

School Year: **2022-23**



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
Dyer-Kelly Elementary School	34 67447 6034524	May 10, 2022	June 28th, 2022

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes.

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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In order to develop the SPSA, we engaged stakeholders in multiple ways throughout the 2021-2022 school year including:

- * LCAP, SSC, and ELAC forums throughout the year where we focused on our Comprehensive Needs Assessment, Root Cause Analysis, and Resource Inequities.
- *Numerous surveys sent to parents and staff to gather input.
- * Empathy gathering sessions with students and parents.
- *SSC met six times throughout the 2021-2022 school year making refinements to the SPSA.
- * Leadership Team provided direction at our weekly meetings throughout the year.

End of the year SSC agreed that recommendations for the following school year should including increasing SEL supports, increased technology, and continued tutoring supports.

Resource Inequities

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

After analyzing the Dyer-Kelly Comprehensive Needs Assessment, budget and the CA Dashboard, we've determined that:

1. The number of Newcomer and ELD teacher staff members is not sufficient to support the needs and increased number of our Newcomer and English Learner students.
2. The number of BIAs is not sufficient to support the needs and increased number of our Newcomer and English Learner students.
3. The number of Rec. Aides is not sufficient to support the increased number of students on campus.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

To create a greater sense of belonging for our students, staff, and families.

Annual Review

SPSA Year Reviewed: 2021-22

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?

Attendance data, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, and staff surveys.

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

Empathy gathering, attendance data, parent, student and staff surveys worked very well. Hiring staff to support primary languages was very helpful because we were able to bridge a communication gap that existed and we were able to reach out to the families in a manner that made them feel comfortable and at ease. The COVID 19 pandemic prevented our site the opportunity of offering more community functions and moving forward we need to have more opportunities/events in which we can engage our community.

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

Now that students are back in person there we are allocating more funds for community workers, and rec aides, and personnel to provide language support for our communities.

2021-22

Identified Need

Now more than ever, there is a need to create a greater sense of belonging for our students, staff, and families.
 Now more than ever, there is a need for welcoming environments that value all students and families and provide a foundation for effective learning through the identification of needs and supports.
 Now more than ever, there is a need for caring staff that will coordinate and connect students and families to targeted resources, to help families access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Spring 2022 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	90.3% of parents strongly agree/agree when asked questions in the 'Parent Involvement' section of the Winter 2020-2021 School Survey.	92% of parents will answer strongly agree/agree when asked questions in the 'Parent Involvement' section of the Winter 2021-2022 School Survey.
Spring 2021 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	83.4% of stakeholders answered strongly agree/agree when asked questions in the 'School Decision Making' section of the Winter 2020-2021 School Survey	85% of stakeholders will answer strongly agree/agree when asked questions in the 'School Decision Making' section of the Winter 2021-2022 School Survey.

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Community Engagement Opportunities	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Parent Involvement	12,582	School year 2022-2023

				4000-4999: Books And Supplies		
1.2	Intermediate Clerk Typist: Provide additional time for ICT to monitor attendance, engagement, and provide support to families. .25FTE	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemen tal Site Allocation 3000-3999: Employee Benefits	8,349 6,147	School year 2022-23
1.3	Interpreter (staff extra assignment): Facilitate communication between the classroom teacher, family, and student to build relationships, support learning,	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Staff Interpreter	LCFF Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries	3500	School year 2022-23

	identify needs, and connect with resources.					
1.4	After School (non-academic Programs)	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	13029.00	School year 2022-23

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

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Dyer-Kelly Elementary will implement healthy environments for social and emotional growth: all staff will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

Annual Review

SPSA Year Reviewed: 2021-22

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?

I-ready, student office referrals, suspensions, counseling referrals, empathy gathering, parent, student, and staff surveys.

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

School suspensions decreased this year. Students felt more connected to the school because of PBIS and our commitment to responsive classroom. There was not sufficient supervision during unstructured times.

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

Will focus on using our campus rep for targeted students. Hire an additional yard duty to support student behavior and run activities during recess and lunch.

2021-22

Identified Need

Increased targeted interventions and supports, using Restorative Practices and Cultural Responsive practices, Community Circles and Class Meetings to meet the growing need of mental health support our students need in order to be successful in school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Chronic Absenteeism Data	21.6%	Decrease by 5%
Attendance Data	60%	Increase to 65%
Spring Parent, Student, Staff Survey (School Culture)	Parent-100%, Student-87.5%, Staff-71.4%	Increase student to 89% and increase staff to 73%

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Toner, ink, and paper for printing and copying materials related to: Instruction and Planning: GLAD, integrated and designated ELD, professional learning, co-teacher planning. Community	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Office Staff, Teaching Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	School year 2022-23

	Engagement Behavior - PBIS					
2.2	<p>Campus Representative : One Campus Representative s provide tier 1 and tier 2 behavior supports and create systems for positive behavior to support student learning and overall academic achievement.</p> <p>Campus Rep 1: .75FTE</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Campus Representatives	<p>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits</p>	<p>20,023 19,124</p>	School year 2022-23
2.3	<p>Rec. Aides - Additional hours for rec. aides to enhance positive school culture.</p> <p>Rec Aide 1: 0.25 FTE</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administration	<p>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental</p>	6229	School year 2022-23

	Rec Aide 2: 0.25 FTE			Centralized Services (District Only)		
2.4	PBIS:Materials and supplies to implement a multi-tiered approach to social, emotional and behavior support to improve outcomes for all students, including students with disabilities and students from underrepresent ed groups.	All Students English Learners Low-Income Students Foster Youth Other	PBIS Team	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	7104	School year 2022-23
2.5		All Students English Learners Low-Income Students Foster Youth Other				
2.6		All Students English Learners Low-Income Students Foster Youth				

		Other				
2.7		All Students English Learners Low-Income Students Foster Youth Other				
2.8		All Students English Learners Low-Income Students Foster Youth Other				
2.9		All Students English Learners Low-Income Students Foster Youth Other				

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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

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?

I-ready, DKIT referrals, empathy gathering, parent, student, and staff surveys. Analysis of student work.

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

Staff participated in LETRS training resulting in improved reading scores. Teacher had time to collaborate and discuss student work, and plan lessons. There were not enough ELD teachers to support the needs of the site.

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

Will use data more closely to guide instruction as well as intervention. Will conduct interest surveys to determine which enrichment classes after school to extend student's learning and provide high interest opportunities for them to engage at school.

**2021-22
Identified Need**

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
iReady/Text level 2nd trimester 2020-2021	9% of students K5 were at, or exceeding grade level. K-2- 19.8% of students K5 were at, or exceeding grade level EL- 7% of students K5 were at, or exceeding grade level Low SES- 9% of students K5 were at, or exceeding grade level	12% of students K5 were at, or exceeding grade level. K-2- 21.8% of students K5 were at, or exceeding grade level EL- 9% of students K5 were at, or exceeding grade level Low SES- 11% of students K5 were at, or exceeding grade level
iReady/Math Level 2nd Trimester	3% of students K5 were at, or exceeding grade level. EL- 3% of students K5 were at, or exceeding grade level Low SES- 6% of students K5 were at, or exceeding grade level	5% of students K5 were at, or exceeding grade level. EL- 5% of students K5 were at, or exceeding grade level Low SES- 8% of students K5 were at, or exceeding grade level

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	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Materials, supplies, books to support:	X All Students English Learners Low-Income Students	Administration, Teaching Staff	LCFF Supplement	6900	School year 2022-23

	<ul style="list-style-type: none"> • Language acquisition • Academic achievement • Meeting grade level standards across content areas • Professional development • Classroom learning 	Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies		
3.2	<p>Licenses:</p> <ul style="list-style-type: none"> • LexiaCore • ESGI • Learning A-Z 	X All Students English Learners Low-Income Students Foster Youth Other	Teaching Staff	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating	7000	School year 2022-23

				Expenditures		
3.3	Technology: Support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.)	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teaching Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	29213	School year 2022-23
3.4	Counselor: Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	97,221 43,150	School year 2022-23

3.5	<p>Materials, supplies, books to support: Language acquisition</p> <p>Academic achievement</p> <p>Meeting grade level standards across content areas</p> <p>Professional development</p> <p>Classroom learning</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administration, Teaching Staff	Title I Part A Site Allocation	5000	School year 2022-23
3.6	<p>ELD Teachers: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.</p> <p>5.0 FTE ELD</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	EL Program Manager ELD Teacher(s)	LCFF Supplemental English Learner Central	577,587	School year 2022-23

3.7	<p>Newcomer Teachers: Ensure all Newcomer English Learners receive Designated and Integrated English Language Development (ELD) daily.</p> <p>2.0 FTE Newcomer</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>EL Program Manager Newcomer Teachers</p>	<p>Other</p>	<p>219,698</p>	<p>School year 2022-23</p>
3.8	<p>BIAs: Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Bilingual Instructional Assistant/Instructional Assistant</p>	<p>LCFF Supplemental English Learner Central</p>	<p>101,290</p>	<p>School year 2022-23</p>

	classroom teacher (BIA/IA). 2.25 FTE BIAs					
3.9	Co-Teachers: Continue to implement co-teaching pilot to support English language acquisition. 7.0 FTE Co-Teachers	All Students X English Learners X Low-Income Students Foster Youth Other	Co-Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits Other	384,500 125,538 350,138	School year 2022-23
3.10	SJUSD Professional Development: K-5 SJUSD ELD Professional Development: 1st-5th grade teachers engaging in year-long professional development focused on improving	All Students English Learners Low-Income Students Foster Youth Other	Administration, K-5 teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	13344	School year 2022-23

	<p>academic language acquisition (oral & written) across content areas. Topics include: Integrated and designated ELD instruction Implementing the Teaching Learning Cycle Using ELD Standards in tandem with standards across content areas Students engaging in academic discourse</p>					
3.11	<p>Scholastic Guided Reading Books: Fountas & Pinnel level A, B, & C books (text types, content areas, fiction focus) for kindergarten</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Teaching staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	4900	School year 2022-23

	through fifth grade students.					
3.12	Vice Principal - Administrative instructional support to improve academic and social-emotional outcomes for students. 1.0 FTE	All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	148874	School year 2022-23
3.13	Specialty Teacher - Music teacher to provide arts based instruction to students. 0.40 FTE	All Students English Learners Low-Income Students Foster Youth Other	Administration			School year 2022-23
3.14	After School tutoring programs	X All Students English Learners Low-Income Students Foster Youth Other	Teaching Staff	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	1800	School year 2022-23

3.15		All Students English Learners Low-Income Students Foster Youth Other				
3.16		All Students English Learners Low-Income Students Foster Youth Other				
3.17		All Students English Learners Low-Income Students Foster Youth Other				
3.18		All Students English Learners Low-Income Students Foster Youth Other				
3.19		All Students English Learners Low-Income Students Foster Youth Other				
3.20		All Students English Learners Low-Income Students Foster Youth Other				

3.21		All Students English Learners Low-Income Students Foster Youth Other				
3.22		All Students English Learners Low-Income Students Foster Youth Other				
3.23		All Students English Learners Low-Income Students Foster Youth Other				

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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

Annual Review

SPSA Year Reviewed: 2021-22

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?

students participating in extracurricular activities, counseling referrals, empathy gathering, parent, student, and staff surveys.

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

Our scholars are not aware of their options in career and college because we have not targeted efforts to college and career pathways. However we have bolstered enrichment activities which promote college and career thinking.

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

Science teacher will work on introducing a pathway to college and career. Emphasis on after school enrichment programs which highlight college and career focus.

2021-22

Identified Need

Data in the form of surveys show that students in a K-5 school setting do not necessarily always know what pathways are available to them.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2020-21 School Survey - College and Career - Students and parents know the kinds of courses they need to pass to be prepared for college.	Parent-50% and Student-11.1%	Parent-52% and Student-13%
Winter 2020-21 School Survey - College and Career -Students and parents know what classes they will have to take and pass to graduate from high school.	Parent-62.5% and Student 33.3%	Parent-64% and Student 35%
Winter 2019-20 School Survey Meaningful Participation overall rating based on these questions: * Students are excited in what they are learning * Students are prepared for the next step of their educational experience * Quality classes/activities are offered that meet each child's/student's interests and talents.	Meaningful Participation: * Students are excited in what they are learning Parent-87.5% Student-88.9% * Students are prepared for the next step of their educational experience Parent-75% Student-77.8% * Quality classes/activities are offered that meet each child's/student's interests and talents. Parent-75% Student-88.9%	Increase all measures by 3%



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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Science: Hire a science teacher to provide students with access to rigorous instruction in a technical subject. The teacher will plan and deliver lessons beyond core curriculum through project based learning around the NGSS standards.	X All Students English Learners Low-Income Students Foster Youth Other	Science Teacher	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	108484	School year 2022- 2023
4.2	Students will be exposed to a variety of experiences related to college and career choices through...	X All Students English Learners Low-Income Students Foster Youth Other				School year 2022- 2023

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.

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 Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$832,732.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,330,724.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$155,103.00
LCFF Supplemental English Learner Central	\$678,877.00
LCFF Supplemental Site Allocation	\$94,176.00
Other	\$569,836.00
Title I Part A Parent Involvement	\$12,582.00
Title I Part A Site Allocation	\$820,150.00

Subtotal of state or local funds included for this school: \$2,330,724.00

Total of federal, state, and/or local funds for this school: \$2,330,724.00

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	94,176.00	0.00
LCFF Supplemental English Learner Central	678,877	0.00
Title I Part A Centralized Services (District Only)	0.00	0.00
Title I Part A Site Allocation	820,150.00	0.00
Title I Part A Parent Involvement	12,582.00	0.00
LCFF Supplemental Centralized Services (District Only)	155,103	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	155,103.00
LCFF Supplemental English Learner Central	678,877.00
LCFF Supplemental Site Allocation	94,176.00
Other	569,836.00
Title I Part A Parent Involvement	12,582.00
Title I Part A Site Allocation	820,150.00

Expenditures by Budget Reference

Budget Reference	Amount
	903,575.00
1000-1999: Certificated Personnel Salaries	754,223.00
2000-2999: Classified Personnel Salaries	31,872.00
3000-3999: Employee Benefits	193,959.00
4000-4999: Books And Supplies	83,728.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	6,229.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	148,874.00
	LCFF Supplemental English Learner Central	678,877.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	31,872.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	25,271.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	37,033.00
	Other	350,138.00
	Other	219,698.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	12,582.00
	Title I Part A Site Allocation	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	605,349.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	168,688.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	34,113.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,607.00
Goal 2	62,480.00
Goal 3	2,116,153.00
Goal 4	108,484.00

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
Jamal Hicks	Principal
Jeanette Sherwood	Other School Staff
Kimberly Commandatore	Classroom Teacher
Virginia Dorman	Classroom Teacher
Bonnie Marckett	Classroom Teacher
Naser Enayati	Parent or Community Member
Ibiza Ramirez-Luera	Parent or Community Member
Karen Solari	Parent or Community Member
Yelena Vakulchik	Parent or Community Member
Wayne Walker	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

on File

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 05/10/2022.

Attested:

Jamal Hicks

Principal, Jamal Hicks on 05/10/2022

On File

SSC Chairperson, Karen Solari on 05/10/2022

Budget By Expenditures

Dyer-Kelly Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$155,103.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$6,229.00	Healthy Environments for Social-Emotional Growth	
Vice Principal - Administrative instructional support to improve academic and social-emotional outcomes for students.	1000-1999: Certificated Personnel Salaries	\$148,874.00	Engaging Academic Programs	
1.0 FTE				
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$155,103.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central **\$678,877.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD Teachers: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.		\$577,587.00	Engaging Academic Programs	
5.0 FTE ELD				
BIA's: Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA).		\$101,290.00	Engaging Academic Programs	
2.25 FTE BIA's				

Dyer-Kelly Elementary School

LCFF Supplemental English Learner Central Total Expenditures: \$678,877.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$94,176.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Materials, supplies, books to support: - Language acquisition - Academic achievement - Meeting grade level standards across content areas - Professional development - Classroom learning	4000-4999: Books And Supplies	\$6,900.00	Engaging Academic Programs	
Intermediate Clerk Typist: Provide additional time for ICT to monitor attendance, engagement, and provide support to families.	2000-2999: Classified Personnel Salaries	\$8,349.00	Connected School Communities	
.25FTE Interpreter (staff extra assignment): Facilitate communication between the classroom teacher, family, and student to build relationships, support learning, identify needs, and connect with resources.	2000-2999: Classified Personnel Salaries	\$3,500.00	Connected School Communities	
After School (non-academic Programs)	4000-4999: Books And Supplies	\$13,029.00	Connected School Communities	
	3000-3999: Employee Benefits	\$6,147.00	Connected School Communities	
Toner, ink, and paper for printing and copying materials related to: Instruction and Planning: GLAD, integrated and designated ELD, professional learning, co-teacher planning. Community Engagement Behavior - PBIS	4000-4999: Books And Supplies	\$10,000.00	Healthy Environments for Social-Emotional Growth	

Dyer-Kelly Elementary School

Campus Representative: One Campus Representative provide tier 1 and tier 2 behavior supports and create systems for positive behavior to support student learning and overall academic achievement.

2000-2999: Classified Personnel Salaries \$20,023.00 Healthy Environments for Social-Emotional Growth

Campus Rep 1: .75FTE
PBIS:Materials and supplies to implement a multi-tiered approach to social, emotional and behavior support to improve outcomes for all students, including students with disabilities and students from underrepresented groups.

4000-4999: Books And Supplies \$7,104.00 Healthy Environments for Social-Emotional Growth

3000-3999: Employee Benefits \$19,124.00 Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$94,176.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Newcomer Teachers: Ensure all Newcomer English Learners receive Designated and Integrated English Language Development (ELD) daily.		\$219,698.00	Engaging Academic Programs	
2.0 FTE Newcomer		\$350,138.00	Engaging Academic Programs	

Dyer-Kelly Elementary School

Other Total Expenditures: \$569,836.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$12,582.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Engagement Opportunities	4000-4999: Books And Supplies	\$12,582.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$12,582.00

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

Funding Source: Title I Part A Site Allocation \$820,150.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Science: Hire a science teacher to provide students with access to rigorous instruction in a technical subject. The teacher will plan and deliver lessons beyond core curriculum through project based learning around the NGSS standards.	1000-1999: Certificated Personnel Salaries	\$108,484.00	Clear Pathways to Bright Futures	
SJUSD Professional Development: K-5 SJUSD ELD Professional Development: 1st-5th grade teachers engaging in year-long professional development focused on improving academic language acquisition (oral & written) across content areas. Topics include: Integrated and designated ELD instruction Implementing the Teaching Learning Cycle Using ELD Standards in tandem with standards across content areas Students engaging in academic discourse	1000-1999: Certificated Personnel Salaries	\$13,344.00	Engaging Academic Programs	

Dyer-Kelly Elementary School

Scholastic Guided Reading Books: Fountas & Pinnel level A, B, & C books (text types, content areas, fiction focus) for kindergarten through fifth grade students.	4000-4999: Books And Supplies	\$4,900.00	Engaging Academic Programs
Licenses: - LexiaCore - ESGI - Learning A-Z	5800: Professional/Consulting Services And Operating Expenditures	\$7,000.00	Engaging Academic Programs
Technology: Support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.)	4000-4999: Books And Supplies	\$29,213.00	Engaging Academic Programs
Counselor: Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.	1000-1999: Certificated Personnel Salaries	\$97,221.00	Engaging Academic Programs
Materials, supplies, books to support: Language acquisition		\$5,000.00	Engaging Academic Programs
Academic achievement			
Meeting grade level standards across content areas			
Professional development			
Classroom learning			
Co-Teachers: Continue to implement co-teaching pilot to support English language acquisition.	1000-1999: Certificated Personnel Salaries	\$384,500.00	Engaging Academic Programs
7.0 FTE Co-Teachers			
After School tutoring programs	1000-1999: Certificated Personnel Salaries	\$1,800.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$43,150.00	Engaging Academic Programs

Dyer-Kelly Elementary School

3000-3999: Employee Benefits	\$125,538.00	Engaging Academic Programs
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Title I Part A Site Allocation Total Expenditures:	\$820,150.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Dyer-Kelly Elementary School Total Expenditures:	\$2,330,724.00
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