



# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by John Kelley Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

Coachella Valley Unified School District covers more than 1,200 square miles of mostly rural desert terrain, serving the communities of Coachella, Thermal, Mecca, Oasis, Indio, and the Salton Sea. The district currently operates fourteen elementary schools, three middle schools, three comprehensive high schools, one continuation high school, and one adult school.

John Kelley School is located in Thermal, CA. During the 2023-2024 school year, a total of 496 students were enrolled, composed of 94.8% Socioeconomically Disadvantaged, 53.6% English Language Learners, 7.1% Migrant Students, and 32.5% Students with Disabilities. At this time, our Autism Program Preschool has a total number of 33 students enrolled. It is important to note that our Preschool student numbers are not included in our total enrollment of students enrolled at John Kelley. At our site we house pre-school through second grade for the district, Life Skills 2nd through 6th grade for the district, in addition to RSP, K-6th, and SDC K-6th. Furthermore, we also house headstart at our site. We provide comprehensive instruction for students in grades TK through 6th grade in the areas of Language Arts, Math, English Language Development, Science, Social Studies, and Social Emotional Learning. It is important to note that our Preschool student numbers are not included in our total enrollment of students enrolled at John Kelley.

We are growing our Dual Language Immersion program and currently offer the DL program in grades K - 3 for the 2023-2024 school year. We will expand our DL program to fourth grade during the 2024-2025 school year. Staff members have been trained in Transformational Learning and PBIS and work towards implementing our Transformational Model to ensure all children feel welcomed, valued, and appreciated. We provide daily social-emotional learning for all students and implement community-building circles. We facilitate parent information workshops and trainings throughout the school year. At John Kelley Elementary, we commit to academic and social growth for every member of our community. At our site

This School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students including our English Learner (EL) students and Students with Disabilities (SWD) who are currently scoring significantly below grade level; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals, including monitoring systems like iReady and district benchmarks to progress monitor the academic levels of all students. In the upcoming school year, 2024-2025, John Kelley will focus on the achievement of our English Language Learners and students Socioeconomically Disadvantaged.

## DATA:

### CAASPP ELA – 2023 CA School Dashboard:

All: 29.15 % or 64.4 points distance from standard

EL: 9.17% or 71 points distance from standard

SED: 27.96% or 67.9 points distance from standard

SWD: 12.91% or 84.6 points distance from standard

### CAASPP Math – 2023 CA School Dashboard:

All: 14.11% or 86.9 points distance from standard

EL: 3.64% or 86.7 points distance from standard

SED: 13.08% or 89.1 points distance from standard

SWD: 9.68% or 110.4 points distance from standard

### iReady ELA:

EL:

9% At or Above Grade Level

40% One Grade Level Below

51% Two or More Grade Levels below

### SED:

25% At or Above Grade Level

57% One Grade Level Below

18% Two or More Grade Levels Below

iReady Math:

EL:

4% At or Above Grade Level

52% One Grade Level Below

33% Two or More Grade Levels Below

SED:

8% At or Above Grade Level

73% One Grade Level Below

20% Two or More Grade Levels Below

Actions/Strategies will be included in Goal 1.

## Educational Partner Involvement

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

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

During the 2023-2024 school year, SSC has been monitoring the SPSA goals and expenditures. Additionally, John Kelley Elementary has met with ELAC three times during the 2023-2024 school year to review the SPSA goals and expenditures. We also meet with staff at least twice a year to gather input and review the progress of the SPSA goals and expenditures. Furthermore, we also reviewed the Fall Panorama Survey and LCAP survey results with our staff.

For the 2024-2025 school year, we scheduled meeting dates with SSC, ELAC, and our Instructional Leadership Team (ILT) to share the LCAP district and academic focus area goals to assist with developing our SPSA goals and Action Plan. We incorporated our stakeholder feedback and input into our Actions and Strategies.

## Resource Inequities

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

Through our data analysis, the following resource inequities were revealed:

Our English Learners, socioeconomically disadvantaged students, and students with Disabilities are not meeting the standards in ELA and Math as evidenced by CAASPP and iReady results. Analysis revealed there is a lack of following the Direct Interactive Instruction Model when planning instruction and learning.

Additional support will be provided to these three student groups in the areas of language arts and math by scheduling consistent data chats to monitor each of the student groups every 6-8 weeks. We will also provide support for teachers by the Instructional Coaches on the staff agreed upon strategies from data chats. We will also monitor students referred to the SST process by meeting consistently with our SST team and follow the RTI model to meet student needs and provide them with the supports necessary for success.

Our All Students is inclusive of our English Learners and Students with Disabilities due to our high percentage of English Learners and Students with Disabilities at our site.

During Data Chats, Leadership Meetings, Instructional Leadership Team Meetings, we meet with K-6 teachers including our SPED teachers to collaborate on meeting the needs of our students, which includes our non-testing grades (K-2). We noticed that our students in grades 3-6th are exiting the Phonological areas in iReady at higher percentages. However, our iReady data reveals that Phonemic Awareness is a concern in Kinder and first grade, Phonics and HFW is also an area of concern in grades K-2. As a result, we have included action goals inclusive of our K-2 areas of concern in our Literacy Plan.

CAASPP ELA – 2023 CA School Dashboard:

All: 29.15 % or 64.4 points distance from standard

EL: 9.17% or 71 points distance from standard

SED: 27.96% or 67.9 points distance from standard  
SWD: 12.91% or 84.6 points distance from standard

CAASPP Math – 2023 CA School Dashboard:  
All: 14.11% or 86.9 points distance from standard  
EL: 3.64% or 86.7 points distance from standard  
SED: 13.08% or 89.1 points distance from standard  
SWD: 9.68% or 110.4 points distance from standard

iReady ELA K:  
EL:  
37% At or Above Grade Level  
62% One Grade Level Below  
0% Two or More Grade Levels Below

iReady 1st:  
EL:  
0% At or Above Grade Level  
80% One Grade Level Below  
20% Two or More Grade Levels Below

iReady 2nd:  
EL:  
0% At or Above Grade Level  
72% One Grade Level Below  
28% Two or More Grade Levels Below

Ready ELA K:  
SED:  
30% At or Above Grade Level  
70% One Grade Level Below  
0% Two or More Grade Levels Below

iReady 1st:  
SED:  
0% At or Above Grade Level  
0% One Grade Level Below  
100% Two or More Grade Levels Below

iReady 2nd:  
SED: n/a

iReady ELA Overall K-6:  
EL:  
9% At or Above Grade Level  
40% One Grade Level Below  
51% Two or More Grade Levels below

SED Overall K-6:  
25% At or Above Grade Level  
57% One Grade Level Below  
18% Two or More Grade Levels Below

iReady Math K:  
EL:  
10% At or Above Grade Level  
90% One Grade Level Below  
0% Two or More Grade Levels Below

iReady Math 1:  
EL:  
0% At or Above Grade Level

71% One Grade Level Below  
29% Two or More Grade Levels Below

iReady Math 2:  
EL:  
0% At or Above Grade Level  
48% One Grade Level Below  
52% Two or More Grade Levels Below

iReady Math K:  
SED:  
9% At or Above Grade Level  
90% One Grade Level Below  
0% Two or More Grade Levels Below

iReady Math 1:  
SED:  
0% At or Above Grade Level  
0% One Grade Level Below  
100% Two or More Grade Levels Below

iReady Math 2:  
SED:  
0% At or Above Grade Level  
50% One Grade Level Below  
50% Two or More Grade Levels Below

iReady Math Overall K-6:  
EL:  
4% At or Above Grade Level  
52% One Grade Level Below  
33% Two or More Grade Levels Below

SED Overall K-6:  
8% At or Above Grade Level  
73% One Grade Level Below  
20% Two or More Grade Levels Below

ELPAC Overall TK-6:  
Student performance on the ELPAC  
7.44 % students scoring at Level 4 - Well Developed  
27.9 % students scoring at Level 3 - Moderately Developed  
37.21 % students scoring at Level 2 - Somewhat Developed  
27.44 % students scoring at Level 1 - Minimally Developed

Long-Term English Learners (LTEL):  
Currently, we do not have LTEL or students At Risk of LTELs.

## Comprehensive Needs Assessment Components

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

## California School Dashboard (Dashboard) Indicators

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

On the 2023 CA School Dashboard there were no Red Indicators. The following indicators were Orange:

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress Indicator
- English Language Arts
- Math

In English Language Arts the overall performance for all students is Orange at -64.4 points below standard. In ELA our English Learners and Students with Disabilities show Red on the performance indicator. Hispanic and SED are in Orange. In Math, all students are in Orange with -86.9 points below standard. Students with Disabilities are in Red, EL/Hispanic/SED are in Orange.

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

There are no student groups that are two or more levels below the All student group on any of the CA Dashboard Indicators.

## Other Needs

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

The CAASPP/CAA data is from a year prior, therefore for the upcoming school year we will be analyzing the iReady data in conjunction with IAB's for ELA and Math to more critically identify root causes.

Our iReady Data shows:

31% of students are 2 or more grade levels below in Phonics.

44% of students are 2 or more grade levels below in Vocabulary.

43% of students are 2 or more grade levels below in Comprehension.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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



**Goal 1: Goal 1: John Kelley Elementary will focus on increasing students' literacy/language arts and math skills in grades TK-6. We will also focus on increasing the number of students in 3rd-6th grade who are meeting and exceeding the ELA and Math State Standards by the 2024-2025 Spring CAASPP administration.**

CAASPP ELA

Average Distance from Standard:

All students will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 14.9 points annually as measured by the CA School Dashboard, to be high YELLOW by 2026.

The stretch goal for All Students is to decrease the distance from standard met by 19.8 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

English Learners will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 16.5 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for All Students is to decrease the distance from standard met by 22 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Long-Term English Learners data not available until the 2024 Dashboard.

Homeless students data not available due to privacy reasons.

Foster Students data not available due to privacy reasons.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 15.7 points annually as measured by the CA School Dashboard, to be high YELLOW by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease the distance from standard met by 21 points or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of RED on the 2023 Dashboard by 4.9 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for Students with Disabilities is to decrease the distance from standard met by 26.5 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

CAASPP Math

Average Distance from Standard:

All Students will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 15.5 points annually as measured by the CA School Dashboard, to be high YELLOW by 2026.

The stretch goal for All Students is to decrease the distance from standard met by 20.6 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

English Learners will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 15.4 points annually as measured by the CA School Dashboard, to be high YELLOW by 2026.

The stretch goal for All Students is to decrease the distance from standard met by 20.6 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Long Term English Learners data not available until the 2024 Dashboard.

Homeless Students data not available due to privacy reasons. .

Foster Students data not available due to privacy reasons.

Socioeconomically Disadvantaged Students will decrease distance from standard met from the baseline of ORANGE on the 2023 Dashboard by 16 points annually as measured by the CA School Dashboard, to be high YELLOW by 2026.

The stretch goal for Socioeconomically Disadvantaged Students is to decrease the distance from standard met by by 21.4 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

Students with Disabilities will decrease distance from standard met from the baseline of very low RED on the 2023 Dashboard by 5.1 points annually as measured by the CA School Dashboard, to be YELLOW by 2026.

The stretch goal for Students with Disabilities is to decrease the distance from standard met by 28.5 or more points annually as measured by the CA School Dashboard, to be GREEN by 2026.

ELPAC:

Student performance on the ELPAC will increase:  
 from 7.44 % to 15 % of students scoring at Level 4 - Well Developed  
 from 27.9 % to 37 % of students scoring at Level 3 - Moderately Developed  
 from 37.21 % to 34.56 % of students scoring at Level 2 - Somewhat Developed  
 from 27.44 % to 13 % of students scoring at Level 1 - Minimally Developed

## CAASPP ELA

### All Students

<b>2023 Baseline: -64.4</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	14.9	-49.5	Yellow
3 Year Growth	44.7	-9.7	Yellow

### English Learner

<b>2023 Baseline: -71</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	16.5	-54.5	Yellow
3 Year Growth	49.5	-21.5	Yellow

### Long Term English Learners

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

### Homeless Students

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

### Foster Students

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

### Socioeconomically Disadvantaged Students

<b>2023 Baseline: -67.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15.7	-52.2	Yellow
3 Year Growth	47.1	-20.8	Yellow

### Students with Disabilities

<b>2023 Baseline: -84.6</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	4.9	-79.7	Orange
3 Year Growth	14.7	-69.9	Yellow

## CAASPP Math

### All Students

<b>2023 Baseline: -86.9</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15.5	-71.4	Yellow
3 Year Growth	46.5	-40.4	Yellow

#### English Learner

<b>2023 Baseline: -86.7</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	15.4	-71.3	Yellow
3 Year Growth	46.2	-40.5	Yellow

#### Long Term English Learners

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

#### Homeless Students

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

#### Foster Students

<b>2023 Baseline: n/a</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth			
3 Year Growth			

#### Socioeconomically Disadvantaged Students

<b>2023 Baseline: -89.1</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	16	-73.1	Yellow
3 Year Growth	48	-41.1	Yellow

#### Students with Disabilities

<b>2023 Baseline: -110.4</b>	Annual Growth Target	Dashboard Target	Dashboard Color
1 Year Growth	5.1	-105.3	Orange
3 Year Growth	15.3	-95.1	Yellow

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Create equitable access to educational opportunities that will lead to academic success

## Identified Need

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

Classroom observations revealed that there is a need for student discourse, the use of academic language among students, and rigor (higher level questioning).

ELA 29.15% Met or Exceeded CAASPP ELA  
Math 14.11% Met or Exceeded CAASPP Math

Our iReady data reveals that Phonemic Awareness is a concern in Kinder and first grade, Phonics and HFW is also an area of concern in grades K-2. As a result, we have included action goals inclusive of our K-2 areas of concern in our Literacy Plan.

59% of our 3rd grade students did not meet the standard in ELA  
61% of our 3rd grade students did not meet the standard in Math

68% of our 4th grade students did not meet the standard in ELA  
50% of our 4th grade students did not meet the standard in Math

46% of our 5th grade students did not meet the standard in ELA  
57% of our 5th grade students did not meet the standard in Math

35% of our 6th grade students did not meet the standard in ELA  
60% of our 6th grade students did not meet the standard in Math

iReady data shows 31% of students are 2 or more grade levels below in Phonics.  
iReady data shows 44% of students are 2 or more grade levels below in Vocabulary.  
iReady data shows 43% of students are 2 or more grade levels below in Comprehension.

Another need is our English Language Learner population. Our ELPAC scores show:  
7.44% of students scoring at Level 4 -Developed  
27.9% of students scoring at Level 3 - Moderately Developed  
37.21% of students scoring at Level 2 - Somewhat Developed  
27.44% of students scoring at Level 1 - Minimally Developed

Our goal is to move students from a Level 1 to a Level 2, Level 2 to a Level 3, and a Level 3 to a Level 4.

The student LCAP Survey results show that 48% of students are not aware of career opportunities and how they relate to academic subjects.

Our stakeholder feedback indicated the need for consistent data chats, vertical articulation, Professional Development on Costa's Levels of Thinking and Foundational Skills routines. Feedback also included identifying students who are struggling for the SST process, providing opportunities for students to gain knowledge about careers, and the need for instructional supplies such as Sound Spelling Cards.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>CAASPP ELA (Priority 4) CA Dashboard</p> <p>29.15% of students that met or exceeded the standard</p>	<p>CAASPP ELA – 2023 CA School Dashboard: 29.15% of students that met or exceeded the standard</p> <p>All: 29.15 % or 64.4 points distance from standard EL: 9.17% or 71 points distance from standard LTEL: N/A HOM: N/A FY: N/A SED: 27.96% or 67.9 points distance from standard SWD: 12.91% or 84.6 points distance from standard</p>	<p>CAASPP ELA – 2026 CA School Dashboard: 40% of students that met or exceeded the standard</p> <p>All: -9.7 (+44.7 growth in 3 years) EL: -21.5 (+49.5 growth in 3 years) LTEL: N/A HOM: N/A FY: N/A SED: -41.1 (+47.1 growth in 3 years) SWD: -95.1 (+14.7 growth in 3 years)</p>
<p>CAASPP Math (Priority 4) CA Dashboard</p> <p>14.11% of students that met or exceeded the standard</p>	<p>CAASPP Math – 2023 CA School Dashboard: 14.11% of students that met or exceeded the standard</p> <p>All: 14.11% or 86.9 points distance from standard EL: 3.64% or 86.7 points distance from standard LTEL: 0% HOM: N/A FY: N/A SED: 13.08% or 89.1 points distance from standard SWD: 9.68% or 110.4 points distance from standard</p>	<p>CAASPP Math – 2026 CA School Dashboard: 30% of students that met or exceeded the standard</p> <p>All: -40.4 (+46.5 growth in 3 years) EL: -40.5 (+46.2 growth in 3 years) LTEL: HOM: FY: SED: -41.1 (+48 growth in 3 years) SWD: -95.1 (+15.3 growth in 3 years)</p>
<p>English Learner Progress Indicator (ELPI) (Priority 4) CA Dashboard</p>	<p>ELPI 2023 CA School Dashboard: 35.6%</p>	<p>ELPI 2026 CA School Dashboard: 45% - we will be GREEN on the DASHBOARD</p>
<p>ELPAC (Priority 4)</p>	<p>2023 ELPAC:</p> <p>Level 4 – Well Developed: 7.44 % Level 3: Moderately Developed: 27.91% Level 2: Somewhat Developed: 37.21% Level 1: Beginning to Develop: 27.44%</p>	<p>2026 ELPAC:</p> <p>Level 4 – Well Developed: 16% Level 3: Moderately Developed: 30 % Level 2: Somewhat Developed: 41 % Level 1: Beginning to Develop: 13%</p>
<p>EL Reclassification Rate – DataQuest – when Available (Priority 4)</p>	<p>2022-23 Percent of Students Reclassified: 11.4%</p>	<p>2026-27 Percent of Students Reclassified: 16%</p>

EL Reclassification Rate – local data (Priority 4)	EL Reclassification Rate – 11.4% KN - 0% 1st- 0% 2nd: 5.4% 3rd: 1.5% 4th: 21.7% 5th: 19.4% 6th: 35.2%	EL Reclassification Rate – 16% KN- 0% 1st: 0% 2nd: 6% 3rd: 2% 4th: 25% 5th: 25% 6th: 38%
iReady (local Data)	<p>i Ready ELA:</p> <p>All: 21% At or Above Grade Level 39% One Grade Level Below 40% Two or More Grade Levels Below</p> <p>EL: 9% At or Above Grade Level 40% One Grade Level Below 51% Two or More Grade Levels below</p> <p>SED: 25% At or Above Grade Level 57% One Grade Level Below 18% Two or More Grade Levels Below</p> <p>LTEL: N/A HOM: N/A FY: N/A SWD: N/A</p>	<p>i Ready ELA:</p> <p>All: 40% At or Above Grade Level 35% One Grade Level Below 25% Two or More Grade Level Below</p> <p>EL: 18% At or Above Grade Level 57% One Grade Level Below 25% Two or More Grade Levels Below</p> <p>SED: 40% At or Above Grade Level 35% One Grade Level Below 25% Two or More Grade Levels Below</p> <p>LTEL: N/A HOM: N/A FY: N/A SWD: N/A</p>
iReady (local Data) Math	<p>i Ready Math:</p> <p>All: 10% At or Above Grade Level 52% One Grade Level Below 39% Two or More Grade Levels Below</p> <p>EL: 4% At or Above Grade Level 52% One Grade Level Below 33% Two or More Grade Levels Below</p> <p>SED: 8% At or Above Grade Level 73% One Grade Level Below 20% Two or More Grade Levels Below</p> <p>LTEL: N/A HOM: N/A FY: N/A SWD: N/A</p>	<p>i Ready Math:</p> <p>All: 25% At or Above Grade Level 50% One Grade Level Below 25% Two or More Grade Levels Below</p> <p>EL: 10% At or Above Grade Level 75% One Grade Level Below 15% Two or More Grade Levels Below</p> <p>SED: 16% At or Above Grade Level 69% One Grade Level Below 15% Two or More Grade Levels Below</p> <p>LTEL: N/A HOM: N/A FY: N/A SWD: N/A</p>

SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6): USE LCAP SURVEY RESULTS  My school sets high expectations for my academic achievement.  Strongly Agree/Agree: 90%	SEL - School Climate Survey (Spring 2027)  My school sets high expectations for my academic achievement.  Strongly Agree/Agree: 97%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6)  My teachers understand my learning needs and work to address them.  Strongly Agree/Agree: 91%	SEL - School Climate Survey (Spring 2027)  My teachers understand my learning needs and work to address them.  Strongly Agree/Agree: 95%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024) (grades 4-6)  I regularly participate in hands-on learning activities or lessons that connect to the real-world.  Strongly Agree/Agree: 83%	SEL - School Climate Survey (Spring 2027)  I regularly participate in hands-on learning activities or lessons that connect to the real-world.  Strongly Agree/Agree: 90%
SEL - School Climate Survey (grades 4-6)	SEL - School Climate Survey (Spring 2024)(grades 4-6)  My teachers talk to me about my academic progress.  Strongly Agree/Agree: 80%	SEL - School Climate Survey (Spring 2027)  My teachers talk to me about my academic progress.  Strongly Agree/Agree: 90%

## Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
1.1	Data Analysis	Administration will facilitate Data Chats for grade-level data analysis/collaboration meetings once a month to review ELA and Math data. We will also address the targeted needs of English Learners and Students with Disabilities. Funds will cover extra services for Safety Supervisors to supervise students.	K-2 3-6 SWD SED ELL	Grade Level Data Analysis Worksheet and Common Formative Assessment results, progress monitoring and responding to intervention iReady Data CAASPP Data	1000 Title I 3010 2000-2999: Classified Personnel Salaries 1.1a 1500 LCFF Supplemental/Co ncentration 0701



				IXL data Benchmark Data Phonics Survey for grades K-2	2000-2999: Classified Personnel Salaries 1.1b
1.2	Extra Services/Stipends for teachers	Provide Extra Services/Stipends for teachers to support school and district events such as the Science Fair, Spelling Bee, Math Field Day, Author's Fair, and school clubs.	K-2 3-6 SWD SED ELL	Measured by student participation- monitoring and increasing participation Student feedback	3500 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 1.2b
1.3	Instructional Supplies	Funds will be utilized to purchase supplemental instructional materials and supplies to include but not limited to Math, VAPA, AVID, small group instruction, ELA, and supplemental materials from Print Shop. This would also address the targeted needs of English Learners and Students with Disabilities.  LCFF funds will be used to purchase supplemental materials/supplies for PE.	K-2 3-6 SWD SED ELL	Student work samples Teacher feedback iReady Data IXL data Common Formative Assessment Data	2,400 Title I 3010 4000-4999: Books And Supplies 1.3a 3,850 LCFF Supplemental/Co ncentration 0701 4000-4999: Books And Supplies 1.3b
1.9	Substitutes for classified	Funds will be used to pay for classified subs to attend but not limited to Professional Development, conferences, and in-house Professional Development	K-2 3-6 SWD SED ELL	Staff Survey, Feedback Classroom observations	1,500 LCFF Supplemental/Co ncentration 0701 2000-2999: Classified Personnel Salaries 1.8b
1.4	Response to Intervention Team	Provide extra services/stipends for teachers to support RTI. The team will consist of the RTI Lead and three teachers not to exceed 70 hours. This would address the targeted needs of English Learners and Students with Disabilities.	K-2 3-6 SWD SED ELL	Number of students referred to RTI Number of students exiting the RTI process iReady data Benchmark Data	4900 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 1.4b
1.5	Professional Development by staff	Provide funding for staff to provide in-house professional development in alignment with MTSS and district initiatives not to exceed 20 hours.	K-2 3-6 SWD SED ELL	Classroom Walkthroughs iReady data Benchmark Data AVID Walkthroughs	1000 LCFF Supplemental/Co ncentration 0701 1000-1999: Certificated Personnel Salaries 1.5b
1.6	Educational Field Trips	Funding for educational field trips to support the grade levels and programs.	K-2 3-6 SWD	Teacher feedback	1900 Title I 3010



			SED ELL	Student feedback Parent feedback Attendance Data LCAP Survey AVID Coaching and Certification Instrument (CCI)	5000-5999: Services And Other Operating Expenditures 1.6a 5000 LCFF Supplemental/Concentration 0701 5000-5999: Services And Other Operating Expenditures 1.6b
1.7	Substitutes for certificated	Funds will be used to pay for certificated subs for teachers to attend but not limited to Professional Development/conferences	K-2 3-6 SWD SED ELL	Staff Survey, Feedback Classroom observations to assess changes in teaching practice and student engagement	3000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries 1.7b
1.8	Substitutes for certificated	Funds will be used to pay for certificated subs for teachers to attend RTI meetings	K-2 3-6 SWD SED ELL	Measured by number of students being monitored Parent Attendance Teacher referrals	1000 LCFF Supplemental/Concentration 0701 1000-1999: Certificated Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Action 1: Morning of after-school tutoring and or Saturday Academy Services: We did not pay for site tutoring due to district allocation of funds.  
 Action 2: Purchase intervention on supplemental activities; We allocated more funds to this action.  
 Action 3: Data Analysis/Collaboration Meetings: Yes, these meetings took place during the day. Yard supervisors were paid to stay with students while teachers met. We did not need to pay for substitutes to cover teachers.  
 Action 4: Professional Conferences: No one attended professional conferences due to lack of substitutes. AVID Summer Institute is a professional conference that will be paid with next school year's funds.  
 Action 5: Provide extra services/stipends for teachers: Partial funds were used for stipends. Monies not allocated were moved to purchase instructional supplies.  
 Action 6: Extra Services/Stipends for teachers to support RTI: 2.6.b We did use funds for Website Design. 2.6a funds were not utilized.  
 Action 7: Staff will provide professional development: Funds were partially used. The other funds were directed to purchase instructional materials.  
 Action 8: Supplemental/technology materials for instructional purposes: Funds were partially utilized.  
 Action 9: ELLs and SWDs Supplemental Instructional Supplies: We did not use the funding, but moved the funds and consolidated to Action 2.2a

Action 10: Educational Field Trips: Funds were utilized and we allocated more funds to LCFF because our field trips are focused on theatre and the arts.

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

We moved monies to instructional materials to support classrooms directly and/or field trips to provide learning opportunities to students.

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

In the addendums the goals remained, data chats were held during the school day, math tutoring took place paid by district funds, which allowed funds to become available to be moved to pay for educational field trips and to purchase instructional materials to be able to meet student needs to increase student achievement.

Changes were made:

Moved \$2000 from 1.5b to 2.10b which was a new action created for educational field trips out of LCFF to cover for fine arts.

Moved \$8750 from 2.4b (professional conferences) to 2.2b (instructional materials) for intervention supplemental materials.

Moved from 2.3b (substitutes) to 2.2b (instructional materials) for instructional materials.

Moved to 2.2a from 2.3a (substitutes) \$1400 due to not using substitutes, \$1500 from 2.4a (professional conferences) due to not attending conferences, \$1990 from 2.6a (extra services for RTI) due to meetings held during the school day with Assistant Principal leading RTI, \$1000 from 2.8a (supplemental technology), \$1500 from 2.9a (EL and SWD instructional supplies) due to joining all students together. All Title 1 monies.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

**At John Kelley, we will implement a Multi-Tiered System of Support that aligns resources and supports to meet students' social and emotional needs; and promotes attendance, engagement, and a positive school climate. We will decrease chronic absenteeism rate, increase attendance amongst all student subgroups, and support a positive school climate with a blended model. Our current chronic absenteeism is 52.2%. The Transformational Justice Model and PBIS Rewards will be implemented during the 2024-2025 school year to ensure a positive and supportive learning environment for all students.**

At John Kelley, we will implement a Multi-Tiered System of Support that aligns resources and supports to meet students' social and emotional needs; and promotes attendance, engagement, and a positive school climate. We will decrease chronic absenteeism rate, increase attendance amongst all student subgroups including English Learner, Students with Disabilities, and Socioeconomically Disadvantaged, and support a positive school climate with a blended model. Our current chronic absenteeism is 52.2%. The Transformational Model and PBIS Rewards will be implemented during the 2024-2025 school year to ensure a positive and supportive learning environment for all students.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Provide equitable access to health and wellness to ensure social emotional and academic success.

### Identified Need

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

We need to reduce Chronic Absenteeism, the Chronic Absenteeism Rate for all students on the 2023 CA School Dashboard was 52.2%.

We need to implement PBIS with fidelity. All staff need to begin to give students PBIS rewards.

We need to establish our PBIS Store.

Stakeholder feedback indicated the implementation of PBIS rewards, conducting Student Attendance Review Team meetings for students who are chronically absent, and celebrations for students with perfect attendance.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate TK – 8 (Priority 5)	<p>Chronic Absenteeism 2023 CA School Dashboard</p> <p>All: 52.2% EL: 48.3% LTEL: % HOM: N/A% FY: N/A % SED: 51.5% SWD: 68.1%</p> <p>2023-24 Chronic Absenteeism (local measure) August 24, 2023 – March 1, 2024: 40.10%</p>	<p>Chronic Absenteeism 2026 CA School Dashboard</p> <p>All: 40.0% EL: 40.0% LTEL: 40% HOM: N/A% FY: N/A% SED: 40% SWD: 50%</p> <p>2023-24 Chronic Absenteeism (local measure) August, 2026 – March 1, 2024: 30%</p>
Suspension Rate (Priority 6)	<p>2023 Suspension Rate CA School Dashboard</p> <p>All: 1.1% EL: 0.3% LTEL: N/A HOM: N/A FY: N/A SED: 1.2 % SWD: 1.8%</p>	<p>2026 Suspension Rate CA School Dashboard</p> <p>All: 1.0% EL: 0.3% LTEL: N/A HOM: N/A FY: N/A SED: 1.0% SWD: 1.0%</p>
Expulsion Rate (Priority 6)	<p>2023 Expulsion Rate: DataQuest</p> <p>All: 0% EL: 0 % LTEL: 0% HOM: N/A FY: N/A SED: 0% SWD: 0%</p>	<p>2026 Expulsion Rate: DataQuest</p> <p>All: 0% EL: 0% LTEL: 0% HOM: N/A FY: N/A SED: 0% SWD: 0%</p>
Attendance Rate (local measure) (Priority 5)	<p>2023-24 Attendance Rate</p> <p>August 10, 2026 – March 1, 2027</p> <p>A. Regular Program School Attendance rate: 91.24% B. Special Education Program School Attendance rate: 85.82% C. Overall Average Attendance Rate: 88.53%</p>	<p>2026-27 Attendance Rate</p> <p>August, 2026 – March 1, 2027</p> <p>A. Regular Program School Attendance rate: 98% B. Special Education Program School Attendance rate: 90% C. Overall Average Attendance Rate: 94%</p>
SEL Survey (local measure) (Priority 6) Grades 4-6	<p>SEL - School Climate Survey (Spring 2024)</p>	<p>SEL - School Climate Survey (Spring 2027)</p>

	I feel respected, accepted and welcomed at school.  Strongly Agree/Agree: 79%	I feel respected, accepted and welcomed at school.  Strongly Agree/Agree: 90%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I feel I am valued at school.  Strongly Agree/Agree: 75%	SEL - School Climate Survey (Spring 2027)  I feel I am valued at school.  Strongly Agree/Agree: 85%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I feel safe at school.  Strongly Agree/Agree: 70%	SEL - School Climate Survey (Spring 2027)  I feel safe at school.  Strongly Agree/Agree: 80%
SEL Survey (local measure) (Priority 6) Grades 4-6	SEL - School Climate Survey (Spring 2024)  I have access to a safe place at school.  Strongly Agree/Agree: 74%	SEL - School Climate Survey (Spring 2027)  I have access to a safe place at school.  Strongly Agree/Agree: 85%

## Strategies/Activities

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

Strategy/ Activity #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
2.1	Incentives	We will provide attendance and academic incentives to students that include weekly prizes, trimester incentives and end of year incentives, if funding is available.	K-2 3-6 SWD SED ELL	Attendance Data (Attendance Reports- AERIES) Suspension Data Academic Recognitions	1500 LCFF Supplemental/Concentration 0701  2.1b
2.2	School Climate	We will support PBIS implementation to increase school climate positivity and student safety. We will purchase, but not limited to items for our PBIS store, posters, apps, student badges, and instructional materials.	K-2 3-6 SWD SED ELL	Attendance data (AERIES) Suspension Data PBIS Rewards App Data Office Referral Data Citations Data	1000 LCFF Supplemental/Concentration 0701  2.2b

2.3	Safety Supervisor Meetings	We will schedule meetings three to five times a year with our Safety Supervisors to train them in PBIS and Transformational Model not to exceed 40 hours.	K-2 3-6 SWD SED ELL	Citation referrals data Office referrals data Safety Supervisor feedback PBIS Rewards App Data	875 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 2.3b
2.4	Assemblies	We will provide motivational assemblies to promote college/career and positive school climate.	K-2 3-6 SWD SED ELL	Student Surveys (example- Panorama Survey)	1500 LCFF Supplemental/Concentration 0701 5800: Professional/Consulting Services And Operating Expenditures 2.4b

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

- 1.1 Incentives: We did utilize these funds. We recognize our top 3 classes for monthly attendance. We purchased medals for students who exceeded or met standards in CAASPP ELA/Math. During Trimester Awards, we recognized students with perfect attendance.
- 1.2 Safety Supervisors: Safety Supervisors were trained in PBIS. Next school year, we will schedule monthly or regular meetings with our safety supervisors.
- 1.3 PBIS Implementation: Safety Supervisors were trained in PBIS. Next school year, we will schedule monthly or regular meetings with our safety supervisors.
- 1.4 School Climate: Items were purchased for our PBIS Store.
- 1.5 Blended Model Support: The district was retraining staff, therefore we did not provide Joven Noble and Xinatchli student session.

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

There were no major difference.

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

Next school year, we will follow district initiatives and guidelines by implementing Transformational Model, PBIS Rewards, and SART meetings. We will use PBIS data to inform us about the use of PBIS rewards that are being given to students. We will also use the LCAP Survey data to gain student feedback about school climate, and attendance data to monitor absences.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**John Kelley Elementary school will focus on increasing parent engagement via our Parent University and communication through Class DOJO, Parent Square, FaceBook, School Website and survey feedback.**

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

LCAP goal to which this school goal is aligned.

LCAP Goal 3: Strengthen parent and community partnerships through effective communication for student success.

### Identified Need

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

There were no identified needs communicated on the LCAP Survey.

However, when gathering input from parents they requested that during Back to School Night parents be provided with a survey about their interests and when they can participate. Provide parents with a year-long plan of workshops that will be offered with reminders throughout the year as the date gets closer. Schedule workshops for one hour or less, and provide childcare and food/snacks. We will continue with our Parent University.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Back to School Night	2023-24 Attendance at Back to School Night Teachers 95% Parents 103 families	2026-27 Attendance at Back to School Night Teachers 100% Parents 200 families
Attendance at Parent Liaison Workshops	2023-24 Attendance at Parent Liaison Workshops Average 14 parents	2026-27 Attendance at Parent Liaison Workshops 25-35 parents
Attendance at Coffee with the Principal	2023-24 Attendance at Coffee with the Principal Average 10 parents	2026-27 Attendance at Coffee with the Principal 30-40 parents
Attendance at ELAC Meetings:	2023-24 Attendance at ELAC Meetings: Average 2-3 parents	2026-27 Attendance at ELAC Meetings: 10-15 parents
LCAP Family Survey	Spring 2024 LCAP Family Survey	Spring 2027 LCAP Family Survey

My student's teachers communicate their academic progress to their students and their families regularly.	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 95%	My student's teachers communicate their academic progress to their students and their families regularly. Strongly Agree/Agree: 100%
LCAP Family Survey My culture, opinions, and input are valued at my student's school.	Spring 2024 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey My culture, opinions, and input are valued at my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I consistently receive information and updates from the school/district.	Spring 2024 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey I consistently receive information and updates from the school/district. Strongly Agree/Agree: 100%
LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making.	Spring 2024 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 98%	Spring 2027 LCAP Family Survey The school/district provides opportunities for parent involvement and to provide input for decision-making. Strongly Agree/Agree: 100%
LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school.	Spring 2024 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%	Spring 2027 LCAP Family Survey As a parent/guardian, I feel welcomed visiting my student's school. Strongly Agree/Agree: 100%
LCAP Family Survey I understand my legal rights and can advocate for my student and all students.	Spring 2024 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 96%	Spring 2027 LCAP Family Survey I understand my legal rights and can advocate for my student and all students. Strongly Agree/Agree: 100%

## Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
3.1	Parent Workshops	Teachers and/or classified staff will plan and provide academic workshops and/or family events for parents to increase parent engagement.	K-2 3-6 SWD SED	Measured by number of parent	1200 Title I 3010 1000-1999: Certificated



			ELL	workshops provided by staff Measured by parent surveys, parent feedback	Personnel Salaries 3.1a 700 LCFF Supplemental/Concentration 0701 2000-2999: Classified Personnel Salaries 3.1b
3.4	Materials for Parent Workshops	We will use funds to provide materials for parent workshops and/or events.	K-2 3-6 SWD SED ELL	Measured by parent attendance Measured by parent surveys, parent feedback	800 Title I 3010 3.4a
3.2	Translation/Child care	Provide translating and/or childcare services for parent conferences, parent workshops and/or student registration utilizing classified staff.	K-2 3-6 SWD SED ELL	Measured by sign in sheets	1500 Title I 3010 2000-2999: Classified Personnel Salaries 3.2a
3.3	Conferences	Provide parents with opportunities to attend professional conferences.	K-2 3-6 SWD SED ELL	Measured by the number of parents participating Measure by parent surveys	4000 Title I 3010 3.3a

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Action 1: Extra services for parent workshop: We utilized some of the funding. However, most of the workshops that took place were provided by Admin or by outside organizations.  
 Action 2: Translating/babysitting: Yes we utilized these funds and had to allocate more funds to support the need.  
 Action 3: Parent Workshops: We utilized some of the funding. However, most of the workshops that took place were provided by Admin or by outside organizations.  
 Action 4: Conferences: Yes, we partially used funds because the district sponsored some of the conferences that parents attended.

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

We will work collaboratively with the District Office to ensure we provide different opportunities that are not paid for by district funding.

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

We will work collaboratively with the District Office to ensure we provide different opportunities that are not paid for by district funding.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

**John Kelley will build staff capacity to better meet the needs of our students.**

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

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide professional learning to build the capacity of all staff to enhance learning.

### Identified Need

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

As a result of our LCAP Survey, 58% of certificated staff that completed the survey would like professional development on supporting the learning needs and 50% on managing student behaviors. These two had the highest percentages. As a result of our LCAP Survey, 66% of classified staff that completed the survey would like professional development on employee emotional needs and 54% on deescalation tactics. These two had the highest percentages.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Professional Development trainings/conferences	2023-2024 Attendance at Professional Development Trainings/Conferences AVID Summer Institute - 3 teachers  CABE - 1 teacher	2026-2027 Attendance at Professional Development Trainings/Conferences AVID Summer Institute - Increase the number of teachers trained in AVID to 90%  CABE - increase the number of teachers that have attended CABE throughout the years to 60%
Professional Development to address the need of supporting staff in supporting the learning needs of students, managing behaviors, employee emotional needs, and deescalation tactics.	2023-2024 Based on our identified needs we will provide staff training in the following areas: supporting learning needs managing behaviors employee emotional needs deescalation tactics	2026-2027 95% of staff will be trained

## Strategies/Activities

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

Strat egy/ Activi ty #	Title	Description	Students to be Served	Metric(s)	Proposed Expenditures
4.1	Professional Development	Funds will be utilized to provide opportunities for staff to attend professional development/conferences to support effective best instructional strategies. Funds will be used to pay for all expenses associated with conference expenditures.	K-2 3-6 SWD SED ELL	Classroom Walkthroughs iReady data Benchmark Data AVID Walkthroughs Attendance and participation rates to measure the percentage of teachers who attend the professional development sessions compared to the total number of eligible participants to assess overall engagement and buy-in from staff. Classroom observations to assess changes in teaching practice and student engagement	2699 Title I 3010 4.1a 6000 LCFF Supplemental/Concentration 0701 4.1b
4.2	ARC - Pathways to Success	Opportunities for staff will be provided to attend PD provided by ARC	All Students	Classroom Walkthroughs iReady data Benchmark Data AVID Walkthroughs Classroom observations to assess changes in teaching practice and student engagement Attendance	
4.3	Site PD	Site PD will focus on supporting learning needs, managing student behavior,	All Students	Staff Survey Classroom Walkthroughs	

		employee emotional needs, deescalation strategies.		Classroom observations to assess changes in teaching practice and student engagement Attendance	
4.4	SPED trainings	CPI Trainings	SWD K-6 general education	Staff Survey Classroom observations to assess changes in practice Staff certification Attendance	

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

n/a

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

n/a

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

n/a

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$52,324.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental/Concentration 0701	\$36,825.00
Title I 3010	\$15,499.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$52,324.00

Total of federal, state, and/or local funds for this school: \$52,324.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration 0701	36,825.00
Title I 3010	15,499.00

## Expenditures by Budget Reference

Budget Reference	Amount
	7,300.00
1000-1999: Certificated Personnel Salaries	14,600.00
2000-2999: Classified Personnel Salaries	7,075.00
4000-4999: Books And Supplies	6,250.00
5000-5999: Services And Other Operating Expenditures	6,900.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental/Concentration 0701	8,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration 0701	13,400.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration 0701	4,575.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration 0701	3,850.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration 0701	5,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental/Concentration 0701	1,500.00
	Title I 3010	7,499.00
1000-1999: Certificated Personnel Salaries	Title I 3010	1,200.00
2000-2999: Classified Personnel Salaries	Title I 3010	2,500.00
4000-4999: Books And Supplies	Title I 3010	2,400.00
5000-5999: Services And Other Operating Expenditures	Title I 3010	1,900.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,550.00
Goal 2	4,875.00
Goal 3	8,200.00
Goal 4	8,699.00



# 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
- 0 Secondary Students

Name of Members	Role
Juanita Robledo	Parent or Community Member
Cecilia Felix	Parent or Community Member
Delvia Preciado	Parent or Community Member
Yvone Elisea	Parent or Community Member
Karina Rios	Parent or Community Member
Stephanie Heck	Classroom Teacher
Jesica Rubalcava	Classroom Teacher
Rachel Flores-Kuiland	Classroom Teacher
Stephanie Cruz	Other School Staff
Dora Flores	Principal
Isidro Ceja - Alternate	Parent or Community Member
Jael Gomez - Alternate	Classroom Teacher

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

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

Attested:

	Principal, Dora Flores on April 25, 2024
	SSC Chairperson, Stefanie Heck on April 26, 2024