



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thomas Kelly Elementary School	34-67447-6034631	May 20, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Thomas Kelly met the criteria for ATSI for the following indicators and/or student groups:

- Students with disabilities in the area of suspension
- African American Students in the area of suspension

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The creation of our Single Plan for Student Achievement (SPSA) was a collaborative effort, drawing input from various stakeholders including our student leadership team comprising students in grades three through five, our classified and certificated staff, as well as parents. Progress was systematically evaluated throughout the academic year in School Site Council meetings, PTA gatherings, staff meetings, and Student Leadership Team sessions, enabling a comprehensive review of operational efficacy and areas necessitating refinement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.73%	2.03%	1.20%	6	7	4
African American	8.07%	8.99%	7.53%	28	31	25
Asian	3.17%	3.19%	3.31%	11	11	11
Filipino	0.58%	0.87%	0.90%	2	3	3
Hispanic/Latino	26.80%	27.54%	25.60%	93	95	85
Pacific Islander	1.15%	1.16%	0.60%	4	4	2
White	52.74%	50.14%	53.01%	183	173	176
Multiple/No Response	5.76%	6.09%	7.83%	20	21	26
	Total Enrollment			347	345	332

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	75	72	52
Grade 1	47	50	45
Grade 2	58	53	49
Grade3	61	52	52
Grade 4	60	60	57
Grade 5	46	58	58
Total Enrollment	347	345	332

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	41	34	38	12.50%	11.8%	11.4%
Fluent English Proficient (FEP)	19	23	14	3.30%	5.5%	4.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

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.

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.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
345	60.6	9.9	0.6
Total Number of Students enrolled in Thomas 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	34	9.9
Foster Youth	2	0.6
Homeless	15	4.3
Socioeconomically Disadvantaged	209	60.6
Students with Disabilities	38	11

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	9
American Indian	7	2
Asian	11	3.2
Filipino	3	0.9
Hispanic	95	27.5
Two or More Races	21	6.1
Pacific Islander	4	1.2
White	173	50.1

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  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Orange		

Conclusions based on this data:

1. As suspension rates continue to decline, students are benefiting from being in the classroom more receiving more instructional time.
2. Chronic Absenteeism has improved from the previous year. Students are benefiting from being in school more frequently having less interrupted instructional time.

School and Student Performance Data

Academic Performance English Language Arts

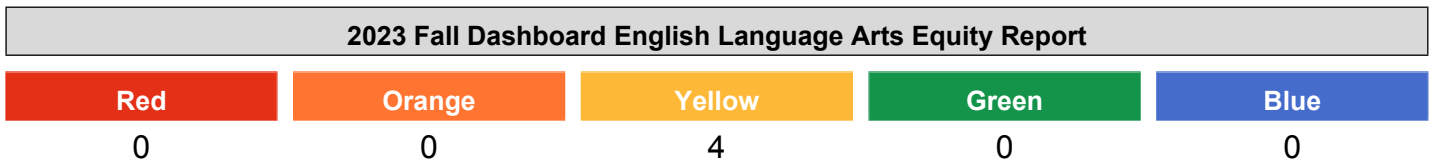
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>37.3 points below standard</p> <p>Increased +11.1 points</p> <p>162 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>37.3 points below standard</p> <p>Increased Significantly +25.9 points</p> <p>32 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>47 points below standard</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>43.1 points below standard</p> <p>Increased Significantly +18.3 points</p> <p>105 Students</p>	<p>Students with Disabilities</p> <p>62.5 points below standard</p> <p>Increased Significantly +18.8 points</p> <p>23 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 42.9 points below standard Increased Significantly +17.7 points 60 Students	113.5 points below standard 11 Students	Less than 11 Students 3 Students	 Yellow 22.3 points below standard Increased +12.1 points 74 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
81.9 points below standard Increased Significantly +28.6 points 16 Students	7.4 points above standard Decreased Significantly -20 points 16 Students	37.9 points below standard Increased +6.8 points 129 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Data for all students show an increase of 11.1 points yet we are still 37.3 points below standard. Our lowest performing students group was our Socioeconomically disadvantaged students. Socioeconomically Disadvantaged students scored 43.1 points below standard which was a significant increase from the previous year yet still lower than all students.

Last year we were focused on a Balanced Literacy approach. What we found was that students in Kindergarten through second grade would rely heavily on high frequency site words and predictable text with new vocabulary supported by pictures to read. When they got to third grade, the text would become more complex and wouldn't be supported by pictures. In the previous year, we did not teach students how to approach unfamiliar text with the phonemic awareness, phonological awareness, and phonological processing needed to decode unfamiliar words.

In the 2023/2024 school year we implemented University of Florida (UFLI) This has shown significant improvements in all of our students. This has been particularly helpful for students who did not attend preschool and had limited literacy exposure prior to starting school. It has shown significant gains in our English Language Learners and our students who receive Speech services.

To improve outcomes for our lowest performing student group, we needed to provide systematic phonemic awareness instruction through UFLI and Heggerty. In UFLI, students learn to accurately produce sounds by understanding how to position their mouth, tongue, and teeth. This instruction is delivered in the classroom through both large group settings and individualized sessions. Students learned how to approach unfamiliar text and will obtain the skills to learn how to decode.

In the 2024/2025 school year, we will continue our progress with additional supports. We will maintain our subscription to Starfall, allowing students from Transitional Kindergarten through 5th grade to use the program for reading and math both before school and at home. Primary teachers will use ESGI to track student data and tailor their planning to meet individual needs. We will provide supplemental materials to differentiate instruction and extend learning beyond the core curriculum.

Teachers will have release time to plan their units and engage in data discussions. We will also secure a site license for Teachers Pay Teachers to access creative lesson plans that cater to diverse learning needs. Ongoing professional development will be available to ensure teachers are up-to-date on best teaching practices.

Instructional Assistants will help individualize instruction and offer additional support. Funding will be available for before and after school tutoring for students requiring extra help. We will purchase computer applications to support student learning at various times throughout the day. Our full-time intervention teacher will focus on providing targeted reading interventions. Additionally, we will allocate funds for extra supplies to facilitate targeted interventions and enhance learning beyond the core curriculum in classrooms.

School and Student Performance Data

Academic Performance Mathematics

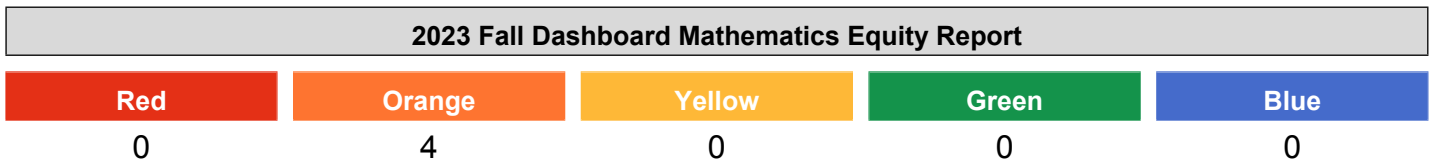
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Orange</p> <p>67 points below standard Decreased -7.2 points</p> <p>162 Students</p>	<p>English Learners</p> <p>Orange</p> <p>69.7 points below standard Maintained +2.6 points</p> <p>32 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>80.3 points below standard 12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>75.2 points below standard Decreased -9.3 points</p> <p>105 Students</p>	<p>Students with Disabilities</p> <p>84.6 points below standard Decreased -5.5 points</p> <p>23 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 10 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68 points below standard Decreased -7.7 points 60 Students	134.5 points below standard 11 Students	Less than 11 Students 3 Students	 Orange 56.1 points below standard Maintained +1.5 points 74 Students

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
100.9 points below standard Decreased -3.9 points 16 Students	38.5 points below standard Decreased -13.5 points 16 Students	67.5 points below standard Decreased -10.3 points 129 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Data for all students show a decrease of 7.1 points we are 67 points below standard. The group that is scoring at the lowest performing level on the dashboard indicator would be Socioeconomically Disadvantaged students with 105 students scoring 75.2 points below standard.

We have focused more on the board adopted district curriculum in the area of mathematics with additional support from Engage New York. We support in through printing materials to individualize instruction to meet students needs that are targeted based on information gathered through formal and informal assessments and that is discovered through data conversations.

Reflecting on last year we found that the test itself has a large amount of reading and writing during the mathematical portion that contributes to lower scores. Students in class know how to compute the mathematical formulas themselves but are not able to access the question due to their ability to decode the questions themselves. Then after coming up with the answer, they find it challenging to explain their mathematical reasoning and thinking in a written format.

We identified the need for additional instruction in students' conceptual understanding of place value. When students exhibit difficulties in recognizing the value of digits based on their position, or struggle with tasks such as adding and

subtracting large numbers, it signals a gap in their foundational knowledge. These challenges often show as confusion during arithmetic operations, inability to perform accurate calculations, and difficulty in grasping more complex concepts.

We began our journey into the Science of Reading in the 2023-2024 school year to support students in their ability to approach text differently. Even though this is around phonemic awareness, this should assist students with being able to decode the challenging text to approach the math problems themselves. Our teachers have been having students practice writing on computers during their math lessons for students to practice explaining their reasoning and thinking so that it is less of a challenge during state the state testing format.

By providing focused, additional support in place value it will help build a strong mathematical foundation.

In the 2024-2025 school year we will utilize Starfall for all students in Transitional Kindergarten through 5th grade to support both reading and mathematics before, during, and after school. Our primary teachers will monitor student progress through ESGI. We will provide printed materials to help teachers differentiate instruction beyond the core curriculum. With the support of guest teachers, our staff will collaborate, reflect, and plan units of study, as well as engage in data conversations to address specific student needs for differentiation.

We will secure a site license for Teachers Pay Teachers, enabling teachers to access innovative lesson plans that cater to diverse learning needs. Our staff will have opportunities to attend IB training for ongoing professional development in best teaching practices. Instructional Assistants will offer additional support to struggling students.

Funding will be available for teachers to provide before and after school tutoring for students in need. We will purchase computer applications to support student learning throughout the day. Additionally, we will allocate funds for extra materials and supplies, enabling classroom teachers to deliver individualized, targeted instruction to meet the needs of our lowest-performing students.

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.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.423% making progress towards English language proficiency
Number of EL Students: 26 Students
Performance Level: No Performance 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
4	11	0	11

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

22 out of 26 English Language Learners either maintained or increased in their ability levels. However, we had 4 English Language Learners that decreased one level.

Our half-time English Language Development (ELD) Teacher has proven to be an effective in meeting the individualized needs of our students, directly supporting student learning and significantly benefiting our English Language Learners (ELLs). By dedicating resources in our Single Plan for Student Achievement (SPSA), we enabled our ELD Teacher to make targeted intervention purchases. This budget allowed her to acquire specific materials and resources tailored to meet the immediate needs of our ELLs, ensuring they receive the support they require precisely when they need it.

This strategic allocation of funds has empowered our ELD Teacher to implement timely and impactful interventions, resulting in improved learning outcomes for our students. The flexibility of having a dedicated budget has made it possible to address individual learning gaps and provide customized support, reinforcing our commitment to fostering an inclusive and effective learning environment for all students.

Identifying the four students who have decreased by one ELPI level and providing more focused instruction to meet their individualized needs will be crucial going forward. We will utilize our printing budget to tailor materials to these specific needs. Our site license for Teachers Pay Teachers will be leveraged by our Intervention Teacher to access advanced lesson designs beyond the core curriculum. IB training focused on language acquisition will be available for our ELD Teacher.

A specific line item in our SPSA is allocated for our ELD Teacher for English Language Instruction. Additionally, there are two other line items—one for designated and one for integrated ELD instructional materials—available for classroom teachers to provide targeted ELD instruction within their classrooms.

By paying for SWANK license so that teachers are able to assist students in making connections and understanding by being able to show media clips as a visual bridge to the learning taking place in the classroom. This is particularly helpful for our English Language Learners to be able to see a visual of what is being discussed to make further connections to the content being presented.

School and Student Performance Data

Academic Performance College/Career Report

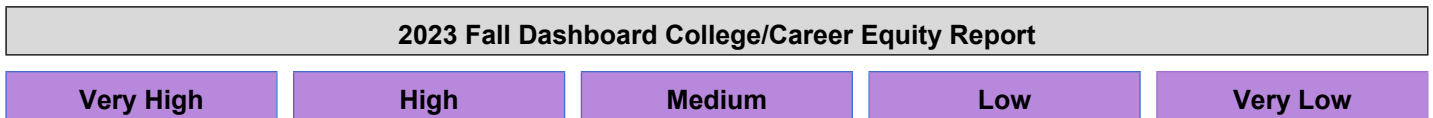
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

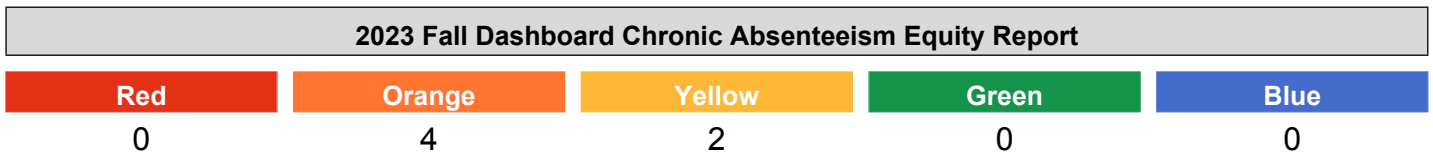
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>28.5% Chronically Absent</p> <p>Declined Significantly -12.2</p> <p>362 Students</p>	<p>English Learners</p> <p>Orange</p> <p>34.6% Chronically Absent</p> <p>Declined -13.5</p> <p>52 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>35% Chronically Absent</p> <p>Increased 5</p> <p>20 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>34.5% Chronically Absent</p> <p>Declined Significantly -10.9</p> <p>232 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>28.8% Chronically Absent</p> <p>Declined -17.6</p> <p>52 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 50% Chronically Absent Declined -6.7 32 Students	Less than 11 Students 7 Students	9.1% Chronically Absent Declined -9.1 11 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 35% Chronically Absent Declined -15 100 Students	28.6% Chronically Absent Declined -21.4 21 Students	Less than 11 Students 4 Students	 Yellow 21.2% Chronically Absent Declined Significantly -12 184 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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Our efforts to address chronic absenteeism have led to significant improvements across nearly all areas, as reflected in the fall dashboard. Overall, we saw a notable decrease of 12.2 percentage points in chronic absenteeism among all students. However, our African American students, despite a 6.7 percentage point decline, still have a chronic absenteeism rate of 50%.

Reflecting on last year, we recognized the need to address chronic absenteeism more effectively. We believed that understanding the unique barriers each student faced was crucial to making a difference. As a result, we increased our clerk’s hours to allow her to make personalized phone calls to families. This approach enabled us to identify specific challenges preventing students from attending school regularly. By doing this, we were able to build stronger relationships with families, understand their needs better, and find tailored solutions to support them.

We felt that this proactive and personalized outreach was essential in reducing absenteeism. By listening to and empathizing with the families’ situations, we could address issues such as transportation problems, health concerns, or other personal obstacles. This made us realize the importance of direct communication and personalized support in tackling chronic absenteeism effectively.

We will continue to extend our clerk’s hours to conduct root cause analysis, identifying barriers that contribute to chronic absenteeism and devising innovative solutions to support families in getting students to school. Our goal is to provide authentic learning experiences that help students connect classroom lessons to the world around them. To achieve this, we plan to offer high-quality academic field trips and dynamic academic assemblies.

By making school engaging and enriching, we aim to reduce absenteeism. For instance, we will host the Sami Kader assembly for Kindergarten through 5th grade, which focuses on social-emotional learning and integrates the CASEL 5 Framework with kinesthetic activities.

Additionally, our Special Team of Role Models (STORM) Community Partnership emphasizes culturally relevant practices, social-emotional mentorship, and leadership development. By helping students recognize their potential, develop leadership qualities, and succeed academically, STORM fosters a sense of belonging and connection within the school community. When students feel they belong and are part of something meaningful, they are more likely to attend school regularly.

School and Student Performance Data

Academic Engagement Graduation Rate

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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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

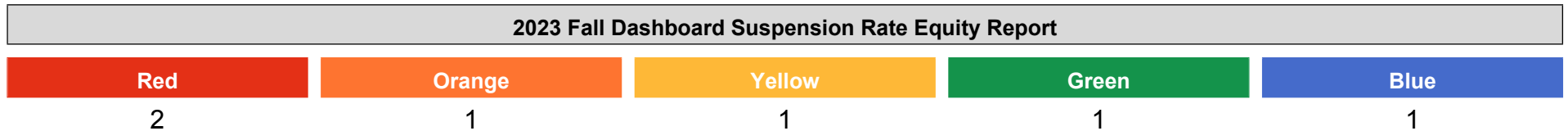
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


All Students
 Yellow
3.8% suspended at least one day
Declined -0.5 366 Students

English Learners
 Blue
0% suspended at least one day
Declined -1.7 52 Students




Foster Youth
Less than 11 Students 2 Students

Homeless
15% suspended at least one day
Increased 5.9 20 Students

Socioeconomically Disadvantaged
 Yellow
4.7% suspended at least one day
Declined -0.3 236 Students

Students with Disabilities
 Red
11.5% suspended at least one day
Increased 8.1 52 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 6.3% suspended at least one day Increased 3.2 32 Students	Less than 11 Students 7 Students	0% suspended at least one day Maintained 0 11 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5% suspended at least one day Increased 2.2 100 Students	9.1% suspended at least one day Increased 9.1 22 Students	Less than 11 Students 4 Students	 Green 2.1% suspended at least one day Declined Significantly -3.8 187 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The two groups with the highest amount of suspensions as shown on the dashboard indicators are students with disabilities with 11.5% of students in this category suspended at least on day which was an increase of 8.1 and African American students who were shown to have 6.3% of students being suspended at least one day which was an increase of 3.2. Our overall for the All Students category showed 3.8% suspended at least one day which was a .5% decline.

This school year, we formed a dedicated team and participated in all the Network Improvement Community Meetings organized by the district. As a staff, we critically reflected on our disciplinary practices and implemented significant changes. We transitioned to Restorative Practices and Restorative Circles. Part of these conversations we decided as a team that any student suspension would automatically trigger a counseling referral going forward.

Through this process, we identified specific areas and times that required additional supervision, as well as the necessary training to better support our students. Our professional development sessions focused on equity and inclusion, alternatives to suspension, trauma-informed practices, restorative practices, and Autism awareness. These initiatives have effectively contributed to a decline in suspension rates.

In response to our findings, we increased supervision this year by hiring a Campus Monitor, establishing a community partnership with STORM, and adding a recreational assistant to manage a recess room alternative during lunch recess. This comprehensive approach during the 2023-2024 school year reflects our commitment to creating a supportive and inclusive environment for all students.

Our halftime counselor, provided by our district's Multi-Tiered System of Support, plays a crucial role in creating a safe and supportive learning environment for all students—physically, emotionally, culturally, and psychologically. This support fosters student connectedness and safety, helping to reduce suspensions and teaching students how to navigate social situations appropriately. Additionally, we allocate funds for materials and supplies to ensure our counselor can effectively meet students' needs.

To enhance playground safety and inclusivity, we have recreational assistants and a campus monitor who provide active supervision and immediate feedback on student behavior. This proactive approach creates a safer, more inclusive playground environment.

We've also dedicated space for a Recess Room, offering students an alternative to the playground. This supervised, smaller environment is especially beneficial for students experiencing conflicts, providing a fun and structured option during recess. This reduces the number of students needing supervision on the playground.

Our Student Leadership Team engages all 3rd-4th grade students in mentoring and building connections, fostering a sense of belonging and mutual respect. By encouraging students to see each other as individuals, this helps reduce harmful behaviors and, consequently, suspensions. It also helps manage the number of students in the cafeteria at any given time, contributing to a more orderly environment.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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

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

At Thomas Kelly Elementary School we utilize a range of assessments to inform our teaching and support IB learners. We design and implement assessments that will model and integrate values and policies of IB, of our state, district and school community. Our instruction is crafted to address the needs of our students based on assessments. Therefore, we monitor our students' progress in the following essential areas: the understanding of concepts; the acquisition of knowledge; the mastery of skills; the development of learner profile attributes and approaches to learning; and the decision to take responsible action. Assessment is a collaborative process that involves students being actively responsible for their own learning and becoming lifelong learners within our learning community.

Our school community believes that assessment is a critical factor to inform all aspects of teaching and learning. We see our assessments as tools which we use to foster the development of students as we encourage them to become active and compassionate citizens of the world. Assessments evolve and are adjusted to fit the needs of our students. Assessments are:

For the teachers:

- To collect data and guide instruction
- To reflect upon teaching practices
- To identify student individual needs and differentiate instruction
- To monitor and evaluate inquiry, progress and growth
- To promote further understanding and investigation

For the students:

- To demonstrate learning
- To promote further understanding and investigation
- To promote reflection on their own learning and the inquiry process
- To monitor their own progress and growth

For the parents:

- To monitor student progress and growth
- To reflect on how best to support learning

Assessing Students

Strategies For Assessments:

Formative, Summative, and Self-Assessments drive instruction. Instructional process and inform planning for the next stage of learning. Summative assessments measure students' understanding of the central idea and prompt them toward action. Students engage in peer and self-assessment and reflect on their learning during the entire process of learning.

There are a range of strategies for formative and summative assessments:

- Observations
- Transdisciplinary Academic Skills
- Oral Language
- Individual and Cooperative Group Behaviors (IB Learner Profile and IB Approaches to Learning)
- IB Learner Profile and Attitudes
- Teacher, Student, Parent and Group reflection activities
- Class Discussions

Performance Assessments

- Presentations which integrate and evaluate based on evidence: IB Exhibition, Oral Presentations, Multimedia, Demonstrations, etc.

- Problem-Solving Tasks
- Peer-Evaluation
- Transdisciplinary Academic Skills

Process-focused Assessments

- Checklists
- Narrative Observations

Selected Responses

- Quizzes
- Written and Oral Tests

Open-Ended Tasks

- Inquiry tasks and presentations
- Portfolio

Self-Assessments

- Student reflection- Checklists, reflection writing
- Journals
- Rating Scales

Using a wide range of tools for assessment:

- Rubrics
- Checklists
- KWL/AQUA charts
- Anecdotal Records
- Portfolios
- Parent and Student Conferences
- Reports
- Sight Words and Phonics assessments
- Vocabulary assessments
- Exemplars
- District & other benchmark tests
- SBAC
- ELPAC Test
- Curriculum-based assessments
- Illuminate database
- Journals
- Special Education assessments
- Standardized tests
- Written/oral tests
- Smart goals

- Running Records
- iReady Reading and Math
- TWIG Science
- Science of Reading assessments ex. Core Phonics Survey
- Envision Math assessments

What We Assess:

At Thomas Kelly Elementary School, student learning is assessed for performance and progress. Our Units of Inquiry are transdisciplinary in accordance with the IB philosophy, and the assessed content is cross-curricular. Teachers assess both the demonstration of inquiry and the depth of student inquiry. Within our IB Units we assess: Language arts, math, science, social studies, physical education, art, music, Spanish as a foreign language, as well as the IB Learner Profile Attributes and Attitudes. There is on-going reflection on the development of the Learner Profile by the students throughout our transdisciplinary themes. In addition, the transdisciplinary skills are integrated throughout the curriculum. Student progress in these areas is demonstrated through behavior, performance and taking action.

Reporting Assessments

We collect data in a variety of ways:

- Illuminate
- iReady Reading and Math
- Writers Rubrics
- Scholastic Text Level Assessment (including Running Records)
- Oral Language Assessment
- Smarter Balanced Assessment Consortium (SBAC)
- IB Portfolios (see below)
- Parent conferences (see below)
- Progress reports (see below)
- Report cards (see below)
- Student work
- Math Chapter Tests
- Teacher-student conferences
- Student made/ created rubrics
- Balanced Literacy- Science of Reading
- Other diagnostic tests are used to provide for a more detailed analysis of individual difficulties. Special education assessments are also available on an as-needed basis.

We use assessment data to:

- Guide classroom planning
- Communicate students progress to stakeholders

- Assist in developing reading and math programs
- Determine strengths, needs and intervention strategies
- Monitor student progress
- Foster their growth as global citizens and peaceful leaders

We communicate assessment results in a variety of ways:

Progress Reports

The purpose of the progress report is to communicate students' progress and alert parents to deficiencies in academic performance, work habits or social skills. It is distributed early enough in each trimester to allow for corrective measures.

Parent Conferences

Parent/teacher conferences are conducted school-wide during the first trimester, as well as by request or as needed. In addition, we communicate with the parents through a variety of methods including: phone calls home, daily organizers, weekly folders, email, parent information evenings, classroom newsletters, our school-wide calling system, teacher, school and district websites.

Report Cards

We complete district report cards each trimester which are aligned with Common Core standards. This district report card includes academic performance, effort and citizenship components. Additionally teachers document specific notes in their comments. Art, Spanish and PE are assessed and included on the report card as well. Citizenship and study skills are discussed collaboratively with students and parents twice a year during parent teacher conferences.

IB Portfolios

Function: Our Thomas Kelly IB Portfolios are a collection of student work in a personalized binder. They will be used to demonstrate our students' success, higher-order thinking, creativity, and reflection on their own learning. Teachers, students and parents will observe evidence of "active minds at work" and assess growth through the years.

Connection: Students and teachers will collaborate on the contents and maintenance of the IB Portfolio. The Portfolio will include a range of evidence of learning in multiple transdisciplinary subjects through the years.

Reflection: The evidence of learning in the IB Portfolio may be used to assess student growth in each transdisciplinary theme at each grade level.

Form: Portfolios will be kept in binders with sections for each of the 6 transdisciplinary themes at each grade level. The binders will travel with the students as they change grade levels, until 5th grade when the student may take the Portfolio contents home. Through the years, both teachers and students will select a variety of work samples as evidence of learning at the culmination of each IB Unit of Inquiry. Student and teacher reflections will be included, as well as the IB Report Card for each school year.

State Standardized Tests

ELPAC Testing

State law requires schools to give the English Language Proficiency of California (ELPAC) to students in grades kindergarten through twelve whose mother tongue language is not English. The test identifies new students as English learners, monitors their progress in learning English, and helps determine if they have achieved proficiency in the English language.

Smarter Balanced Assessment Consortium

A computer based summative assessment will be administered annually within the last 12 weeks of school. The adaptive nature of the assessment is individualized based on student answers. This will inform our instruction for each individual student.

Physical Fitness

In the spring of each year, Thomas Kelly Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standard in all six fitness areas are considered to be physically fit or in the "healthy fitness zone". Comparative district and state results can be found at the CDE's website www.cde.ca.gov/ta/tg/pf.

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

The data from the 2022-2023 school year revealed that a significant portion of students, particularly those with disabilities, were falling below standard in language arts proficiency, as evidenced by the CAASPP assessment results. These scores indicated a need for a more effective approach to foundational reading instruction, especially considering that many Kindergarten students were exiting the program with limited reading skills, often not progressing beyond text level A in the Fountas and Pinnell system.

The shift from early reading levels in Kindergarten through 2nd grade to more complex texts in 3rd grade presented a challenge for students who have primarily relied on predictable texts, sight words, and high-frequency words. As they encounter chapter books with less predictable structures and fewer supporting visuals to support unfamiliar vocabulary, students struggled to decode unfamiliar vocabulary and comprehend content independently.

Recognizing the importance of early literacy skills as the building blocks for academic success, this data served as a call for change within our instructional practices. It became evident that a different approach was necessary to address the diverse learning needs of our student population and ensure that all learners were equipped with the essential tools for literacy acquisition.

Embracing the Science of Reading approach marked the beginning of our journey towards transformative change. Grounded in evidence-based practices and a deep understanding of the cognitive processes involved in reading, this approach offered a systematic and explicit framework for teaching foundational reading skills. By prioritizing phonics, phonemic awareness, and decoding strategies, we aimed to provide students with the solid foundation needed to become proficient readers.

As an International Baccalaureate Primary Years Programme (IB PYP) school, students are afforded a multitude of benefits that transcend traditional academic boundaries. By actively engaging in an IB PYP curriculum, students embark on an educational journey that fosters a global perspective, cultivates cultural appreciation, and nurtures a deep understanding of their place within the intricate tapestry of the world. As students navigate their educational journey, they are encouraged to explore and embrace their limitless potential. Through our 6 units of study framework that encompasses various subject areas and interdisciplinary approaches, students are equipped with the necessary skills (approaches to learning), knowledge (action cycle), and attitudes (learner profile) to thrive in an increasingly interconnected global society. By actively engaging with diverse perspectives, learning about different cultures, and examining their own identities, students gain a broader world view that transcends geographical borders and fosters empathy, understanding, and appreciation for the richness of human experiences. Within this context, our educational endeavors are driven by the overarching goal of preparing students for the rigors and opportunities that lie ahead in their college, career, and personal lives. By actively immersing themselves in a curriculum that embraces the IB philosophy, students develop critical thinking skills, hone their ability to navigate differing points of view, and expand their cultural competencies. These essential attributes are not only crucial for success in academic settings but also invaluable for navigating the complexities of the modern world.

Our commitment to language acquisition extends beyond the boundaries of a single language. Students have the opportunity to embark on a profound journey of learning Spanish with a Specialist twice a week at school and through the dynamic and interactive learning platform of Rockalingua that students can access at home. This initiative not only facilitates linguistic growth but also opens doors to a broader spectrum of opportunities, empowering students to excel academically, engage in meaningful cross-cultural interactions, and embrace a wider range of career prospects. We have 17 languages that are spoken at Thomas Kelly. As all of our students are learning Spanish, they gain a deep appreciation and empathy for students who are attempting to learn English. We have purchased an extensive range of textbooks, workbooks, and reference materials designed to scaffold language acquisition and facilitate an understanding of Spanish grammar, vocabulary, and language structures. These carefully selected resources are tailored to cater to different learning styles, ensuring that every student can engage meaningfully with the curriculum and make steady progress in their language proficiency. In addition to print resources, we have also invested in cutting-edge technology and digital platforms that leverage interactive and immersive learning experiences. By incorporating technology into our Spanish Classroom, we provide our students with engaging opportunities to practice their language skills, engage in authentic communication, and develop cultural fluency. From online language learning platforms to interactive language software, our digital resources empower students to explore, experiment, and grow their Spanish language abilities in a dynamic and interactive manner. We have not overlooked the significance of supplementary materials and cultural artifacts that enrich the students' understanding of Spanish-speaking cultures. Our acquisitions include authentic literature, cultural artifacts, and audiovisual resources that expose students to the diversity and richness of Spanish-speaking countries. Through these authentic materials, students gain insight into the customs, traditions, and perspectives of different Spanish-speaking communities, fostering a deeper appreciation for cultural diversity and global interconnectedness. By nurturing language skills from an early age, starting in Kindergarten and extending throughout their educational journey, we ensure that students are equipped with the linguistic and cultural fluency necessary to thrive in high school, college, and beyond.

The IB PYP school experience provides students with a unique and transformative educational journey that transcends traditional academic boundaries. By instilling a global perspective, nurturing cultural appreciation, and fostering self-discovery, students are

equipped with the essential skills, knowledge, and attitudes to thrive in a diverse and interconnected world. Through engaging with our Spanish Teacher Specialist and the Rockalingua learning platform, as well as a home to school connection through the use of our teacher created Spanish website students unlock the potential for linguistic growth and expand their horizons, preparing them for a brighter future filled with opportunities. Our commitment to providing an exceptional Spanish language program is reflected in our strategic investments in the Spanish Classroom. Through thoughtful and intentional purchases, we have curated a comprehensive collection of resources, materials, and supplies that enhance instruction, support language acquisition, and cultivate cultural awareness. By equipping our students with the tools and resources they need to succeed, we create a dynamic learning environment that fosters linguistic fluency, cultural appreciation, and global awareness. Through these investments, we are steadfast in our mission to empower our students with the skills, knowledge, and cultural competency necessary to thrive in an increasingly interconnected world. Through these initiatives, we empower our students to become lifelong learners, engaged citizens, and confident contributors to the ever-evolving global landscape.

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

In the 2023-2024 school year we will transition from a Comprehensive Balanced Literacy Model to a Science of Reading approach. This is a significant shift in our reading instruction methodology, the intent is to better meet the diverse learning needs of our students across grade levels with a focused, differentiated approach.

In Transitional Kindergarten through second grade, adopting the Science of Reading approach ensures that all students receive a solid foundation in early literacy skills from the outset. By prioritizing explicit, systematic instruction in phonics, phonemic awareness, and decoding strategies, we empower young learners to develop strong literacy fundamentals essential for future academic success. This approach is particularly beneficial for English Language Learners (ELLs), providing them with the structured support needed to navigate the complexities of English language acquisition with confidence and proficiency.

Students on Individualized Education Plans, such as those receiving Speech instruction, stand to benefit significantly from the Science of Reading approach. By integrating articulatory phonetics and targeted phonological awareness activities into our instructional framework, we can better address the specific needs of these students, helping them refine their speech sounds while simultaneously enhancing their reading skills. Within the classroom, teachers are explicitly teaching how sounds are made through the use of a sound wall to teach tongue placement, teeth placement, lip placement. This direct approach models what students are learning in Speech to parallel instructional practices.

As students progress into third grade through fifth grade, the Science of Reading approach offers continued support for those who may require additional targeted interventions. By incorporating evidence-based practices grounded in the Science of Reading, we can provide individualized targeted support to students who may be struggling with literacy acquisition, ensuring that they receive the necessary scaffolding and support to achieve proficiency. This is particularly beneficial to students on Speech IEP's and our English Language Learners who are acquiring English for the first time. Our third through fifth grade team has also found that by teaching spelling in this format students are having more success.

Ultimately, this strategic shift towards a Science of Reading approach reflects our unwavering commitment to delivering high-quality instruction that meets the diverse needs of all learners. By embracing evidence-based practices and prioritizing the foundational elements of literacy, we empower every student to unlock their full potential and embark on a lifelong journey of learning and discovery.

2023-24

Identified Need

Implementing the University of Florida Literacy Institute's Science of Reading Program during the 2023-2024 school year has transformed our approach to teaching early literacy foundational skills, yielding remarkable success, particularly among our English Language Learners (ELLs) and students on Speech Individualized Education Plans (IEPs).

One of the program's features is its emphasis on equipping students with strategies to tackle words that deviate from conventional spelling patterns. This skill is invaluable for all learners, but it's especially empowering for ELL students who grapple with the idiosyncrasies of English orthography. By explicitly teaching systematic decoding strategies, such as phonics and phonemic awareness, the program empowers students to decipher unfamiliar words with confidence, fostering a sense of autonomy and competence in their reading endeavors.

Furthermore, the program's focus on articulatory phonetics, teaching students how to manipulate their tongue, teeth, and lips to produce sounds accurately, has proven to be a game-changer for both ELLs and students on Speech IEPs. For ELLs, mastering these articulatory techniques enhances their pronunciation and fluency, facilitating smoother language acquisition and comprehension. Similarly, for students with speech-related challenges, such instruction offers targeted support, enabling them to refine their articulation skills and overcome obstacles to effective communication.

This has been transformational for our lower grades to teach foundational quality first instruction. In our upper grades, UFLI works to teach spelling patterns, create small targeted intervention groups to fill gaps that are identified through assessments and to assist our English Language Learners who are learning to speak, read, and write in English.

For next year, our teachers have decided to include more writing within this block of time. Teachers shared that they will expand dictation exercises through the use of laminated sentence strips to provide consistent practice opportunities for students to improve their spelling, grammar, and sentence structure. Recognizing the importance of sound-to-text correspondence, the teachers will incorporate writing exercises into the curriculum. These activities will encourage students to apply phonetic knowledge in practical contexts, strengthening their understanding of letter-sound relationships and enhancing overall literacy skills. By introducing high frequency site words early on and contextual vocabulary building it will shift the focus away from teaching vocabulary in isolation. Students will write their own sentences through what they have learned in site words and vocabulary instruction rather than copying pre-written sentences. This approach will encourage creativity, ownership, and independence in their writing. To further develop students' writing skills the teacher will encourage sentence expansion on sentences that students have already constructed by

encouraging them to add details and guiding them to expand simple sentences into more complex ones, incorporating descriptive language and additional information.

At the end of the 2022-2023 school year, we held a professional development for our teaching staff. The topic of the training was, creating a curriculum for transdisciplinary learning for all grade levels. It is important for us to continually reflect on our IB Unit planners, and receive additional training to continue to refine and improve on our units of study. Transdisciplinary teaching integrates various disciplines and maximizes instructional minutes teaching more than one standard at a time. This approach cultivates critical thinking and problem-solving skills as students make connections between subjects and engage in complex, interdisciplinary inquiries. Through this process, teachers collaborated to ensure that learning experiences are meaningful, comprehensive, and geared towards developing essential skills and attitudes to ensure all succeed.

Providing teachers with release time for collaboration and reflection is essential for continuous improvement in teaching practices and student learning outcomes. This reveals where there may be gaps in learning and how to best meet the needs of the students before them. Analyzing data together allows teachers to identify areas of strength and weakness in student understanding, enabling them to adjust their teaching strategies accordingly. Additionally, reflecting on units of study helps teachers refine their instructional methods and tailor future lessons to better meet the needs of their students. This approach fosters a culture of professional growth and teamwork within the school community, ultimately benefiting both educators and students alike

Provide targeted academic support through tutoring, small group instruction, and connection with our after-school programs. Teachers will utilize data to differentiate instruction and provide accommodations and modifications that meet individualized learning needs. We understand the importance of small group instruction and one on one support to re-teach concepts to meet all students where they are at for their success.

Through the use of our district's board adopted curriculum, we teach a culturally responsive curriculum that reflects the experiences and backgrounds of our diverse student population, ensuring that they see themselves reflected in the materials and resources used in the classroom. Our district's 8 point commitment will guide our work.

Before School tutoring and enrichment:

Two years ago we decided to open our cafeteria in the morning 30 minutes before breakfast. This brought on numerous benefits to our students. We decided to continue this practice. By providing access to computers during this time, we can offer differentiated iReady lessons and Starfall reading and math programs, allowing students to engage in personalized learning experiences that cater to their unique needs and learning styles. The availability of instructional assistants during this early morning period offers valuable support to students as they tackle their homework assignments. These assistants can provide guidance, clarify concepts, and address any questions or challenges students may have, fostering a productive and conducive learning environment. By opening the cafeteria early it creates a designated space for students to engage in independent reading, a fundamental skill that supports academic growth and fosters a love for literature. This quiet reading time allows students to expand their knowledge, improve comprehension skills, and explore diverse literary genres. Additionally, this provides an opportunity for students to connect with one another in a relaxed and social setting. By encouraging interaction and conversation, students can build friendships, strengthen their social skills, and develop a

sense of community within the school. The benefits of opening the school cafeteria in the morning extend beyond academics and socialization. By offering a safe and supervised environment before the start of the school day, we support working parents who may require an earlier drop-off time for their children. This flexibility contributes to a more inclusive and supportive school community, accommodating the needs of both students and families. By opening our school cafeteria 30 minutes before breakfast creates a dynamic and enriching space for our students. Providing access to computers for differentiated learning, offering instructional assistance for homework, fostering independent reading, and promoting social connections all contribute to an enhanced educational experience. This initiative not only supports academic growth but also reinforces a sense of belonging and wellbeing among our students, ultimately paving the way for their overall success.

Teachers Pay Teachers:

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

Intervention Teacher:

Our Intervention Teacher has provides targeted, differentiated instruction throughout the day, providing specific instruction tailored the diverse learning needs of our students. Through her expertise and dedication, she has implemented an individualized approach that is customized for each student that is informed by ongoing assessments, ensuring that each student receives support and guidance that matches exactly what they need to be successful. By meticulously analyzing student progress and understanding their individual strengths and challenges, our Intervention Teacher has been able to design interventions that are both effective and empowering. Our intervention teacher works closely with the classroom teachers, informing them of student progress and providing the classroom teachers with work samples to ensure that what they are working on carries over to the classroom. Her commitment to personalized learning has not only fostered academic growth but has also instilled a sense of confidence and resilience within our student body, setting the stage for their continued success.

Mathematics:

Through our work with UFLI, students have shown success in decoding unfamiliar words. We will be focused on Transdisciplinary teaching practices acquired through last year's IB summer professional development training to blend reading, and writing into mathematical lesson designs. We have noticed that when given a math problem without words, students know how to compute the answers. Then when they take the CAASPP assessment they aren't scoring nearly as well as they do in day to day practice in class. We have determined that they are having difficulty reading and understanding what is being asked of them with the more complex word problems and then aren't able to explain their mathematical reasoning and thinking in writing. We will have students practice more word problems and have them write out how they solved the problems. We will also place more emphasis on vocabulary acquisition to ensure they know what is being asked of them.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	37.3 points below standard	+3 scale score points
	English Learners	37.3 points below standard	
	Foster Youth		
	Homeless	47 points below standard	
	Socioeconomically Disadvantaged	43.1 points below standard	
	Students with Disabilities	62.5 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	42.9 points below standard	
	Two or More Races	113.5 points below standard	
	Pacific Islander		
White	22.3 points below standard		
Math State Assessment: Change in scale score	All Students	67 points below standard	+3 scale score points
	English Learners	69.7 points below standard	
	Foster Youth		
	Homeless	80.3 points below standard	
	Socioeconomically Disadvantaged	75.2 points below standard	
	Students with Disabilities	84.6 points below standard	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	African American American Indian Asian Filipino Hispanic 68 points below standard Two or More Races 134.5 points below standard Pacific Islander White 56.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.423%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	13.21%	+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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Starfall for all students in Transitional Kindergarten through 5th grade to support both reading and mathematics	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	355	2024-2025 school year

	before, during and after school.				
1.2	ESGI for teachers in the primary grades to monitor and track student progress	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	639	2024-2025 school year
1.3	Printing Service Agreement to support teachers with differentiation in the classroom to go above and beyond the core curriculum in the areas of reading, writing, math, social studies, and science	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4,688	2024-2025 school year
1.4	Through the use of Guest teacher's release time for classroom teachers to collaborate with their grade level partners to develop, refine,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	2024-2025 school year

	and reflect on their units of study. These 6 unit planners are where teachers plan to ensure that they are teaching all of their grade level standards and acts as a pacing guide.				
1.5	Through the use of Guest teacher's release time for classroom teachers to hold data conversations to determine what is working, what isn't and what refinements or reteaching may need to occur to meet the learning needs of the students in their class. This provides time for teachers to collaborate with their grade level partner to share best teaching practices and identify trends.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	2024-2025 school year

1.6	Pay for a site license to Teachers Pay Teachers for teachers to get ideas on lesson design above and beyond the core curriculum to meet the diverse learning needs of the students within their classroom.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 5000-5999: Services And Other Operating Expenditures	3,000	2024-2025 school year
1.7	IB Training for staff to receive continuous learning on best teaching practices to meet the diverse learning needs of our students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	20,000	2024-2025 school year
1.8	At our school we have Spanish instruction for students in Kindergarten through 5th grade. Rockalingua assists students with continuing	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	399	2024-2025 school year

	their instruction on language acquisition before and after school.				
1.9	An Instructional Assistant to support our 5th grade students to ensure that they are prepared academically prior to transitioning to middle school. PC 36670	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	21,808 10,764 12,256	2024-2025 school year
1.10	Before and after school funding available for staff to provide tutoring for students who are struggling in the areas of reading and or math.	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000	2024-2025 school year
1.11	Computer applications to support students in learning before school, during school and after school available	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other	10,000	2024-2025 school year

	to support students learning above and beyond the core curriculum.		Operating Expenditures		
1.12	Materials and supplies for our English Language Development Teacher to support our English Language Learner Students.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	2024-2025 school year
1.13	Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	39,447	2024-2025 school year
1.14	A full time Intervention Teacher to provide targeted interventions in the area of reading.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025 school year
1.15	Materials and supplies for our Intervention Teacher to	All Students English Learners X Low-Income Students X Foster Youth	Title I Part A Site Allocation	5,000	2024-2025 school year

	provide targeted interventions	X Lowest Performing	4000-4999: Books And Supplies		
1.16	Materials and supplies for our classroom teachers to provide designated ELD instruction within their classroom away from the English Language Development Teacher	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,500	2024-2025 school year
1.17	Materials and supplies for our classroom teachers to provide integrated ELD instruction within their classroom away from the English Language Development Teacher	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	2,500	2024-2025 school year
1.18	iPads for classroom teachers to provide instruction beyond the core	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	30,000	2024-2025 school year

	curriculum within their classroom				
1.19		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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

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

We closely monitor the Average Daily Attendance (ADA), This is the average number of students recorded per day as being present. We also monitor the Average Daily Membership (ADM). This is the average number of students enrolled per day. Each day we compile the daily attendance daily absence list. Then we look at the weekly excessive absence report and finally analyze the monthly ADA/ADM report to determine trends and areas of needed focus. Our attendance clerk calls each family daily to determine the reason for the student's absence. She captures the reason in our data information system Q in the attendance, mass attendance rapid entry section. By carefully tracking and analyzing attendance data, we gain insights into student engagement and the level of home to school connection. This information allows us to identify any attendance-related challenges and implement targeted strategies to address them. By fostering a culture of consistent attendance, we aim to maximize student learning opportunities and provide a solid foundation for academic success

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

In the 2023-2024 school year we utilized the Talking Points app to send messages to families as an additional communication tool to engage families in discussions about the importance of attendance in education. Through this platform, we were able to send messages directly to families, emphasizing the role of consistent attendance in academic success. Through the convenience of the Talking Points app, we reached a wider audience and effectively conveyed key messages about the impact of attendance of students' learning and long-term outcomes. The proactive approach to communication allowed us to collaborate with families in promoting a culture of regular attendance, ultimately supporting student achievement and well-being.

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

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

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

By increasing our Attendance Clerks time, this allowed her an opportunity to connect with families on a personal level. She had the opportunity to do empathy gathering exercises to do root-causal inquiry into what the barriers were for each family that contributed to chronic absenteeism. We were then able to assist the families with targeted supports to meet their individual needs. This year we also placed a graphic on the entry doors to the school that showed the community what the previous days attendance percentage was, how many students were absent, how many students were tardy and how many early dismissals we had. This acted as a graphic to raise awareness of our school's attendance as a whole.

2023-24

Identified Need

In the previous year, The California Dashboard Data listed all 6 of our student groups:

African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White As being very high in the category of Chronic Absenteeism.

The 2023 California Dashboard showed significant improvements in this year. We now have 4 student groups in the Orange Category: African American, English Learners, Hispanic, Students with Disabilities. We now have two student groups in the yellow category: Socioeconomically Disadvantaged and White.

Based on this data last year we increased our Attendance Clerk's time to address attendance. Thomas Kelly previously qualified for ATSI status under two student groups, Students with Disabilities and African American Students. A team consisting of Teachers, Classified staff and Administration came together to draft a plan and met regularly to review data and commit to ongoing adjustments to meet the needs for students with disabilities who have chronic absenteeism rate, scoring lower in reading and math, and high suspension rates. Our school is committed to providing an inclusive and equitable learning environment for all students, including those with disabilities. However, we have noticed that our students with disabilities were experiencing challenges in their academic performance, attendance, and behavior. Our plan is designed to improve the educational outcomes for students with disabilities by focusing on their chronic absenteeism, low academic performance in reading and math, and high suspension rates. Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Thomas Kelly Elementary previously met the criteria for the following student groups:

1. Black or African Americans
2. Students with Disabilities

This year we received a report that showed that we no longer qualify for ATSI due to Chronic Absenteeism. We have seen incremental, positive trajectory in the last three years on the Year to Date Monthly attendance report every single month for three years in a row. We are committed to continuing to improve in the area of attendance and maintain our positive results. We are going to continue to hold this as a goal area so that it is in our forefront of our thinking so that we don't inadvertently slide backwards in our efforts.

The school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. This school plan aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes providing professional learning, student intervention, parental engagement.

Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and culture.

Communities: We are dedicated to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe. Engaging, Rigorous and Relevant Learning for Every Student.

Every student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive school culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

Further our comprehensive attendance plan that already has regular communication with families and the school will identify barriers to regular attendance through root cause analysis of the information gained and provide resources and support to families to address barriers to attendance. Increase Family Engagement we will work to engage families of African American students who have chronic absenteeism, providing them with resources and support to help them better understand and support their child's learning needs. This includes addressing any barriers to attendance and connecting families with community resources.

Schoolwide positive behavior support system that focuses on prevention, intervention, and restorative practices to address disciplinary issues and promote a positive school culture. The school will also provide social-emotional support through counseling services, peer support groups (our 3rd-5th grade A-Team), and other resources. We are continuing our partnership with STORM community organization that support the academic, social, emotional success of African American students.

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

Thomas Kelly has partnered up with S.T.O.R.M for the 2023-2024 school year which will continue into the 2024-2025 school year with an additional time allotted to support our after school programs as well. This will form a bridge between the day to day operations and the after school programs. This will allow for better communication and consistency of expectations throughout the entire day.

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

Goals: The primary goal of the S.T.O.R.M. Team program is to reduce instances of aggressive behavior among students and to decrease the number of disciplinary referrals and suspension. By addressing aggressive behavior towards other students and reducing office referrals and suspension rates, the program aims to increase productive instructional time in the classroom, reduce

suspension rates, and increase attendance. Additionally, the program seeks to promote positive social and behavioral outcomes, including improved self-control, responsibility, and respect for others. By achieving these goals, the program aims to create a safe and supportive learning environment that maximizes instructional time and helps students reach their academic potential.

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

The storm team will:

- 1) Attend Student 3rd-5th grade Leadership Team Meetings.
- 2) Work with students on conflict resolution, communication skills, and positive behavior management techniques.
- 3) While students are in class pull students to assist with academic supports and provide targeted academic interventions.
- 4) Assist before school, during recess, and during the after school program to ensure consistency of expectations and outcomes for students.

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

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

Goals:

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

Strategies:

- 1) Establish regular meetings: Schedule regular meetings for the student leadership team to discuss various aspects of the school and plan their initiatives. These meetings should provide a platform for team members to share their observations, concerns, and ideas. We held the meetings based on each classes grade level lunch time to ensure that every class got an equal opportunity to meet and participate. 4th grade students on Monday and Tuesday. Third grade students have an earlier lunch time than 5th grade so I meet with a Third grade class on Thursday and then a 5th grade class. On Friday I meet with the other 3rd grade class and then the other 5th grade class. At the meetings we had the administration, our ICT, and a STORM team member to facilitated conversations.
- 2) Conduct surveys and feedback sessions: Create surveys or feedback sessions to gather input from the student body regarding their experiences, concerns, and suggestions for improvement. Utilize online survey tools or paper feedback to ensure maximum participation. We have gained feedback on academics, behavior and even received feedback for our upcoming IB Re-Authorization visit for our Self Study document that we will submit to our re-authorizing team.
- 3) Analyze data and identify trends: Collect and analyze the data gathered from survey and feedback sessions. Look for recurring themes, common concerns, and notable areas of satisfaction. This analysis will help the team to identify specific areas that require attention and prioritize their efforts. We went over the Spring District Survey results to share how 3rd, 4th, and 5th grade students scored the varying topics, Staff results, and Parent results.
- 4) Collaborate with school staff and administrator: Establish open lines of communication with school staff, teachers, and administrator to gain a comprehensive understanding of the school's strengths and weaknesses. Collaborate with them to develop joint initiatives and ensure alignment between student and faculty efforts.
- 5) Create action plans: Based on the identified areas of growth, create actionable plans that outline specific steps and initiatives to address those concerns. Break down the plans into manageable tasks, assign responsibilities to team members, and set deadlines for implementation.
- 6) Implement initiatives: Execute the action plans, ensuring effective coordination and communication among team members and other stakeholders involved. Monitor the progress of initiatives, address challenges that arise, and provide support and resources as needed.
- 7) Evaluate and adjust: Regularly assess the impact of implemented initiatives through student feedback, observations, and measurable outcomes. Make adjustments to strategies as necessary and celebrate successes to keep team members motivated and engaged.

By following this plan, the student leadership team will be able to actively contribute to the betterment of the school. Through open communication, collaboration, and the implementation of targeted strategies, the team can create positive change, enhance the learning experience, and foster a sense of pride and engagement within the student body. A possible example for the Student Leadership Team would be assist with various tasks on the playground. By taking responsibility for cleaning up, taking jackets and sweatshirts left out to lost and found. The aim is to create a more organized and pleasant playground environment for all students. In the Leadership Meetings students would take on leadership roles on the playground on a rotational basis. We provide ongoing support and feedback to student leaders as they develop skills. We would establish clear expectations regarding their roles and responsibilities on the playground. Encourage students to model positive behavior and social interactions for their peers. Evaluate and adjust by regularly assessing the effectiveness of the student leadership program on the playground. Collect feedback from students, teachers,

and parents, and make adjustments as necessary to improve the program. By implementing this plan, student leadership can play an important role in creating a more organized and pleasant playground environment for all students. Through training, clear expectations, and ongoing support, student leaders can take on responsibility and develop valuable leadership skills. By assisting with cleaning up, taking lost and found items, approaching peer conflicts with an open mind and with peaceful resolutions, student leaders can contribute to a safer, more positive, and more inclusive playground experience for all students.

In response to declining attendance rates and the concerning increase in chronic absenteeism among our student body, we undertook a strategic allocation of our Local Control Funding Formula (LCFF) resources. Recognizing the critical role that attendance plays in academic success and overall student well-being, we made the decision to prioritize the expansion of our attendance clerk's time and efforts, enabling them to forge stronger connections with students and families in order to address attendance concerns proactively. Through these concerted efforts, we are proud to report a remarkable decline in overall chronic absenteeism. This achievement underscores the efficacy of our targeted interventions and the effectiveness of our comprehensive approach in mitigating the adverse effects of chronic absenteeism on student engagement and achievement. Three years in a row we have been able to increase our attendance percentage for every month out of the year.

Moving forward, one of our goals for the 2024-2025 school year is to offer students authentic learning experiences by expanding opportunities for field trips and introducing community learning experiences through assemblies directly onto the campus. We recognize the value of hands-on, real-world learning in enriching student's educational journey. By organizing field trips relevant to what students are learning in class and inviting community members to share their expertise on campus through assemblies, we can enhance students' understanding of various subjects and foster deeper connections to the world around them. This approach not only bring learning to life but also strengthens our school's ties with the community, providing students with valuable insights and experiences right here at the site. By having these high engaging activities it is our aim to create a climate where students don't want to miss out on a day in school. Recognizing the immense value of field trips in providing students with hands-on, real-world experiences that enhance their academic knowledge, social development, and overall educational experience, we are committed to implementing a well-rounded and diverse range of field trip experiences. These excursions will be thoughtfully planned and aligned with our curriculum objectives, ensuring a seamless integration of classroom instruction and real world applications. Ways to monitor the success are student reflections and journal encouraging students to write reflections or keep journals before, during, and after the field trip. These reflections can capture their thoughts, observations, and key takeaways. Analyzing these reflections can help gauge their engagement, learning outcomes, and overall experience. Teacher and chaperone observations request feedback from teachers and chaperones who accompany students on the field trip. They can provide insights into students' behavior, interactions, and level of engagement during the trip. Their observations can offer valuable perspectives on the effectiveness of the trip in achieving its educational objectives. Assign follow-up activities or assignments related to the field trip. These can include projects, presentations, or discussions that allow students to further explore and apply what they learned. Assessing the quality and depth of these follow-up activities can provide insights into the effectiveness of the field tip in fostering deeper understanding and knowledge retention. Monitor students' academic performance in the subject area related to the field trip both before and after the trip. Analyze their progress and compare it to previous benchmarks to identify any potential impact on their learning outcomes.

Sami's Circuit:

Sami Circuit is not just any social emotional learning (SEL) program; it's a comprehensive K-6 curriculum meticulously crafted to fuse the principles of the CASEL 5 Framework with the effectiveness of kinesthetic learning methodologies. Through a thoughtful blend of cognitive and physical engagement, the program aims to nurture holistic development in students. At the heart of Sami's Circuit lies a captivating series of weekly videos, each thoughtfully designed to resonate with young learners and provoke meaningful reflection. These videos serve as the cornerstone of the curriculum, offering staff a powerful tool to seamlessly integrate SEL teachings into their daily routines. Whether it's in the classroom or one of our after-school programs, Sami's Circuit will support the learning taking place. One of the standout features of the program is its accessibility and ease of implementation. With no need for extensive staff trainings or prep work, staff can immediately incorporate Sami's Circuit into their existing curricula or extracurricular activities. This simplicity not only saves valuable time and resources but also ensures consistent delivery of high-quality SEL education. By seamlessly integrating SEL principles with engaging kinesthetic activities, Sami Circuit provides staff with a dynamic supplement that enhances students' emotional intelligence, fosters positive relationships, and cultivates a supportive learning environment. In short, Sami's Circuit is not just the ideal SEL supplement – it's a transformative educational experience.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	28.5% Chronically Absent
	English Learners	34.6% Chronically Absent
	Foster Youth	
	Homeless	35% Chronically Absent
	Socioeconomically Disadvantaged	34.5% Chronically Absent
	Students with Disabilities	28.8% Chronically Absent
	African American	50% Chronically Absent
	American Indian	
	Asian	9.1% Chronically Absent
	Filipino	
		-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic 35% Chronically Absent Two or More Races 28.6% Chronically Absent Pacific Islander White 21.2% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.07%	95%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students N/A English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged N/A Students with Disabilities N/A African American N/A American Indian N/A Asian N/A Filipino N/A Hispanic N/A Two or More Races N/A Pacific Islander N/A	N/A

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide authentic learning experiences for students to connect what they are learning in class to the world around them. Create authentic learning by providing high quality academic field trips and bringing vibrant academic assemblies to the school.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	15,000	2024-2025 school year
2.2	Continue to pay to increase our Attendance Clerk's hours to assist in determining root casual reasoning for student absence to support families in	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	11,003 13,114	2024-2025 school year

	getting students to school regularly. PC 35980		Site Allocation 3000-3999: Employee Benefits		
2.3	SWANK license so that teachers are able to assist students in making connections and understanding by being able to show media clips as a visual bridge to the learning taking place in the classroom. This is particularly helpful for our English Language Learners to be able to see what is being discussed.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	563	2024-2025 school year
2.4	Sami Kader assembly a K-6 social emotional learning program that combines the best of the CASEL 5 Framework with kinesthetic learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4,400	2024-2025 school year

2.5	<p>STORM Community Partnership to focus on culturally relevant practices, social emotional mentorship, supporting students in becoming leaders by recognizing their own potential and learning leadership qualities and assisting students with their academic success.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Other 5000-5999: Services And Other Operating Expenditures</p>	7,500	2024-2025 school year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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

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

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

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

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

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

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

The establishment last year of our 5th grade leadership group was instrumental in cultivating student leadership and amplifying student voices within our school. This dedicated group of student leaders actively engaged in assessing our school's strengths and identifying areas that require growth and improvement. Their invaluable input has informed our decision-making processes, providing us with a comprehensive understanding of the student experience and ensuring that our initiatives are aligned with their needs and aspirations. One of the ideas they had last year was to have a recess room. We implemented that idea this year based on their feedback. We expanded our student leadership group this year to include 3rd, 4th, and 5th grade students to gain further insight and have even more voice represented.

With the retirement of our Community Liaison the year prior, we faced the task of filling this vacancy with someone who could continue to foster positive community relations and facilitate meaningful partnerships between our school and the wider community. Unfortunately we were not able to find a parent to fill this role. Our ICT and our Clerk stepped up to do the duties of this position this year to ensure that the supports would continue. This role holds immense importance in ensuring a collaborative environment that enhances the educational experience of our students. Moving forward we want to find a way to fill this position to ensure that the efforts are continued.

This year, we merged the three classes that previously benefited from smaller sizes in 1st and 2nd grade into two 3rd-grade classes. The students who had previously experienced smaller class sizes showed improved academic readiness and better social, emotional, and behavioral development. However, even after receiving two years of whole class intervention, they faced challenges when the class size returned to normal levels.

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

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

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

As a school, we provided professional development around alternatives to suspensions. As a staff we worked diligently to come up with what alternative practices we could utilize to ensure that our approach was around restorative practices, teaching and learning, and a growth mindset rather than a punitive model.

We made the determination to expand our student leadership from a select group of 5th graders to include all students in grades 3, 4, and 5. This way we had an opportunity to gain insights from a majority of our student stakeholders moving forward. Through weekly meetings, these student leaders actively participated in assessing the strengths of our campus and identifying areas requiring improvement. They took on the responsibility of delivering presentations in classrooms and schoolwide assemblies, aiming to foster positive change within our school community. Moreover, these student leaders embraced San Juan's 8-point commitment and played a crucial role in facilitating peer conflict mediation conversations.

2023-24

Identified Need

Our goal is to reduce the suspension rates for all students but in particularly for Students with Disabilities and for African American students.

We were identified last year as an ATSI school in the area of suspension for Students with Disabilities and African American students. We formed a Network Improvement team to monitor and review chronic absenteeism as well as suspension data. We met frequently throughout the year to determine progress in this area as well as next steps. We attended all of the meetings that were put on by Nicodemus Ford to gather insights and input from other schools.

This year it showed that we were only listed as being in ATSI for suspension of African American students. Even so, we will continue to focus on both groups so as not to regress in our current progress.

Strategies:

1) Schoolwide positive behavior support system that encourages positive behavior and provides appropriate consequences for negative behavior. The system will include a tiered approach that provides targeted interventions for students who need additional

support. This will incorporate our International Baccalaureate Primary Year's Programme's Learner Profile. Each day we will go over the Learner Profile during our morning announcements to ensure that all students are well versed in the what it means to be Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, courageous, balanced and reflective. This commitment is to help all members of the school community learn to respect themselves, others and the world around them.

2) Offer targeted academic interventions for students with disabilities, including small-group instruction and individualized support.

3) Provide additional support and resources for families of students with disabilities, including counseling services and access to community resources.

4) Increase communication between school staff and families of students with disabilities to ensure that students receive necessary accommodations and support.

5) Provide professional development opportunities for teachers and staff to increase their knowledge and skills in working with students with disabilities. An example, we had professional development put on by our behaviorist and our psychologist in authentic, practical strategies for working with students that had been identified with Autism.

6) If a student is suspended, we will have the student work with our counselor upon their return.

7) Restorative Practices will be implemented whenever possible for students to repair relationships and learn how to solve their grievances productively and peacefully.

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

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

Room Layout and Features:

1) Space Utilization:

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

2) Soft Seating Area:

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

3) Creative Corner:

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

4) Reading Nook:

- Dedicated reading area with shelves or bookcases containing a wide selection of books suitable for different reading levels and interests including graphic novels.

- Comfortable seating options like reading chairs or floor cushions.
- 5) Board Games and Puzzles:
- Have a collection of age-appropriate board games and puzzles that can be completed in the time allotment readily available ex Checkers, Chess, Guess Who, UNO.
 - Display them on shelves or in storage units for easy access
 - Ensure that instructions for each game are clearly visible
- 6) Technology Zone:
- Set up a designated area with computers or tablets equipped with educational and age-appropriate software and games such as educational applications.
 - Ensure that devices have parental controls such as Go Guardian and appropriate content filters.
- 7) Active Play Zone:
- Dedicate a section of the room for active play.
 - Ensure there is enough space for children to engage in physical activities and games
- 8) Calming Area:
- Create a quiet and peaceful space where students can relax and unwind.
 - Include comfortable seating, soft lighting, and soft background music or nature sounds
 - Provide stress-relief tools such as stress balls or sensory items like squishy toys
- 9) Supervisions and Guidance:
- Assign responsible adult to supervise the alternative recess room and ensure a safe and inclusive environment
- .-Encourage students to follow established rules and guidelines for respectful and cooperative behavior.
- No in and out entry. Once students go in, they are in for the recess other than for bathroom usage.
- 10) Flexibility and Choice
- Allow students to choose their activities during alternative recess time.
 - Provide a variety of options to cater to different interests and preferences. Change activities available from time to time.
 - Encourage students to try new activities and explore their interests.

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

Second Step:

We have access to Second Step site license provided by our districts Prevention Program. This resource empowers our teachers by equipping them with the necessary tools and materials to effectively guide and assist our students in developing and honing their essential social-emotional skills. With the Second Step site license, our educators have access to a wide range of evidence-based strategies, lesson plans, and instructional resources specifically designed to nurture and foster positive relationships among students. Through engaging activities and targeted interventions, teachers are able to create a supportive and inclusive classroom environment

that encourages empathy, compassion, and understanding. Furthermore, this site license provides our teachers with valuable guidance on helping students effectively manage their emotions. By utilizing research-backed techniques, educators are able to teach students valuable emotional regulation strategies, enabling them to better navigate the complexities of their feelings and respond to challenging situations in a constructive manner. In addition to nurturing positive relationships and managing emotions, the Second Step site license enables our teachers to assist students in setting meaningful goals. By incorporating goal-setting exercises and reflection activities into their instructional practices, teachers empower students to identify their aspirations, develop action plans, and persistently work towards achieving their objectives. This skillset not only benefits students academically but also promote self-confidence, resilience, and a sense of purpose. More of our classrooms are now starting the day with a community circle utilizing Second Step as the vehicle for discussions. The Second Step site license signifies our commitment to holistic education. By providing teachers with this powerful resource, we are actively investing in the social-emotional development of our students, fostering an environment where positive relationships, emotional intelligence, and goal-oriented mindset thrive.

Morning Announcements:

Our daily morning announcements serve as an essential communication platform, providing the entire school community with crucial updates and setting a positive tone for the day ahead. These announcements serve as a unifying force, fostering a sense of community and shared purpose, while also promoting a positive school culture. I have received feedback from students, staff, and the broader parent community on how the morning announcements start the day off with a positive message and have been effective in setting a positive tone to the day. This provides an opportunity to address the whole student body and staff daily with areas to focus on to create positive change. Each morning as a school we do the Pledge of Allegiance together, our IB Chant that goes over the Learner Profile and end with a short lesson or positive message to start the day.

Family Lunch Day:

Every other month we have a family lunch day at Thomas Kelly Elementary School provide an opportunity to build home-to-school connections and community by bringing together students, their families, and school staff in a social and inclusive setting. We shifted from every month to every other month based on community feedback. Families informed us that they weren't able to take off work every month and that it was upsetting to their student. We made this shift to every other month based on this community feedback. These lunch days offer a regular occasion for families to visit the school, engage with teachers and staff, and connect with other families. By inviting families to join their children for lunch, the school creates a welcoming and inclusive environment that fosters communication and collaboration between home and school. Parents can witness firsthand the daily school experience of their children, observe their interactions with peers and teachers, and gain a deeper understanding of the school's values and educational practices. This involvement helps bridge the gap between home and school, establishing a sense of shared responsibility for the students' success. Moreover, the monthly family lunch days facilitate the development of a supportive community within the school. Families have the opportunity to meet and interact with each other, fostering new friendships and connections. These interactions create a sense of belonging and strengthen the social fabric of the school community. Parents can exchange ideas, share experiences, and offer support to one another, enhancing the overall sense of community and creating a supportive network. Additionally, the presence of families during lunch days allows for informal conversations between parents and staff. These

interactions provide a platform for open dialogue, enabling parents to share their concerns, ask questions, and provide feedback to the school staff. By actively involving parents in the school environment, the school can better understand the needs and expectations of families, and in turn, adapt its practices to meet those needs more effectively. For students whose parents don't attend, our counselor is out there to sit with students who are feeling sad. She brings books and reads to them as they are eating their lunch for those that want that extra connection. These family lunch days are very well attended across all grade levels.

Common Area Rotation Training:

Common Area Behavioral Rotations:

We implemented common area rotations at the beginning of the year and after long breaks to teach and reinforce behavioral expectations in various common areas. These rotations focused on areas such as before school behavior, cafeteria, hallways, playground, bathroom, office, and morning walk. Students would go from one station to the next where a dedicated staff member would teach the expected behavior for that area. The purpose of these rotations was to ensure that students have a clear understanding of the expected behavior in each of these areas, promoting a positive and respectful school environment. By explicitly teaching and reteaching these expectations, students are reminded of the appropriate conduct and are more likely to adhere to the desired behavior. This school year we decided to make a modification to the common area rotations by replacing the library section with a focus on how to positively treat guest teachers. This adjustment recognizes the importance of treating substitute or guest teachers with respect and kindness. By including this topic in the common area rotations, students learned the significance of creating a welcoming and inclusive environment for guest teachers. They will be taught specific behaviors and attitudes that demonstrate respect, such as active listening, following instructions, and showing appreciation. This addition to the common area rotations helps foster a culture of empathy and consideration among students, highlighting the value of treating all members of the school community with respect, regardless of their role or position. It also prepares students to effectively interact with guest teachers and maintain a positive learning environment, even in the absence of their regular teacher. By continually reinforcing behavioral expectations in common areas and incorporating topics like how to positively treat guest teachers, Thomas Kelly Elementary School promotes a positive school climate, enhances student behavior, and cultivates a culture of respect and inclusivity.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3.8% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	15% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Socioeconomically Disadvantaged 4.7% suspended at least one day Students with Disabilities 11.5% suspended at least one day African American 6.3% suspended at least one day American Indian Asian 0% suspended at least one day Filipino Hispanic 5% suspended at least one day Two or More Races 9.1% suspended at least one day Pacific Islander White 2.1% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	71%	80.78
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	73.1%	86.75
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	90.91	95.0

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Halftime Counselor that is provided by our districts Multi Tiered Systems of Support to support in creating a physically, socially, emotionally, culturally, and psychologically safe learning environment for all students. This will assist in student's connectedness and safety.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-2025 school year
3.2	Materials and supplies to assist our Counselor to meet the needs of the students that she is serving.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2024-2025 school year

3.3	A team of teachers, classified and administrators to focus on lowering suspension rates and to ensure we don't have students expelled in particular for African American Students and Students with Disabilities as well as working to lower our chronic absenteeism numbers.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American and Students with Disabilities			2024-2025 school year
3.4	Recreational Assistant to support the overall safety on the playground.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	2024-2025 school year
3.5	Community Liaison to assisting in bridging a home to school connection.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	2,508	2024-2025 school year



Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development for English learners by language proficiency levels.	August 2024- June 2025	ELD Teacher	1000-1999: Certificated Personnel Salaries		
Provide targeted interventions to meet the needs of our Lowest Performing Students.	August 2024- June 2025	Intervention Teacher	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Community Partnership Outreach Program designed to improve social, behavioral, and academic outcomes for our African American, Low Socioeconomic, and Students with Disabilities.	August 2024- June 2025	STORM TEAM	5800: Professional/Consulting Services And Operating Expenditures		

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide supplemental campus monitoring and safety for all students.	August 2024- June 2025	Campus Monitor	2000-2999: Classified Personnel Salaries		

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	\$190,608.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$251,377.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$12,256.00
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$34,080.00
Other	\$10,500.00
Title I Part A Parent Involvement	\$2,508.00
Title I Part A Site Allocation	\$188,100.00

Subtotal of state or local funds included for this school: \$251,377.00

Total of federal, state, and/or local funds for this school: \$251,377.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	34,080	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	188,100	0.00
Title I Part A Parent Involvement	2,508	0.00

Expenditures by Funding Source

Funding Source	Amount
	12,256.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	34,080.00
Other	10,500.00
Title I Part A Parent Involvement	2,508.00
Title I Part A Site Allocation	188,100.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,000.00
2000-2999: Classified Personnel Salaries	39,252.00
3000-3999: Employee Benefits	13,114.00
4000-4999: Books And Supplies	100,211.00
5000-5999: Services And Other Operating Expenditures	46,544.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		12,256.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	11,003.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	13,114.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,963.00
5000-5999: Services And Other Operating Expenditures	Other	10,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,508.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	20,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	21,808.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	95,211.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	31,081.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	188,356.00
Goal 2	51,580.00
Goal 3	11,441.00

School Site Council Membership

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

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

Name of Members	Role
Jon Rogers	Other School Staff
Amanda Mathews	Classroom Teacher
Christina Blaine	Classroom Teacher
Jill Mlinar	Classroom Teacher
Josh Costa	Principal
Tiffany Hart	Parent or Community Member
Mac Valentine McCurdy	Parent or Community Member
Bianca Gruell	Parent or Community Member
David Barrie	Parent or Community Member
Monty Horton	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 5/20/2024.

Attested:



Principal, Josh Costa on 5/20/2024



SSC Chairperson, Christina Blaine on 5/20/2024

Budget By Expenditures

Thomas Kelly Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$12,256.00	Connected School Communities	

Total Expenditures: \$12,256.00

Allocation Balance: \$0.00

Funding Source: LCFF Rec Aide Allocation **\$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Recreational Assistant to support the overall safety on the playground.	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$3,933.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$34,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$13,114.00	Healthy Environments for Socio-Emotional Growth	
Materials and supplies to assist our Counselor to meet the needs of the students that she is serving.	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	

Thomas Kelly Elementary School

Continue to pay to increase our Attendance Clerk's hours to assist in determining root casual reasoning for student absence to support families in getting students to school regularly. PC 35980	2000-2999: Classified Personnel Salaries	\$11,003.00	Healthy Environments for Socio-Emotional Growth
SWANK license so that teachers are able to assist students in making connections and understanding by being able to show media clips as a visual bridge to the learning taking place in the classroom. This is particularly helpful for our English Language Learners to be able to see what is being discussed.	5000-5999: Services And Other Operating Expenditures	\$563.00	Healthy Environments for Socio-Emotional Growth
Sami Kader assembly a K-6 social emotional learning program that combines the best of the CASEL 5 Framework with kinesthetic learning.	5000-5999: Services And Other Operating Expenditures	\$4,400.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$34,080.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
STORM Community Partnership to focus on culturally relevant practices, social emotional mentorship, supporting students in becoming leaders by recognizing their own potential and learning leadership qualities and assisting students with their academic success.	5000-5999: Services And Other Operating Expenditures	\$7,500.00	Healthy Environments for Socio-Emotional Growth	
Pay for a site license to Teachers Pay Teachers for teachers to get ideas on lesson design above and beyond the core curriculum to meet the diverse learning needs of the students within their classroom.	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Connected School Communities	

Thomas Kelly Elementary School

Other Total Expenditures: \$10,500.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$2,508.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Liaison to assisting in bridging a home to school connection.	2000-2999: Classified Personnel Salaries	\$2,508.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$2,508.00

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

Funding Source: Title I Part A Site Allocation \$188,100.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Rockalingua Spanish	5000-5999: Services And Other Operating Expenditures	\$399.00	College, Career, Citizen Ready	
Computer applications to support students in learning before school, during school and after school available to support students learning above and beyond the core curriculum.	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities	
Materials and supplies for our English Language Development Teacher to support our English Language Learner Students.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum	4000-4999: Books And Supplies	\$39,447.00	Connected School Communities	
Materials and supplies for our Intervention Teacher to provide targeted interventions	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	

Thomas Kelly Elementary School

Provide authentic learning experiences for students to connect what they are learning in class to the world around them. Create authentic learning by providing high quality academic field trips and bringing vibrant academic assemblies to the school.	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Healthy Environments for Socio-Emotional Growth
IB Training for staff to receive continuous learning on best teaching practices to meet the diverse learning needs of our students.	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Connected School Communities
At our school we have Spanish instruction for students in Kindergarten through 5th grade. Rockalingua assists students with continuing their instruction on language acquisition before and after school.	5000-5999: Services And Other Operating Expenditures	\$399.00	Connected School Communities
An Instructional Assistant to support our 5th grade students to ensure that they are prepared academically prior to transitioning to middle school. PC 36670	2000-2999: Classified Personnel Salaries	\$21,808.00	Connected School Communities
Before and after school funding available for staff to provide tutoring for students who are struggling in the areas of reading and or math.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities
Materials and supplies for our classroom teachers to provide designated ELD instruction within their classroom away from the English Language Development Teacher	4000-4999: Books And Supplies	\$2,500.00	Connected School Communities
Materials and supplies for our classroom teachers to provide integrated ELD instruction within their classroom away from the English Language Development Teacher	4000-4999: Books And Supplies	\$2,500.00	Connected School Communities
iPads for classroom teachers to provide instruction beyond the core curriculum within their classroom	4000-4999: Books And Supplies	\$30,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$10,764.00	Connected School Communities

Thomas Kelly Elementary School

Starfall for all students in Transitional Kindergarten through 5th grade to support both reading and mathematics before, during and after school.	5000-5999: Services And Other Operating Expenditures	\$355.00	Connected School Communities
ESGI for teachers in the primary grades to monitor and track student progress	5000-5999: Services And Other Operating Expenditures	\$639.00	Connected School Communities
Printing Service Agreement to support teachers with differentiation in the classroom to go above and beyond the core curriculum in the areas of reading, writing, math, social studies, and science	5000-5999: Services And Other Operating Expenditures	\$4,688.00	Connected School Communities
Through the use of Guest teacher's release time for classroom teachers to collaborate with their grade level partners to develop, refine, and reflect on their units of study. These 6 unit planners are where teachers plan to ensure that they are teaching all of their grade level standards and acts as a pacing guide.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities
Through the use of Guest teacher's release time for classroom teachers to hold data conversations to determine what is working, what isn't and what refinements or reteaching may need to occur to meet the learning needs of the students in their class. This provides time for teachers to collaborate with their grade level partner to share best teaching practices and identify trends.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: \$188,499.00

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

Thomas Kelly Elementary School Total Expenditures: \$251,776.00