding the intricacies of course selection and its impact on future educational pathways is paramount in empowering students to make informed decisions about their academic journey. By collaborating with the esteemed Del Campo High School Kids Helping Kids program, we have forged a partnership that harnesses the expertise and wisdom of high school students who have navigated this educational terrain themselves. These knowledgeable and experienced individuals will serve as invaluable resources, acting as mentors to our students and imparting their insights into the classes required for a successful transition to high school and the courses that will best equip them for college.

Through this collaboration, we aim to bridge the gap between the elementary and high school levels by facilitating open and transparent communication channels. High school students participating in the Kids Helping Kids program will engage in meaningful dialogues with our students and their parents, providing guidance, clarity, and personalized advice tailored to individual aspirations and academic goals. These interactions will shed light on the specific classes, subjects, and extracurricular activities that students should consider to optimize their high school experience and position themselves for future collegiate endeavors.

By leveraging the expertise of these high school mentors, we create a platform for students and parents to engage in constructive discussions and obtain a comprehensive understanding of the educational pathways that lie ahead. This collaborative approach ensures that students are well-equipped to make informed decisions about their course selections, allowing them to align their interests, strengths, and ambitions with the appropriate academic pursuits.

Moreover, this partnership with the Del Campo High School Kids Helping Kids program not only serves as a means of imparting crucial information but also fosters mentorship, community-building, and a sense of shared responsibility. By establishing connections between elementary and high school students, we facilitate a seamless transition and create a supportive network that spans different educational levels. This intergenerational collaboration nurtures a culture of mentorship, encourages the exchange of knowledge, and empowers students to take ownership of their educational journey.

In conclusion, we recognize the critical need to assist students and parents in understanding the classes required to prepare for high school and future college endeavors. By partnering with the Del Campo High School Kids Helping Kids program, we tap into the wealth of knowledge and experience of high school students who can offer invaluable insights into course selection, extracurricular involvement, and the overall high school experience. This collaborative effort not only equips students with the necessary information to make informed decisions but also fosters mentorship, builds bridges between educational levels, and cultivates a sense of community. Through this joint endeavor, we ensure that our students embark on their educational journey with clarity, confidence, and a solid foundation for future success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
A way to measure is through through student's Spanish report card grades.	95% at or above grade level as identified by 2nd trimester report cards	98% goal
Spring 2021-2022 School Survey- College and Career - Students know what classes to pass to be prepared for college. Percent agree	Students: 59.57%	Students: 75%
Spring 2021-2022 School Survey- College and Career - Parents know what classes to pass to be prepared for college. Percent agree	Parents: 37.96%	Parents: 75%
Spring 2021-2022 School Survey- College and Career - Students know what classes they will have to take and pass to graduate from high school	Students: 65.96%	Students: 75%
Spring 2021-2022 School Survey- College and Career - Parents know what classes they will have to take and pass to graduate from high school	Parents: 39.64%	Parents: 75%

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 & Proposed Expenditures

4.16	Rockalingua Spanish	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating	399	School year 2023 - 2024
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				Expenditures		
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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$250,534.00

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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$49,349.00
LCFF Supplemental Site Allocation	\$35,360.00
Title I Part A Parent Involvement	\$2,663.00
Title I Part A Site Allocation	\$159,750.00

Subtotal of state or local funds included for this school: \$250,534.00

Total of federal, state, and/or local funds for this school: \$250,534.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	35,360	0.00
LCFF Supplemental English Learner Central	49,349	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00
Title I Part A Site Allocation	159,750	0.00
Title I Part A Parent Involvement	2,663	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	49,349.00
LCFF Supplemental Site Allocation	35,360.00
Title I Part A Parent Involvement	2,663.00
Title I Part A Site Allocation	159,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,849.00
2000-2999: Classified Personnel Salaries	38,087.00
3000-3999: Employee Benefits	36,520.00
4000-4999: Books And Supplies	59,664.78
5000-5999: Services And Other Operating Expenditures	29,419.22
5800: Professional/Consulting Services And Operating Expenditures	25,994.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	49,349.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	10,700.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	12,676.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	9,921.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	563.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,663.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	21,312.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	23,844.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	49,743.78
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	28,856.22
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	25,994.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	41,602.00
Goal 2	6,719.00
Goal 3	201,814.00
Goal 4	399.00

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
Jon Rogers	Other School Staff
Amanda Mathews	Classroom Teacher
Christina Blaine	Classroom Teacher
Jill Mlinar	Classroom Teacher
Josh Costa	Principal
Brooke Belknap	Parent or Community Member
Tiffany Gardette	Parent or Community Member
Brandy Harris-Hodnett	Parent or Community Member
Mac Valentine McCurdy	Parent or Community Member
Nichole Anderson	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

on file

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 5/15/2023.

Attested:


on file

Principal, Josh Costa on 5/15/2023

SSC Chairperson, Christina Blaine on 5/15/2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Thomas Kelly Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,412.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Extra hour for Rec Aide	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Socio-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$49,349.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD Teacher .5	1000-1999: Certificated Personnel Salaries	\$49,349.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$49,349.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation \$35,360.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials for English Language Development Teacher to assist our English Language Learners	4000-4999: Books And Supplies	\$3,307.00	Engaging Academic Programs	

Thomas Kelly Elementary School

Tutoring for English Language Learners, Low-Income, Foster Youth, Homeless students	1000-1999: Certificated Personnel Salaries	\$1,500.00	Engaging Academic Programs
Materials for Intervention Teacher to assist English Language Learners, Low-Income, Foster Youth, Homeless students	4000-4999: Books And Supplies	\$3,307.00	Engaging Academic Programs
Materials and supplies for Counselor to assist English Language Learners, Low-Income Students, Foster Youth, Homeless students	4000-4999: Books And Supplies	\$3,307.00	Healthy Environments for Socio-Emotional Growth
Additional hours for attendance clerk.	2000-2999: Classified Personnel Salaries	\$10,700.00	Connected School Communities
SWANK Movie License	5000-5999: Services And Other Operating Expenditures	\$563.00	Connected School Communities
	3000-3999: Employee Benefits	\$12,676.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$35,360.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$2,663.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Liaison	2000-2999: Classified Personnel Salaries	\$2,663.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$2,663.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Thomas Kelly Elementary School

Funding Source: Title I Part A Site Allocation

\$159,750.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Alliance Redwoods	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Connected School Communities	
Academic Field Trips	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities	
Starfall	5800: Professional/Consulting Services And Operating Expenditures	\$355.00	Engaging Academic Programs	
ESGI licenses for Transitional Kindergarten and Kindergarten	5800: Professional/Consulting Services And Operating Expenditures	\$639.00	Engaging Academic Programs	
Printing costs above and beyond core curriculum CBS Maintenance Agreements, supplies, Wizix Maintenance Agreement, new copy machine	5000-5999: Services And Other Operating Expenditures	\$6,569.22	Engaging Academic Programs	
Data Conversations, guest teachers for release time	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs	
IA to support 5th grade	2000-2999: Classified Personnel Salaries	\$21,312.00	Engaging Academic Programs	
Grade Level Academic Planning and Reflection on units of study guest teachers for release time	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs	
staff to attend IB and other professional development Trainings	5800: Professional/Consulting Services And Operating Expenditures	\$25,000.00	Engaging Academic Programs	
Materials and supplies above and beyond core curriculum	4000-4999: Books And Supplies	\$39,743.78	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$23,844.00	Engaging Academic Programs	

Thomas Kelly Elementary School

Rockalingua Spanish	5000-5999: Services And Other Operating Expenditures	\$399.00	College, Career, Citizen Ready
Teacher Pay Teachers Site License	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Engaging Academic Programs
Books to begin a book room for Science of Reading	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
Epic subscription	5000-5999: Services And Other Operating Expenditures	\$3,888.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$159,750.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Thomas Kelly Elementary School Total Expenditures: \$250,534.00