



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------------|-----------------------------------|--|---------------------------|
| Thomas Kelly Elementary School | 34-67447-6034631 | May 15, 2025 | June 24, 2025 |

Purpose and Plan Summary

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

Schoolwide Program

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

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

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

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

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

The previous year, Thomas Kelly was in Additional Targeted Support and Improvement (ATSI) for the following indicators and/or student groups:

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

Since then, we no longer qualify in these areas.

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

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

Student Enrollment Enrollment By Grade Level

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

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 41 | 34 | 38 | 12.50% | 11.8% | 11.4% |
| Fluent English Proficient (FEP) | 19 | 23 | 14 | 3.30% | 5.5% | 4.2% |
| Reclassified Fluent English Proficient (RFEP) | | | 2 | 0.0% | | 3.08% |

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 |
|------------------|---------------------------------|------------------|--------------|
| 332 | 59% | 11.4% | 1.2% |

Total Number of Students enrolled in Thomas Kelly Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

| Student Group | Total | Percentage |
|--|-------|------------|
| English Learners | 38 | 11.4% |
| Foster Youth | 4 | 1.2% |
| Homeless | 18 | 5.4% |
| Socioeconomically Disadvantaged | 196 | 59% |
| Students with Disabilities | 49 | 14.8% |

Enrollment by Race/Ethnicity

| Student Group | Total | Percentage |
|--------------------------|-------|------------|
| African American | 25 | 7.5% |
| American Indian | 4 | 1.2% |
| Asian | 11 | 3.3% |
| Filipino | 3 | 0.9% |
| Hispanic | 85 | 25.6% |
| Two or More Races | 26 | 7.8% |
| Pacific Islander | 2 | 0.6% |
| White | 176 | 53% |

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



No Performance Color

School and Student Performance Data

Academic Performance English Language Arts

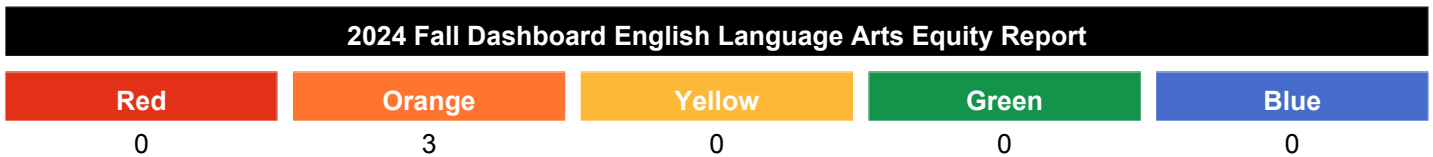
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This section provides number of student groups in each level.



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>All Students</p> <p>Orange</p> <p>42.8 points below standard</p> <p>Declined 5.6 points</p> <p>150 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>60.0 points below standard</p> <p>Declined 22.8 points</p> <p>22 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Homeless</p> <p>No Performance Color</p> <p>47.7 points below standard</p> <p>Maintained 0.7 points</p> <p>12 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>61.4 points below standard</p> <p>Declined 18.3 points</p> <p>98 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>No Performance Color 97.7 points below standard Declined 35.1 points 32 Students</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students 8 Students</p> | <p>American Indian</p>  <p>No Performance Color Less than 11 Students 1 Student</p> |
| <p>Asian</p>  <p>No Performance Color Less than 11 Students 6 Students</p> | <p>Filipino</p>  <p>No Performance Color Less than 11 Students 1 Student</p> | <p>Hispanic</p>  <p>Orange 47.7 points below standard Declined 4.9 points 46 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color 51.0 points below standard Increased 62.5 points 13 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students 2 Students</p> | <p>White</p>  <p>Orange 36.9 points below standard Declined 14.6 points 73 Students</p> |

Lowest Performing Student Groups:

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

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

Based on the most recent Dashboard data in the area of English Language Arts, the student groups performing at the lowest academic levels are our Socioeconomically Disadvantaged, Hispanic, and White students, as well as the All Students group. Each of these groups received an Orange performance level, indicating significant gaps in meeting grade-level standards.

The All Students group is performing 42.8 points below standard, with a decline of 5.6 points from the previous year, representing 150 students.

The Socioeconomically Disadvantaged group shows the greatest need, performing 61.4 points below standard with a significant decline of 18.3 points, and includes 98 students.

Hispanic students are performing 47.7 points below standard, with a decline of 4.9 points, and make up a group of 46 students.

White students are 36.9 points below standard, with a notable decline of 14.6 points, and include 73 students.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, one contributing factor to the current results in English Language Arts may be the phased implementation of the Science of Reading across grade levels. Transitional Kindergarten through 2nd grade focused heavily on foundational literacy instruction using the University of Florida Literacy Institute (UFLI) program to support reading development. While this was a strong and necessary shift for early learners, the 3rd through 5th grade team participated in the trainings last year but had not yet implemented the program with students. As a result, upper-grade

students—many of whom are part of our Socioeconomically Disadvantaged, Hispanic, and White student groups—did not receive consistent exposure to the structured literacy approach. This gap in implementation may have contributed to the academic declines reflected in the Dashboard data, particularly for students in grades 3–5 who were already struggling to meet grade-level standards.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest performing student groups, several key resources are necessary based on our recent findings and schoolwide reflection. After observing positive progress among Transitional Kindergarten through 2nd grade students who were using the UFLI program, the 3rd through 5th grade team began implementing these evidence-based reading strategies in their classrooms. This shift was prompted by a close review of the previous year's CAASPP results, which highlighted a need for stronger literacy instruction in the upper grades.

In response, the entire school adopted an Assessment Agreement, committing to administering the Core Phonics Survey to all students. The data revealed that students across all grade levels would benefit from targeted reading intervention. To support this effort, we need continued access to high-quality reading materials aligned with structured literacy practices, additional training for staff in UFLI and diagnostic assessment tools, and dedicated personnel such as reading intervention specialists or instructional aides who can work with small groups. Ensuring access to data-driven instructional tools and time within the school day for intervention will be essential to accelerating growth and closing achievement gaps for all of our students.

School and Student Performance Data

Academic Performance Mathematics

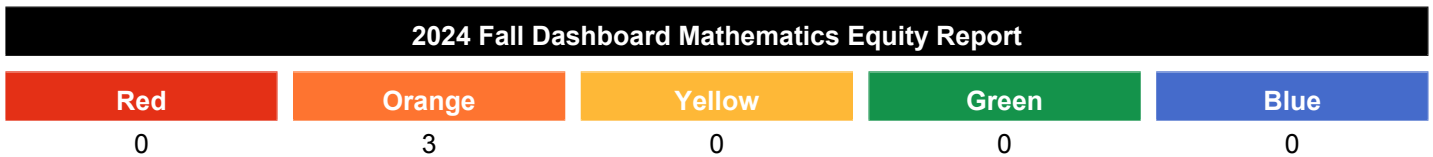
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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>All Students</p> <p>Yellow</p> <p>62.1 points below standard</p> <p>Increased 4.9 points</p> <p>153 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>84.7 points below standard</p> <p>Declined 15.0 points</p> <p>26 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>Homeless</p> <p>No Performance Color</p> <p>62.5 points below standard</p> <p>Increased 17.8 points</p> <p>13 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>75.2 points below standard</p> <p>Maintained 0.0 points</p> <p>102 Students</p> |

| | | |
|---|---|---|
| <p>Students with Disabilities</p>  <p>No Performance Color 92.1 points below standard Declined 7.5 points 32 Students</p> | <p>African American</p>  <p>No Performance Color Less than 11 Students 8 Students</p> | <p>American Indian</p>  <p>No Performance Color Less than 11 Students 1 Student</p> |
| <p>Asian</p>  <p>No Performance Color Less than 11 Students 6 Students</p> | <p>Filipino</p>  <p>No Performance Color Less than 11 Students 1 Student</p> | <p>Hispanic</p>  <p>Orange 72.5 points below standard Declined 4.5 points 46 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color 57.8 points below standard Increased 76.8 points 13 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color Less than 11 Students 2 Students</p> | <p>White</p>  <p>Orange 57.0 points below standard Maintained 0.9 points 76 Students</p> |

Lowest Performing Student Groups:

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

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

Based on the most recent Dashboard data, the student groups scoring at the lowest performing level on the academic performance indicator are our Socioeconomically Disadvantaged, Hispanic, and White student groups, all of whom are in the Orange performance level. Our Socioeconomically Disadvantaged students are performing 75.2 points below standard and have maintained their performance from the previous year. Hispanic students are performing 72.5 points below standard and have declined by 4.5 points; this group includes 46 students. White students are 57.0 points below standard and have maintained their performance, with a slight change of 0.9 points; this group includes 76 students. This is in comparison to the All Students category which makes up 153 students 62.1 points below standard which was a 4.9 point increase.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, one potential cause for the current academic outcomes is that our instructional focus over the past two years has been heavily centered on the Science of Reading. We prioritized staff training and implementation of the University of Florida Literacy Institute (UFLI) program to strengthen foundational literacy skills, particularly in the early grades. While this was a necessary and important shift, much of our professional development and instructional planning time was devoted to launching and supporting UFLI. Another contributing factor to the current results may be that our Intervention Teacher’s support has been focused solely on reading intervention, with no dedicated personnel in place to address mathematics intervention. While the emphasis on reading—especially through the implementation of UFLI—has been valuable, students who are struggling in math, including many from our Socioeconomically Disadvantaged, Hispanic, and White student groups, have not received the same level of targeted, small-group support. This lack of math intervention may have limited students’ ability to close gaps and make academic progress,

contributing to the low performance levels reflected on the Dashboard. Addressing this imbalance will be essential to improving outcomes across content areas. As a result, we may not have provided the same level of targeted support or academic interventions in the area of mathematics which is reflected in the Dashboard results.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest performing student groups, we need several key resources. First, while we have instructional assistants for one more year, we can maximize their impact by using them to support small, targeted intervention groups, especially in mathematics. We will also implement a systematized mathematics assessment to identify specific areas of need for students, allowing us to provide more personalized and effective interventions. With the right materials and tools for differentiated math instruction, we can better support our students in making measurable progress and improving their academic performance.

School and Student Performance Data

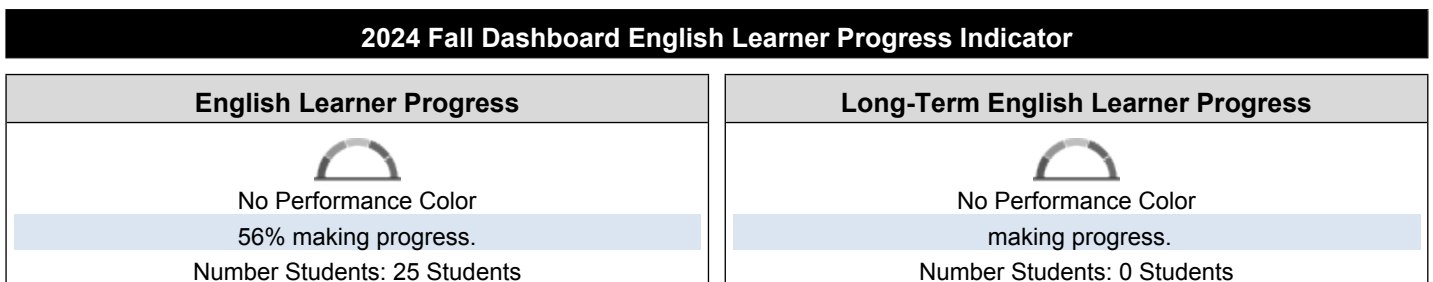
Academic Performance English Learner Progress

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.

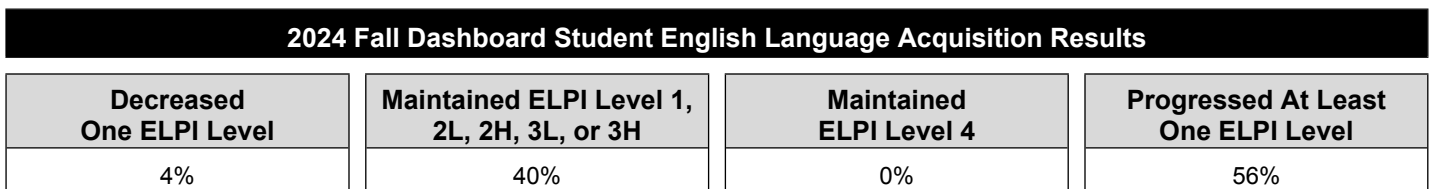
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



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.



Lowest Performing Group:

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

Looking at our ELPI (English Learner Progress Indicator) data, we saw that only 4% of students decreased by one ELPI level, which is a positive indicator that most students did not lose ground. However, 40% of our English Learners maintained their current ELPI level—whether at Level 1, 2L, 2H, 3L, or 3H—without making upward progress. While this suggests some stability, it also highlights a significant area for improvement: the need to accelerate language growth. The data reflects limited upward movement across ELPI levels, underscoring the importance of increasing the percentage of students making at least one level of progress annually. Targeted designated ELD instruction, integrated ELD strategies across content areas, and expanded opportunities for structured academic discourse will be essential to support stronger language development and academic success for this group.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

One key factor that may have contributed to the limited progress in our ELPI results last year was not having a dedicated ELD curriculum specifically designed to meet the needs of our English Language Learner students. We targeted instruction aligned to their language development levels but going forward we will have EL Achieve to better meet our ELD Instructional Student needs.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest performing student group of English Learners, several key resources are being implemented for the upcoming school year. Most notably, our English Language Development (ELD) teacher's position will increase from halftime to full-time, allowing for more consistent and comprehensive support for students across grade levels. In addition, we will be implementing the structured English Language Program, EL Achieve, which is designed to meet the individualized needs of English Learners through systematic, explicit language instruction. These enhanced resources will provide students with more frequent, targeted opportunities to develop their language skills and support greater progress on the ELPI.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

N/A

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 | | |
|--|--|--|
| All Students Yellow 23% Chronically Absent Declined 5.4 365 Students | English Learners Orange 22.8% Chronically Absent Declined 11.8 57 Students | Long-Term English Learners No Performance Color 0 Students |
| Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students | Homeless No Performance Color 54.2% Chronically Absent Increased 19.2 24 Students | Socioeconomically Disadvantaged Yellow 28.8% Chronically Absent Declined 5.7 243 Students |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>24.6% Chronically Absent</p> <p>Declined 4.2</p> <p>65 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>24% Chronically Absent</p> <p>Declined 26</p> <p>25 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>15.4% Chronically Absent</p> <p>Increased 6.3</p> <p>13 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>26.4% Chronically Absent</p> <p>Declined 8.6</p> <p>91 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>25% Chronically Absent</p> <p>Declined 3.6</p> <p>28 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>White</p>  <p>Orange</p> <p>20.6% Chronically Absent</p> <p>Declined 0.6</p> <p>199 Students</p> |

Lowest Performing Student Groups:

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

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

The student groups with the lowest performance indicators on the Dashboard for attendance—based on having a large enough student population to generate a reportable indicator—were our Hispanic students, Students with Disabilities, English Learners, and White students. The Hispanic student group received an Orange rating for chronic absenteeism, with 26.4% of students identified as chronically absent, representing a decline of 8.6 percentage points from the previous year and a total group size of 91 students. Students with disabilities had a chronic absenteeism rate of 24.6%, a 4.2 percentage point decline, with 65 students in this group. English Learners showed a chronic absenteeism rate of 22.8%, with the most significant improvement of 11.8 percentage points, and a group size of 57 students. Our White student group had a rate of 20.6% chronically absent, a slight decline of 0.6 percentage points, with 199 students in the group. Despite some improvement, the overall chronic absenteeism across these groups remains a significant concern and highlights the need for continued and targeted attendance supports and interventions. This is in comparison to our All Students category which made up 365 students with 23% in this category showing Chronically Absent which was a 5.4% decline.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

A unique factor that impacted this year’s attendance rates was the significant number of students who were overloaded to our site and faced challenges attending school due to transportation issues. Compared to previous years, we had a higher number of overloaded students, many of whom struggled with consistent access to reliable transportation. This barrier contributed to an increase in chronic absenteeism this highlights the need to address transportation-related obstacles when developing attendance interventions.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest performing student groups, particularly Hispanic students, Students with Disabilities, English Learners, and White Students with high chronic absenteeism rates and those impacted by transportation challenges, several key resources are needed. First, we need to continue to have the increased access to attendance clerk by continuing to pay her extra hours, She builds relationships with families and address barriers to attendance. Increasing our clerk's hours has led to a significant improvement in overall student attendance for three consecutive years. With additional time, she is able to make personalized phone calls to families, identify barriers to attendance, and collaborate with them to find creative solutions that support getting students to school, ready to learn.

In addition, implementing programs focused on student engagement and school connectedness, such as culturally relevant clubs, mentoring programs, or family engagement events, can help improve regular attendance. Access to communication tools and materials in families' home languages, as well as incentives for good or improved attendance, would also be beneficial. Lastly, ongoing professional development for staff on attendance strategies, trauma-informed practices, and how to support overloaded students can ensure a coordinated and compassionate approach to addressing these challenges.

School and Student Performance Data

Conditions & Climate Suspension Rate

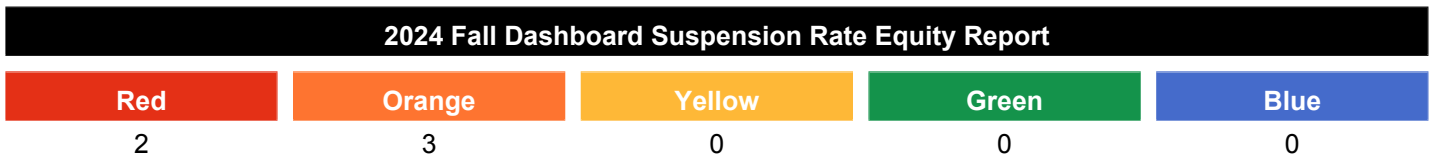
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Orange</p> <p>4.2% suspended at least one day</p> <p>Increased 0.3%</p> <p>385 Students</p> | <p>English Learners</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 3.3%</p> <p>60 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>14.3% suspended at least one day</p> <p>Declined 0.7%</p> <p>28 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>5.8% suspended at least one day</p> <p>Increased 1.2%</p> <p>257 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>9.1% suspended at least one day</p> <p>Declined 2.4%</p> <p>66 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.3%</p> <p>27 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>14 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p>Hispanic</p>  <p>Red</p> <p>6.4% suspended at least one day</p> <p>Increased 1.4%</p> <p>94 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>3.4% suspended at least one day</p> <p>Declined 5.6%</p> <p>29 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>White</p>  <p>Red</p> <p>4.3% suspended at least one day</p> <p>Increased 2.1%</p> <p>211 Students</p> |

Lowest Performing Student Groups:

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

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

Based on the Dashboard indicators, the lowest performing student groups in terms of suspension rates are White and Hispanic students. White students are identified in the Red performance level, with 4.3% of students in this group suspended for at least one day—an increase of 2.1% from the previous year. This group is made up of 211 students. Similarly, Hispanic students are also in the Red performance level, with 6.4% suspended at least one day, reflecting a 1.4% increase from the prior year. This group consists of 94 students. Both groups are performing at the lowest levels on the suspension indicator and show rates higher than the overall school average, highlighting a need for targeted interventions and support. This is in comparison to the All Students category making up 385 students. In this group 4.2% of students were suspended at least one day which was a 0.3% increase.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Reflecting on last year, one potential cause for the current suspension rates among our White and Hispanic student groups may be the shift in focus and resources toward our Targeted Support and Improvement (TSI) efforts. Last year, we concentrated heavily on improving outcomes for students with disabilities and African American students, as those groups were identified for targeted intervention. This strategic emphasis led to measurable improvements, resulting in the school no longer being in TSI status for those subgroups. However, with our focus directed toward those areas, it’s possible that we did not provide the same level of attention or support to our White and Hispanic students. This may have contributed to the increases in suspension rates and the current Red Dashboard indicators for these groups.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

To improve outcomes for our lowest performing student groups—specifically our White and Hispanic students—we need targeted resources that support proactive behavior intervention, relationship-building, and proactive practices. Additional personnel such as our campus monitor or counselor who can work directly with students in these subgroups would be beneficial. Expanding access and materials to alternatives to recess such as the recess room, small group supports, and restorative practices would help address underlying issues contributing to suspensions. Materials and supplies to support positive behavior incentives, student engagement activities, and structured alternatives to suspension—such as reflection spaces or peer mediation—would further support a positive school climate and reduce exclusionary discipline for these groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

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

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

For the teachers:

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

For the students:

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

For the parents:

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

Assessing Students

Strategies For Assessments:

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

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

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

Performance Assessments

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

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

Process-focused Assessments

- Checklists
- Narrative Observations

Selected Responses

- Quizzes
- Written and Oral Tests

Open-Ended Tasks

- Inquiry tasks and presentations
- Portfolio

Self-Assessments

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

Using a wide range of tools for assessment:

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

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

What We Assess:

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

Reporting Assessments

We collect data in a variety of ways:

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

We use assessment data to:

- Guide classroom planning
- Communicate students progress to stakeholders

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

We communicate assessment results in a variety of ways:

Progress Reports

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

Parent Conferences

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

Report Cards

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

IB Portfolios

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

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

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

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

State Standardized Tests

ELPAC Testing

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

Smarter Balanced Assessment Consortium

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

Physical Fitness

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

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

During the 2023–2024 school year, our data showed that many of our students, especially those with disabilities, were not meeting grade-level expectations in language arts based on the CAASPP assessment. We also saw that many of our Kindergarten students were leaving the year reading below grade level, often staying at level A in the Fountas and Pinnell system.

One big challenge is the shift students face from learning to read in the early grades to reading to learn starting in third grade. While students often do well with predictable books and sight words in the lower grades, many struggle once they're expected to read more complex chapter books. These texts have fewer pictures, more advanced vocabulary, and require strong decoding and comprehension skills.

This data made it clear: we needed a new approach to help all of our students become confident readers. We knew that early literacy skills are the foundation for academic success, so we committed to making some key changes in how we teach reading.

We began using the Science of Reading approach, which is based on research about how children learn to read. It focuses on phonics, phonemic awareness, and decoding strategies to build strong foundational reading skills. During the 2023–2024 school year, our teachers received training in these methods. Our Transitional Kindergarten through 2nd grade classrooms began using the UFLI (University of Florida Literacy Institute) program alongside Heggerty, and 3rd–5th grade teachers were trained to implement UFLI the following year.

In 2024–2025, all classrooms from TK through 5th grade began using UFLI. We also began using the Core Phonics Survey schoolwide to identify specific areas where students needed support. This helped us offer targeted small-group and individual instruction based on what the data showed.

As an International Baccalaureate Primary Years Programme (IB PYP) school, we are committed to developing students who are curious, reflective, and globally minded. Our curriculum encourages students to explore their identities, learn about other cultures, and think deeply about the world around them. Through six units of study that combine different subject areas, students build important skills like critical thinking, collaboration, and problem-solving. They learn to understand different points of view and develop empathy, helping them grow into thoughtful, open-minded individuals who are ready to succeed in school and in life.

Language learning is another important part of our program. All students learn Spanish with our Spanish Specialist twice a week and can continue learning at home through Rockalingua, an engaging online platform. With 17 languages spoken at Thomas Kelly, our Spanish program helps students better understand and connect with peers who are learning English, while also building their own language and communication skills.

We've invested in high-quality Spanish materials, including textbooks, workbooks, and digital tools, to support different learning styles. Students can practice reading, writing, speaking, and listening in Spanish through interactive games, cultural activities, and real-world resources. We've also added authentic literature, cultural artifacts, and audiovisual tools to bring Spanish-speaking cultures to life and help students build cultural understanding and appreciation.

Starting in Kindergarten and continuing throughout elementary school, our students are developing the language and cultural skills they need for high school, college, and beyond. Our goal is to help them become confident communicators, open-minded global citizens, and lifelong learners.

At Thomas Kelly, we're proud of the progress we've made and excited for what lies ahead. Through our commitment to strong literacy instruction and a rich language program, we're giving every student the tools to succeed—now and in the future.

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

During the 2023–2024 school year, we made an important change in how we teach reading. We moved away from the Balanced Literacy model and fully embraced the Science of Reading approach. This shift was all about better supporting the diverse learning needs of our students with more focused, structured, and effective instruction.

In Transitional Kindergarten through 2nd grade, this new approach helps ensure every child builds a strong foundation in reading right from the start. By teaching phonics, phonemic awareness, and decoding skills in a clear and step-by-step way, we're giving our youngest students the tools they need to grow into confident, successful readers. This is especially helpful for students who are learning English as a new language, giving them the structure and support they need to understand how English works.

Students with Individualized Education Plans (IEPs)—especially those receiving Speech services—also benefit from this approach. In classrooms, teachers use sound walls to help students see how sounds are formed by showing how the tongue, teeth, and lips work together. This matches what students are learning during their speech sessions and makes it easier for them to connect their speaking and reading skills.

In the 2022-2023 school year the 3rd through 5th grade classrooms incorporated the Science of Reading Strategies in their spelling instruction. In the 2023-2024 school year the 3rd through 5th grade classroom began incorporating the UFLI lessons into their instruction to support students who still need help with core reading skills. The strategies used in the Science of Reading model help us provide targeted support for students who need it, especially English learners and students with Speech IEPs who are still mastering language and literacy skills.

In 2024–2025, we introduced a schoolwide agreement to assess every student using the Core Phonics Survey. This tool helps us pinpoint what each student needs so we can tailor our instruction. Some lessons are taught to the whole class, while other skills are taught in small groups or one-on-one, depending on what the data shows.

We also expanded the use of the UFLI (University of Florida Literacy Institute) program to all grade levels, including 3rd through 5th grade. This ensures that every student gets the consistent, high-quality reading instruction they need, no matter what grade they're in. While our younger students will grow up with this foundation, we will always have new students, English learners, or students who need extra support—and this differentiated approach ensures we can meet their needs too.

This shift to the Science of Reading reflects our ongoing commitment to strong, effective instruction that helps every student succeed. By using practices grounded in research, we're giving our students the best chance to become skilled, confident readers—and setting them up for lifelong success.

2025-26

Identified Need

In the 2023–2024 and 2024–2025 school years, our school made significant strides in strengthening reading instruction by shifting from a Balanced Literacy approach to one rooted in the Science of Reading. Using Scarborough's Reading Rope as a guiding framework, we focused on building the key components of skilled reading: background knowledge, vocabulary development, language comprehension, phonemic awareness, decoding, and sight word recognition. Through the use of tools like the Core Phonics Survey and structured programs such as UFLI, we have laid a solid foundation in word recognition and language comprehension across all grade levels.

As we look ahead to the 2025–2026 school year, we are expanding our focus to include the other essential half of literacy: writing.

Using Scarborough’s Writing Rope as our guide, we will shift attention to helping students become skilled writers—equipping them to clearly express their ideas, respond to texts, and communicate effectively across a range of purposes and audiences. Just as we used a structured, evidence-based approach for reading, we will do the same for writing.

This transition highlights several key areas of instructional need:

1. Critical Thinking and Idea Development

We will support students in learning how to generate ideas, gather relevant information, and think deeply about what they want to say before they write. This includes building background knowledge and helping students make connections across subjects and texts.

2. The Writing Process

We will guide students through organizing, drafting, revising, and editing their work. Emphasis will be placed on writing as a process—not a one-and-done activity—and teachers will explicitly teach each stage, helping students become more independent and reflective writers.

3. Syntax and Sentence Structure

Students will receive direct instruction in grammar, sentence variety, punctuation, and elaboration. Building on the work we've done with oral language and sound walls, we'll connect how language is spoken to how it is structured and written.

4. Text and Paragraph Structure

We will focus on teaching students how to write in different forms—narrative, informational, and opinion. Students will learn how to organize their writing using familiar patterns such as cause/effect, sequence, and compare/contrast, while also using linking and transition words to guide readers.

5. Writing Craft

As students grow, we will help them develop their voice as writers by teaching them about word choice, audience awareness, tone, and literary devices. This supports our IB goal of developing thoughtful, globally-minded communicators who can write with purpose.

6. Transcription Skills

Finally, we will ensure students have the foundational tools to get their thoughts onto paper (or screen), including spelling, handwriting, and keyboarding. A strong foundation of these skills allows students to write more fluently and focus more on content than mechanics.

This intentional shift from building strong readers to now building strong writers is the natural next step in our literacy journey. Just as we’ve taught students how to understand what they read, we now turn to helping them express what they think, feel, and know—clearly and confidently.

By aligning our teaching with Scarborough’s Writing Rope, we continue our commitment to high-quality, evidence-based instruction that meets the needs of all learners, including our English Language Learners and students with IEPs. This work supports our IB mission of preparing students to engage meaningfully with the world around them—both as readers and as writers.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2024-25 | | Expected Outcome 2025-26 |
|---|---------------------------------|----------------------------|--------------------------|
| ELA State Assessment: Change in scale score | All Students | 42.8 points below standard | +3 scale score points |
| | English Learners | 60.0 points below standard | |
| | Foster Youth | | |
| | Homeless | 47.7 points below standard | |
| | Socioeconomically Disadvantaged | 61.4 points below standard | |
| | Students with Disabilities | 97.7 points below standard | |
| | African American | | |
| | American Indian | | |
| | Asian | | |
| | Filipino | | |
| | Hispanic | 47.7 points below standard | |
| | Two or More Races | 51.0 points below standard | |
| Pacific Islander | | | |
| White | 36.9 points below standard | | |
| Math State Assessment: Change in scale score | All Students | 62.1 points below standard | +3 scale score points |
| | English Learners | 84.7 points below standard | |
| | Foster Youth | | |

| Metric/Indicator | Baseline 2024-25 | Expected Outcome 2025-26 |
|--|---|--------------------------|
| | Homeless 62.5 points below standard Socioeconomically Disadvantaged 75.2 points below standard Students with Disabilities 92.1 points below standard African American American Indian Asian Filipino Hispanic 72.5 points below standard Two or More Races 57.8 points below standard Pacific Islander White 57.0 points below standard | |
| English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC | 56% | +2% |
| English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient | 3.08% | +3% |

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

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|----------------|---------------------|-----------|---------------------|-------------------------|
|--------|----------------|---------------------|-----------|---------------------|-------------------------|

| | | | | | |
|-----|--|--|--|-------|-----------------------|
| 1.1 | Starfall for all students in Transitional Kindergarten through 5th grade to support both reading and mathematics before, during and after school. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 355 | 2025-2026 school year |
| 1.2 | ESGI for teachers in the primary grades to monitor and track student progress | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 777 | 2025-2026 school year |
| 1.3 | Through the use of Guest teacher's release time for classroom teachers to collaborate with their grade level partners to develop, refine, and reflect on their units of study. These 6 unit planners are | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 7,500 | 2025-2026 school year |

| | | | | | |
|-----|--|--|---|--------|-----------------------|
| | where teachers plan to ensure that they are teaching all of their grade level standards and acts as a pacing guide. | | | | |
| 1.4 | Through the use of Guest teacher's release time for classroom teachers to hold data conversations to determine what is working, what isn't and what refinements or reteaching may need to occur to meet the learning needs of the students in their class. This provides time for teachers to collaborate with their grade level partner to share best teaching practices and identify trends. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 7,500 | 2025-2026 school year |
| 1.5 | IB Training for staff to receive continuous learning on best | X All Students English Learners Low-Income Students Foster Youth | Title I Part A Site Allocation | 25,000 | 2025-2026 school year |

| | | | | | |
|-----|---|--|--|------------------|-----------------------|
| | teaching practices to meet the diverse learning needs of our students. | Lowest Performing | 1000-1999: Certificated Personnel Salaries | | |
| 1.6 | At our school we have Spanish instruction for students in Kindergarten through 5th grade. Rockalingua assists students with continuing their instruction on language acquisition before and after school. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 399 | 2025-2026 school year |
| 1.7 | An Instructional Assistant to support our 5th grade students to ensure that they are prepared academically prior to transitioning to middle school. 6 hours, .75 FTE PC#38942 PC 38942 | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits | 23,966 11,752 | 2025-2026 school year |

| | | | | | |
|------|--|--|---|--------|-----------------------|
| 1.8 | Before and after school funding available for staff to provide tutoring for students who are struggling in the areas of reading and or math as well as STREAM (Science technology robotics engineering art math) Clubs available for students to learn above and beyond the core curriculum. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries | 10,000 | 2025-2026 school year |
| 1.9 | Computer applications to support students in learning before school, during school and after school available to support students learning above and beyond the core curriculum. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 10,000 | 2025-2026 school year |
| 1.10 | Supplemental Materials and supplies to supplement academic support | All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing | Title I Part A Site Allocation | 25,143 | 2025-2026 school year |

| | | | | | |
|------|--|--|--|-------|-----------------------|
| | in the classroom above and beyond the core curriculum | | 4000-4999: Books And Supplies | | |
| 1.11 | Intervention Teacher 1.0 position paid for by the district to support students who have been identified as needing additional support beyond the core curriculum in the area of reading. | All Students English Learners Low-Income Students Foster Youth X Lowest Performing | Other 1000-1999: Certificated Personnel Salaries | | 2025-2026 school year |
| 1.12 | Supplemental Materials and supplies for our Intervention Teacher to provide targeted interventions | All Students English Learners Low-Income Students Foster Youth X Lowest Performing | Title I Part A Site Allocation 4000-4999: Books And Supplies | 5,000 | 2025-2026 school year |
| 1.13 | Supplemental Materials and supplies for our classroom teachers to provide designated ELD instruction within | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | 2025-2026 school year |

| | | | | | |
|------|--|--|---|-------|-----------------------|
| | their classroom away from the English Language Development Teacher | | | | |
| 1.14 | Supplemental Materials and supplies for our classroom teachers to provide integrated ELD instruction within their classroom away from the English Language Development Teacher | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 500 | 2025-2026 school year |
| 1.15 | Materials and supplies to assist our English Language Development Teacher in working with English Language Learners. | All Students X English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1,000 | 2025-2026 |
| 1.16 | | All Students English Learners Low-Income Students Foster Youth Lowest Performing | | | |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

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

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

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

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

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

Over the past year, Thomas Kelly International Baccalaureate Primary Years Programme has made several important changes to improve student attendance and ensure that learning remains engaging, relevant, and connected to students' lives. One of our first steps was increasing our Attendance Clerk's hours, which allowed her to build stronger, more personal relationships with families. This extended time has made it possible to have meaningful conversations that uncover the root causes of chronic absenteeism and offer the individualized support families need. To keep attendance visible and top of mind, we display a daily graphic on our front doors showing the previous day's attendance rate, number of absences, tardies, and early dismissals. This simple visual reminder has helped emphasize the role everyone plays in building a consistent, present learning community.

These efforts are making a real impact. Last year, all six of our student groups were in the "very high" range for chronic absenteeism on the California School Dashboard. This year, four groups—African American, English Learners, Hispanic, and Students with Disabilities—have improved to the Orange category, while two others—Socioeconomically Disadvantaged and White—are now in the Yellow category. This progress follows a year of focused work after our school was identified for Additional Targeted Support and Improvement (ATSI) due to chronic absenteeism among African American students and students with disabilities. A team of staff came together regularly to analyze data, reflect on student needs, and adjust strategies to support attendance, academics, and behavior. Thanks to that collective effort, we no longer qualify for ATSI in this area, and our progress continues. In fact, we have now had three consecutive years of improved monthly attendance, a sign that our approach is both sustainable and effective.

Our work is grounded in a whole-child approach that aligns with both our district's LCAP goals and the federal ESSA plan. This includes providing access to high-quality instruction, meaningful family engagement, and professional development for staff. We are intentionally addressing opportunity gaps for students of color, English Learners, and students experiencing poverty or disability. We believe that building authentic relationships and creating safe, inclusive school environments lead to better academic and social outcomes. Every student receives academic and social-emotional support tailored to their needs, and our staff are given the tools, training, and time to ensure success in the classroom and beyond.

A key part of our attendance improvement strategy involves working closely with families. Through regular check-ins and thoughtful conversations, we uncover the reasons behind student absences and help families connect with the resources and support they need. For students who are chronically absent—especially those in historically underserved groups—we offer targeted support and build strong, trusting partnerships with caregivers. We also take pride in our positive behavior support system, which combines preventative strategies, restorative practices, and direct services such as counseling and peer support. One example is our partnership with STORM (Special Team of Role Models), a community organization that supports the success of African American students through conflict resolution, academic coaching, and leadership development. STORM staff work with students during the school day and after school, ensuring continuity and consistency in the support we provide.

Student leadership is another important component of our school climate. Our A-Team, made up of 3rd–5th grade students, meets weekly during lunch to share ideas, raise concerns, and lead projects that make our school better. These students analyze data, work with staff and administration, and take on roles like organizing games on the playground and modeling respectful behavior. The A-Team helps students feel heard, valued, and responsible for the culture we're building together.

Looking ahead, we are excited to expand our hands-on learning opportunities to make school even more meaningful. Beginning this year, students will have more access to field trips and on-campus learning experiences that are directly connected to what they're studying in class. Community members will visit classrooms, and we will host assemblies that show students how their learning connects to real-life careers and community roles. These authentic learning experiences help students stay engaged and look forward to coming to school. We'll monitor success by reviewing student reflections, feedback from teachers and chaperones, and classroom assignments tied to the experiences.

In all that we do, Thomas Kelly continues to move forward with purpose. By strengthening our partnerships with families, creating engaging learning environments, and keeping student well-being at the center of our decisions, we're building a school community where every child feels supported, connected, and ready to succeed.

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

Modifications have been made based on the data and the funding for next year. With the end of ELO LREBG funding, we unfortunately won't be able to continue our partnership with STORM. This has been a valuable support for our students, and we're

grateful for all the ways they've helped us build a stronger school community. Similarly, due to a reduction in our LCFF funding, we won't be able to bring back Sammy Circuit next year. We know how much students have enjoyed and benefited from this program, and we'll keep exploring future opportunities to bring engaging programs like this to our school when funding allows.

We will continue to support student leadership through our A-Team, made up of third through fifth graders. This group plays a key role in building a positive school culture and giving students a voice in how our school runs. We are also committed to keeping our SWANK license, which helps students visually connect with and better understand the concepts they're learning in class.

Looking ahead, we're excited to continue offering meaningful, hands-on learning opportunities. We'll focus on providing high-quality academic field trips and bringing vibrant, educational assemblies to our school. These real-world experiences help students see how what they're learning connects to the world around them—and that's something we'll always work to make a part of their school experience.

2025-26

Identified Need

With the end of ELO LREBG funding and a reduction in LCFF funding, we will no longer be able to fund external programs such as STORM and Sammy Circuit, both of which have provided strong social-emotional and wellness support to students. Their absence creates a need to continue addressing positive behavior, school climate, and student well-being in new ways within our available resources.

There remains a need to promote student voice and leadership as part of our effort to maintain a positive school culture. We will continue our student leadership program for grades 3–5, which provides students with a sense of ownership and supports peer engagement.

Additionally, there is an ongoing need to support visual and concept-based learning in the classroom. Maintaining our SWANK license will help ensure students continue to have access to high-quality video resources that reinforce learning across content areas.

Finally, there is a continued need to connect classroom instruction to real-world experiences through hands-on learning. We will prioritize high-quality academic field trips and on-site academic assemblies to provide students with meaningful learning opportunities that enrich the curriculum and deepen engagement.

Providing students with engaging programs, meaningful coursework, and enriching opportunities—such as field trips and assemblies—helps strengthen their connection to school. When students are interested in what they're learning and excited about school events, they're more likely to attend consistently. This directly supports our efforts to improve attendance.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2024-25 | Expected Outcome 2025-26 |
|--|---------------------------------|--------------------------|
| Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students | 23% Chronically Absent |
| | English Learners | 22.8% Chronically Absent |
| | Foster Youth | |
| | Homeless | 54.2% Chronically Absent |
| | Socioeconomically Disadvantaged | 28.8% Chronically Absent |
| | Students with Disabilities | 24.6% Chronically Absent |
| | African American | 24% Chronically Absent |
| | American Indian | |
| | Asian | 15.4% Chronically Absent |
| | Filipino | |
| | Hispanic | 26.4% Chronically Absent |
| | Two or More Races | 25% Chronically Absent |
| | Pacific Islander | |
| White | 20.6% Chronically Absent | |
| Chronic Absenteeism: -0.5% | | |
| Attendance: Percentage of the school year attended for students in TK-12 | 93.2% | 95% |
| High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes) | N/A | N/A |
| Middle School Dropout Rate: | N/A | N/A |

| Metric/Indicator | Baseline 2024-25 | Expected Outcome 2025-26 |
|--|--|--------------------------|
| Number of middle school students (grades 6-8) who dropout of school. | | |
| Graduation Rate: Percentage of students who graduate high school within 4 or 5 years. | All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander | N/A |

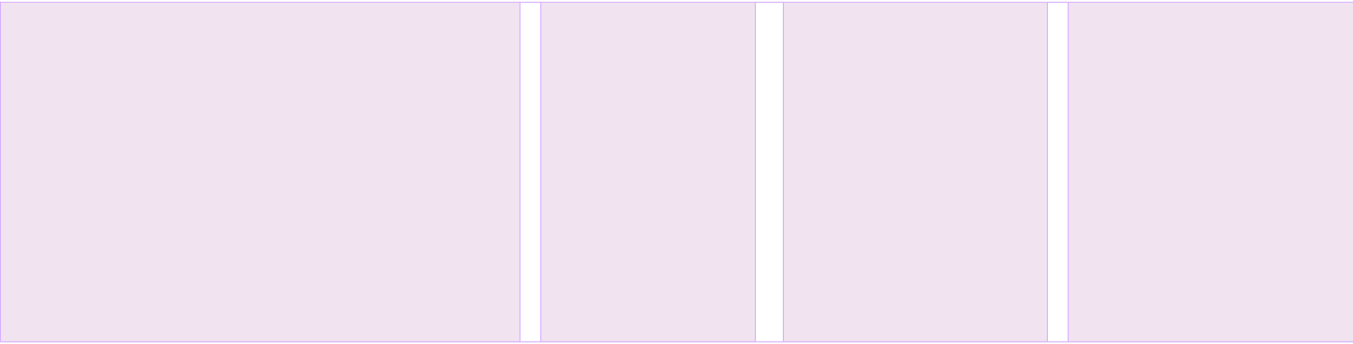
Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|--|---|---------------------|-------------------------|
| 2.1 | Provide authentic learning experiences for students to connect what they are learning in class to the world around them. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 15,000 | 2025-2026 school year |

| | | | | | |
|-----|--|--|--|------------------|-----------------------|
| | Create authentic learning by providing high quality academic field trips and bringing vibrant academic assemblies to the school. | | | | |
| 2.2 | Continue to pay to increase our Attendance Clerk's hours to assist in determining root casual reasoning for student absence to support families in getting students to school regularly. PC 35980 .3125 FTE | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 11,879 13,832 | 2025-2026 school year |
| 2.3 | SWANK license so that teachers are able to assist students in making connections and understanding by being able to show media clips as a visual bridge to the learning | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 654 | 2025-2026 school year |

taking place in the classroom. This is particularly helpful for our English Language Learners to be able to see what is being discussed.



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 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 deleted.

ANALYSIS

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

We use Suspension Rates to help us understand student behavior and discipline patterns at our school. By regularly reviewing this data, we can spot areas where extra support may be needed and take action early to help students make positive choices. Our goal is to lower suspension rates by creating a safe, respectful school environment that uses restorative practices and supports students' social and emotional growth.

We also rely on the District Survey to hear directly from our students, families, and community members. This survey helps us understand how people are feeling about their experiences with our school. The feedback we receive shows us what's working well and where we can improve, guiding us as we plan future steps that reflect our community's needs.

We listen to the voices of our Student Leadership Groups. These groups give students a chance to share their thoughts and offer ideas about what's working and what could be better. Their input helps us adjust our efforts and gives students a real role in shaping the direction of our school.

We track our progress in building strong connections and improving student outcomes by looking at Attendance Rates, Suspension Rates, the District Survey, and input from our Student Leadership Groups. By reviewing these measures regularly, we aim to build a school community where every student feels included, supported, and able to succeed both academically and socially.

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

Last year, our 4th and 5th grade student leaders helped make our school better by sharing their ideas and giving us feedback. We expanded the leadership group to include 3rd graders too, so we can hear from even more students in the 2024-2025 school year. They looked at what was going well and what could be improved. Their input helped us make decisions that better meet the needs of our students.

One of their great ideas was to create a Recess Room—a quiet, fun space for students during recess. We know that to keep the Recess Room fun and exciting, we need to put more money toward supplies and new activities so it continues to be a popular and useful option.

During the 2023–2024 school year, our Community Liaison position was open, and we couldn't find a parent to take it on. This role is important because it helps keep strong connections between our school and families. Thankfully, our ICT and Clerk stepped in and took on many of the responsibilities so the work could continue. For 2024–2025, we're happy that our previous Community Liaison has agreed to return, but we ran into delays with the hiring process. We're still working on getting everything in place so the role is filled and running smoothly.

We're also very thankful for the support our halftime counselor gives to students. Their work has made a big difference, but we know that some students need more help. We are looking into ways to add more counseling time or bring in extra support staff. We want to make sure every student has what they need to succeed—both in the classroom and in their social and emotional growth. Supporting student leadership, restorative practices, and mental health services remains a big priority for us as we continue to build a school where all students can do their best. We have advocated for her to be assigned to our site full time. If that is not possible, we have requested that her halftime schedule be spread across all five days—half days each day—rather than two and a half full days, as students benefit from having her support consistently throughout the week.

In monitoring the parent data from the district survey it showed that 94.7% felt that the school has a climate that is caring. In the overall Family and Staff Engagement it showed 90.4% of parents agreed. In the area of Safety 90.5% of parents felt concerns about student safety are taken seriously, 91.6% of parents felt concerns about student safety are addressed in a timely manner at my school and 90.5% of parents felt my school is a safe place for all students.

In reviewing our data, we observed a shift in our lowest-performing student groups—from African American students and Students with Disabilities to the subgroups of Hispanic and White students.

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

As a school, we provided training for our staff focused on alternatives to suspension. Together, we worked hard to find ways to respond to behavior that focus on helping students learn and grow—using restorative practices, teaching moments, and a growth mindset—instead of using punishment.

We also decided to grow our student leadership group. Instead of only including 4th and 5th graders, we opened it up to all 3rd, 4th, and 5th grade students. This gave us a chance to hear from more students and include a wider range of ideas and experiences. These student leaders met weekly to talk about what’s going well at our school and what could be better. They also gave presentations in classrooms and at assemblies to help support positive changes.

2025-26

Identified Need

Based on the 2024-2025 data, our goal is to reduce the suspension rates for all students but in particular for Hispanic and White students.

We were identified previously as an ATSI school in the area of suspension for Students with Disabilities and African American students. We formed a Network Improvement team to monitor and review chronic absenteeism as well as suspension data. We met frequently throughout the year to determine progress in this area as well as next steps. We attended all of the meetings that were put on by Nicodemus Ford to gather insights and input from other schools. Since then, we no longer qualify for ATSI based on the most recent California Dashboard Data.

To improve outcomes for our lowest performing student groups—specifically our White and Hispanic students—we need targeted resources that support proactive behavior intervention, relationship-building, and proactive practices. Additional personnel such as our campus monitor or counselor who can work directly with students in these subgroups would be beneficial. Expanding access and materials to alternatives to recess such as the recess room, small group supports, and restorative practices would help address underlying issues contributing to suspensions. Materials and supplies to support positive behavior incentives, student engagement activities, and structured alternatives to suspension—such as reflection spaces or peer mediation—would further support a positive school climate and reduce exclusionary discipline for these groups.

Strategies:

1) Schoolwide positive behavior support system that encourages positive behavior and provides appropriate consequences for

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

- 2) Offer targeted academic interventions for students, including small-group instruction and individualized support.
- 3) Provide additional support and resources for families, including counseling services and access to community resources.
- 4) Increase communication between school staff and families of students to ensure that students receive necessary accommodations and support.
- 5) Provide professional development opportunities for teachers and staff to increase their knowledge and skills in meeting the individualized needs of all students.
- 6) If a student is suspended, we will have the student work with our counselor upon their return.
- 7) Restorative Practices will be implemented whenever possible for students to repair relationships and learn how to solve their grievances productively and peacefully.

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

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

- 1) Space Utilization:
 - A room was selected that is centralized in between the upper and lower grade playground that can accommodate various activities and equipment.
 - Ensure the room has ample natural light and ventilation to create a pleasant environment.
- 2) Soft Seating Area:
 - Create a cozy comfortable seating area with bean bags, floor cushions, low tables, and multi tiered cushion cubes.
 - Shelves or storage units to hold books, puzzles, board games, and art supplies.
- 3) Creative Corner:
 - Dedicate a section of the room as a creative corner.
 - Provide art supplies like crayons, markers, colored pencils, paper, and craft materials.
 - Display artwork from students to inspire creativity
- 4) Reading Nook:
 - Dedicated reading area with shelves or bookcases containing a wide selection of books suitable for different reading levels and interests including graphic novels.
 - Comfortable seating options like reading chairs or floor cushions.
- 5) Board Games and Puzzles:

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

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

Second Step:

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

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

Morning Announcements:

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

Family Lunch Day:

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

families, and in turn, adapt its practices to meet those needs more effectively. For students whose parents don't attend, our counselor is out there to sit with students who are feeling sad. She brings books and reads to them as they are eating their lunch for those that want that extra connection. These family lunch days are very well attended across all grade levels.

Common Area Behavioral Rotations:

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

The Special Team of Role Models, also known as S.T.O.R.M. TEAM, is a program designed to improve social and behavioral outcomes among students. By addressing aggressive behavior towards other students and reducing referral and suspension rates, the program aims to increase productive instructional time in the classroom. The program also seeks to teach important character traits such as courtesy, integrity, perseverance, self-control, responsibility, and action. The primary goal of the S.T.O.R.M. TEAM program is to reduce instances of aggressive behavior among students and to decrease the number of disciplinary referrals and suspensions. Additionally, the program seeks to promote positive social and behavioral outcomes, including improved self-control, responsibility, and respect for others. By achieving these goals, the program aims to create a safe and supportive learning environment that maximizes instructional time and helps students reach their academic potential. The S.T.O.R.M. TEAM program uses a variety of strategies to achieve its goals, including mentorship, peer support, and character education. Specially trained staff and student mentors work with students to model positive behaviors and teach important character traits such as courtesy, integrity, perseverance, self-control, responsibility, and action. The program also provides opportunities for students to engage in positive social activities, such as team building exercises and community service projects. In addition, the program works closely with teachers and administrators to develop effective classroom management strategies and to provide support for students with behavioral challenges. The S.T.O.R.M. TEAM program is a valuable resource for schools seeking to improve social and behavioral outcomes among students. By focusing on positive character development and providing mentorship and support to students, the program helps to reduce instances of

aggressive behavior, decrease disciplinary referrals and suspensions, and increase productive instructional time in the classroom. The program's emphasis on self-control, responsibility, and respect for others creates a safe and supportive learning environment that benefits all students and helps them to reach their academic potential. For the 2025-2026 school year, the district will be fully funding the S.T.O.R.M Team program. It will change to 3 days a week supporting the school and the after school program.

We plan to purchase materials and supplies to support the Alternative Recess Room, additional recess options, and the Morning Walk program. These efforts are meant to help students with challenges both in and out of the classroom—such as health, family engagement, safety, and behavior—so they can be more successful at school.

We will also use guest teachers during Parent-Teacher Conference Weeks to provide translation support for families. This will help improve communication and ensure that all families feel welcome and informed.

Our Community Liaison will continue to help build strong connections between home and school. Our Recreational Assistant will support playground safety, and our halftime Counselor—provided through the district’s Multi-Tiered Systems of Support—will help ensure students feel safe and supported in every way: physically, emotionally, socially, culturally, and mentally. These supports will help students feel more connected and safe at school. We will also provide materials and supplies to help our Counselor better meet the needs of the students she works with.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2024-25 | | Expected Outcome 2025-26 |
|--|---------------------------------|----------------------------------|--------------------------|
| Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12. | All Students | 4.2% suspended at least one day | -0.3% |
| | English Learners | 3.3% suspended at least one day | |
| | Foster Youth | | |
| | Homeless | 14.3% suspended at least one day | |
| | Socioeconomically Disadvantaged | 5.8% suspended at least one day | |
| | Students with Disabilities | 9.1% suspended at least one day | |
| | African American | 0% suspended at least one day | |
| | American Indian | | |

| Metric/Indicator | Baseline 2024-25 | Expected Outcome 2025-26 |
|---|---|--------------------------|
| | Asian 0% suspended at least one day Filipino Hispanic 6.4% suspended at least one day Two or More Races 3.4% suspended at least one day Pacific Islander White 4.3% suspended at least one day | |
| Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey | 74.9% | 80.78% |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey. | 73.4% | 86.75% |
| Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO). | 34% | 48.0% |

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

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|--|-----------|---------------------|-------------------------|
| 3.1 | Halftime Counselor that is provided by our districts Multi Tiered Systems of | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | | | 2025-2026 school year |

| | | | | | |
|-----|---|--|---|-------|-----------------------|
| | Support to support in creating a physically, socially, emotionally, culturally, and psychologically safe learning environment for all students. This will assist in student's connectedness and safety. | | | | |
| 3.2 | Materials and supplies to assist our Counselor to meet the needs of the students that she is serving. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1,138 | 2025-2026 school year |
| 3.3 | Recreational Assistant to support the overall safety on the playground. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries | 4,130 | 2025-2026 school year |

| | | | | | |
|-----|--|---|---|-------|-----------------------|
| 3.4 | Community Liaison to assisting in bridging a home to school connection. | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries | 2,040 | 2025-2026 school year |
| 3.5 | A team of teachers, classified and administrators to focus on lowering suspension rates and to ensure we don't have students expelled in particular for Hispanic and White Students as well as working to lower our chronic absenteeism numbers. | All Students English Learners Low-Income Students Foster Youth X Lowest Performing Hispanic and White | | | 2025-2026 school year |
| 3.6 | Materials and Supplies to support the Alternative Recess Room and Alternative choices for recess as well as | X All Students English Learners Low-Income Students Foster Youth Lowest Performing | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2,277 | 2025-2026 school year |

| | | | | | |
|-----|---|---|---|-------|-----------------------|
| | <p>Morning Walk to support students in addressing factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials such as wristbands that support the IB Learner Profile Attributes to support common areas and classrooms.</p> | | | | |
| 3.7 | <p>Guest Teacher support for Translated Parent Conferences during Parent Teacher Conference Weeks to promote success in family engagement, health, safety, discipline, connectedness.</p> | <p>All Students X English Learners Low-Income Students Foster Youth Lowest Performing</p> | <p>LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries</p> | 1,500 | 2025-2026 school year |

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

| |
|---|
| SCHOOL GOAL #1: |
| Student Achievement and Implementation of Standards |

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditure(s) | | | |
|---|-----------------------------------|-------------------------|--|--|----------------|
| | | Description | Type | Funding Source (itemize for each source) | Estimated Cost |
| Provide explicit language development for English learners by language proficiency levels. Paid for by the District. | August 2025- June 2026 | ELD Teacher | 1000-1999: Certificated Personnel Salaries | | |
| Provide targeted interventions to meet the needs of our Lowest Performing Students. Paid for by the District. | August 2025- June 2026 | Intervention Teacher | 1000-1999: Certificated Personnel Salaries | | |

| |
|--------------------------------------|
| SCHOOL GOAL #2: |
| Student Engagement and Course Access |

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

SCHOOL GOAL #3:

School Conditions, Climate, and Family Engagement

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

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$181,842.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

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

| State or Local Programs | Allocation (\$) |
|-----------------------------------|-----------------|
| LCFF Rec Aide Allocation | \$4,130.00 |
| LCFF Supplemental Site Allocation | \$33,280.00 |
| Title I Part A Parent Involvement | \$2,040.00 |
| Title I Part A Site Allocation | \$142,392.00 |

Subtotal of state or local funds included for this school: \$181,842.00

Total of federal, state, and/or local funds for this school: \$181,842.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|-----------------------------------|---------|---------|
| LCFF Supplemental Site Allocation | 33,280 | 0.00 |
| LCFF Rec Aide Allocation | 4,130 | 0.00 |
| Title I Part A Site Allocation | 142,392 | 0.00 |
| Title I Part A Parent Involvement | 2,040 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------------------------|------------|
| LCFF Rec Aide Allocation | 4,130.00 |
| LCFF Supplemental Site Allocation | 33,280.00 |
| Title I Part A Parent Involvement | 2,040.00 |
| Title I Part A Site Allocation | 142,392.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 51,500.00 |
| 2000-2999: Classified Personnel Salaries | 42,015.00 |
| 3000-3999: Employee Benefits | 25,584.00 |
| 4000-4999: Books And Supplies | 35,558.00 |
| 5000-5999: Services And Other Operating Expenditures | 27,185.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-----------------------------------|----------|
| 2000-2999: Classified Personnel Salaries | LCFF Rec Aide Allocation | 4,130.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 1,500.00 |

| | | |
|--|-----------------------------------|-----------|
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 11,879.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental Site Allocation | 13,832.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 5,415.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 654.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Parent Involvement | 2,040.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A Site Allocation | 50,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Site Allocation | 23,966.00 |
| 3000-3999: Employee Benefits | Title I Part A Site Allocation | 11,752.00 |
| 4000-4999: Books And Supplies | Title I Part A Site Allocation | 30,143.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A Site Allocation | 26,531.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 129,392.00 |
| Goal 2 | 41,365.00 |
| Goal 3 | 11,085.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|-----------------------|----------------------------|
| Jon Rogers | Other School Staff |
| Amanda Mathews | Classroom Teacher |
| Deanna Palacios | Classroom Teacher |
| Jill Mlinar | Classroom Teacher |
| Josh Costa | Principal |
| Tiffany Hart | Parent or Community Member |
| Mac Valentine McCurdy | Parent or Community Member |
| Bianca Gruell | Parent or Community Member |
| David Barrie | Parent or Community Member |
| Monty Horton | Parent or Community Member |

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


Recommendations and Assurances

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

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

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

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



| Signature | Committee or Advisory Group Name |
|---|------------------------------------|
|  | English Learner Advisory Committee |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/15/2025.

Attested:

| | |
|---|--|
|  | Principal, Josh Costa on 5/15/2025 |
|  | SSC Chairperson, Jill Mlinar on 05/15/2025 |

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Thomas Kelly Elementary School

Funding Source: LCFF Rec Aide Allocation **\$4,130.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|------------|----------------------------|--------|
| Recreational Assistant to support the overall safety on the playground. | 2000-2999: Classified Personnel Salaries | \$4,130.00 | Engaging Academic Programs | |

LCFF Rec Aide Allocation Total Expenditures: \$4,130.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$33,280.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|-------------|---|--------|
| Supplemental Materials and supplies for our classroom teachers to provide designated ELD instruction within their classroom away from the English Language Development Teacher | 4000-4999: Books And Supplies | \$500.00 | Connected School Communities | |
| Supplemental Materials and supplies for our classroom teachers to provide integrated ELD instruction within their classroom away from the English Language Development Teacher | 4000-4999: Books And Supplies | \$500.00 | Connected School Communities | |
| Materials and supplies to assist our English Language Development Teacher in working with English Language Learners. | 4000-4999: Books And Supplies | \$1,000.00 | Connected School Communities | |
| Continue to pay to increase our Attendance Clerk's hours to assist in determining root casual reasoning for student absence to support families in getting students to school regularly. PC 35980 .3125 FTE | 2000-2999: Classified Personnel Salaries | \$11,879.00 | Healthy Environments for Socio-Emotional Growth | |

Thomas Kelly Elementary School

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|--|--|-------------|---|
| SWANK license so that teachers are able to assist students in making connections and understanding by being able to show media clips as a visual bridge to the learning taking place in the classroom. This is particularly helpful for our English Language Learners to be able to see what is being discussed. | 5000-5999: Services And Other Operating Expenditures | \$654.00 | Healthy Environments for Socio-Emotional Growth |
| | 3000-3999: Employee Benefits | \$13,832.00 | Healthy Environments for Socio-Emotional Growth |
| Materials and supplies to assist our Counselor to meet the needs of the students that she is serving. | 4000-4999: Books And Supplies | \$1,138.00 | Engaging Academic Programs |
| Materials and Supplies to support the Alternative Recess Room and Alternative choices for recess as well as Morning Walk to support students in addressing factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials such as wristbands that support the IB Learner Profile Attributes to support common areas and classrooms. | 4000-4999: Books And Supplies | \$2,277.00 | Engaging Academic Programs |
| Guest Teacher support for Translated Parent Conferences during Parent Teacher Conference Weeks to promote success in family engagement, health, safety, discipline, connectedness. | 1000-1999: Certificated Personnel Salaries | \$1,500.00 | Engaging Academic Programs |

LCFF Supplemental Site Allocation Total Expenditures: \$33,280.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$2,040.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Thomas Kelly Elementary School

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|---|--|------------|----------------------------|
| Community Liaison to assisting in bridging a home to school connection. | 2000-2999: Classified Personnel Salaries | \$2,040.00 | Engaging Academic Programs |
|---|--|------------|----------------------------|

| | |
|---|------------|
| Title I Part A Parent Involvement Total Expenditures: | \$2,040.00 |
|---|------------|

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

Funding Source: Title I Part A Site Allocation

\$142,392.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|------------|--------------------------------|--------|
| Rockalingua Spanish | 5000-5999: Services And Other Operating Expenditures | \$399.00 | College, Career, Citizen Ready | |
| Supplemental Materials and supplies for our Intervention Teacher to provide targeted interventions | 4000-4999: Books And Supplies | \$5,000.00 | Connected School Communities | |
| Starfall for all students in Transitional Kindergarten through 5th grade to support both reading and mathematics before, during and after school. | 5000-5999: Services And Other Operating Expenditures | \$355.00 | Connected School Communities | |
| ESGI for teachers in the primary grades to monitor and track student progress | 5000-5999: Services And Other Operating Expenditures | \$777.00 | Connected School Communities | |
| Through the use of Guest teacher's release time for classroom teachers to collaborate with their grade level partners to develop, refine, and reflect on their units of study. These 6 unit planners are where teachers plan to ensure that they are teaching all of their grade level standards and acts as a pacing guide. | 1000-1999: Certificated Personnel Salaries | \$7,500.00 | Connected School Communities | |

Thomas Kelly Elementary School

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|--|--|-------------|------------------------------|
| Through the use of Guest teacher's release time for classroom teachers to hold data conversations to determine what is working, what isn't and what refinements or reteaching may need to occur to meet the learning needs of the students in their class. This provides time for teachers to collaborate with their grade level partner to share best teaching practices and identify trends. | 1000-1999: Certificated Personnel Salaries | \$7,500.00 | Connected School Communities |
| IB Training for staff to receive continuous learning on best teaching practices to meet the diverse learning needs of our students. | 1000-1999: Certificated Personnel Salaries | \$25,000.00 | Connected School Communities |
| At our school we have Spanish instruction for students in Kindergarten through 5th grade. Rockalingua assists students with continuing their instruction on language acquisition before and after school. | 5000-5999: Services And Other Operating Expenditures | \$399.00 | Connected School Communities |
| An Instructional Assistant to support our 5th grade students to ensure that they are prepared academically prior to transitioning to middle school. 6 hours, .75 FTE PC#38942 PC 38942 | 2000-2999: Classified Personnel Salaries | \$23,966.00 | Connected School Communities |
| Before and after school funding available for staff to provide tutoring for students who are struggling in the areas of reading and or math as well as STREAM (Science technology robotics engineering art math) Clubs available for students to learn above and beyond the core curriculum. | 1000-1999: Certificated Personnel Salaries | \$10,000.00 | Connected School Communities |
| Computer applications to support students in learning before school, during school and after school available to support students learning above and beyond the core curriculum. | 5000-5999: Services And Other Operating Expenditures | \$10,000.00 | Connected School Communities |
| Supplemental Materials and supplies to supplement academic support in the classroom above and beyond the core curriculum | 4000-4999: Books And Supplies | \$25,143.00 | Connected School Communities |

Thomas Kelly Elementary School

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|---|--|-------------|---|
| | 3000-3999: Employee Benefits | \$11,752.00 | Connected School Communities |
| Provide authentic learning experiences for students to connect what they are learning in class to the world around them. Create authentic learning by providing high quality academic field trips and bringing vibrant academic assemblies to the school. | 5000-5999: Services And Other Operating Expenditures | \$15,000.00 | Healthy Environments for Socio-Emotional Growth |

Title I Part A Site Allocation Total Expenditures: \$142,791.00

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

Thomas Kelly Elementary School Total Expenditures: \$182,241.00