



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Kelly Elementary School	39-75499-0108357	April 25, 2024	May 14, 2024

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
Kelly has met the criteria for ATSI (Additional Targeted Support & Improvement) based on 2022-2023 data for the following reasons:

- Our student group that is considered Homeless are in the red which is the lowest performance level for suspension indicating a very high suspension rate. Additionally, they are also in the yellow performance level for chronic absenteeism.

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

Our plan has been created with input from all appropriate educational partner groups. Follow-up actions were created based on input gathered during SSC and ELAC meetings, and data interpretation from various teacher teams. Kelly has met the criteria for ATSI (Additional Targeted Support & Improvement) based on 2022-2023 data for the following reasons:

- Our student group that is considered Homeless are in the red which is the lowest performance level for suspension indicating a very high suspension rate. Additionally, they are also in the yellow performance level for chronic absenteeism.

Overall, we have made progress towards addressing our student demographics who met criteria for ATSI from last year. In 2022-2023 18.6% of our homeless student population were chronically absent. There was a 14.7% decline in this demographic from the previous school year, 2021- 2022. Chronic absenteeism is very high amongst all students, however, it has declined 2.5% from the previous year (21-22). In 2022- 2023, 17.9% of our student population was considered chronically absent.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

Regarding Parents' Perceptions of School Climate:

Str Agr Agree Total Percent

Q8 26.00 42.00 80.00 85.00% This school's staff motivates students to learn

Q14 23.00 47.00 80.00 87.50% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 26.00 42.00 80.00 85.00% The buildings and grounds at this school are clean and well maintained

Q30 22.00 36.00 70.00 82.86% This school communicates the importance of respecting all cultural beliefs and practices

Q34 40.00 29.00 72.00 95.83% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 19.00 31.00 60.00 83.33% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 22.00 31.00 62.00 85.48% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 17.00 26.00 48.00 89.58% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q35 26.00 44.00 78.00 89.75% The school staff responds to me in a timely manner

Q36 29.00 34.00 77.00 81.82% The school office staff is friendly and professional

250.00 362.00 707.00 86.56%

Regarding Students' Perceptions of School Climate:

Str Agr Agree Total Percent

Q6 69.00 172.00 263.00 91.63% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q30 49.00 150.00 256.00 77.73% This school communicates the importance of respecting all cultural beliefs and practices

Q33 71.00 163.00 262.00 89.31% My teachers recognize the good work I am doing and provide timely feedback

Q34 44.00 141.00 266.00 69.55% This school motivates students to learn

Q35 17.00 108.00 264.00 47.35% The buildings and grounds at this school are clean and well maintained

Q42 95.00 148.00 274.00 88.69% I feel comfortable working with classmates and participating in class

Q43 41.00 164.00 263.00 77.95% I feel safe, secure and supported at this school

386.00 1046.00 1848.00 77.49%

Regarding Staff Perceptions of School Climate:

Str Agr Agree Total Percent

Q6 13.00 9.00 42.00 95.24% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q18 10.00 11.00 40.00 92.50% Members of the school/department collaborate to achieve our school goals

Q21 3.00 15.00 43.00 69.77% The buildings and grounds at this school are clean and well maintained

Q22 5.00 13.00 39.00 89.74% This school/department communicates the importance of respecting all cultural beliefs and practices
 Q23 8.00 12.00 43.00 97.67% I am treated with respect by my colleagues at work
 Q24 2.00 13.00 39.00 84.62% Staff members at this school are recognized appropriately for their efforts and accomplishments
 Q25 4.00 11.00 22.00 68.18% Our district ensures effective communication across the organization
 45.00 84.00 158.00 81.65%

Regarding Parents' Perceptions of School Safety:

Str Agr Agree Total Percent

Q26 26.00 42.00 80.00 85.00% The buildings and grounds at this school are well maintained
 Q28 22.00 36.00 63.00 92.06% My child is safe on school grounds before school
 Q28 25.00 37.00 69.00 89.86% My child is safe on school grounds during the day
 Q28 26.00 34.00 66.00 90.91% My child is safe on school grounds in the classroom
 Q28 20.00 32.00 60.00 86.67% My child is safe on school grounds after school
 Q29 28.00 43.00 79.00 89.87% The rules of this school are clearly communicated to parents
 147.00 224.00 417.00 88.97%

Regarding Students' Perceptions of School Safety:

Str Agr Agree Total

Q35 17.00 108.00 264.00 47.35% The buildings and grounds at this school are clean and well maintained
 Q38 48.00 165.00 265.00 80.69% I feel safe while attending class
 Q39 51.00 140.00 260.00 73.90% I feel safe from gang activity and gang violence at school
 Q41 101.00 164.00 280.00 94.64% I know the school rules
 217.00 577.00 1011.00 74.28%

Regarding Staff Perceptions of School Safety:

Str Agr Agree Total

Q19 13.00 7.00 24.00 83.33% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation
 Q20 6.00 15.00 23.00 91.30% My workplace is safe
 Q21 3.00 15.00 22.00 81.82% The buildings and grounds at this school are well maintained
 22.00 37.00 69.00 85.51%

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

FastBridge Social and Emotional Survey--We administered this survey three times this school year in August-September 2023 (Window 1), November-December 2023 (Window 2), and May 2024 (Window 3). We will use Window 3 metrics to inform intervention placement in August 2024. We will also review Window 3's metrics at the beginning of the 2024-2025 to monitor growth. FastBridge Social and Emotional Survey metrics identify percentages (by school, vs. school district) of students who present low social and emotional risk, versus high social and emotional risk. Given that FastBridge data represent a single metric, KES has been, and will continue to be proactive--identifying and offering counseling support for students who would benefit from these services.

Classroom Observations

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

Teachers are observed as part of the formal and informal evaluation process annually, every other school year, or twice every 5 years, depending on each teacher's credential status, longevity in TUSD, and prior performance ratings. In addition, KES implements TUSD's broad expectation to conduct informal observation "instructional rounds." Thus, KES conducts classroom observations in routine fashion. These types of observations center on ensuring powerful classroom instruction and timely support, through the use of Rigor, Relevance, Student Engagement, and Relationships protocols from the Center for Leadership in Education. Actual walk-throughs are varied; and may include individual walk-through observations, admin team walkthroughs and calibrated walk-throughs by teams of educators. This year we prioritized the

"Rigor" rubric and spent time focusing in on student learning in the areas of "thoughtful work", "academic discourse," and "high level thinking." Administration visited classrooms at least 3 times for most teachers in both Fall and Spring and provided feedback using the Rigor rubric on these specific areas. This school year, our site focus is "high level questioning". Our teachers did a great job implementing Rigor providing access to all students in all three areas of student learning.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

In order to continue monitoring students' academic growth, we administered the FastBridge diagnostic assessments for both academics and social emotional well-being three times this school year (Fall window, Winter window, and Spring window) for most grade levels. FastBridge assessment results are reported differently than CAASPP. As such, KES will continue to refer to these performance indicators into the 2024-2025 school year. In doing so, teachers and staff are better equipped to identify specific entry and comparative growth points for all students, in order to monitor learning, emotional growth and provide timely support.

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

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

We continue to prioritize teacher collaboration time, to provide powerful Tier I, Tier II, and Tier III instruction--aligned with Culturally Responsive Pedagogy practices. During this time, we identify essential standards, break them apart into specific learning targets, provide common formative assessments, analyze students' performance data, and provide timely differentiation and Tier II support to help students master RCD unit goals. Students' mastery of RCD unit goals offer a more reliable indications of students' presumed success on SBAC assessments. Additionally, we also provide Tier III intensive support to our students who are in need and are not responsive to Tier II instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

George Kelly School employs 43 teachers. Of the 43 teachers, 3 are in Tracy's Induction Program (TTIP) 2 hold intern status, 3 hold short term emergency Staff Permits and 1 holds a General Education Limited Assignment Teaching Permit.

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

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

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

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

Our staff receives ongoing trainings, and focused workshops during ERM. These trainings and focus activities are intended to ensure that teachers have the necessary training, tools, and time to meet students at each's need. KES will continue to invest in building the collective capacity of all certificated staff members. Topics that were covered during the 23-24 school year include various STEM related PDs to align with our school site and district focus, Rigor Relevance Framework, Professional Learning Communities (selecting essential standards), CA Dashboard and State Testing Data, Corrective Reading, dNA Illuminate Reports, and recognizing Dyslexia. Many of these topics were selected by the Guiding Coalition.

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

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

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

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

Teaching and Learning

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

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

- -History and Social Science
 - 1) World History: Ancient Civilizations (2018)
 - 2) World History: Medieval and Early Modern Times (2018)
 - 3) American Stories: Beginnings to World War I (2018)
 - 4) My World Interactive (K-5) (2019)
- -Mathematics
 - 1) My Math, McGraw-Hill (K-5 traditional) (2014)
 - 2) Digits, Pearson (2015)
 - 3) Bridge to Algebra, Carnegie Learning (2014)
 - 4) Algebra 1, Houghton Mifflin (2015)
 - 5) Geometry, Houghton Mifflin (2015)
- -Reading/Language Arts
 - 1) Wonders (TK-5 traditional) (2017)
 - 2) Study Sync; McGraw-Hill (6) (2017)
 - 3) Study Sync; McGraw-Hill (7) (2017)
 - 4) Study Sync; McGraw-Hill (8) (2017)
- -Science
 - 1) Science Dimensions, Houghton Mifflin (K-5) (2020)
 - 2) Amplify Science; Amplify (2021)
 - 3) Amplify Science; Amplify (2021)
 - 4) Amplify Science; Amplify (2021)

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

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

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

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

We use State Board of Education adopted ELA and Math instructional materials, including intervention materials, documented to be in daily use in every classroom, with materials for every student. Teachers from various sites have used the Rigorous Curriculum Design model to create units of study that allow for reteaching and intervention as a part of the cycle of instruction. During this intervention time students have access to additional staff to support development of reading, writing, math, and English Language skills.

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

All students have access to Standards Based Materials in accordance with California's Williams Act.

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

All curriculum adopted by Tracy Unified School District is in accordance with the State Board of Education's recommendations. These materials are aligned to Common Core State Standards and provide opportunities for enrichment and intervention based on the individual needs of students.

Opportunity and Equal Educational Access

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

KES built a system to ensure powerful Tier I, Tier II, and Tier III instruction of essential standards and learning targets. All students 1st -8th grade have access to a minimum 30 minutes of structured intervention time (Kinder receives 10 minutes), daily to receive supplemental support towards mastery of current essential standards. We provide reading intervention in the form of Corrective Reading for all 3rd - 8th grade students and we have a Math Intervention class during Eagle Hour which is one of our electives classes for middle school.

Last school year, 74 students had access to the Corrective Reading Program. This school year, we have succeeded in doubling access to the Corrective Reading program, 169 students at George Kelly having access to the Corrective Program this school year in grades 3rd -8th grade (including our SDC cohorts). 43% more students have access to the Corrective Reading program this school year.

This school year all teachers (4th - 8th grade) who taught ELA were trained in the Corrective Reading program.

- As of January 2024, 64 of 169 students who are in the Corrective Reading program grew at least 1 reading level. Last year we were at 19 of 33 students at the end of the school year who met this goal.
- As of January 2024, 22 of 169 students who are in the Corrective Reading program grew at least 2 reading levels. Last year we were at 9 of 33 students at the end of the school year who met this goal.
- As of January 2024, 39 of 169 students who are in the Corrective Reading program have exited the Corrective Reading. Last year we were at 6 of 33 students at the end of the school year who met this goal.
- As of January 2024, 56 of 169 students who are in the Corrective Reading program are reading at grade level. Last year, we were at 6 of 33 students at the end of the school year who met this goal.

We expect more growth by the end of the school year.

In addition, designated and integrated EL support provide a specific language acquisition services/support to ensure that all EL students reclassify as R-FEP prior to being identified as LTEL. All students receive at least 30 mins (15 mins for Kindergarten) of designated ELD time. For 6th grade students who are LTEL, we provide integrated English Language development during ELA. For 7th and 8th grade students who are LTEL, we provide direct EL support during Eagle Hour, our elective period. The specific purpose of our EL elective class is to reclassify students as R-FEP prior to matriculating to high school. Additionally, we offer Tier II support before, during and after school. For students who are considered New Comers and 4th grade EL students who are considered "At Risk" of becoming LTEL, we offer after school EL intervention through the Vista Program twice a week. For 5th grade EL students who are considered "At Risk" of becoming LTEL we offer after school EL intervention through the Vista Program twice a week.

Also, students have access to mental health counseling through Valley Community Counseling, academic and social counseling through a credentialed school counselor, and behavioral and conflict resolution support through Faith in Action Community Education Services (FACES). When students struggle with emotions or decision making that has a measurable negative impact on their education they are eligible to meet with a counselor with the goal of developing social-emotional skills to improve their academic success.

Evidence-based educational practices to raise student achievement

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

Several of our teachers and para educators are trained in the Corrective Reading program. Students receive Corrective Reading support 5 days a week for at least 30 minutes. We have seen major growth this year as many students are reading at grade level after participating in this program.

One of KES' site goals was to utilize iXL for 15 minutes daily for a total of 60 minutes a week (at home or school) in grades 3rd - 8th to improve skills.

Parental Engagement

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

The site Parent Liaison holds monthly Parent Cafe meetings in both English and Spanish. These meetings host guest speakers and topics designed to support families in advancing their child's academic and social-emotional well-being.

Latino Literacy Project occurs Tuesday mornings. Hosted by our Parent Liaison and Teacher Librarian, it focuses on addressing the literacy gap within the Latino population by providing resources, programs, and support to enhance reading and writing skills, as well as to encourage a love for learning.

Our School Site Council and English Learner Advisory Committee convene monthly to evaluate student performance and progress. During these open meetings, students' needs are discussed, and ideas are taken back to the KES guiding coalition to build planning processes that are aligned with student learning priorities. All community members are invited to these meetings.

KES provides the following services intended to provide ongoing support for all students--especially students who have under performed the school-wide benchmarks. We provide supplemental student counseling services, via Valley Community Counseling Services (VCCS) in order to help provide social emotional learning supports for students and meet the Tier II and Tier III social emotional needs of our students. We also have an academic school based counselor to meet the Tier II social emotional and academic needs of our students. Teachers provide both Tier II intervention within the school day, and some provide Tier III Intervention afterschool. Additionally, we offer additional Tier II/ III support before school, during school. For 4th grade EL students who are considered "At Risk" we offer after school EL intervention at least twice a week (Vista Program). For 5th grade EL students who are considered "At Risk" of becoming LTEL we offer after school EL intervention at least twice a week (Vista Program). For Newcomer EL students we offer after school EL intervention at least twice a week (Vista Program). Students in grades 4-8 have access to a school laptop on campus and at home. One of KES' site goals was to utilize iXL for 15 minutes daily for a total of 60 minutes a week (at home or school) in grades 3rd - 8th to improve skills. Students have access to iXL from home.

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

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

Funding

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

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

KES received federal Title 1 funding for the 24-25 school year, due to 59% of our student population is considered low socioeconomically disadvantaged. KES will use these funds to provide additional academic support and resources to this student population.

Fiscal support (EPC)

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

KES received federal Title 1 funding for the 24-25 school year, due to 59% of our student population is considered low socioeconomically disadvantaged. KES will use these funds to provide additional academic support and resources to this student population.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

George Kelly has met the criteria for ATSI (Additional Targeted Support & Improvement) based on 2022-2023 data for the following reasons: our student group that is considered Homeless are in the red which is the lowest performance level for suspension indicating a very high suspension rate. Additionally, they are also in the yellow performance level for chronic absenteeism.

Resource Inequities

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

Kelly has met the criteria for ATSI (Additional Targeted Support & Improvement) based on 2022-2023 data for the following reason:

- Our student group that is considered Homeless are in the red which is the lowest performance level for suspension indicating a very high suspension rate. Additionally, they are also in the yellow performance level for chronic absenteeism.

Overall, we have made progress towards addressing our student demographics who met criteria for ATSI from last year. In 2022-2023, 18.6% of our homeless student population were chronically absent. There was a 14.7% decline in this demographic from the previous school year, 2021- 2022. Chronic absenteeism is very high amongst all students, however, it has declined 2.5% from the previous year (21-22). In 2022- 2023, 17.9% of our student population was considered chronically absent. We will need to monitor and perform targeted actions to improve chronic absenteeism.

We will continue to host assemblies and provide luncheon opportunities with administration to encourage and honor attendance at least 3 times a year. We will host honors assembly to recognize student effort (Eagle Endurance, Eagle Effort, and Eagle Excellence) for our K-8 students at least twice a year. We will recognize reclassification and growth in reading through our Corrective Reading Program at least once a year.

Overall suspension rate declined .5% from 2022 to 2023. Suspension rate is "very high" (lowest performance level) amongst students with disabilities, as well as students who are considered homeless. Suspension rate is "high" (second lowest performance level) amongst students who are considered socioeconomically disadvantaged, students who are African American, Asian and Hispanic. Suspension rate for students who are two or more races and are considered White is moderate (middle performance level). Suspension rate for our English Learner students and Filipino students is "very low" and falls in the highest performance levels. We will need to monitor and minimize disproportionality within suspension rates. KES will continue to partner with F.A.C.E.S. to bridge the gap that exists between our community and the education system and work as our partners to provide our students with SEL support, and help us work towards decreasing suspension rates and chronic absenteeism by 5% for our identified ATSI student groups.

Students who are White, Hispanic, two or more races, EL, students who are socioeconomically disadvantaged, students with disabilities or are performing below standards in Math. Students who are Hispanic, socioeconomically disadvantaged, and students with disabilities or are performing below standards in ELA. We will need to continue to prioritize tiered intervention supports to meet students learning needs. Based on 23-24 site pass/fail data, our counselor will focus on incoming 6th & 7th grade students to provide support and skills that will promote success in Math and Science. Corrective Reading support will continue during the 24-25 school year. We will use iXL with fidelity and focus on Math and require our students to practice important skills at least 15 minutes a day to consistently gain proficiency and mastery. Our counselor will provide College and Career Readiness workshops to all our middle school students.

By the end of November and December 2024, the counselor will survey middle school intervention students to evaluate students' attitudes, knowledge, and skills related to College and Career readiness. We would like to see a 50% increase in student' attitude, knowledge and skills regarding College and career in alignment to the A-G district initiative and work. This objective is in accordance with SPSA Goal 1, which aims to prepare all students for high school readiness. This involves ensuring that all 8th grade students are eligible for Algebra 1, and that all 3rd grade students either meet or surpass the reading benchmarks established by CAASPP targets. This information regarding student perception of college will help us gain a pulse and understand how to positively impact the school culture from a student's perspective.

19.7% of our student population is EL, we will need to focus on targeted instruction geared towards helping students reclassified quickly. During the 2023-2024 school year we provided afterschool intervention to our students who are "at risk" of becoming LTEL as well as students who are considered new comers. We provided support in the form of a digital platform called Vista. Through tailored curriculum and instructional strategies, Vista fosters linguistic proficiency while nurturing academic growth across various subjects. This is supplemental program that we utilize afterschool. We hope to continue provide this support during 2024-2025 school year.

59% of our students population is socioeconomically disadvantaged, we will need to prioritize proportional spending to ensure that proper training and materials go to meeting students' needs.

This school year, we have succeeded in doubling access to the Corrective Reading program, 169 students at George Kelly having access to the corrective program this school year, that is a 43% increase from the previous year. We are providing support to all grade levels 3rd -8th grade (including our new SDC classes) 4-5 times a week. There has been substantial growth in reading. When asking students how confident they felt in their reading skills before and after they began the corrective reading program, out of 67 students who took the survey, students who felt very confident and extremely confident doubled. We will continue our work using the Corrective Reading during intervention to meet the learning needs of our students in the upcoming school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

1. KES and TUSD administered the SBAC assessment during the 2022-2023 school year. KES will continue to refer to these data, in order to sustain our ongoing Multi-Tiered System of Support (MTSS), referring to local assessment metrics.

In 22-23, largest student demographic group by population is Hispanic students, at 284 (30.44%) and Asian students at 286 (30.65%). The amount of Asian students have increased (about 1%).

Our White students comprise 166 (17.79%) students respectively. These three student groups (Hispanic, White and Asian) comprise approximately 78% of our total student population.

2. Fifth, sixth and seventh grade have the greatest amount of students in 22-23. Kindergarten and 2nd grade have the smallest amount of students. Based on current enrollment numbers our student enrollment is decreasing. We anticipate this trend will continue over the next 5-7 school years. However, enrollment will slightly increase in 24-25 as we open one section of TK. This might impact the decreasing enrollment trend.
3. Comparing the previous three school years: 20-21 (978 students), 21-22 (948 students), and 22-23 (933 students).

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	198	202	184	20.2%	21.3%	19.7%
Fluent English Proficient (FEP)	149	156	168	15.2%	16.5%	18.0%
Reclassified Fluent English Proficient (RFEP)	24	107	106	12.1%	11.3%	11.4%

Conclusions based on this data:

1. Approximately 49% of KES students are classified as EL students, I-FEP students, or R-FEP students in the 22-23 school year. Our percentage of EL students is 19.7% for the 22-23 school year.
2. The rate of students identified as initially fluent on EL testing indicators is currently at 18.0%. These are students who took a testing indicator and identified as fluent. Thus, not in need of EL designated intervention.
3. Reclassification rates have stayed about the same in the 2021-2022 to the 2022-2023 school year. KES is currently administering the ELPAC assessment. We will review the data yielded to compare reclassification rates for this school year, with last school year. Based on these comparative results, KES will continue to provide EL students with the necessary direct services to successfully reclassify as fluent English proficient.

- 39% of students who took the ELPAC test in 2022 and in 2023 and made progress towards reclassification (2nd, 5th and 7th grade had the most students who were considered "gainers").
- 54% of students who took the ELPAC test in 2022 and in 2023 and scored about the same (4th grade, 5th grade and grade had the most students who were considered "stickers").
- 14% of students of students who took the ELPAC test in 2022 and in 2023 and did not make progress and declined (4th grade and 5th had the most students who were considered "sliders").

KES must continue to prioritize sliders (Vista Program).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	101	99	112	97	99	108	97	99	108	96.0	100.0	96.4
Grade 4	120	96	100	117	95	99	115	95	99	97.5	99.0	99.0
Grade 5	110	124	110	103	121	107	103	121	107	93.6	97.6	97.3
Grade 6	100	121	125	98	117	123	98	117	123	98.0	96.7	98.4
Grade 7	121	106	123	118	104	121	117	104	121	97.5	98.1	98.4
Grade 8	127	128	103	124	126	102	124	126	102	97.6	98.4	99.0
All Grades	679	674	673	657	662	660	654	662	660	96.8	98.2	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2413.	2413.	2461.	22.68	21.21	41.67	20.62	29.29	17.59	26.80	18.18	23.15	29.90	31.31	17.59
Grade 4	2460.	2463.	2463.	26.96	21.05	29.29	19.13	32.63	24.24	19.13	21.05	15.15	34.78	25.26	31.31
Grade 5	2520.	2496.	2514.	27.18	23.14	23.36	28.16	28.10	39.25	22.33	21.49	16.82	22.33	27.27	20.56
Grade 6	2507.	2529.	2550.	15.31	17.09	29.27	30.61	35.90	27.64	24.49	29.06	23.58	29.59	17.95	19.51
Grade 7	2549.	2570.	2556.	14.53	26.92	18.18	34.19	31.73	37.19	29.06	21.15	20.66	22.22	20.19	23.97
Grade 8	2575.	2569.	2583.	18.55	14.29	18.63	35.48	38.89	41.18	29.03	27.78	25.49	16.94	19.05	14.71
All Grades	N/A	N/A	N/A	20.80	20.39	26.67	28.29	32.93	31.21	25.23	23.41	20.91	25.69	23.26	21.21

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.62	18.18	30.56	54.64	59.60	53.70	24.74	22.22	15.74
Grade 4	13.04	13.68	14.14	70.43	68.42	65.66	16.52	17.89	20.20
Grade 5	13.59	16.53	13.08	69.90	63.64	72.90	16.50	19.83	14.02
Grade 6	16.33	14.53	23.58	56.12	63.25	53.66	27.55	22.22	22.76
Grade 7	15.38	22.12	18.18	67.52	55.77	58.68	17.09	22.12	23.14
Grade 8	16.94	19.84	26.47	66.13	59.52	58.82	16.94	20.63	14.71
All Grades	15.90	17.52	21.06	64.53	61.63	60.30	19.57	20.85	18.64

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.84	15.15	32.41	57.89	52.53	52.78	25.26	32.32	14.81
Grade 4	14.78	20.00	14.14	54.78	56.84	62.63	30.43	23.16	23.23
Grade 5	28.43	22.31	16.82	52.94	53.72	59.81	18.63	23.97	23.36
Grade 6	15.31	23.08	25.20	50.00	52.14	52.03	34.69	24.79	22.76
Grade 7	29.06	31.73	28.10	48.72	50.00	52.89	22.22	18.27	19.01
Grade 8	26.83	16.67	13.73	55.28	64.29	72.55	17.89	19.05	13.73
All Grades	22.15	21.45	22.12	53.23	55.14	58.33	24.62	23.41	19.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.19	10.10	15.74	74.23	69.70	73.15	19.59	20.20	11.11
Grade 4	9.57	7.37	7.07	72.17	69.47	78.79	18.26	23.16	14.14
Grade 5	10.68	9.92	19.63	80.58	75.21	68.22	8.74	14.88	12.15
Grade 6	8.16	17.95	13.01	74.49	74.36	77.24	17.35	7.69	9.76
Grade 7	6.84	12.50	13.22	82.91	77.88	73.55	10.26	9.62	13.22
Grade 8	14.52	13.49	14.71	74.19	76.98	75.49	11.29	9.52	9.80
All Grades	9.48	12.08	13.94	76.45	74.17	74.39	14.07	13.75	11.67

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	13.40	15.15	23.15	70.10	61.62	63.89	16.49	23.23	12.96
Grade 4	18.26	10.53	20.20	68.70	72.63	62.63	13.04	16.84	17.17
Grade 5	21.36	19.83	24.30	69.90	58.68	64.49	8.74	21.49	11.21
Grade 6	24.49	17.09	26.83	55.10	70.94	63.41	20.41	11.97	9.76
Grade 7	23.08	33.65	28.10	59.83	49.04	57.85	17.09	17.31	14.05
Grade 8	21.77	15.87	26.47	66.13	73.02	65.69	12.10	11.11	7.84
All Grades	20.49	18.73	25.00	64.98	64.50	62.88	14.53	16.77	12.12

Conclusions based on this data:

- George Kelly School has demonstrated varied improvements across a variety of academic disciplines.
 - Our data indicate the following broad trends: our school-wide (3rd - 8th grade) CAASPP scores demonstrate student performance growth in ELA in the areas of Reading, Writing, Listening, and Research/Inquiry. These data suggests that overall, nearly half of our 3rd-8th grade students met/exceeded the testing targets for CAASPP in the 2022-2023 school year.

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

2. The percentage of students who exceeded English Language Arts standards has increased from 20.39% in 2021-22 to 26.67% in 2022-23.

- 3.
- Looking at all grades, Reading (Demonstrating understanding of literary and non-fictional texts) and Writing (Producing clear and purposeful writing), are the specific areas within ELA, where our students tend to demonstrate the most learning challenges in 22-23.
 - In reading all cohorts in Research/ Inquiry, Listening & Writing decreased or stayed the same in % below standard with the exception of 6th to 7th grade cohort in both Research & Inquiry and Listening.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	101	99	112	98	99	110	98	99	110	97.0	100.0	98.2
Grade 4	120	96	100	117	95	99	115	95	99	97.5	99.0	99.0
Grade 5	110	124	110	104	121	108	104	121	108	94.5	97.6	98.2
Grade 6	100	121	125	98	116	123	97	116	123	98.0	95.9	98.4
Grade 7	121	106	123	116	104	121	113	104	121	95.9	98.1	98.4
Grade 8	127	128	102	124	128	100	124	128	100	97.6	100.0	98.0
All Grades	679	674	672	657	663	661	651	663	661	96.8	98.4	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2420.	2418.	2447.	12.24	16.16	29.09	31.63	27.27	29.09	31.63	26.26	15.45	24.49	30.30	26.36
Grade 4	2440.	2461.	2459.	7.83	7.37	12.12	26.09	29.47	28.28	29.57	41.05	27.27	36.52	22.11	32.32
Grade 5	2467.	2461.	2488.	8.65	11.57	12.04	17.31	14.88	13.89	29.81	32.23	45.37	44.23	41.32	28.70
Grade 6	2504.	2519.	2532.	11.34	18.97	26.83	25.77	15.52	23.58	23.71	33.62	21.95	39.18	31.90	27.64
Grade 7	2511.	2517.	2517.	7.96	15.38	16.53	16.81	18.27	19.83	32.74	28.85	25.62	42.48	37.50	38.02
Grade 8	2542.	2503.	2528.	17.74	8.59	11.00	18.55	11.72	21.00	25.00	31.25	26.00	38.71	48.44	42.00
All Grades	N/A	N/A	N/A	11.06	12.97	18.31	22.43	18.85	22.54	28.73	32.13	26.78	37.79	36.05	32.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.37	25.25	44.55	59.18	42.42	34.55	22.45	32.32	20.91
Grade 4	13.04	10.53	15.15	47.83	66.32	52.53	39.13	23.16	32.32
Grade 5	8.65	14.88	15.74	43.27	33.88	50.93	48.08	51.24	33.33
Grade 6	15.46	21.55	32.52	46.39	49.14	43.90	38.14	29.31	23.58
Grade 7	13.27	15.38	18.18	49.56	47.12	45.45	37.17	37.50	36.36
Grade 8	15.32	9.38	10.00	51.61	49.22	53.00	33.06	41.41	37.00
All Grades	13.98	15.99	23.15	49.62	47.51	46.44	36.41	36.50	30.41

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	20.41	16.16	30.91	56.12	48.48	42.73	23.47	35.35	26.36
Grade 4	12.17	17.89	17.17	45.22	58.95	50.51	42.61	23.16	32.32
Grade 5	7.69	8.26	8.33	57.69	52.89	65.74	34.62	38.84	25.93
Grade 6	11.34	14.66	16.26	50.52	50.86	56.10	38.14	34.48	27.64
Grade 7	12.39	15.38	14.88	54.87	52.88	57.85	32.74	31.73	27.27
Grade 8	18.55	10.16	14.00	52.42	53.91	48.00	29.03	35.94	38.00
All Grades	13.82	13.42	16.94	52.69	52.94	53.71	33.49	33.63	29.35

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.31	19.19	25.45	67.35	61.62	56.36	17.35	19.19	18.18
Grade 4	14.78	13.68	13.13	57.39	61.05	66.67	27.83	25.26	20.20
Grade 5	6.73	9.09	7.41	67.31	58.68	74.07	25.96	32.23	18.52
Grade 6	14.43	16.38	17.07	58.76	64.66	61.79	26.80	18.97	21.14
Grade 7	7.96	12.50	10.74	69.03	58.65	65.29	23.01	28.85	23.97
Grade 8	12.10	5.47	10.00	63.71	56.25	60.00	24.19	38.28	30.00
All Grades	11.83	12.37	14.07	63.90	60.03	63.99	24.27	27.60	21.94

Conclusions based on this data:

1.
 - 1) Our data indicate the following broad trends: our school-wide (3rd - 8th grade) CAASPP scores demonstrate student performance growth in Math in the areas of, Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. These data suggests that overall more than half of our 3rd-8th grade students exceeded standard/met/nearly met the testing targets for CAASPP in the 2022-2023 school year.
 - 2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance.
2. The percentage of students not meeting Mathematics standards has decreased from 36.05% in 2021-2022 to 32.38% in 2022-23.
3.
 - The percentage of students at or near standards has increased from 21-22 and 22-23 in the areas of Problem Solving & Modeling/Data Analysis and Communicating Reasoning.
 - The percentage of students above standards has increased from 21-22 and 22-23 in all areas, Problem Solving & Modeling/Data Analysis, Communicating Reasoning and Concepts & Procedures.

School and Student Performance Data

CAASPP Test Results in Science for All Students

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	30.80	37.98	23.05	24.54	29.47	30.29

Conclusions based on this data:

1. In 2022-2023, 37.98% of students met or exceeded standards in Science. Our school's score is higher than both the district and the state.
2. The percentage of students who met or exceeded standards increased 7.18% from 2021-22 to 2022-23.
3.
 - According to 2023-2024 March Middle School pass/fail data, overall all 97% of our students are passing Science.
 - According to 2023-2024 March Middle School pass/fail data, 2.6% of our 6th graders are failing Science and 97.4% are passing Science.
 - About 2.3% of our students are failing 7th grade science, and nearly 97.7% are passing.
 - About 4% of our 8th grade students are failing science and 96% are passing science.
 - We see the same trend with slightly higher values in 6th, 7th and 8th grade in the 2022-2023 March Middle School pass/fail data for Math.
 - For our 8th grade Math Intervention class, 28.57% of our 8th grade students are failing and 71.43% are passing. This is data that needs to be further examined as it doesn't match general Math data for 8th grade.
 - Based on 23-24 site pass/fail data, our counselor will focus on incoming 6th & 7th grade students to provide support and skills that will promote success in Math and Science for the upcoming school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1442.4	1442.4	1471.2	1455.5	1449.0	1475.6	1411.4	1426.6	1460.9	18	24	17
1	1480.0	1486.8	1497.1	1474.0	1487.4	1482.3	1485.6	1485.5	1511.3	24	21	20
2	1482.0	1503.0	1490.3	1481.0	1508.0	1489.2	1482.5	1497.3	1490.7	23	21	11
3	1504.5	1500.4	1486.0	1509.7	1504.0	1481.9	1499.0	1496.4	1489.7	27	27	23
4	1506.0	1530.7	1525.6	1511.5	1535.6	1527.8	1500.3	1525.1	1523.0	23	23	24
5	*	1531.4	1517.7	*	1547.0	1529.8	*	1515.4	1505.1	11	21	20
6	1540.2	*	1549.7	1553.9	*	1555.0	1526.1	*	1543.9	19	10	20
7	1537.9	1556.1	*	1546.8	1549.9	*	1528.5	1561.8	*	22	15	9
8	1597.8	1551.5	*	1613.8	1539.9	*	1581.5	1563.0	*	13	15	5
All Grades										180	177	149

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.89	12.50	35.29	38.89	45.83	35.29	11.11	37.50	29.41	11.11	4.17	0.00	18	24	17
1	25.00	33.33	30.00	37.50	38.10	35.00	29.17	19.05	35.00	8.33	9.52	0.00	24	21	20
2	13.04	23.81	18.18	52.17	47.62	63.64	26.09	19.05	18.18	8.70	9.52	0.00	23	21	11
3	25.93	22.22	13.04	37.04	33.33	47.83	25.93	37.04	17.39	11.11	7.41	21.74	27	27	23
4	14.29	30.43	33.33	47.62	47.83	37.50	33.33	21.74	25.00	4.76	0.00	4.17	21	23	24
5	*	14.29	25.00	*	47.62	40.00	*	23.81	20.00	*	14.29	15.00	*	21	20
6	26.32	*	35.00	42.11	*	50.00	10.53	*	10.00	21.05	*	5.00	19	*	20
7	18.18	53.33	*	40.91	20.00	*	22.73	6.67	*	18.18	20.00	*	22	15	*
8	46.15	20.00	*	30.77	66.67	*	23.08	6.67	*	0.00	6.67	*	13	15	*
All Grades	25.57	26.55	28.86	39.77	42.37	40.94	24.43	22.60	21.48	10.23	8.47	8.72	176	177	149

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	16.67	29.41	55.56	45.83	41.18	5.56	29.17	29.41	11.11	8.33	0.00	18	24	17
1	37.50	47.62	40.00	25.00	28.57	40.00	33.33	14.29	20.00	4.17	9.52	0.00	24	21	20
2	17.39	42.86	18.18	56.52	33.33	54.55	17.39	23.81	27.27	8.70	0.00	0.00	23	21	11
3	40.74	37.04	30.43	44.44	48.15	43.48	3.70	7.41	8.70	11.11	7.41	17.39	27	27	23
4	38.10	47.83	50.00	52.38	43.48	41.67	4.76	8.70	8.33	4.76	0.00	0.00	21	23	24
5	*	57.14	30.00	*	28.57	55.00	*	14.29	0.00	*	0.00	15.00	*	21	20
6	42.11	*	60.00	26.32	*	35.00	15.79	*	5.00	15.79	*	0.00	19	*	20
7	40.91	60.00	*	40.91	20.00	*	13.64	6.67	*	4.55	13.33	*	22	15	*
8	69.23	40.00	*	15.38	53.33	*	15.38	0.00	*	0.00	6.67	*	13	15	*
All Grades	38.64	43.50	39.60	40.34	37.85	42.28	13.64	13.56	12.08	7.39	5.08	6.04	176	177	149

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	8.33	17.65	22.22	50.00	41.18	33.33	37.50	35.29	16.67	4.17	5.88	18	24	17
1	12.50	33.33	25.00	50.00	19.05	35.00	16.67	23.81	35.00	20.83	23.81	5.00	24	21	20
2	17.39	14.29	9.09	43.48	52.38	63.64	13.04	23.81	9.09	26.09	9.52	18.18	23	21	11
3	7.41	7.41	0.00	29.63	25.93	39.13	48.15	51.85	34.78	14.81	14.81	26.09	27	27	23
4	0.00	4.35	16.67	23.81	47.83	25.00	52.38	26.09	33.33	23.81	21.74	25.00	21	23	24
5	*	9.52	5.00	*	14.29	30.00	*	47.62	30.00	*	28.57	35.00	*	21	20
6	21.05	*	10.00	15.79	*	45.00	42.11	*	35.00	21.05	*	10.00	19	*	20
7	4.55	40.00	*	31.82	20.00	*	27.27	13.33	*	36.36	26.67	*	22	15	*
8	30.77	20.00	*	38.46	33.33	*	23.08	33.33	*	7.69	13.33	*	13	15	*
All Grades	13.07	15.82	12.08	32.95	32.77	37.58	32.39	34.46	31.54	21.59	16.95	18.79	176	177	149

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	20.83	29.41	55.56	75.00	70.59	11.11	4.17	0.00	18	24	17
1	41.67	66.67	55.00	54.17	23.81	45.00	4.17	9.52	0.00	24	21	20
2	17.39	33.33	27.27	82.61	66.67	72.73	0.00	0.00	0.00	23	21	11
3	40.74	40.74	13.04	40.74	55.56	60.87	18.52	3.70	26.09	27	27	23
4	38.10	43.48	33.33	57.14	56.52	66.67	4.76	0.00	0.00	21	23	24
5	*	23.81	40.00	*	71.43	45.00	*	4.76	15.00	*	21	20
6	36.84	*	20.00	36.84	*	80.00	26.32	*	0.00	19	*	20
7	19.05	33.33	*	66.67	46.67	*	14.29	20.00	*	21	15	*
8	38.46	0.00	*	53.85	93.33	*	7.69	6.67	*	13	15	*
All Grades	33.71	33.33	29.53	56.00	61.02	62.42	10.29	5.65	8.05	175	177	149

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.18	12.50	35.29	52.94	70.83	58.82	5.88	16.67	5.88	17	24	17
1	12.50	28.57	40.00	79.17	57.14	60.00	8.33	14.29	0.00	24	21	20
2	18.18	38.10	45.45	68.18	61.90	54.55	13.64	0.00	0.00	22	21	11
3	51.85	55.56	39.13	37.04	33.33	47.83	11.11	11.11	13.04	27	27	23
4	71.43	69.57	62.50	19.05	30.43	33.33	9.52	0.00	4.17	21	23	24
5	*	76.19	65.00	*	19.05	20.00	*	4.76	15.00	*	21	20
6	61.11	*	70.00	27.78	*	30.00	11.11	*	0.00	18	*	20
7	77.27	73.33	*	18.18	20.00	*	4.55	6.67	*	22	15	*
8	92.31	80.00	*	7.69	13.33	*	0.00	6.67	*	13	15	*
All Grades	52.35	53.67	52.70	39.41	38.98	41.22	8.24	7.34	6.08	170	177	148

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	16.67	17.65	77.78	75.00	82.35	11.11	8.33	0.00	18	24	17
1	29.17	47.62	35.00	41.67	19.05	50.00	29.17	33.33	15.00	24	21	20
2	34.78	14.29	18.18	39.13	76.19	63.64	26.09	9.52	18.18	23	21	11
3	14.81	3.70	0.00	59.26	51.85	69.57	25.93	44.44	30.43	27	27	23
4	9.52	17.39	20.83	57.14	56.52	50.00	33.33	26.09	29.17	21	23	24
5	*	9.52	20.00	*	42.86	45.00	*	47.62	35.00	*	21	20
6	26.32	*	10.00	21.05	*	45.00	52.63	*	45.00	19	*	20
7	4.76	40.00	*	47.62	26.67	*	47.62	33.33	*	21	15	*
8	38.46	26.67	*	46.15	46.67	*	15.38	26.67	*	13	15	*
All Grades	20.57	20.34	18.79	49.14	50.85	53.02	30.29	28.81	28.19	175	177	149

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.89	33.33	75.00	33.33	66.67	25.00	27.78	0.00	0.00	18	24	16
1	20.83	23.81	35.00	75.00	71.43	60.00	4.17	4.76	5.00	24	21	20
2	17.39	42.86	18.18	65.22	52.38	81.82	17.39	4.76	0.00	23	21	11
3	14.81	25.93	21.74	74.07	66.67	56.52	11.11	7.41	21.74	27	27	23
4	0.00	21.74	25.00	85.71	65.22	58.33	14.29	13.04	16.67	21	23	24
5	*	14.29	10.00	*	71.43	65.00	*	14.29	25.00	*	21	20
6	26.32	*	35.00	57.89	*	60.00	15.79	*	5.00	19	*	20
7	13.64	26.67	*	63.64	60.00	*	22.73	13.33	*	22	15	*
8	15.38	6.67	*	76.92	86.67	*	7.69	6.67	*	13	15	*
All Grades	17.61	25.42	28.38	67.05	66.67	59.46	15.34	7.91	12.16	176	177	148

Conclusions based on this data:

1.
 - The number of students who took the ELPAC test in 2022 decreased in 2023 by 28.
 - In 22-23, 81 of our students reclassified.

2.
 - 52.70% of students scored "Well Developed" in the speaking domain of the 2022-23 ELPAC exam.
 - In each domain, the majority of all grade students scored in the somewhat/moderately level except for speaking in which most all grade students scored in well developed level (more than 50%).

3.

- The Reading and Writing domains present areas for all of our EL students to continue growing. Focusing our efforts towards helping EL students begin to master academic and written English and reading will help us to bump up our performance indicators more towards the Somewhat/Moderately performance rating.
- The Reading domain appears to be an area in need of continued support across all performance areas.
- Of the EL students who took the ELPAC test in 2023, 39% were gainers, 54% were stickers or stayed at the same level and 14% were sliders or regressed. Fourth and Fifth grade had the most amount of students who were considered to be sliders, 7th grade also had the most gainers, and 4th grade had the most students who stayed the same. In 7th and 8th grade at George Kelly, students receive an ELD elective class. At George Kelly our focus is reclassifying students. It is important to focus on two specific EL groups: students who are Long Term English Learners (LTEL) and students who are "At-Risk" of becoming LTEL.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
933	42.7	19.7	0.3
Total Number of Students enrolled in George Kelly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	184	19.7
Foster Youth	3	0.3
Homeless	41	4.4
Socioeconomically Disadvantaged	398	42.7
Students with Disabilities	78	8.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	3.9
American Indian	3	0.3
Asian	286	30.7
Filipino	66	7.1
Hispanic	284	30.4
Two or More Races	76	8.1
Pacific Islander	16	1.7
White	166	17.8

Conclusions based on this data:

1. In 2022-2023 KES had 933 students enrolled. In 2021-2022 KES had 948 students enrolled.

2. Slightly more than 19% of our student population is EL. As a relatively small student population, we must provide targeted instruction and support geared towards helping students be reclassified quickly. In any given classroom, 1 of 5 students is likely an EL student.
3. Slightly more than 42% of the KES student population is socioeconomically disadvantaged. We need to prioritize proportional spending to ensure that proper training and materials go to meeting students' needs.
 - Asian, Hispanic, White are the largest ethnic groups at KES, making up 78.9% of the student population.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We continue to sustain the highest performance level in ELA (blue). Our mathematics performance indicators demonstrate that school-wide we are in the middle performance level (yellow).
2. We are at the middle performance level for chronic absenteeism (yellow). Given our generally high attendance rates, this increase shows an adverse effect on our CDE Dashboard indicator. 17.9% of our student population is chronically absent. However, there was a 2.5% decrease from 21-22 to 22-23.

3. We are at the middle performance level for suspension rate (yellow). Our suspension rate for the 22-23 school year was 3.2%. It decreased .5% from the previous school year (21-22). Our students who are at the lowest performance level (red) and being suspended more than other student groups are our students who are homeless and students with disabilities.

School and Student Performance Data

Academic Performance English Language Arts

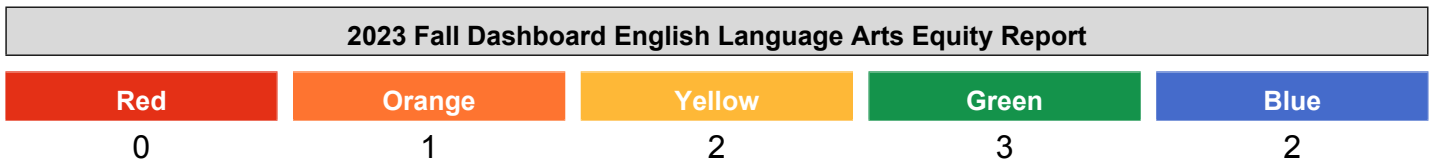
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Green	Less than 11 Students
14.6 points above standard	4.8 points below standard	3 Students
Increased Significantly +16.1 points	Increased Significantly +25 points	
635 Students	171 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
46.9 points below standard	 Yellow	 Orange
Maintained -1.4 points	10.7 points below standard	86.3 points below standard
27 Students	Increased Significantly +16.2 points	Increased Significantly +18.5 points
	263 Students	58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
45.7 points below standard Increased Significantly +26.1 points 24 Students	Less than 11 Students 3 Students	 Blue 38.4 points above standard Increased Significantly +21.8 points 197 Students	 Blue 55.8 points above standard Increased Significantly +21.3 points 47 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.7 points below standard Increased +11.1 points 186 Students	 Green 3.1 points below standard Increased Significantly +24.5 points 50 Students	15.7 points below standard 11 Students	 Green 14.1 points above standard Increased +7 points 118 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
57 points below standard Increased Significantly +19 points 90 Students	53.1 points above standard Increased Significantly +22.5 points 81 Students	12.7 points above standard Increased +9.7 points 381 Students

Conclusions based on this data:

1. Looking at ELA performance by student group, overall all of our students scored in the highest performance level (blue).
2. Looking at ELA performance by race/ethnicity, our Asian students and Filipino students are in the highest performances level (blue). Our students are Hispanic are in the middle performance level (yellow). African American, Pacific Islander and American Indian students did not have a performance level because of the low amount of these particular student groups at George Kelly.
3. Reclassified EL students demonstrated significant growth in ELA performance.

School and Student Performance Data

Academic Performance Mathematics

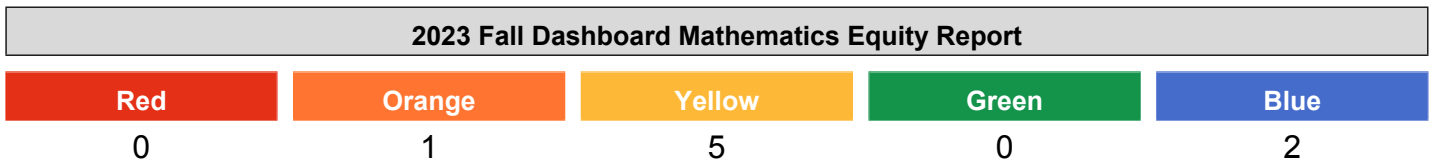
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 27.6 points below standard Increased Significantly +19.7 points 630 Students	English Learners Yellow 36.5 points below standard Increased Significantly +27.2 points 170 Students	Foster Youth Less than 11 Students 3 Students
Homeless 67.6 points below standard Increased +13.7 points 25 Students	Socioeconomically Disadvantaged Yellow 52.8 points below standard Increased Significantly +16.8 points 260 Students	Students with Disabilities Orange 110.4 points below standard Increased Significantly +19.9 points 58 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>88.4 points below standard</p> <p>Increased Significantly +40.3 points</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Blue</p> <p>8.4 points above standard</p> <p>Increased Significantly +22.7 points</p> <p>197 Students</p>	<p></p> <p>Blue</p> <p>11.1 points above standard</p> <p>Increased Significantly +25.8 points</p> <p>47 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>62.8 points below standard</p> <p>Increased +9.7 points</p> <p>181 Students</p>	<p></p> <p>Yellow</p> <p>54.4 points below standard</p> <p>Increased Significantly +22.2 points</p> <p>50 Students</p>	<p>49.5 points below standard</p> <p>11 Students</p>	<p></p> <p>Yellow</p> <p>27.4 points below standard</p> <p>Increased Significantly +17.4 points</p> <p>118 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>71.5 points below standard</p> <p>Increased Significantly +23.9 points</p> <p>90 Students</p>	<p>3 points above standard</p> <p>Increased Significantly +25.6 points</p> <p>80 Students</p>	<p>30.6 points below standard</p> <p>Increased Significantly +17.9 points</p> <p>378 Students</p>

Conclusions based on this data:

- Looking at Math performance by student group, overall all of our students scored in the middle-performance level (yellow), however, we increased 19.7% from the previous school year. Students with Disabilities scored low in their performance level (orange).
- Looking at Math performance by race/ethnicity, our Asian students and Filipino students are in the highest performances level (blue). Our students are Hispanic, White and two or more races are in the middle performance level (yellow). African American, Pacific Islander and American Indian students did not have a performance level because of the low amount of these particular student groups at George Kelly.
- Reclassified students increased significantly in the 22-23 school year at 25.6 points. Students who reclassified are 3 points above standard. English only students increased 17.9 points but are still 30.6 points below standard. Current English learners in 22-23 increased 23.9 points but are still 71.5 points below standard.

School and Student Performance Data

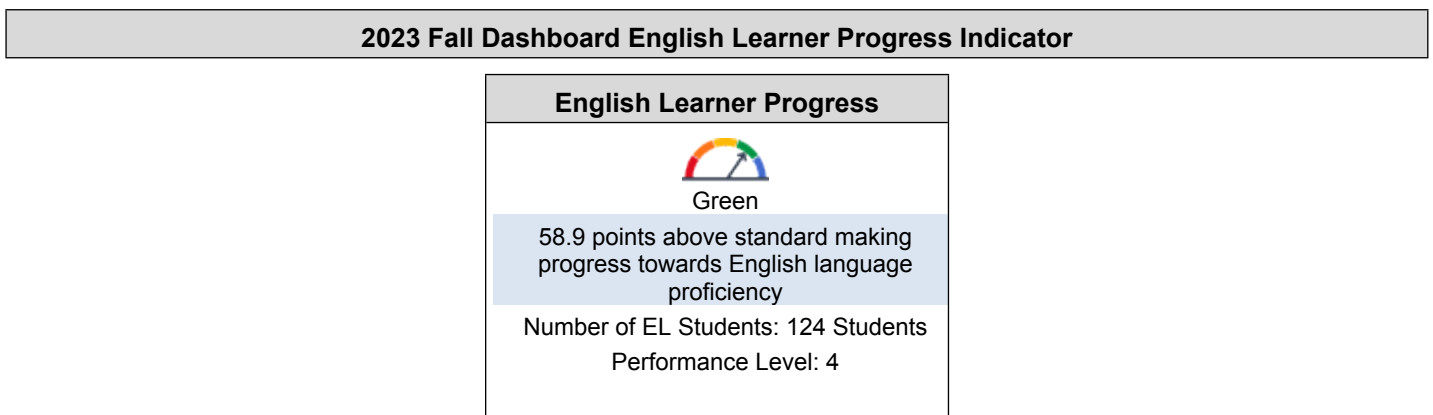
Academic Performance English Learner Progress

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	35	9	64

Conclusions based on this data:

1. Generally, our EL student population makes appropriate growth each year, and the performance level is considered high, 73% of our students are making progress towards English language proficiency or maintained. Our EL progress is in the green which is the second to highest performance level. Students are 58.9 points above standard.
2. There is a small contingent of EL students (16%) whose ELPI performance decreased by one level. There is a larger contingent of EL students (64%) who progressed at least one ELPI level.
3. We have made great efforts during the 23-24 to help EL students continue to meet reclassification requirements, prior to being identified as LTEL and we will continue to target At Risk, LTEL students and newcomer students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

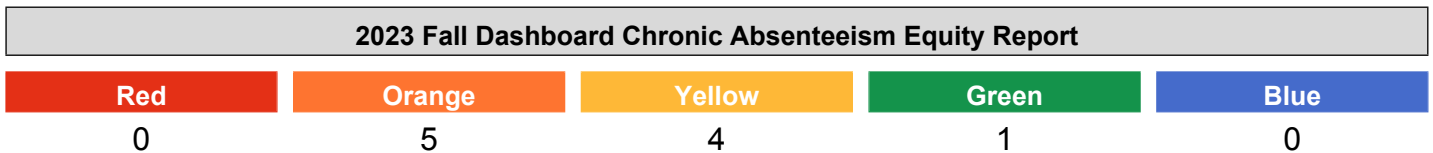
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 17.9% Chronically Absent Declined -2.5 972 Students	English Learners Yellow 13.6% Chronically Absent Declined Significantly -9.6 199 Students	Foster Youth Less than 11 Students 5 Students
Homeless Yellow 18.6% Chronically Absent Declined -14.7 43 Students	Socioeconomically Disadvantaged Yellow 22.1% Chronically Absent Declined Significantly -4.2 429 Students	Students with Disabilities Orange 22.8% Chronically Absent Declined -5.2 101 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 23.1% Chronically Absent Declined -0.7 39 Students	Less than 11 Students 3 Students	 Yellow 11% Chronically Absent Declined -0.8 299 Students	 Green 7.5% Chronically Absent Declined -6.8 67 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22.2% Chronically Absent Declined -2.8 297 Students	 Orange 20.8% Chronically Absent Declined -3.2 77 Students	43.8% Chronically Absent Declined -6.3 16 Students	 Orange 21.8% Chronically Absent Declined -1.8 174 Students

Conclusions based on this data:

1. We are at the middle performance level for chronic absenteeism (yellow). Given our generally high attendance rates, this increase shows an adverse effect on our CDE Dashboard indicator. 17.9% of our student population is chronically absent. However, there was a 2.5% decrease from 21-22 to 22-23.
2. KES' chronic absenteeism is considered high for students with disabilities (orange). 22.8% of students with disabilities were chronically absent.
3. Chronic absenteeism rates are overall high (orange) for all statistically significant racial and ethnic groups. It is also high for the white student group. This is a concern for KES, and an area in need of both continued monitoring and targeted action to improve chronic absenteeism rates. We will host assemblies and provide luncheon opportunities with administration to encourage and honor attendance at least 3 times a year. We will host honors assembly to recognize student effort for our K-8 students at least twice a year.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

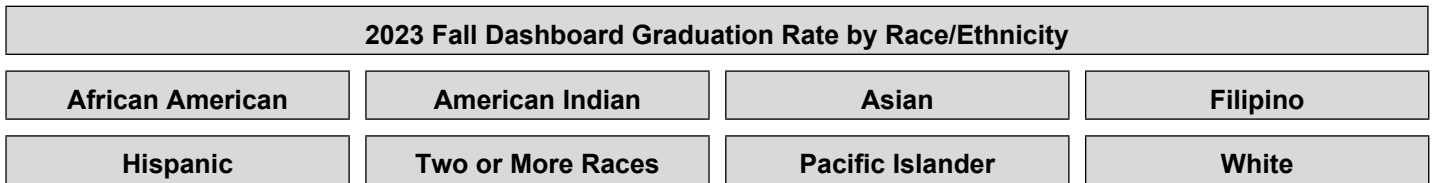
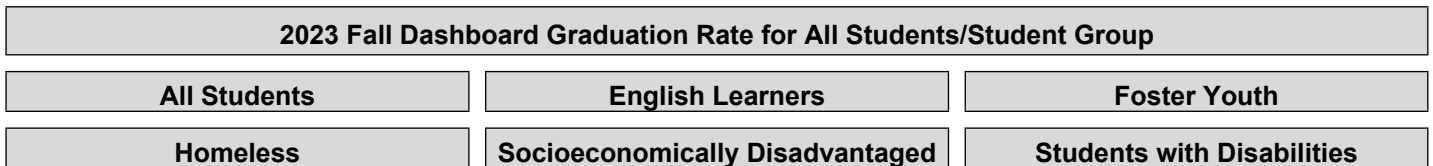
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

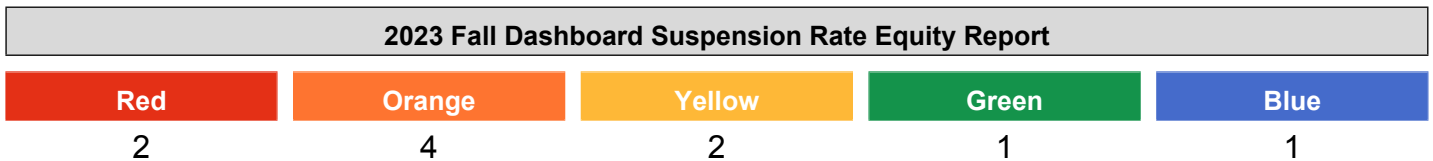
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Declined -0.5 997 Students</p>	<p>English Learners</p> <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined -0.3 203 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 5 Students</p>
<p>Homeless</p> <p>Red</p> <p>6.4% suspended at least one day</p> <p>Increased 6.4 47 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 0.7 441 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>6.8% suspended at least one day</p> <p>Increased 0.9 103 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 12.5% suspended at least one day Declined -8.4 40 Students	Less than 11 Students 3 Students	 Orange 1.3% suspended at least one day Increased 0.3 305 Students	 Blue 0% suspended at least one day Declined -2.9 69 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4.2% suspended at least one day Increased 1.2 309 Students	 Yellow 5.2% suspended at least one day Declined -1.3 77 Students	0% suspended at least one day Maintained 0 16 Students	 Yellow 3.4% suspended at least one day Declined Significantly -1.1 178 Students

Conclusions based on this data:

1. We are at the middle-performance level for suspension rate (yellow), for all students. Our students who are at the lowest performance level (red) are being suspended more than other student groups such as our students who are homeless and students with disabilities. This needs to be monitored to minimize disproportionality within suspension rates.
2. Our African American students, Hispanic students, and Asian students are considered "high" (orange). This needs to be monitored.
3. Our suspension rate for the 22-23 school year was 3.2%. It decreased .5% from the previous school year (21-22).

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- All Students (Grades 3-8)	Blue (14.6 Points Above Standard) - Increased 16.1 points	Maintain in Blue - Increase 5.0 points or more.
CA Dashboard; ELA -- African American Students (Grades 3-8)	No Performance Color (45.7 Points Below Standard) - Increased 26.1 points	Orange or Higher - Increase 5.0 points of more.
CA Dashboard; ELA -- Hispanic Students (Grades 3-8)	Yellow (8.7 Points Below Standard) - Increased 11.1 points	Green or Higher - Increase 5.0 points or more
CA Dashboard; ELA -- Socioeconomically Disadvantaged (Grades 3-8)	Yellow (10.7 Points Below Standard) - Increased 16.2 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Students with Disabilities (Grades 3-8)	Orange (86.3 Points Below Standard) - Increased 18.5 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Asian Students (Grades 3-8)	Blue (38.4 Points Above Standard) - Increased 21.8 points	Maintain in Blue - Increase 5.0 points or more.
CA Dashboard; ELA -- English Learners (Grades 3-8)	Green (4.8 Points Above Standard) - Increased 25 points	Green or Higher - Increase 8.0 points or more.
CA Dashboard; ELA -- Filipino Students (Grades 3-8)	Blue (55.8 Points Above Standard) - Increased 21.3 points	Maintain in Blue- Increase 5.0 points or more.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- Two or More Races (Grades 3-8)	Green (3.1 Points Above Standard) - Increased 24.5 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- White Students (Grades 3-8)	Green (14.1 Points Above Standard) - Increased 7 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- All Students (Grades 3-8)	Yellow (27.6 Points Below Standard) - Increased 19.7 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Hispanic Students (Grades 3-8)	Yellow (62.8 Points Below Standard) - Increased 9.7 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Socioeconomically Disadvantaged (Grades 3-8)	Yellow (52.8 Points Below Standard) - Increased 16.8 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- African American Students (Grades 3-8)	No Performance Color (88.4 Points Below Standard) - Increased 40.3 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Two or More Races (Grades 3-8)	Yellow (54.4 Points Below Standard) - Increased 22.2 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Students with Disabilities (Grades 3-8)	Orange (110.4 Points Below Standard) - Increased 19.9 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Asian Students (Grades 3-8)	Blue (8.4 Points Above Standard) - Increased 22.7 points	Maintain in Blue - Increase 8.0 points or more.
CA Dashboard; Math -- English Learners (Grades 3-8)	Yellow (36.5 Points Below Standard) - Increased 27.2 points	Green or Higher - Increase 8.0 points or more.
CA Dashboard; Math -- Filipino Students (Grades 3-8)	Blue (11.1 Points Above Standard) - Increased -25.8 points	Maintain on Blue - Increase 5.0 points or more.
CA Dashboard; Math -- White Students (Grades 3-8)	Yellow (27.4 Points Below Standard) - Increased 17.5 points	Green or Higher - Increase 5.0 points or more.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Given that our CAASPP performance data are discrepant along racial lines, it is crucial to take steps to support all students--from different racial, ethnic, social, and linguistic backgrounds. Working in partnership with the San Joaquin County Office of Education, we will provide unconscious bias training for of our new teachers who are hired to work in TUSD. This helps to ensure that similar expectations and supports are available to support all students. In doing so, we help to provide the necessary relational connections with students to ensure that all students learn at high levels, and meet schoolwide math and reading goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Release Time to Support New/Newer Teachers in Observing Another Teacher On Campus in Order for Skill Development -- Funding for One Substitute Per Day for Two Days (One in Fall and One in Spring)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600

Source(s)

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Targeted Students (EL Students who are "at risk" of becoming LTEL and all Newcomer EL students)

Strategy/Activity

After School Tutoring--Tier II (Connecting Language Acquisition within English & Math Content Instruction). For at risk of becoming LTEL and all Newcomer EL students. Vista Program as supplemental instruction.

Of the EL students who took the ELPAC test in 2023, 39% were gainers, 54% were stickers or stayed at the same level and 14% were sliders or regressed. Fourth and Fifth grade had the most

amount of students who were considered to be sliders, 7th grade also had the most gainers, and 4th grade had the most students who stayed the same. In 7th and 8th grade at George Kelly, students receive an ELD elective class. At George Kelly our focus is reclassifying students. It is important to focus on two specific EL groups: students who are Long Term English Learners (LTEL) and students who are "At-Risk" of becoming LTEL.

Paraeducators will be the main ones providing this support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

STEM Leadership Team Provide PD Sessions for Teachers to Support Alignment of Reading, and Writing Strategies During ERM and Other Related Site Needs as They Arise.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide EL Paraeducator Support (2 Paras, 6 hours each for 12 hours total)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

35,032	LCFF - Supplemental
32,228	LCFF - Supplemental
350	LCFF - Supplemental
322	LCFF - Supplemental

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

Hold SST Meetings to Identify at-Risk Students and Develop Support Plans (1 Sub @ 10 days X 280) (10/3, 11/21, 12/4, 1/8, 2/19, 3/5, 3/19, 4/2,4/9)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF - Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

Supplemental Instructional Supplies and Materials to Support At-Risk Students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF - Supplemental
2000	LCFF - Supplemental
2516	LCFF
1700	Title I
1484	Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

PLC Supplemental Planning Time Once a Semester for Each Gradelevel Team (4 Substitutes x 12 days, 2 hours Per Grade level Team)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3800	LCFF
10600	Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Classroom Teacher Resources/Materials/Supplies (350 x 44 Teachers)
(Includes additional Library supplies, Music, PE supplies, TK/K Recess supplies)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8800	LCFF
6600	Title I
700	LCFF
1200	LCFF
1000	LCFF

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students (1st - 3rd Grade)

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5228	Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students (K, 1st and 2nd Grade)

Strategy/Activity

Substitutes for Teacher Release Time--RCD Benchmark Assessments and Kinder Placement Assessments

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1800	LCFF
2300	LCFF

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funds to support unplanned and unforeseen circumstances.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1702	LCFF
342	Title I
2000	LCFF - Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

AVID Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

15414

District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students (K-3)

Strategy/Activity

Tier III--After School Remediation Support. This time is dedicated to supporting foundational skills development for students in Kinder - 3rd grade to master base literacy skills (I.e., Letter/Sound Recognition, Phonics, Decoding Skills, etc.). Beyond this, priority skills development will include Math Numeracy/Fluency development and working to achieve grade-level reading proficiency. This remediation is intended to assist in helping to minimize learning gaps from previous years' schooling. It prioritizes the needs of all students--including those who have been considered historically at-risk.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3016

Title I

1984

LCFF - Supplemental

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

6th -8th Grade Students

Strategy/Activity

Based on 23-24 site pass/fail data, our counselor will focus on providing support and academic skills that will promote success in Math and Science to our Middle School students throughout the school year. Our counselor will provide College and Career Readiness workshops to all our middle school students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development to staff to support all student learning needs various topics that include but are not limited to rigor, instructional design, reading, writing, early literacy, dyslexia, and math strategies that can help students who are below grade level. PD sessions to be provided by ICLE Coach, and TOSAS during ERMs (Paras included). Work with both the district and other outside organizations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I
3000	LCFF - Supplemental
2000	LCFF

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support Student Organization Through Daily Use of Agendas in 3rd - 8th Grade (700 Agendas)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3300

Source(s)

Title I

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Lesson Studies with ICLE Coach and ILT to Help Teachers Improve by Focusing on Collaboratively Planning, Teaching and Feedback While Using the Rigor Rubric.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Time Sheets for Book Fair

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

LCFF

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

General School Support (Includes Technology Supplies i.e. Projector Bulbs, Printers)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2700	LCFF
300	LCFF
3300	LCFF
2548	LCFF
1895	Title I
1800	LCFF
1200	LCFF

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

General School Support for RCD Instructional Copies (FedEx)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our overall performance indicators in ELA increased by 14.6 points. KES is in the Blue performance color. Our continued goal is the sustain Blue category classification into next year, but show a school-wide improvement of a minimum 5.0 points or more. In Mathematics, our overall performance indicator is Yellow, and indicates that our students increased in performance, with a point gain of 19.7 points. Our goal is to demonstrate improvement of 5.0 points or more. This performance increase will likely keep KES in the Yellow, but will indicate our commitment towards achieving continued growth over time. EL students demonstrated marked gains in terms of CAASPP performance for both ELA and Math with over a 20 point increase in both subjects overall. We remain committed to ensuring that EL students improve scores by 5.0 points or more in ELA, and 8.0 points or more in Math. These continued growth targets will help support our goals to minimize KES' achievement gap. In addition, continued growth for EL students will help to lessen the number of students being identified as LTEL and at risk of becoming LTEL.

This school year, we were successful in beginning a tier II intervention system during the school day K-8 grade (as well as SDC) for at least for 30 minutes 4-5 times a week. Next school year, we will continue to use the Corrective Reading Program to promote reading accuracy, fluency, and comprehension skills during intervention.

- We increased the number of staff members trained in Corrective Reading
- We began the Corrective Reading Program in September 2023
- We taught 2-3 levels each grade level (3rd-8th/SDC)
- 43% more students had access to the Corrective Reading program in the 23- 24 school year.
- In 22-23, 19 students increased in one reading level in Corrective Reading, as of February in 23-24, 64 students have already increased one reading level.
- In 22-23 9 students increased in two reading levels in Corrective Reading, as of February in 23-24, 22 students have increased two reading levels.
- In 22-23, 6 were reading at grade levels and thus exited the Corrective Reading program, as of February in 23-24, 39 students were reading a grade level and exited the Corrective Reading Program.
- In 22-23, 6 students were reading at grade level and stayed in the Corrective Reading Program for more support, as of February in 23-24, 56 students were reading at grade level after using the program and stayed in the program for more support.

We anticipate more growth this school year.

By October 2024, KES will implement a foundation skills reading intervention program for primary grades, to help meet learning needs during intervention. Our EL Paraeducators and Teachers provided designated English Language Development to our EL students with a focus in 6th grade

ELD. Additionally, there was an ELD class built into the master schedule for grades 7-8.

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

All significant subgroups' performances increased in CAASPP performance for reading. KES created four school-wide CAASPP Target goals. Reading to determine central theme of both fictional and expository texts ensures high-capacity reading comprehension. The second CAASPP Target goal we plan to support is to ensure all students master foundational math literacy and skills. We will address both of these gaps by budgeting funds to purchase materials and resources. We will use funds to purchase a license in iXL so that students can practice math skills on a daily basis. We will continue to utilize the Corrective Reading program and again budgeted funds to purchase more resources. We will continue to refine our calibration walks process, and center teachers' participation to support reading and math instruction. These calibration walks are grounded in the Rigor rubric

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

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

As noted in Goal 1 and Goal 3, by May 2025, 100% of 3rd -8th grade staff members will be trained in the Corrective Reading Program, through on site professional development by Mc Graw Hill. All measurable outcomes and actions will remain the same.

By October 2024, KES will implement a reading intervention program for K-2, to help meet learning needs during intervention. KES will increase the number of staff members trained in the MTSS process, via PLC at Work or RTI at Work through Solution Tree's Global Professional Development for Teams and identify and teach essential standards horizontally and vertically between grade levels to inform intervention. Additionally, our ICLE coach will support staff by providing PD through lesson studies focusing on instructional design (Rigor Rubric).

We will continue to work towards establishing a tier II intervention system during the school day using Corrective Reading to promote reading accuracy, fluency, and comprehension skills and meet our daily goal to improve math skills utilizing iXL for at least 15 minutes a day to practice skills.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

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

Identified Need

Decrease Suspension Rates and Reduce our Chronic Absenteeism Rates

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate--Overall	3.2 %	Decrease by 1%
Suspension Rate--African American Students	12.5 %	Decrease by 3%
Suspension Rate--English Learners	1.5 %	Decrease by 1%
Suspension Rate--Two or More Races	5.2 %	Decrease by 3%
Suspension Rate--Students with Disabilities	6.8 %	Decrease by 3%
Suspension Rate--Socioeconomically Disadvantaged	3.9%	Decrease by 1%
Suspension Rate-- Homeless	6.4%	Decrease by 3%
Chronic Absenteeism--Overall	17.9%	Decrease by 3%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Engagement Includes Coffee w/ the Principal--Monthly meeting with families to help increase community stakeholder satisfaction ratings of KES' climate and safety. The expenditures are allocated to provide refreshments for attendees.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide interpretation services during IEP/SST/504 meetings and Parent Conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

400

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide funding to support ongoing student recognition--including awards and certificates. Specifically Character, and Reclassification. This helps to sustain positive school climate and culture. We will host assemblies to recognize student effort for all of our students at least twice a year.

In addition, KES will apportion funds to sustain proactive communication with our community partners. Associated fees that support the general function of our school (I.e., FedEx accounting to print site maps and emergency plans have been included in these costs).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

LCFF

500

LCFF

500

Title I

500

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Funds to provide monthly safety meetings for KES' School Supervision Assistants. These funds are used to compensate our supervision assistants' time after contract working hours have concluded.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students, ATSI Student Groups

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Targeted Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

6th - 8th Grade Students.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Materials and Supplies to Improve the Safety and Security of Campus

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Host Parents Institute For Quality Education Workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community Engagement & Involvement and (Family Nights)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I
1000	LCFF

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Refreshments for Parent Group Meetings Such as Latino Literacy

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide One Additional Day of Mental Health Counseling Per Week for a Total of 4 days per week. through VCCS. This strategy is identified as a multi-tiered social emotional support action for KES' most vulnerable students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
19000	Title I

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

Parents: 88.97 % responded favorably
Students: 74.28 % responded favorably
Teachers: 85.51 % responded favorably

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

Parents: 77.49 % responded favorably
Students: 81.65 % responded favorably
Teachers: 81.65 % responded favorably

FastBridge Social and Emotional Survey--We administered this survey three times this school year in August-September 2023 (Window 1), November-December 2023 (Window 2), and May 2024 (Window 3). We will use Window 3 metrics to inform intervention placement in August 2024. We will also review Window 3's metrics at the beginning of the 2024-2025 to monitor growth. FastBridge Social and Emotional Survey metrics identify percentages (by school, vs. school district) of students who present low social and emotional risk, versus high social and emotional risk. Given that FastBridge data represent a single metric, KES has been, and will continue to be proactive--identifying and offering counseling support for students who would benefit from these services.

Our overall school suspension rate is 3.2%. This is a decrease of .5% from the previous school year. Our suspension rates remain low school-wide, and the increase in total suspensions is in accordance with disciplinary best practices (as indicated by California Ed. Code, and TUSD board policy). As indicated above, suspension rates for the statistically significant categories of students indicates that suspension rates for each group of students is higher than the school-wide average, but have decreased during the 22-23 school year. Mental Health counseling was available 5 days per week. This remains a highly-utilized support service for KES students. KES' chronic absenteeism rate is 17.9 % which tripled from the previous school year, which maintains from the year prior. Our goal is to reduce our chronic absenteeism rates by 3.0 % or more. Our long-term goal is to maintain chronic absenteeism rates below 4.0%.

- Chronic absenteeism is very high amongst students with disabilities, students who are African American, White, Hispanic, and two or more races and high for students who are socioeconomically disadvantaged, EL, Asian, and Homeless. We will need to monitor and perform targeted actions to improve chronic absenteeism.
- We are at the middle performance level for suspension rate (yellow) for all students. Our students who are at the lowest performance level (red) and being suspended more than other student groups are our students who are homeless and students with disabilities. This is concerning, and needs to be monitored to minimize disproportionality within suspension rates.
- Our African American students, Hispanic students, and Asian students are considered "high" (orange). This is concerning, and needs to be monitored.

- KES began partnering with F.A.C.E.S. during Spring of 2023 to bridge the gap that exists between our community and the education system and work as our partners to provide our students with SEL support, and help us work towards decreasing suspension rates and chronic absenteeism by 5% for our identified ATSI student groups. Additional goals include:
- We will host assemblies and provide luncheon opportunities with administration to encourage and honor attendance at least 3 times a year. We will host character and attendance assemblies to recognize student effort for our K-8 students at least twice a year including recognizing students who reclassified during the trimester 3 assembly.

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

- Our student group that is considered Homeless are in the red which is the lowest performance level for suspension indicating a very high suspension rate. Additionally, they are also in the yellow performance level for chronic absenteeism.

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

KES will fund ASB activities, Kindness Club and Read Across America, using unrestricted MAA funding. This will have a net zero negative impact on the KES budget.

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

KES will receive 4 days of mental health counseling and a full time counselor and support from F.A.C.E.S. KES will fund one extra day of mental health counseling for a total of 3 days. This change allows us to provide more mental health counseling and support for students in need. We will now refer to our FastBridge (mySAEBRS) data to support our social and emotional learning needs.

During the 22-23 school year, the ELAC met 6 times through out the school year to advise the principal in the development of a site plan for English learners. Next school year, the goal is to meet at least 8 times.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By October 2024, the KES STEM Leadership Team (ILT) will provide staff-wide training to support teachers to continue to implement STEM for the 24-25 school year by utilizing the Lesson Study Cycle (5E Lesson Plans & Key Instructional Strategies), "See, Think, and Wonder", the Engineering Wheel as well as utilize the Rigor Rubric with a focus on High Level Questioning and Instructional Design. Additionally, the focus will be on supporting writing and reading in STEM.	This student learning process (aligned with the ICLE Rigor rubric) is currently a focus area for our STEM ILT.	Implementing the Rigor Rubric will ensure teachers are receiving feedback focused on student learning. Providing specific teacher professional learning that connects the Engineering Wheel, "See, Think, and Wonder" and High Level Questioning to our continuous inquiry cycle will correlate with KES' current practice of identifying specific learning targets, while providing student growth opportunities to self-assess each's own progress. Providing specific teacher professional learning that connects instructional design and lesson studies in collaboration with our ICLE coach to our continuous inquiry cycle will correlate with KES' current practice of identifying specific learning targets, while providing student growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		opportunities to self-assess each's own progress.
<p>By May 2025, KES will increase the number of staff members trained in the MTSS process, via PLC at Work or RTI at Work through Solution Tree's Global Professional Development for Teams and identify and teach essential standards horizontally and vertically between grade levels to inform intervention.</p>	<p>34 of 44 Teachers have been trained in either PLC at Work or RTI at Work.</p>	<p>All teachers will receive professional development in either PLC at Work or RTI at Work and other related topics by May 2025 through the digital platform. Solution Tree's Global PD for Teams provides the entire faculty with digital real-time access to advice, direction, practical strategies, and professional guidance in eight essential competencies. It is a catalyst for continuous school improvement.</p> <p>Gradelevel teams will work together to identify and teach essential standards horizontally and vertically between grade levels to inform intervention.</p>
<p>Currently, our K-8 teachers have at least one (30 minute) sessions built into the master bell schedule for Tier II Differentiated Platooning in either Math or ELA.</p>	<p>Real-time support for all students.</p>	<p>This Tier II system is intended to help guarantee that all students meet/exceed grade level proficiency expectations for standards learned during the current school year.</p> <p>Use FastBridge to inform intervention and work towards extending intervention time to 45 minutes.</p>
<p>By May 2025, KES will continue to refine the school-wide system to provide students with the needed time--within the school day to receive Tier III intensive remediation support, and/or enrichment activities for those students working beyond grade-level.</p>	<p>The goal is to make the necessary adjustments to our master schedule and instructional system to include an amount of time 4-5 days per week that systemize our Tier III MTSS. Currently, we began this process in the 21-22 school year and we will work to refine it.</p>	<p>We expect that by building this system for MTSS support, KES will better serve students in need of intensive intervention (beyond the scope of Tier II--current year intervention). This will provide the necessary framework to offer both intensive intervention and advanced enrichment opportunities for students--during the school day.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>During 23-24, we implemented 7th and 8th grade intervention classes. An actual outcome would be to determine if these classes helped students succeed in ELA & Math by analyzing grades and making adjustments to instruction based on this information.</p>	
<p>By May 2024 KES will increase the number of staff members trained in Corrective Reading to help meet learning needs during intervention.</p>	<p>25 out of 44 teachers are currently trained in Corrective Reading.</p>	<p>Corrective Reading will be the intervention program used during platooning for 3-8 grade teachers.</p>
<p>By May 2025 KES will increase the number of staff members trained and utilizing iXL to help meet learning needs during intervention.</p>	<p>42 out of 44 teachers currently have an iXL account. George Kelly will purchased a licenses in Math.</p>	<p>Every student will use iXL for at least 15 minutes a day, 5 days a week to practice skills in Math.</p>
<p>By October 2024, KES will implement a plan to support early literacy for to help meet learning needs in early primary.</p>	<p>Currently, K-2 teachers are providing intervention support using their own materials. There is a need to streamline one resource to use.</p>	<p>We will use the Wonders program to provide intervention, after the district training in September 2024.</p> <p>We will determine if supplemental resources are needed to support literacy support in early primary (phonemic awareness, phonics, vocabulary, fluency and comprehension).</p>
<p>By October 2024, KES will provide support to our new comer EL students, LTEL and at risk of becoming LTEL using the Vista Program in the form of afterschool support.</p>	<p>Approximately 49% of KES students are classified as EL students, I-FEP students, or R-FEP students in the 22-23 school year. Our percentage of EL students is 19.7% for the 22-23 school year.</p> <p>39% of students who took the ELPAC test in 2022 and in</p>	<p>More students making progress towards reclassification criteria.</p> <p>An increase of gainers and a decrease in stickers and sliders.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2023 and made progress towards reclassification (2nd, 5th and 7th grade had the most students who were considered "gainers").</p> <p>54% of students who took the ELPAC test in 2022 and in 2023 and scored about the same (4th grade, 5th grade and grade had the most students who were considered "stickers").</p> <p>14% of students of students who took the ELPAC test in 2022 and in 2023 and did not make progress and declined (4th grade and 5th had the most students who were considered "sliders").</p>	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

KES Will Purchase STEM Supplies as Needed

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCFF

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental Mathematics Instructional Supplies, Materials and Subscriptions (Including a subscription for iXL)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6881

LCFF

3627

Title I

995

LCFF - Supplemental

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

The Counselor will conduct a pre/post assessments using the CCGI platform to evaluate the attitudes knowledge and skills related to College and Career readiness with a focus on students who are in intervention classes to help contribute to addressing and promoting a positive school climate and promote and bring awareness to A-G requirements. This also aligns with Goal 1.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

We were successful in beginning a tier II intervention system during the school day using Corrective Reading to promote reading accuracy, fluency, and comprehension skills.

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

A small portion of KES' LCFF budget will be apportioned to support teachers' ongoing need to plan with grade level/content area colleagues. KES will fund Solution Tree Global PD for Teams.

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

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

A small portion of KES' LCFF budget will be apportioned to Kindergarten assessments before the 23-24 school year begins for placement, tiered intervention and support.

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

All of these strategies are new or reintroduced based on KES' needs in 23-23. KES began a Tier II system for support (outside of the scope for Special Education). Our intended outcome for the 2024-2025 school year is to refine and keep building this comprehensive system.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$223,264.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$69,992.00

Subtotal of additional federal funds included for this school: \$69,992.00

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

State or Local Programs	Allocation (\$)
District Funded	\$15,414.00
LCFF	\$52,947.00
LCFF - Supplemental	\$84,911.00

Subtotal of state or local funds included for this school: \$153,272.00

Total of federal, state, and/or local funds for this school: \$223,264.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Brittani Ryan	Principal
Laura Olson	Classroom Teacher
Amy Ceteras	Classroom Teacher
Tamara Brown	Classroom Teacher
Anna Bullatay	Other School Staff
Najia Wahidi	Other School Staff
Billieann Strmiska	Parent or Community Member
Sonia Bradley	Parent or Community Member
Leah Rodrigues	Parent or Community Member
Jennifer Silcox	Parent or Community Member
Amarbir Chhina	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on April 25, 2024.

Attested:



Principal, Brittani Ryan on 4/25/24



SSC Chairperson, Amy Ceteras on 4/25/24