



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Kelly Elementary School	39-75499-0108357	May 6, 2025	June 10, 2025

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to

develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by George Kelly Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### Schoolwide Program

Kelly previously met the criteria to exit the ATSI (Additional Targeted Support & Improvement) program based on 2023-2024 data.

- Based on the 2023-2024 data, Kelly successfully met the criteria set by the state to no longer require this level of targeted support and demonstrated significant improvement in the performance of our student group considered to be Homeless in suspension rates and chronic absenteeism.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by George Kelly Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Kelly previously met the criteria to exit the ATSI (Additional Targeted Support & Improvement) program based on 2023-2024 data.

- Based on the 2023-2024 data, Kelly successfully met the criteria set by the state to no longer require this level of targeted support and demonstrated significant improvement in the performance of our student group considered to be Homeless in suspension rates and chronic absenteeism.

In 2022-2023, 18.6% of our homeless student population were chronically absent. By 2023-2024, this rate decreased by 3.6%, bringing it down to 15%. Similarly, 17.9% of our overall student population was chronically absent in 2022-2023, and this figure declined by 2.1% in 2023-2024, reducing the rate to 15.8%.

During the 2023-2024 academic year, Kelly School worked diligently to reduce chronic absenteeism through targeted initiatives. We partnered with F.A.C.E.S. to bridge gaps between the community and the education system, providing students with SEL support and striving to decrease suspension rates and chronic absenteeism by 5% for our identified ATSI student groups. While we did not achieve the full 5% reduction, we successfully lowered absenteeism rates by 3.6%.

To support these efforts, we celebrated character awards (Eagle Endurance, Eagle Effort, and Eagle Excellence) each trimester, recognized students reclassified for English language proficiency, and highlighted reading growth through our Corrective Reading Program. The administration hosted luncheons and acknowledged attendance achievements at least three times during the year. Additionally, we offered field trip opportunities, partnered with the Boys & Girls Club of Tracy to host our third year of girls' and boys' basketball teams, and collaborated with the PTO to organize a variety of engaging community events.

We are committed to building on these initiatives to further reduce chronic absenteeism rates and support the success of all our students.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

George Kelly School falls within the "red" and "orange" performance categories on the CA Dashboard for the following:

- Mathematics (Orange Performance Category)
- English Learner Progress (Red Performance Category)
- Suspension Rate (Orange Performance Category)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The following student groups are performing two or more levels below the "all students" performance level:

English Language Arts (Overall Performance Category: Yellow)  
-Students with Disabilities (Red)

The overall performance category in Mathematics is rated as orange. While no student groups scored two or more performance levels below, the group listed below achieved the lowest performance level.

-Students with Disabilities (Red)

Chronic Absenteeism (Overall Performance Category: Yellow)

- African American Students (Red)
- English Learners (Red)
- Two or More Races (Red)
- Students with Disabilities (Red)

The overall performance category for Suspension Rate is Orange. While no student groups scored two or more performance levels below, the group listed below achieved the lowest performance level.

- African American (Red)
- English Learners (Red)
- Long- Term English Learners (Red)
- Two or More Races (Red)
- Students with Disabilities (Red)

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

LCAP – TUSD must develop a Local Control Accountability Plan (LCAP) that aligns with its annual budget in collaboration with all stakeholders. This plan directs district spending based on state and local board priorities. The LCAP survey results from staff, students, and the community help identify strengths and areas for improvement in school climate and safety, ensuring resources are allocated effectively for the upcoming school year.

Regarding Parent's Perception of School Climate:

Strg Agr Agree Total Percent

Q8 23.00 16.00 51.00 76.47% This school's staff motivates students to learn

Q14 19.00 22.00 52.00 78.85% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.

Q26 21.00 19.00 44.00 90.91% The buildings and grounds at this school are clean and well maintained

Q30 18.00 18.00 44.00 81.82% This school communicates the importance of respecting all cultural beliefs and practices

Q34 21.00 14.00 39.00 89.74% If I have a question, comment, or concern about my child, I am comfortable talking to his or her teacher(s)

Q34 11.00 18.00 36.00 80.56% If I have a question, comment, or concern about my child, I am comfortable talking to the school AP(s)

Q34 13.00 17.00 36.00 83.33% If I have a question, comment, or concern about my child, I am comfortable talking to the school's Principal

Q34 10.00 14.00 35.00 68.57% If I have a question, comment, or concern about my child, I am comfortable talking to his or her counselor (High School, Middle School & K-8 only)

Q35 20.00 17.00 43.00 86.05% The school staff responds to me in a timely manner  
Q36 23.00 14.00 43.00 86.05% The school office staff is friendly and professional  
179.00 169.00 423.00 82.27%

#### Regarding Student's Perception of School Climate:

##### Strg Agr Agree Total Percent

Q6 100.00 171.00 131.00 87.14% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.  
Q30 88.00 144.00 299.00 77.59% This school communicates the importance of respecting all cultural beliefs and practices  
Q33 91.00 169.00 301.00 86.38% My teachers recognize the good work I am doing and provide timely feedback  
Q34 66.00 143.00 300.00 69.67% This school motivates students to learn  
Q35 37.00 139.00 301.00 58.47% The buildings and grounds at this school are clean and well maintained  
Q42 117.00 146.00 301.00 87.38% I feel comfortable working with classmates and participating in class  
Q43 81.00 160.00 300.00 80.33% I feel safe, secure and supported at this school  
590.00 1072.00 2113.00 78.18%

#### Regarding Staff's Perception of School Climate:

##### Strg Agr Agree Total Percent

Q6 18.00 22.00 44.00 90.91% This school encourages all students to do challenging school work regardless of their gender, gender expression, gender identity, sexual orientation, race, ethnicity, or nationality.  
Q18 19.00 22.00 43.00 95.35% Members of the school/department collaborate to achieve our school goals  
Q21 12.00 22.00 43.00 79.07% The buildings and grounds at this school are clean and well maintained  
Q22 12.00 26.00 43.00 88.37% This school/department communicates the importance of respecting all cultural beliefs and practices  
Q23 13.00 28.00 43.00 95.35% I am treated with respect by my colleagues at work  
Q24 7.00 24.00 43.00 72.09% Staff members at this school are recognized appropriately for their efforts and accomplishments  
Q25 6.00 26.00 41.00 78.05% Our district ensures effective communication across the organization  
87.00 170.00 300.00 85.67%

After analyzing the feedback from staff, students and our community regarding climate the key findings are as follows:

- Parents are highly satisfied with the campus's cleanliness and feel comfortable discussing concerns with their child's teacher. They also believe that school staff responds in a timely, friendly, and professional manner.
- Students report a strong sense of inclusivity and safety both inside and outside the classroom.
- Staff provided positive feedback regarding collaboration to achieve school goals and feeling respected by their colleagues.
- There is an opportunity for improvement in communication with administrative staff and outreach efforts.
- While parents and staff are highly satisfied with cleanliness, only 58.47% of students feel the school is well-maintained.
- There is room to improve the recognition of staff accomplishments.
- Students expressed a desire for more effective engagement strategies in the classroom.

#### Regarding Parent's Perception of School Safety:

##### Strg Agr Agree Total Percent

Q26 21.00 19.00 44.00 90.91% The buildings and grounds at this school are well maintained  
Q28 14.00 13.00 34.00 79.41% My child is safe on school grounds before school  
Q28 16.00 16.00 35.00 91.43% My child is safe on school grounds during the day  
Q28 16.00 16.00 33.00 96.97% My child is safe on school grounds in the classroom  
Q28 13.00 14.00 35.00 77.14% My child is safe on school grounds after school  
Q29 22.00 15.00 44.00 84.09% The rules of this school are clearly communicated to parents  
102.00 93.00 225.00 86.67%

Regarding Student's Perception of School Safety:

Strg Agr Agree Total Percent

Q35 37.00 139.00 301.00 58.47% The buildings and grounds at this school are clean and well maintained

Q38 98.00 153.00 300.00 83.67% I feel safe while attending class

Q39 89.00 131.00 301.00 73.09% I feel safe from gang activity and gang violence at school

Q41 150.00 133.00 300.00 94.33% I know the school rules

374.00 556.00 1202.00 77.37%

Regarding Staff's Perception of School Safety:

Strg Agr Agree Total Percent

Q19 27.00 13.00 43.00 93.02% My site conducts safety drills to prepare for emergencies. I feel prepared to respond in an emergency situation

Q20 16.00 20.00 43.00 83.72% My workplace is safe

Q21 12.00 22.00 43.00 79.07% The buildings and grounds at this school are well maintained

55.00 55.00 129.00 85.27%

After analyzing the feedback from staff, students and our community regarding climate the key findings are as follows:

- Parents express high satisfaction with school rules, safety, and maintenance.
- Staff have a strong sense of safety on campus.
- Students report being aware of school rules and feel safe while attending class, reflecting a positive classroom environment.
- Parents have concerns about safety before and after school, indicating room for improvement in those areas.
- Students feel there is room for improvement in cleanliness and maintenance.
- There is an opportunity to enhance safety regarding gang activity and violence on campus.

FastBridge Social Emotional Survey-- We conducted this survey three times during the 2024-2025 school year: August-September 2024 (Window 1), November-December 2024 (Window 2), and May 2025 (Window 3). The data from Window 3 will be used to guide intervention placement for August 2025, and we will also review these metrics at the start of the 2025-2026 school year to monitor progress. The FastBridge Social and Emotional survey provides metrics that show the percentage of students at George Kelly School and across the district who are categorized as having low or high social-emotional risk. As a result, George Kelly has been, and will continue to be, proactive in identifying students who may benefit from counseling services and offering them the necessary support.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George Kelly Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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	0.32%	0.32%	0.32%	3	3	3
African American	4.01%	3.86%	4.32%	38	36	40
Asian	29.11%	30.65%	29.48%	276	286	273
Filipino	7.38%	7.07%	7.13%	70	66	66
Hispanic/Latino	30.06%	30.44%	32.72%	285	284	303
Pacific Islander	1.16%	1.71%	1.51%	11	16	14
White	20.46%	17.79%	16.95%	194	166	157
Two or More Races	7.49%	8.15%	7.56%	71	76	70
Not Reported	%	0%	%	0	0	
<b>Total Enrollment</b>				948	933	926

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	91	78	80
Grade 1	88	102	78
Grade 2	97	85	97
Grade 3	95	105	82
Grade 4	100	100	112
Grade 5	125	111	100
Grade 6	118	127	120
Grade 7	107	120	136
Grade 8	127	105	121
<b>Total Enrollment</b>	948	933	926

**Conclusions based on this data:**

1. KES and TUSD administered the SBAC assessment during the 2024- 2025 school year. KES will continue to refer to these data, in order to sustain our ongoing Multi-Tiered System of Support (MTSS), referring to local assessment metrics.  
  
In 23-24, largest student demographic group by population is Hispanic students, at 303 (32.7%) and Asian students at 273 (29.48%). The amount of Hispanic/Latino students have increased (about 2%).  
  
Our White students comprise 157 (16.95%) students respectively. These three student groups (Hispanic, White and Asian) comprise approximately 79% of our total student population.
2. Sixth, seventh and eight grade have the greatest amount of students in 23-24. First and 2nd grade have the smallest amount of students. Based on current enrollment numbers our student enrollment is decreasing. We anticipate this trend will continue over the next 5-7 school years. However, enrollment will slightly increase in 24-25 as we open one section of TK. This might impact the decreasing enrollment trend.
3. Comparing the previous three school years: 21-22 (948 students), 22-23 (933 students), and 23-24 (926 students).

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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	202	184	154	20.2%	21.3%	16.6%
Fluent English Proficient (FEP)	156	168	162	15.2%	16.5%	17.5%
Reclassified Fluent English Proficient (RFEP)	107	106	104	12.1%	11.3%	40.3%

### Conclusions based on this data:

- Approximately 34% of KES students are classified as EL students, or FEP students in the 23-24 school year. Our percentage of EL students is 16.6% for the 23-24 school year.  
  
To accommodate the growing number of students enrolling at George Kelly, there is a need to establish two 7th/8th grade ELD elective classes for the upcoming school year.
- The rate of students identified as initially fluent on EL testing indicators is currently at 17.5%. These are students who took a testing indicator and identified as fluent. Thus, not in need of EL designated intervention.
- Reclassification rates have remained relatively consistent between the 2021–2022 and 2022–2023 school years, with an average rate of approximately 12%. During the 2023–2024 school year, 40.3% of our English Learner (EL) students were reclassified. So far this year (2024–2025), 19 students have been reclassified according to data from the ELLevation platform.

Based on current data from ELLevation, George Kelly School has:

- 14 newcomer students enrolled (in TK, 2nd, 3rd, 5th, 6th, and 8th grades)
- Home languages among our newcomers include Punjabi, Farsi, Vietnamese, Spanish, and Tagalog
- 42 Long-Term English Learners (LTELs)
- Most LTELs are scoring at levels 2 or 3 on the ELPAC; reclassification requires an overall score of 4
- A majority of EL students need high levels of support in reading, writing, and listening
- Fewer students require high support in speaking

As our newcomer population continues to grow, it is critical that KES remains focused on reclassification and providing targeted support for these students. One valuable resource in supporting newcomer students is the Vista Program, which offers additional tools and strategies to aid in their academic and language development.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	112	86	99	108	85	99	108	85	100.0	96.4	98.8
Grade 4	96	100	114	95	99	111	95	99	111	99.0	99.0	97.4
Grade 5	124	110	104	121	107	102	121	107	102	97.6	97.3	98.1
Grade 6	121	125	121	117	123	117	117	123	117	96.7	98.4	96.7
Grade 7	106	123	134	104	121	131	104	121	131	98.1	98.4	97.8
Grade 8	128	103	127	126	102	126	126	102	126	98.4	99.0	99.2
All Grades	674	673	686	662	660	672	662	660	672	98.2	98.1	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2413.	2461.	2428.	21.21	41.67	32.94	29.29	17.59	20.00	18.18	23.15	18.82	31.31	17.59	28.24
Grade 4	2463.	2463.	2482.	21.05	29.29	30.63	32.63	24.24	25.23	21.05	15.15	21.62	25.26	31.31	22.52
Grade 5	2496.	2514.	2505.	23.14	23.36	26.47	28.10	39.25	31.37	21.49	16.82	17.65	27.27	20.56	24.51
Grade 6	2529.	2550.	2522.	17.09	29.27	23.93	35.90	27.64	31.62	29.06	23.58	11.11	17.95	19.51	33.33
Grade 7	2570.	2556.	2541.	26.92	18.18	21.37	31.73	37.19	33.59	21.15	20.66	15.27	20.19	23.97	29.77
Grade 8	2569.	2583.	2565.	14.29	18.63	15.08	38.89	41.18	34.13	27.78	25.49	32.54	19.05	14.71	18.25
All Grades	N/A	N/A	N/A	20.39	26.67	24.40	32.93	31.21	29.91	23.41	20.91	19.64	23.26	21.21	26.04

<b>Reading</b> Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.18	30.56	15.29	59.60	53.70	65.88	22.22	15.74	18.82
Grade 4	13.68	14.14	20.72	68.42	65.66	63.96	17.89	20.20	15.32
Grade 5	16.53	13.08	21.57	63.64	72.90	59.80	19.83	14.02	18.63
Grade 6	14.53	23.58	23.08	63.25	53.66	45.30	22.22	22.76	31.62
Grade 7	22.12	18.18	15.27	55.77	58.68	61.07	22.12	23.14	23.66
Grade 8	19.84	26.47	18.25	59.52	58.82	60.32	20.63	14.71	21.43
All Grades	17.52	21.06	19.05	61.63	60.30	59.08	20.85	18.64	21.88

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.15	32.41	18.82	52.53	52.78	52.94	32.32	14.81	28.24
Grade 4	20.00	14.14	23.42	56.84	62.63	59.46	23.16	23.23	17.12
Grade 5	22.31	16.82	19.61	53.72	59.81	57.84	23.97	23.36	22.55
Grade 6	23.08	25.20	24.79	52.14	52.03	45.30	24.79	22.76	29.91
Grade 7	31.73	28.10	25.95	50.00	52.89	45.80	18.27	19.01	28.24
Grade 8	16.67	13.73	23.02	64.29	72.55	55.56	19.05	13.73	21.43
All Grades	21.45	22.12	22.92	55.14	58.33	52.53	23.41	19.55	24.55

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.10	15.74	4.71	69.70	73.15	77.65	20.20	11.11	17.65
Grade 4	7.37	7.07	11.71	69.47	78.79	76.58	23.16	14.14	11.71
Grade 5	9.92	19.63	16.67	75.21	68.22	70.59	14.88	12.15	12.75
Grade 6	17.95	13.01	12.82	74.36	77.24	67.52	7.69	9.76	19.66
Grade 7	12.50	13.22	12.21	77.88	73.55	70.99	9.62	13.22	16.79
Grade 8	13.49	14.71	11.90	76.98	75.49	76.98	9.52	9.80	11.11
All Grades	12.08	13.94	11.90	74.17	74.39	73.21	13.75	11.67	14.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.15	23.15	23.53	61.62	63.89	55.29	23.23	12.96	21.18
Grade 4	10.53	20.20	19.82	72.63	62.63	66.67	16.84	17.17	13.51
Grade 5	19.83	24.30	24.51	58.68	64.49	56.86	21.49	11.21	18.63
Grade 6	17.09	26.83	26.50	70.94	63.41	49.57	11.97	9.76	23.93
Grade 7	33.65	28.10	22.14	49.04	57.85	55.73	17.31	14.05	22.14
Grade 8	15.87	26.47	19.84	73.02	65.69	65.87	11.11	7.84	14.29
All Grades	18.73	25.00	22.62	64.50	62.88	58.48	16.77	12.12	18.90

**Conclusions based on this data:**

1. George Kelly School has demonstrated varied improvements across a variety of academic disciplines.
  - 1) Our data indicate the following broad trends: our school-wide (3rd - 8th grade) CAASPP scores demonstrate student performance growth in ELA in the areas of Reading, Writing, Listening, and Research/Inquiry. These data suggests that overall, nearly half of our 3rd-8th grade students met/exceeded the testing targets for CAASPP in the 2022-2023 school year.
  - 2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance.
2. The percentage of students who exceeded English Language Arts standards has increased from 26.67% in 2022-23 to 24.40% in 2023-24.
3. -Looking at all grades, Reading (Demonstrating understanding of literary and non-fictional texts) and Writing (Producing clear and purposeful writing), are the specific areas within ELA, where our students tend to demonstrate the most learning challenges in 23-24.
  - Reading: More 4th and 5th-grade students scored above standard.
  - Writing: Increased numbers of 4th, 5th, and 8th-grade students scored above standard.
  - Listening: More 4th-grade students scored above standard.
  - Research/Inquiry: Increased numbers of 3rd and 5th-grade students scored above standard.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	112	86	99	110	85	99	110	84	100.0	98.2	98.8
Grade 4	96	100	114	95	99	110	95	99	110	99.0	99.0	96.5
Grade 5	124	110	104	121	108	103	121	108	103	97.6	98.2	99
Grade 6	121	125	121	116	123	115	116	123	115	95.9	98.4	95
Grade 7	106	123	134	104	121	130	104	121	130	98.1	98.4	97
Grade 8	128	102	127	128	100	125	128	100	125	100.0	98.0	98.4
All Grades	674	672	686	663	661	668	663	661	667	98.4	98.4	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2418.	2447.	2432.	16.16	29.09	17.86	27.27	29.09	30.95	26.26	15.45	28.57	30.30	26.36	22.62
Grade 4	2461.	2459.	2468.	7.37	12.12	15.45	29.47	28.28	31.82	41.05	27.27	26.36	22.11	32.32	26.36
Grade 5	2461.	2488.	2461.	11.57	12.04	10.68	14.88	13.89	17.48	32.23	45.37	22.33	41.32	28.70	49.51
Grade 6	2519.	2532.	2509.	18.97	26.83	18.26	15.52	23.58	25.22	33.62	21.95	24.35	31.90	27.64	32.17
Grade 7	2517.	2517.	2495.	15.38	16.53	12.31	18.27	19.83	17.69	28.85	25.62	28.46	37.50	38.02	41.54
Grade 8	2503.	2528.	2517.	8.59	11.00	14.40	11.72	21.00	16.00	31.25	26.00	24.00	48.44	42.00	45.60
Grade 11															
All Grades	N/A	N/A	N/A	12.97	18.31	14.69	18.85	22.54	22.64	32.13	26.78	25.64	36.05	32.38	37.03

<b>Concepts &amp; Procedures</b> Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.25	44.55	30.95	42.42	34.55	48.81	32.32	20.91	20.24
Grade 4	10.53	15.15	20.91	66.32	52.53	48.18	23.16	32.32	30.91
Grade 5	14.88	15.74	9.71	33.88	50.93	43.69	51.24	33.33	46.60
Grade 6	21.55	32.52	20.87	49.14	43.90	46.96	29.31	23.58	32.17
Grade 7	15.38	18.18	11.54	47.12	45.45	46.92	37.50	36.36	41.54
Grade 8	9.38	10.00	12.80	49.22	53.00	44.00	41.41	37.00	43.20
Grade 11									
All Grades	15.99	23.15	17.09	47.51	46.44	46.33	36.50	30.41	36.58

<b>Problem Solving &amp; Modeling/Data Analysis</b> Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.16	30.91	21.43	48.48	42.73	53.57	35.35	26.36	25.00
Grade 4	17.89	17.17	16.36	58.95	50.51	60.00	23.16	32.32	23.64
Grade 5	8.26	8.33	5.83	52.89	65.74	50.49	38.84	25.93	43.69
Grade 6	14.66	16.26	16.52	50.86	56.10	49.57	34.48	27.64	33.91
Grade 7	15.38	14.88	8.46	52.88	57.85	54.62	31.73	27.27	36.92
Grade 8	10.16	14.00	11.20	53.91	48.00	53.60	35.94	38.00	35.20
All Grades	13.42	16.94	12.89	52.94	53.71	53.67	33.63	29.35	33.43

<b>Communicating Reasoning</b> Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.19	25.45	10.71	61.62	56.36	70.24	19.19	18.18	19.05
Grade 4	13.68	13.13	17.27	61.05	66.67	58.18	25.26	20.20	24.55
Grade 5	9.09	7.41	12.62	58.68	74.07	54.37	32.23	18.52	33.01
Grade 6	16.38	17.07	13.04	64.66	61.79	60.87	18.97	21.14	26.09
Grade 7	12.50	10.74	11.54	58.65	65.29	58.46	28.85	23.97	30.00
Grade 8	5.47	10.00	10.40	56.25	60.00	65.60	38.28	30.00	24.00
All Grades	12.37	14.07	12.59	60.03	63.99	61.02	27.60	21.94	26.39

**Conclusions based on this data:**

- 1) Our data indicate the following broad trends: our school-wide (3rd - 8th grade) CAASPP scores demonstrate student performance growth in Math in the areas of, Concepts & Procedures, Problem Solving & Modeling/Data Analysis, and Communicating Reasoning. These data suggests that overall more than half of our 3rd-8th grade students exceeded standard/met/nearly met the testing targets for CAASPP in the 2023-2024 school year.
- 2) In terms of district assessment performance data, the results are a bit more varied. Our students continued to demonstrate growth for certain learning targets. Depending of a specific skill, our students, in certain instances, demonstrated significant growth in performance.

- 
2. The percentage of students not meeting Mathematics standards has increased from 32% in 2022-2023 to 37% in 2023-2024.
3. 62% of our overall population are at/near, meeting or exceeding standards in Mathematics.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1442.4	1471.2	1462.4	1449.0	1475.6	1480.3	1426.6	1460.9	1420.6	24	17	15
<b>1</b>	1486.8	1497.1	1482.8	1487.4	1482.3	1487.5	1485.5	1511.3	1477.5	21	20	18
<b>2</b>	1503.0	1490.3	1514.8	1508.0	1489.2	1506.8	1497.3	1490.7	1522.2	21	11	15
<b>3</b>	1500.4	1486.0	*	1504.0	1481.9	*	1496.4	1489.7	*	27	23	7
<b>4</b>	1530.7	1525.6	1496.3	1535.6	1527.8	1500.4	1525.1	1523.0	1491.7	23	24	23
<b>5</b>	1531.4	1517.7	1506.0	1547.0	1529.8	1510.4	1515.4	1505.1	1500.9	21	20	19
<b>6</b>	*	1549.7	1511.8	*	1555.0	1520.2	*	1543.9	1503.0	10	20	16
<b>7</b>	1556.1	*	1537.8	1549.9	*	1553.7	1561.8	*	1521.2	15	9	18
<b>8</b>	1551.5	*	*	1539.9	*	*	1563.0	*	*	15	5	6
<b>All Grades</b>										177	149	137

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	35.29	26.67	45.83	35.29	46.67	37.50	29.41	20.00	4.17	0.00	6.67	24	17	15
<b>1</b>	33.33	30.00	33.33	38.10	35.00	38.89	19.05	35.00	11.11	9.52	0.00	16.67	21	20	18
<b>2</b>	23.81	18.18	20.00	47.62	63.64	66.67	19.05	18.18	13.33	9.52	0.00	0.00	21	11	15
<b>3</b>	22.22	13.04	*	33.33	47.83	*	37.04	17.39	*	7.41	21.74	*	27	23	*
<b>4</b>	30.43	33.33	8.70	47.83	37.50	47.83	21.74	25.00	26.09	0.00	4.17	17.39	23	24	23
<b>5</b>	14.29	25.00	21.05	47.62	40.00	26.32	23.81	20.00	36.84	14.29	15.00	15.79	21	20	19
<b>6</b>	*	35.00	25.00	*	50.00	25.00	*	10.00	18.75	*	5.00	31.25	*	20	16
<b>7</b>	53.33	*	22.22	20.00	*	33.33	6.67	*	27.78	20.00	*	16.67	15	*	18
<b>8</b>	20.00	*	*	66.67	*	*	6.67	*	*	6.67	*	*	15	*	*
<b>All Grades</b>	26.55	28.86	21.17	42.37	40.94	39.42	22.60	21.48	23.36	8.47	8.72	16.06	177	149	137

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	16.67	29.41	33.33	45.83	41.18	46.67	29.17	29.41	13.33	8.33	0.00	6.67	24	17	15
<b>1</b>	47.62	40.00	50.00	28.57	40.00	33.33	14.29	20.00	11.11	9.52	0.00	5.56	21	20	18
<b>2</b>	42.86	18.18	46.67	33.33	54.55	26.67	23.81	27.27	26.67	0.00	0.00	0.00	21	11	15
<b>3</b>	37.04	30.43	*	48.15	43.48	*	7.41	8.70	*	7.41	17.39	*	27	23	*
<b>4</b>	47.83	50.00	34.78	43.48	41.67	47.83	8.70	8.33	8.70	0.00	0.00	8.70	23	24	23
<b>5</b>	57.14	30.00	31.58	28.57	55.00	47.37	14.29	0.00	10.53	0.00	15.00	10.53	21	20	19
<b>6</b>	*	60.00	31.25	*	35.00	25.00	*	5.00	25.00	*	0.00	18.75	*	20	16
<b>7</b>	60.00	*	44.44	20.00	*	38.89	6.67	*	5.56	13.33	*	11.11	15	*	18
<b>8</b>	40.00	*	*	53.33	*	*	0.00	*	*	6.67	*	*	15	*	*
<b>All Grades</b>	43.50	39.60	37.96	37.85	42.28	37.96	13.56	12.08	15.33	5.08	6.04	8.76	177	149	137

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	27.78	17.65	20.00	22.22	41.18	53.33	33.33	35.29	26.67	16.67	5.88	0.00	18	17	15
<b>1</b>	12.50	25.00	27.78	50.00	35.00	22.22	16.67	35.00	33.33	20.83	5.00	16.67	24	20	18
<b>2</b>	17.39	9.09	26.67	43.48	63.64	66.67	13.04	9.09	0.00	26.09	18.18	6.67	23	11	15
<b>3</b>	7.41	0.00	*	29.63	39.13	*	48.15	34.78	*	14.81	26.09	*	27	23	*
<b>4</b>	0.00	16.67	4.35	23.81	25.00	17.39	52.38	33.33	47.83	23.81	25.00	30.43	21	24	23
<b>5</b>	*	5.00	0.00	*	30.00	26.32	*	30.00	26.32	*	35.00	47.37	*	20	19
<b>6</b>	*	10.00	0.00	*	45.00	18.75	*	35.00	25.00	*	10.00	56.25	*	20	16
<b>7</b>	40.00	*	11.11	20.00	*	11.11	13.33	*	44.44	26.67	*	33.33	15	*	18
<b>8</b>	20.00	*	*	33.33	*	*	33.33	*	*	13.33	*	*	15	*	*
<b>All Grades</b>	15.82	12.08	11.68	32.77	37.58	27.01	34.46	31.54	31.39	16.95	18.79	29.93	177	149	137

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	20.83	29.41	33.33	75.00	70.59	66.67	4.17	0.00	0.00	24	17	15
<b>1</b>	66.67	55.00	55.56	23.81	45.00	38.89	9.52	0.00	5.56	21	20	18
<b>2</b>	33.33	27.27	46.67	66.67	72.73	53.33	0.00	0.00	0.00	21	11	15
<b>3</b>	40.74	13.04	*	55.56	60.87	*	3.70	26.09	*	27	23	*
<b>4</b>	43.48	33.33	30.43	56.52	66.67	60.87	0.00	0.00	8.70	23	24	23
<b>5</b>	23.81	40.00	26.32	71.43	45.00	52.63	4.76	15.00	21.05	21	20	19
<b>6</b>	*	20.00	25.00	*	80.00	31.25	*	0.00	43.75	*	20	16
<b>7</b>	33.33	*	11.11	46.67	*	66.67	20.00	*	22.22	15	*	18
<b>8</b>	0.00	*	*	93.33	*	*	6.67	*	*	15	*	*
<b>All Grades</b>	33.33	29.53	31.39	61.02	62.42	53.28	5.65	8.05	15.33	177	149	137

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.50	35.29	60.00	70.83	58.82	33.33	16.67	5.88	6.67	24	17	15
<b>1</b>	28.57	40.00	38.89	57.14	60.00	55.56	14.29	0.00	5.56	21	20	18
<b>2</b>	38.10	45.45	40.00	61.90	54.55	60.00	0.00	0.00	0.00	21	11	15
<b>3</b>	55.56	39.13	*	33.33	47.83	*	11.11	13.04	*	27	23	*
<b>4</b>	69.57	62.50	56.52	30.43	33.33	26.09	0.00	4.17	17.39	23	24	23
<b>5</b>	76.19	65.00	63.16	19.05	20.00	26.32	4.76	15.00	10.53	21	20	19
<b>6</b>	*	70.00	43.75	*	30.00	37.50	*	0.00	18.75	*	20	16
<b>7</b>	73.33	*	77.78	20.00	*	16.67	6.67	*	5.56	15	*	18
<b>8</b>	80.00	*	*	13.33	*	*	6.67	*	*	15	*	*
<b>All Grades</b>	53.67	52.70	53.28	38.98	41.22	36.50	7.34	6.08	10.22	177	148	137

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	16.67	17.65	0.00	75.00	82.35	93.33	8.33	0.00	6.67	24	17	15
<b>1</b>	47.62	35.00	38.89	19.05	50.00	44.44	33.33	15.00	16.67	21	20	18
<b>2</b>	14.29	18.18	13.33	76.19	63.64	86.67	9.52	18.18	0.00	21	11	15
<b>3</b>	3.70	0.00	*	51.85	69.57	*	44.44	30.43	*	27	23	*
<b>4</b>	17.39	20.83	0.00	56.52	50.00	47.83	26.09	29.17	52.17	23	24	23
<b>5</b>	9.52	20.00	0.00	42.86	45.00	57.89	47.62	35.00	42.11	21	20	19
<b>6</b>	*	10.00	0.00	*	45.00	31.25	*	45.00	68.75	*	20	16
<b>7</b>	40.00	*	16.67	26.67	*	27.78	33.33	*	55.56	15	*	18
<b>8</b>	26.67	*	*	46.67	*	*	26.67	*	*	15	*	*
<b>All Grades</b>	20.34	18.79	9.49	50.85	53.02	51.82	28.81	28.19	38.69	177	149	137

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	33.33	75.00	73.33	66.67	25.00	26.67	0.00	0.00	0.00	24	16	15
<b>1</b>	23.81	35.00	11.11	71.43	60.00	72.22	4.76	5.00	16.67	21	20	18
<b>2</b>	42.86	18.18	46.67	52.38	81.82	46.67	4.76	0.00	6.67	21	11	15
<b>3</b>	25.93	21.74	*	66.67	56.52	*	7.41	21.74	*	27	23	*
<b>4</b>	21.74	25.00	13.04	65.22	58.33	65.22	13.04	16.67	21.74	23	24	23
<b>5</b>	14.29	10.00	10.53	71.43	65.00	57.89	14.29	25.00	31.58	21	20	19
<b>6</b>	*	35.00	25.00	*	60.00	62.50	*	5.00	12.50	*	20	16
<b>7</b>	26.67	*	5.56	60.00	*	77.78	13.33	*	16.67	15	*	18
<b>8</b>	6.67	*	*	86.67	*	*	6.67	*	*	15	*	*
<b>All Grades</b>	25.42	28.38	22.63	66.67	59.46	60.58	7.91	12.16	16.79	177	148	137

**Conclusions based on this data:**

1. -The number of students who took the ELPAC test in 2022 decreased in 2024 by 12.
  - In the 2023-2024 school year, 27 students reclassified according to the ELLevation platform. For the 2024-2025 school year, 19 students have reclassified so far.
2.
  - In the 2023-2024 ELPAC exam, 53.28% of students scored "Well Developed" in the speaking domain, reflecting an increase from 52.70% the previous year.
  - In each domain, the majority of students across all grades scored at the Somewhat/ Moderately Developed, or Well Developed levels.
3. -The majority of our students are scoring at Level 1 and Level 2 in written language overall.

-The majority of our students are scoring at Level 3 and Level 4 in oral language overall.

-The Reading domain highlights areas where our EL students can continue to grow. By focusing on developing their academic reading skills, we can improve performance indicators and move more students toward the Somewhat/Moderately Developed level.

-The majority of 4th, 6th, and 7th grade students scored at the Beginning level in the Reading domain during the 2023-2024 school year.

-In the 2023-2024 school year, 44% of 6th-grade students scored at the Beginning level in the Listening domain.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
926	58.7%	16.6%	0.1%
Total Number of Students enrolled in George Kelly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	154	16.6%
Foster Youth	1	0.1%
Homeless	35	3.8%
Socioeconomically Disadvantaged	544	58.7%
Students with Disabilities	101	10.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	40	4.3%
American Indian	3	0.3%
Asian	273	29.5%
Filipino	66	7.1%
Hispanic	303	32.7%
Two or More Races	70	7.6%
Pacific Islander	14	1.5%
White	157	17%

### Conclusions based on this data:

- In the 2022-2023 school year, KES had an enrollment of 933 students, while in 2023-2024, enrollment was 926 students.

2. Slightly more than 16.6% of our student population is EL. As a relatively small student population, we must provide targeted instruction and support geared towards helping students be reclassified quickly. In any given classroom, 1 of 5 students is likely an EL student.
  - Less than 1% of our student population is considered foster youth.
  - 3.8% of our students are identified as homeless.
  - 10.9% of our student population are identified as students with disabilities.
  
3. Slightly more than 58.7% of the KES student population is socioeconomically disadvantaged. We need to prioritize proportional spending to ensure that proper training and materials go to meeting students' needs.
  - Asian, Hispanic, White are the largest ethnic groups at KES, making up 79.2% of the student population.

# School and Student Performance Data

## Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. In 2024, our performance in English Language Arts (ELA) was at the yellow level, which is the middle performance level and two levels lower than our performance in 2023. Our mathematics performance indicators show that, school-wide, we are at the orange performance level, which is one level lower than our performance in the 2022-2023 school year.

2. We have maintained the middle performance level for chronic absenteeism (yellow) for both 2023 and 2024. Currently, 15.8% of our student population is chronically absent. This represents a 2.1% decrease from the 2022-2023 to the 2023-2024 school year.
3. Regarding the suspension rate, we are currently at the orange performance level, which is one level lower than our standing in 2023. For the 2023-2024 school year, our suspension rate was 3.9%, reflecting an increase of 0.7% from the previous school year (2022-2023). The student groups experiencing the highest suspension rates, categorized at the red performance level, include English Learners, Long-Term English Learners, African American students, and Students with Disabilities.

# School and Student Performance Data

## Academic Performance English Language Arts

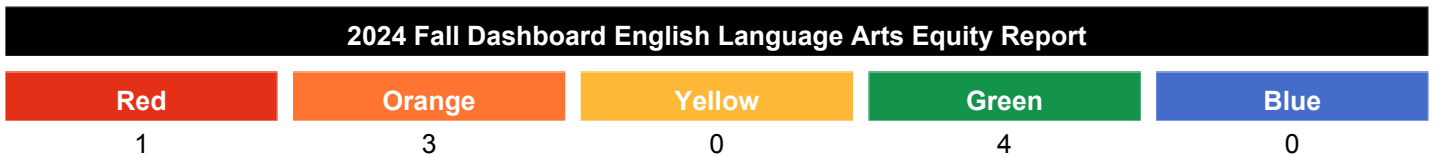
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.5 points above standard</p> <p>Declined 12.1 points</p> <p>642 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>30.6 points below standard</p> <p>Declined 25.8 points</p> <p>156 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>90.9 points below standard</p> <p>Declined 51.3 points</p> <p>29 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>40.2 points below standard</p> <p>Increased 6.7 points</p> <p>29 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>18.0 points below standard</p> <p>Declined 7.3 points</p> <p>377 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>126.1 points below standard</p> <p>Declined 39.9 points</p> <p>76 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>48.0 points below standard</p> <p>Maintained 2.3 points</p> <p>25 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>33.3 points above standard</p> <p>Declined 5.1 points</p> <p>188 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>40.8 points above standard</p> <p>Declined 14.9 points</p> <p>48 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>34.4 points below standard</p> <p>Declined 25.6 points</p> <p>207 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>3.3 points above standard</p> <p>Increased 6.4 points</p> <p>48 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>11.3 points above standard</p> <p>Maintained 2.8 points</p> <p>116 Students</p>

**Conclusions based on this data:**

1. In 2024, English Language Arts (ELA) performance by student group indicates that, overall, our students achieved the middle performance level (yellow). This is two levels lower than how we scored in 2023 Overall, students scored 2.5 points above the standards, reflecting a decline of 12.1 points from the previous school year in 2023.
2. English Language Arts (ELA) performance by race/ethnicity reveals that our Asian, White, Filipino, and students of two or more races are at the second-highest performance level (green). Our Hispanic, Socioeconomically Disadvantaged, and English Learner students are at the orange performance level. African American, Pacific Islander, American Indian, Foster Youth, and Homeless students did not receive a performance level due to the small number of these student groups at George Kelly.
3. All student groups experienced a decline from 2023 to 2024, with the exception of students who identify as two or more races. The student groups that maintained their performance levels from 2023 to 2024 include White students, African American students, and students who are considered Homeless.

# School and Student Performance Data

## Academic Performance Mathematics

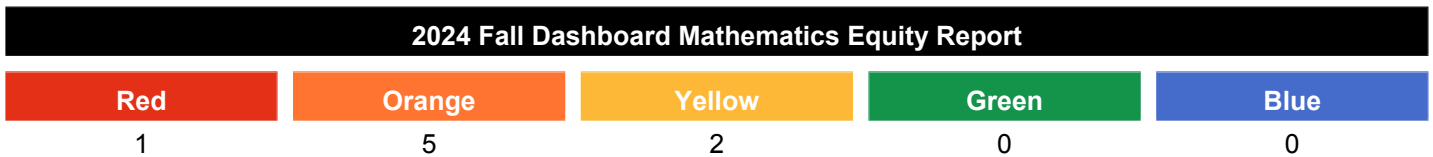
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>43.4 points below standard</p> <p>Declined 15.8 points</p> <p>638 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>70.4 points below standard</p> <p>Declined 33.9 points</p> <p>155 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>147.8 points below standard</p> <p>Declined 27.1 points</p> <p>29 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>91.8 points below standard</p> <p>Declined 24.3 points</p> <p>30 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>63.4 points below standard</p> <p>Declined 10.6 points</p> <p>375 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>155.2 points below standard</p> <p>Declined 44.8 points</p> <p>75 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>90.2 points below standard</p> <p>Maintained 1.9 points</p> <p>25 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>10.2 points below standard</p> <p>Declined 18.5 points</p> <p>187 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>0.6 points below standard</p> <p>Declined 11.7 points</p> <p>47 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>82.2 points below standard</p> <p>Declined 19.4 points</p> <p>207 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>53.9 points below standard</p> <p>Maintained 0.5 points</p> <p>47 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>34.6 points below standard</p> <p>Declined 7.2 points</p> <p>115 Students</p>

**Conclusions based on this data:**

1. Mathematics performance by student group in 2024 reveals that, overall, our students scored at the orange performance level. This represents a decline of one level from our performance in 2023. We experienced a decrease of 15.8 points from the previous school year, resulting in an overall score of 43.4 points below the standards for all students. Students with Disabilities scored at the lowest performance level (red).
2. Mathematics performance by race/ethnicity reveals that our Asian and Filipino students are at the middle performance level (yellow). English Learners, students of Two or More Races, White students, Hispanic students, and Socioeconomically Disadvantaged students scored at the orange performance level. Additionally, African American, Pacific Islander, American Indian, Foster Youth, and Long-Term English Learners did not receive a performance level due to the small number of these student groups at George Kelly.
3. All student groups experienced a decline from 2023 to 2024, with the exception of students who identify as two or more races and African American students who maintained their performance levels from 2023 to 2024.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 43.4% making progress. Number Students: 113 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 36.8% making progress. Number Students: 19 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
17.7%	38.9%	6.2%	37.2%

### Conclusions based on this data:

1. In 2024, 43.4% (113 students) of our English Learner (EL) students are making progress towards English language proficiency. EL students are in the red performance level overall. Additionally, 36.8% (19 students) of our Long-Term English Learner students are making progress towards English language proficiency.
2. There is a small contingent of EL students (17.7%) whose ELPI performance decreased by one level. There is a larger contingent of EL students (37.2%) who progressed at least one ELPI level.
3. We have made great efforts during the 24-25 school year to help EL students continue to meet reclassification requirements. We will continue to target our newcomer students.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow <p>15.8% Chronically Absent</p> <p>Declined 2.1</p> <p>980 Students</p>	<p><b>English Learners</b></p>  Red <p>18.2% Chronically Absent</p> <p>Increased 4.6</p> <p>176 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>21.2% Chronically Absent</p> <p>Increased 0.5</p> <p>33 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p>  Yellow <p>15% Chronically Absent</p> <p>Declined 3.6</p> <p>40 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange <p>20.5% Chronically Absent</p> <p>Declined 1.6</p> <p>600 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>29.5% Chronically Absent</p> <p>Increased 6.7</p> <p>122 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>22.6% Chronically Absent</p> <p>Maintained 0.4</p> <p>53 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>10.3% Chronically Absent</p> <p>Declined 0.8</p> <p>282 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>3% Chronically Absent</p> <p>Declined 4.5</p> <p>67 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>19.4% Chronically Absent</p> <p>Declined 2.8</p> <p>320 Students</p>
<p><b>Two or More Races</b></p>  <p>Red</p> <p>21.1% Chronically Absent</p> <p>Maintained 0.3</p> <p>71 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>60% Chronically Absent</p> <p>Increased 16.3</p> <p>15 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>15.4% Chronically Absent</p> <p>Declined 6.5</p> <p>169 Students</p>

**Conclusions based on this data:**

1. We are currently at the middle performance level for chronic absenteeism (yellow). Despite our generally high attendance rates, this increase has adversely affected our CDE Dashboard indicator. Currently, 15.8% of our student population is chronically absent. However, there was a 2.1% decline from the 2022-2023 to the 2023-2024 school year.
2. Chronic absenteeism at KES is considered high for students who identify as two or more races, African American students (22.6% chronically absent), Students with Disabilities (20.5% chronically absent), and English Learner students (18.2% chronically absent).
3. Chronic absenteeism rates have decreased from orange to yellow overall from 2023 to 2024. Filipino students have remained at the green performance level. However, chronic absenteeism remains high for all statistically significant racial and ethnic groups. This is a concern for KES and an area requiring continued monitoring and targeted action to improve chronic absenteeism rates. We will continue to acknowledge students for their attendance and provide luncheon opportunities with administration to encourage and recognize character for our TK-8 students three times a year.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

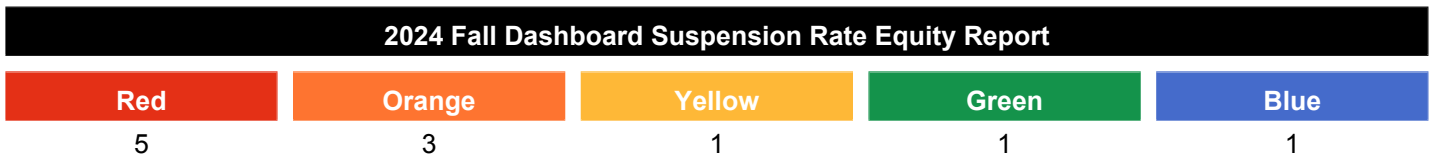
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 0.7%</p> <p>1000 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>5.6% suspended at least one day</p> <p>Increased 4.1%</p> <p>179 Students</p>	<p><b>Long-Term English Learners</b></p> <p>Red</p> <p>20.6% suspended at least one day</p> <p>Increased 17.4%</p> <p>34 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Homeless</b></p> <p>Green</p> <p>2.4% suspended at least one day</p> <p>Declined 4%</p> <p>42 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 1%</p> <p>613 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>13.8% suspended at least one day</p> <p>Increased 7%</p> <p>123 Students</p>	<p><b>African American</b></p>  <p>Red</p> <p>16.4% suspended at least one day</p> <p>Increased 3.9%</p> <p>55 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.4%</p> <p>290 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>67 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>3.7% suspended at least one day</p> <p>Declined 0.5%</p> <p>327 Students</p>
<p><b>Two or More Races</b></p>  <p>Red</p> <p>9.9% suspended at least one day</p> <p>Increased 4.7%</p> <p>71 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>3.5% suspended at least one day</p> <p>Maintained 0.1%</p> <p>172 Students</p>

**Conclusions based on this data:**

1. KES has transitioned from the yellow to the orange category for suspensions from 2023 to 2024. This needs to be monitored.
2. Regarding the suspension rate, we are currently at the orange performance level, which is one level lower than our standing in 2023. For the 2023-2024 school year, our suspension rate was 3.9%, reflecting an increase of 0.7% from the previous school year (2022-2023).
3. The student groups experiencing the highest suspension rates, categorized at the red performance level, include English Learners, Long-Term English Learners, African American students, and Students with Disabilities. This needs to be monitored.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard; ELA -- All Students (Grades 3-8)	Blue (2.5 Points Above Standard) - Declined 12.1 points	Maintain in Blue - Increase 5.0 points or more.
CA Dashboard; ELA -- Filipino Students (Grades 3-8)	Green (40.8 Points Above Standard) - Declined 14.9 points	Blue or Higher- Increase 5.0 points or more.
CA Dashboard; ELA -- Asian Students (Grades 3-8)	Green (33.3 Points Above Standard) - Declined 5.1 points	Blue or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Two or More Races (Grades 3-8)	Green (3.3 Points Above Standard) - Increased 64 points	Blue or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- English Learners (Grades 3-8)	Orange (30.6 Points Below Standard) - Declined 25.8 points	Yellow or Higher - Increase 8.0 points or more.
CA Dashboard; ELA -- Hispanic Students (Grades 3-8)	Orange (34.4 Points Below Standard) - Declined 25.6 points	Yellow or Higher - Increase 5.0 points or more
CA Dashboard; ELA -- Socioeconomically Disadvantaged (Grades 3-8)	Orange (18 Points Below Standard) - Declined 7.3 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- Students with Disabilities (Grades 3-8)	Red (126.1 Points Below Standard) - Declined 39.9 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- White Students (Grades 3-8)	Green (11.3 Points Above Standard) - Maintained 2.8 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; ELA -- African American Students (Grades 3-8)	No Performance Color (48 Points Below Standard) - Maintained 2.3 points	Orange or Higher - Increase 5.0 points of more.

CA Dashboard; Math -- All Students (Grades 3-8)	Orange (43.4 Points Below Standard) - Decreased 15.8 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Hispanic Students (Grades 3-8)	Orange (82.2 Points Below Standard) - Declined 19.4 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Socioeconomically Disadvantaged (Grades 3-8)	Orange (63.4 Points Below Standard) - Declined 10.6 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- African American Students (Grades 3-8)	No Performance Color (90.2 Points Below Standard) - Maintained 1.9 points	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Two or More Races (Grades 3-8)	Orange (53.9 Points Below Standard) - Maintained 0.5 points	Yellow or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Students with Disabilities (Grades 3-8)	Red (155.2 Points Below Standard) - Declined 44.8	Orange or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- Asian Students (Grades 3-8)	Yellow (10.2 Points Below Standard) - Declined 18.5 points	Green or higher - Increase 8.0 points or more.
CA Dashboard; Math -- English Learners (Grades 3-8)	Orange (70.4 Points Below Standard) - Declined 33.9 points	Yellow or Higher - Increase 8.0 points or more.
CA Dashboard; Math -- Filipino Students (Grades 3-8)	Yellow (0.6 Points Below Standard) - Declined 11.7 points	Green or Higher - Increase 5.0 points or more.
CA Dashboard; Math -- White Students (Grades 3-8)	Orange (34.6 Points Below Standard) - Declined 7.2 points	Yellow or Higher - Increase 5.0 points or more.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Given that our CAASPP performance data are discrepant along racial lines, it is crucial to take steps to support all students--from different racial, ethnic, social, and linguistic backgrounds. Working in partnership with the San Joaquin County Office of Education, we will provide unconscious bias training for of our new teachers who are hired to work in TUSD. This helps to ensure that similar expectations and supports are available to support all students. In doing so, we help to provide the necessary relational connections with students to ensure that all students learn at high levels, and meet schoolwide math and reading goals.	All Students	0 District Funded
1.2	Teacher Release Time to Support New or Newer Teachers: Allows for on-campus peer observations to support skill development. Funding will cover one substitute per day for two days—one in the fall and one in the spring.	All Students	700 LCFF
1.3	PLC Supplemental Planning Time Once a Year for Each Gradelevel Team (4 Substitutes x 11 days @ \$345 each)	All Students	5200 LCFF  10000 Title I
1.4	Provide Teacher Classroom Resources, Materials, and Supplies (\$400 x 43 Teachers)	All Students	8600 LCFF

	(Includes additional Library supplies, Music, PE supplies, TK/K Recess supplies) (\$150 each Tk-3 grade level/ \$150 per Music and PE teacher) (PE nets \$500)		8600 Title I  200 LCFF  1700 Title I
<b>1.5</b>	Renaissance Place--Accelerated Reader (Subscription, STAR Report, and Hosting License; 300 Subscriptions)	All Students (1st - 3rd Grade)	200 LCFF  5077 Title I
<b>1.6</b>	Substitutes for 1st - 2nd Grade Teacher Release Time for Assessments (1 sub x 12 days x \$345)	All Students (1st and 2nd Grade)	1200 LCFF  3000 Title I
<b>1.7</b>	Provide professional development for staff to support a variety of learning needs of all students. Topics will include, but are not limited to, rigor, UDL, reading, writing, early literacy, dyslexia, behavior strategies, technology integration, and math strategies to support students performing below grade level. PD sessions will be delivered by TOSAs during ERM and will include paraeducators. Collaboration will occur with ILT, district personnel and external organizations.	All Students	5000 Title I  3000 LCFF
<b>1.8</b>	Funds allocated to address unplanned or unexpected circumstances as they arise.	All Students	1240 LCFF  702 Title I  347 LCFF - Supplemental
<b>1.9</b>	Support Student Organization Through Daily Use of Agendas in 3rd - 8th Grade (700 Agendas)	All Students (3rd - 8th Grade)	200 LCFF  2794 Title I

<b>1.10</b>	Supplemental Instructional Supplies and Materials, and Subscriptions	All Students & Priority Learners	1600 LCFF  7500 Title I  1050 LCFF  1800 LCFF - Supplemental  200 LCFF  1800 LCFF - Supplemental  500 LCFF
<b>1.11</b>	Time Sheets for Book Fair for the Librarian	All Students	300 LCFF
<b>1.12</b>	Provide Materials, Supplies, and Resources for the Library	All Students	700 LCFF
<b>1.13</b>	Provide EL Paraeducator Support (2 Paras, 6 hours each for 12 hours total)	EL Students	39534 LCFF - Supplemental  38389 LCFF - Supplemental  322 LCFF - Supplemental
<b>1.14</b>	After-School Tutoring – Tier II: Designed to integrate language development with English and Math content for K–3 students who are newcomers or at risk of becoming Long-Term English Learners (LTEL). The Vista program offers additional support, with instruction delivered by EL Paraeducators.	Targeted Students (EL Students who are "at risk" of becoming LTEL and all Newcomer EL students)	100 LCFF  1900 LCFF - Supplemental
<b>1.15</b>	Timesheet support for site EL Coordinator responsibilities.	EL Students	500 LCFF

			2500 LCFF - Supplemental
<b>1.16</b>	After School Remediation Support- Tier III: This time is dedicated to supporting foundational skills development for students in Kinder - 3rd grade to master base literacy skills (I.e., Letter/Sound Recognition, Phonics, Decoding Skills, etc.). Beyond this, priority skills development will include Math Numeracy/Fluency development and working to achieve grade-level reading proficiency. This remediation is intended to assist in helping to minimize learning gaps from previous years' schooling. It prioritizes the needs of all students--including those who have been considered historically at-risk.	All Students (K-3)	200 LCFF  4800 Title I
<b>1.17</b>	Hold SST Meetings to Identify At-Risk Students and Develop Support Plans (1 Sub @ 9 days X \$345)	At Risk Students	3450 LCFF - Supplemental
<b>1.18</b>	Additional Technology Classroom Support (Includes Technology Supplies i.e. Projector Bulbs and Ladi Bugs)	All Students	1000 LCFF  500 Title I
<b>1.19</b>	General School Support for RCD Instructional Copies (FedEx)	All Students	0 District Funded
<b>1.20</b>	Provide resources and tools to support the Middle School AVID elective Class. These funds will cover the purchase of classroom materials, expenses related to AVID field trips, participation in AVID Summer Institutes, and annual membership and program fees. KES implements AVID to support a variety of students who are first-generation college-bound students, helping them build the skills needed to navigate high school and prepare for college and career success.	AVID Students	11917 District Funded  774 LCFF  1000 LCFF
<b>1.21</b>	Work with the district and county to provide opportunities for paras to receive PD at least twice a year to aide in alignment in framework and instructional strategies that are used in the classroom to support designated EL push in support.	EL Students	0 District Funded
<b>1.22</b>	Based on the 2024–2025 site pass/fail data, our counselor will focus on supporting middle school students by strengthening academic skills that promote success in Math and ELA throughout the school year. Additionally, the counselor will lead College and Career Readiness workshops for all middle school students and offer test-taking strategies ahead of the state testing window.	6th -8th Grade Students	

1.23	Counselor will collaborate with the AVID team, deliver a minimum of two College and Career Readiness lessons or workshops to AVID and/or general education students and Support AVID students through academic check-ins, goal-setting activities, and organization skills development.	Middle School Students	
1.24	General School Support (Office Supplies i.e. toner and lease and maintenance agreement)	All Students	9148 LCFF  1897 Title I

# Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Overall, the implementation and effectiveness of our strategies and goals were successful. A key highlight this year was the positive impact of lesson studies and teacher observations on teacher growth. The addition of two full-time paraprofessionals was also a significant benefit, providing much-needed support for our expanding English Learner population. Looking ahead, our focus for the next academic year will be on increasing professional development opportunities within the school or enabling teachers to attend external training to further enhance their instructional practices. Additionally, we will prioritize ensuring the effectiveness of our after-school support programs.

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

Major differences include:

Uninterrupted PLC time within the school day is vital for fostering teacher collaboration, reflection, and the development of effective instructional practices. (Strategy 1.3)

In response to the Title I designation and opening two new sections of TK, there was a need to enhance teacher materials and resources to better serve students. (Strategy 1.4)

Increasing the time allocated for district assessments would provide grades 1-2 teachers with more time to gather data on student progress. (Strategy 1.6)

While reducing the budget for unexpected expenses appeared necessary, keeping a bit in reserve is still a sensible approach. (Strategy 1.8)

We have determined that there is a need for supplemental resources to support literacy in early primary and ELA. (Strategy 1.10)

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

The following strategic shifts are vital for enhancing our school's effectiveness. Allocating protected time for PLCs (Strategy 1.3) directly supports teacher collaboration and instructional development. In response to Title I and the addition of two TK sections, increased teacher resources (Strategy 1.4) are essential for serving our students. Extending district assessment time for grades 1-2 (Strategy 1.6) provides more robust data for our early learners. While a budget adjustment for unforeseen costs is necessary, maintaining a reserve (Strategy 1.8) ensures fiscal stability. Finally,

dedicated resources for early primary and ELA literacy (Strategy 1.10) address a critical foundational need. Based on a staff needs assessment, these targeted changes, are key to improving overall student outcomes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Decrease Suspension Rates and Reduce our Chronic Absenteeism Rates

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate--Overall	3.9 %	Decrease by 1%
Suspension Rate--African American Students	16.4 %	Decrease by 3%
Suspension Rate--English Learners	5.6 %	Decrease by 1%
Suspension Rate--Two or More Races	9.9 %	Decrease by 3%
Suspension Rate--Students with Disabilities	13.8 %	Decrease by 3%
Suspension Rate--Socioeconomically Disadvantaged	4.9%	Decrease by 1%
Suspension Rate-- Homeless	2.9%	Decrease by 2%
Suspension Rate-- LTEL	20.6%	Decrease by 3%
Chronic Absenteeism--Overall	15.9%	Decrease by 3%
Suspension Rate-- Asian Students	1.7%	Decrease by 1%
Suspension Rate-- White Students	3.5%	Decrease 3%

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Allocate funding to support ongoing student recognition efforts, including awards and	All Students	200 LCFF

	<p>certificates for achievements in character development, academic intervention progress, and reclassification milestones. These initiatives help foster and maintain a positive school climate and culture. Recognition assemblies celebrating student effort will be held at least twice a year for all students.</p> <p>Additionally, KES will designate funds to maintain proactive communication with community partners. This includes associated operational costs that support the day-to-day functions of the school, such as FedEx expenses for printing site maps and emergency plans.</p>		<p>2100 Title I</p> <p>500 LCFF</p> <p>500 LCFF</p> <p>2500 LCFF</p>
<b>2.2</b>	Funds to provide monthly safety meetings for KES' School Supervision Assistants. These funds are used to compensate our supervision assistants' time after contract working hours have concluded.	All Students	1000 LCFF
<b>2.3</b>	Unforeseen Expenses Related to Intervention/Mental Health		<p>2226 LCFF</p> <p>5859 Title I</p>
<b>2.4</b>	Materials and Supplies to Improve the Safety and Security of Campus	All Students	1000 LCFF
<b>2.5</b>	Parent Engagement Includes Coffee w/ the Principal--Monthly meeting with families to help increase community stakeholder satisfaction ratings of KES' climate and safety. The expenditures are allocated to provide refreshments for attendees.	All Students	<p>100 LCFF</p> <p>400 Title I</p>
<b>2.6</b>	Provide interpretation services during IEP/SST/504 meetings and Parent Conferences.	At Risk Students	<p>100 LCFF</p> <p>300 Title I</p>
<b>2.7</b>	Host Parents Institute For Quality Education Workshops	All Students	0 District Funded
<b>2.8</b>	Community Engagement & Involvement and (Family Nights)	All Students	<p>1000 LCFF</p> <p>1000</p>

			Title I
<b>2.9</b>	Provide ASB events/activities to help promote positive school climate/culture. This includes Kindness Club and Read Across America. (The unrestricted funding sources include MAA and FARM funds).	All Students	
<b>2.10</b>	Continue partnership with RBT to bridge the gap that exists between our community and the education system and work as our partners to provide our students with SEL support, and help us work towards decreasing suspension rates and chronic absenteeism.	All Students	0 District Funded
<b>2.11</b>	Counselor to provide one social emotional learning (SEL) strategy a month to teachers and students to practice and incorporate. This will help work towards decreasing suspension rates and chronic absenteeism.	All Students, ATSI Student Groups	0 District Funded
<b>2.12</b>	Counselor will host small groups for identified students through out the school year, who need support and will utilize district adopted SEL curriculum, Second Step curriculum. The Second Step program helps students build social-emotional skills like nurturing positive relationships, managing emotions, and setting goals so they can thrive in school and in life. The Counselor will also use Slumberkins for primary grades.	Targeted Students	0 District Funded
<b>2.13</b>	Partner with the Jaguar and Bulldog Project to host at least one assembly at George Kelly to encourage middle school students now and in High School to get involved with the club and other extracurricular activities. Assembly topics include the club's mission statement and goals, mental health, anti-bullying, athletics, and tips on how to properly use social media.	6th - 8th Grade Students.	0 District Funded
<b>2.14</b>	Partner with the Boys and Girls Club of Tracy to support an Afterschool Program and School Sports and Other Events.	All Students	0 District Funded

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Our efforts this year yielded significant success in fostering a positive school climate through the consistent celebration and recognition of student character during our character assemblies. Furthermore, we made notable strides in enhancing campus safety protocols and strengthening connections with our community through well-attended engagement nights. These initiatives collectively contributed to a more supportive and secure learning environment for our students.

Data reveals that our suspension rate is high for African American students, Students with Disabilities and our LTEL students.

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

As our current approach has yielded favorable results, we will continue to move forward in this manner.

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

The following shifts are essential to reducing overall suspension rates, with a specific focus on addressing the disproportionate impact on African American students. District-wide data indicates that African American students with disabilities are being suspended at twice the rate compared to other districts.

At George Kelly School, the suspension risk ratio for this group has improved—declining from 2.47 in March 2025 to 1.7 in April 2025. Despite this progress, African American students with disabilities are still being suspended at nearly three times the rate of their non-African American peers. It's important to note that this data reflects a small group: 19 African American students with disabilities compared to 95 non-African American students with disabilities enrolled.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
By October 2025, the KES Instructional Leadership Team (ILT) will provide staff-wide professional learning and/or support for the ongoing implementation of STEM in the 2025-2026 school year.	Universal design for learning and high level questioning is currently a focus area for our STEM ILT.	Integrating professional learning on best practices into our continuous inquiry cycle will strengthen KES' focus on clear learning targets and student self-assessment, ultimately enhancing effective teaching practices and leading to improved learning outcomes, greater student motivation and confidence, and the cultivation of resourceful, strategic expert learners.
By May 2025, KES will expand MTSS-trained staff (via Solution Tree) and implement the identification of horizontal and vertical teaching of essential standards to guide intervention.	33 of 43 Teachers have been trained in either PLC at Work or RTI at Work.	All teachers will receive professional development in either PLC at Work or RTI at Work and other related topics by May 2026 through the digital platform. Solution Tree's Global PD for Teams provides the entire faculty with digital real-time access to advice, direction, practical strategies, and professional guidance in eight essential competencies. It is a catalyst for continuous school improvement.  Gradelevel teams will work together to identify and teach essential standards horizontally and vertically between grade levels to inform intervention.

<p>Currently, our K-8 teachers have at least one (30 minutes, 15 minutes for Kindergarten) sessions built into the master bell schedule for Tier II Differentiated Platooning in either Math or Literacy.</p>	<p>Real-time support for all students.</p>	<p>This Tier II system aims to ensure all students meet or exceed grade-level proficiency in current year standards.</p> <p>Supplemental resources to support students include the following programs: iXL, Mystery Science, Corrective Reading, Generation Genius, Heggerty Phonics, and Heggerty Bridge to Reading.</p>
<p>By May 2025 KES will increase the number of staff members trained in Corrective Reading to help meet learning needs during intervention.</p>	<p>25 out of 44 teachers are currently trained in Corrective Reading.</p>	<p>Corrective Reading will be the intervention program used during platooning for 3-8 grade teachers.</p>
<p>By May 2025 KES will increase the number of staff members trained and utilizing iXL to help meet learning needs during intervention.</p>	<p>All teachers and students have access to iXL. George Kelly will purchase licenses in Math and ELA.</p> <p>In 2024: 54.31% of students in grades 3–8 met or exceeded the standards in ELA. 26.04% of students in this group did not meet the standards, while 19.64% nearly met the standards.</p> <p>37.33% of students in grades 3-8 met or exceeded standard in Math. 37.03% of students in this group did not meet the standards, while 25.64% of students nearly met the standards.</p>	<p>Every student will use iXL for at least 15 minutes a day, 5 days a week to practice skills in Math &amp; ELA.</p>
<p>By October 2025, KES will implement a plan to support early literacy for to help meet learning needs in early primary.</p>	<p>We have determined that there is a need for supplemental resources to support literacy in early primary. Currently, K-2 teachers are providing intervention support using their own materials. There is a need to streamline one resource to use.</p>	<p>This Tier II system aims to ensure all students are reading at gradelevel.</p> <p>We will use the Heggerty Phonics Program to supplement instruction and the Heggerty Bridge to Reading Program to provide intervention.</p>
<p>By October 2025, KES will implement afterschool support through the Vista Program to serve newcomer English Learners (ELs), Long-Term English Learners (LTELs), and students at risk of becoming LTELs. Instructional walkthroughs will be conducted to ensure the effectiveness and efficiency of teaching practices.</p>	<p>According to the ELlevation platform, George Kelly currently (24-25) has:</p> <ul style="list-style-type: none"> <li>-14 newcomer students (TK, 2nd ,3rd 5th ,6th ,8th) enrolled</li> <li>-The languages of our new comer students range from Punjabi, Farsi, Vietnamese, Spanish, and Tagalog</li> <li>-42 Long-Term English Learners (LTELs)</li> <li>-The majority of LTEL students are scoring at levels 2 and 3 on the ELPAC test. To qualify for reclassification, they must achieve an overall score of 4</li> <li>-Most of our students who are EL need high support in Reading, Writing and Listening.</li> </ul>	<p>More students making progress towards reclassification criteria.</p> <p>Ensure the effectiveness and efficiency of instructional practices to address our LTEL and new comer students.</p> <p>Providing support for our newcomer students.</p> <p>To accommodate the growing number of students enrolling at George Kelly, there is a need to establish two 7th/8th grade ELD elective classes for the upcoming school year.</p> <p>We will provide small group instruction for newcomer students and those</p>

	<p>-Fewer of our students who are EL need high support in Speaking.</p> <p>KES must continue prioritizing reclassification and supporting our newcomer students as our newcomer student population is growing. One approach to assisting newcomer students and level 1 students is through the Vista Program.</p> <p>In 23-24 40.3% of our EL students reclassified.</p> <p>incoming 6th graders: 21 total students Level 1: 5 students Level 2: 4 students Level 3: 10 students Unknown Level: 2 students</p> <p>Incoming 7th and 8th graders: 25 total students Level 1: 5 students Level 2: 6 students Level 3: 9 students Level 4: 2 students Unknown Level: 1 student</p>	<p>classified as Level 1 on the ELPAC. Additionally, students at Levels 2–4 will receive designated ELD for 6th grade and elective class support for 7th and 8th grade.</p> <p>Prioritize reclassifying our 7th &amp; 8th graders who scored a 4 on the ELPAC test.</p>
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	ILT STEM Days/STEM Planning- Provide 4 subs per month to support STEM instruction at Kelly, and ongoing PD support during ERM meetings.	All Students	0 District Funded
3.3	Additional STEM Supplies and Resources (Including Elective)	All Students	1000 LCFF  2500 Title I
3.4	Additional Technology and Programs to Support STEM (Including a subscription for Mystery Science, Generation Genius, and iXL: Math)	All Students	100 LCFF  11100 Title I
3.5	The Counselor will conduct a pre/post assessments using the CCGI platform to evaluate the attitudes knowledge and skills related to College and Career readiness with a focus on	Priority Learners	0 District Funded

students who are in intervention classes to help contribute to addressing and promoting a positive school climate and promote and bring awareness to A-G requirements. This also aligns with Goal 1.		
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# Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

This year, we made strong progress in building a Multi-Tiered System of Supports (MTSS). Corrective Reading was successfully implemented for grades 3–8, and the STEM ILT met regularly to plan impactful professional development and community events. To support academic growth, we added iXL Math to our existing ELA subscription. New teachers received targeted support through Solution Tree resources. The Vista Program continued to play a key role in supporting our growing population of newcomer students. We allocated funds to enhance our STEM elective classes by providing materials such as CodeBots.

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

This year, we are maintaining our momentum while placing a stronger focus on early primary literacy through the purchase of a supplemental program to support Tier 1 and Tier 2 interventions. Additionally, we are investing in technology-based resources like Generation Genius and Mystery Science to further support student growth in science and math. We are expanding our ELD elective offerings and will group students by ELPAC proficiency levels to better address their instructional needs and support progress toward reclassification. This effort will be complemented by instructional walkthroughs in collaboration with the district ELD coordinator to enhance teaching practices. (Strategy 3.3 and 3.4)

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

More of a focus on early primary literacy through the purchase of a supplemental program to support Tier 1 and Tier 2 interventions. Additionally, we are investing in technology-based resources like Generation Genius and Mystery Science to further support student growth in science and math. We are expanding our ELD elective offerings and will group students by ELPAC proficiency levels to better address their instructional needs and support progress toward reclassification. This effort will be complemented by instructional walkthroughs in collaboration with the district ELD coordinator to enhance teaching practices. (Strategy 3.1, 3.3 and 3.4)

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$224,626.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$74,829.00

Subtotal of additional federal funds included for this school: \$74,829.00

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

State or Local Programs	Allocation (\$)
District Funded	\$11,917.00
LCFF	\$47,838.00
LCFF - Supplemental	\$90,042.00

Subtotal of state or local funds included for this school: \$149,797.00

Total of federal, state, and/or local funds for this school: \$224,626.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
District Funded	11,917.00
LCFF	47,838.00
LCFF - Supplemental	90,042.00
Title I	74,829.00

## Expenditures by Budget Reference

Budget Reference	Amount
	209,226.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	11,917.00
	LCFF	47,838.00
	LCFF - Supplemental	90,042.00
	Title I	74,829.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	191,141.00
Goal 2	18,785.00
Goal 3	14,700.00

# School Site Council Membership

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

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

Name of Members	Role
Brittani Ryan	Principal
Laura Olson	Classroom Teacher
Kyra Finley	Classroom Teacher
Tamara Brown	Classroom Teacher
Anna Bullatay	Other School Staff
Evelyn Martinez	Parent or Community Member
Sonia Bradley	Parent or Community Member
Leah Rodrigues	Parent or Community Member
Jennifer Silcox	Parent or Community Member
Jennifer Maamo	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 May 6, 2025.

Attested:

	Principal, Brittani Ryan on 5/14/25
	SSC Chairperson, Laura Olson on 5/14/25