

School Year: **2023-24**



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	05/10/23	August 8, 2023

Comprehensive Needs Assessment Components

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

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Dyer Kelly’s Title I funds have been allocated to provide support for our student population, who are at-risk for academic failure. Our school is a diverse environment with a population of students from low-income, minority, and immigrant backgrounds. As such, there is a need to provide targeted support to these students to help them overcome the unique challenges they face. To better understand the needs of these students and the best way to allocate Title I funds, a comprehensive needs assessment was conducted. The comprehensive needs assessment included surveys and interviews of students, teachers, administrators, parents, and other educational partners in the school community. These surveys and interviews provided insight into the academic, social, and emotional needs of the student population and how best they can be met.

Current data Analysis for ELA

The data highlights the need for targeted support in ELA skills for African-American students at Dyer-Kelly Elementary School. In both fall and spring, the majority of African-American students scored below grade level, indicating a significant gap in ELA proficiency. While there is some improvement in the spring with more students approaching grade level and a small increase in students scoring at grade level, the number of students still scoring below grade level is a concern. The limited number of students scoring at grade level indicates a need for additional interventions and support to improve ELA skills and move more students towards grade-level proficiency. It's important to consider individual student progress and growth over time, as well as identifying and addressing any specific challenges or barriers faced by African-American students in the ELA subject. Based on this analysis, targeted interventions, differentiated instruction, and additional resources should be implemented to support African-American students in improving.

The data indicates a need for targeted support in ELA skills for Hispanic students at Dyer-Kelly Elementary School. In both fall and winter, the majority of Hispanic students scored below grade level, highlighting a significant gap in ELA proficiency. While there is some improvement in the winter, with more students approaching grade level and an increase in students scoring at grade level, the number of students still scoring below grade level remains concerning. The small number of students scoring at grade level indicates the need for additional interventions and support to improve ELA skills and ensure more students reach grade-level proficiency. It is important to consider individual student progress and growth over time, as well as identifying and addressing any specific challenges or barriers faced by Hispanic students in the ELA subject.

Based on this analysis, targeted interventions, differentiated instruction, and additional resources should be implemented to support Hispanic students in improving their ELA skills. Regular monitoring, progress tracking, and ongoing support will be vital in promoting academic growth and narrowing the achievement gap for these students.

The data highlights the need for targeted support in ELA skills for English Language Learners (ELLs) at Dyer-Kelly Elementary School. In both fall and winter, the majority of ELL students scored far below grade level, indicating a significant gap in ELA proficiency. While there is some improvement in the winter, with more students approaching grade level and an increase in students scoring at grade level, the number of students still scoring below grade level remains a concern. The limited number of students scoring at grade level indicates the need for additional interventions and support to improve ELA skills and ensure more students reach grade-level proficiency. It is important to consider individual student progress and growth over time, as well as identifying and addressing any specific challenges or language barriers faced by English Language Learners in the ELA subject. Based on this analysis, targeted

interventions, differentiated instruction, and additional resources should be implemented to support English Language Learners in improving their ELA skills. Regular monitoring, progress tracking, and ongoing support will be crucial in promoting academic growth and narrowing the achievement gap for these students. Providing language support and culturally responsive teaching strategies can also contribute to their overall success in ELA.

Based on this analysis, targeted interventions, differentiated instruction, and additional resources should be implemented to support English Language Learners in improving their ELA skills. Regular monitoring, progress tracking, and ongoing support will be crucial in promoting academic growth and narrowing the achievement gap for these students. Providing language support and culturally responsive teaching strategies can also contribute to their overall success in ELA.

The data highlights the need for targeted support in ELA skills for students from low socioeconomic status (SES) backgrounds at Dyer-Kelly Elementary School. In both fall and winter, the majority of low SES students scored far below grade level, indicating a significant gap in ELA proficiency.

While there is some improvement in the winter, with more students approaching grade level and an increase in students scoring at grade level, the number of students still scoring below grade level remains a concern. The limited number of students scoring at grade level indicates the need for additional interventions and support to improve ELA skills and ensure more students from low SES backgrounds reach grade-level proficiency. It is important to consider individual student progress and growth over time, as well as identifying and addressing any specific challenges or barriers faced by students from low SES backgrounds in the ELA subject. Based on this analysis, targeted interventions, differentiated instruction, and additional resources should be implemented to support students from low socioeconomic status (SES) backgrounds in improving their ELA skills. Providing socio-emotional support, access to literacy resources, and addressing any resource inequalities can also contribute to their overall success in ELA. Regular monitoring, progress tracking, and ongoing support will be crucial in promoting academic growth and narrowing the achievement gap for these students.

Current Data Analysis for Math

The data highlights the need for targeted support in math skills for African-American students at Dyer-Kelly Elementary School. In both fall and winter, the majority of African-American students scored below grade level in math, indicating a significant gap in math proficiency. While there is some improvement in the winter, with more students approaching grade level, the number of students still scoring below grade level remains a concern. The absence of students scoring at grade level indicates the need for additional interventions and support to improve math skills and ensure more students reach grade-level proficiency. It is important to consider individual student progress and growth over time, as well as identifying and addressing any specific challenges or barriers faced by African-American students in the math subject.

Based on this analysis, targeted interventions, differentiated instruction, and additional resources should be implemented to support African-American students in improving their math skills. Providing additional math support, personalized instruction, and fostering a positive math learning environment can contribute to their overall success. Regular monitoring, progress tracking, and ongoing support will be crucial in promoting academic growth and narrowing the achievement gap for these students.

The data highlights the need for targeted support in math skills for Hispanic students at Dyer-Kelly Elementary School. In both fall and winter, the majority of Hispanic students scored below grade level in math, indicating a significant gap in math proficiency. While there is some improvement in the winter, with more students approaching grade level and an increase in students scoring at grade level, the number of students still scoring below grade level remains a concern. The limited number of students scoring at grade level indicates the need for additional interventions and support to improve math skills and ensure more students reach grade-level proficiency. It is important to consider individual student progress and growth over time, as well as identifying and addressing any specific challenges or barriers faced by Hispanic students in the math subject.

Based on this analysis, targeted interventions, differentiated instruction, and additional resources should be implemented to support Hispanic students in improving their math skills. Providing additional math support, personalized instruction, and fostering a positive math learning environment can contribute to their overall success. Regular monitoring, progress tracking, and ongoing support will be crucial in promoting academic growth and narrowing the achievement gap for these students.

The data highlights the need for targeted support in math skills for English Language Learners (ELLs) at Dyer-Kelly Elementary School. In both fall and winter, the majority of ELL students scored far below grade level in math, indicating a significant gap in math proficiency.

While there is some improvement in the winter, with more students approaching grade level and a small number of students scoring at grade level, the number of students still scoring below grade level remains a concern. The absence of students scoring at grade level in both fall and winter indicates the need for additional interventions and support to improve math skills and ensure more ELL students reach grade-level proficiency. It is important to consider individual

student progress and growth over time, as well as identifying and addressing any specific challenges or language barriers faced by English Language Learners in the math subject. Based on this analysis, targeted interventions, differentiated instruction, and additional resources should be implemented to support English Language Learners in improving their math skills. Providing language support, culturally responsive teaching strategies, and scaffolding techniques can also contribute to their overall success in math. Regular monitoring, progress tracking, and ongoing support will be crucial in promoting academic growth and narrowing the achievement gap for these students.

The data highlights the need for targeted support in math skills for students from low socioeconomic status (SES) backgrounds at Dyer-Kelly Elementary School. In both fall and winter, the majority of low SES students scored far below grade level in math, indicating a significant gap in math proficiency. While there is some improvement in the winter, with more students approaching grade level and an increase in students scoring at grade level, the number of students still scoring below grade level remains a concern. The limited number of students scoring at grade level indicates the need for additional interventions and support to improve math skills and ensure more students from low SES backgrounds reach grade-level proficiency. It is important to consider individual student progress and growth over time, as well as identifying and addressing any specific challenges or barriers faced by students from low SES backgrounds in the math subject. Based on this analysis, targeted interventions, differentiated instruction, and additional resources should be implemented to support students from low socioeconomic status (SES) backgrounds in improving their math skills. Providing additional math support, personalized instruction, and fostering a positive math learning environment can contribute to their overall success. Regular monitoring, progress tracking, and ongoing support will be crucial in promoting academic growth and narrowing the achievement gap for these students.

Attendance:

Overall Chronic Absent Rate: 33%

The overall chronic absent rate at Dyer-Kelly Elementary School is 33%, indicating a significant portion of students are missing a substantial number of school days.

Chronic Absent Rates by Student Groups:

African American students: 51.3% last year and 51.7% this year

Hispanic/Latino students: 45.7% last year and 47.3% this year

White students: 29.3% last year and 36.5% this year

English Learners (EL): 25.9% last year and 26.2% this year

Reclassified Fluent English Proficient (RFEP): 23.5% last year and 8.6% this year

Low Socioeconomic Status (SES) students: 30.2% last year and 32.8% this year

Homeless students: 53.5% last year and 60% this year

Analysis:

The data reveals that all student groups at Dyer-Kelly Elementary School have high rates of chronic absenteeism, indicating a widespread issue affecting various student populations. African American and Hispanic/Latino students consistently demonstrate higher chronic absent rates compared to other student groups, with only a slight increase from the previous year. White students show an increase in chronic absent rates compared to the previous year, indicating a concerning trend. English Learners (EL) and Low SES students also demonstrate relatively high chronic absent rates, although the increase from the previous year is minimal. The most significant change is observed among Reclassified Fluent English Proficient (RFEP) students, with a substantial decrease in chronic absent rates.

Possible Solutions:

Improved Communication and Family Engagement: Enhance communication with families and caregivers to emphasize the importance of regular school attendance. Implement strategies such as home visits, parent-teacher conferences, and outreach programs to address barriers to attendance and increase parental involvement.

Early Intervention and Support: Identify and address any underlying issues that may contribute to chronic absenteeism. Provide targeted interventions and support services, such as mentoring programs, counseling, and academic support, to help students overcome obstacles and remain engaged in their education.

Culturally Responsive Practices: Implement culturally responsive teaching practices that recognize and respect the diverse backgrounds and experiences of students. Foster a welcoming and inclusive school environment that promotes a sense of belonging and encourages regular attendance.

Data Monitoring and Intervention: Regularly monitor attendance data to identify trends and patterns in chronic absenteeism. Develop a comprehensive system to track and intervene early with students who are at risk of chronic absenteeism, providing additional support and resources as needed.

Collaborative Partnerships: Collaborate with community organizations and agencies to provide resources and support for students and families facing socioeconomic challenges. Establish partnerships to address barriers to attendance, such as transportation, health, and housing.

Positive School Climate: Foster a positive and engaging school climate that promotes student well-being, motivation, and connectedness. Implement strategies such as positive behavior interventions, rewards and recognition programs, and student engagement activities to enhance student attendance and reduce chronic absenteeism.

Professional Development: Provide professional development opportunities for teachers and staff to enhance their understanding of the impact of chronic absenteeism and strategies to improve attendance. Equip educators with effective techniques to engage and motivate students, creating a conducive learning environment that encourages regular attendance.

By implementing these solutions, Dyer-Kelly Elementary School can work towards reducing chronic absenteeism rates across all student groups and improving overall student attendance

The suspension rate is a .05% decrease from the 18/19 school year from .17% to .12%

In terms of safety, parents felt the school was safer, but both students (-21.3%) and teachers reported a (-20%) decrease in school safety. Students showed a 16.7% decrease in meaningful participation, but staff experienced a 23.9% increase in this area.

Student Group Report for 2022

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Low	Very High	Very Low	N/A	Very Low	Very Low
English Learners	Low	Very High	Very Low	N/A	Very Low	Very Low
Homeless	N/A	Very High	Medium	N/A	No Performance Level	No Performance Level
Socioeconomically Disadvantaged	N/A	Very High	Very Low	N/A	Very Low	Very Low
Students with Disabilities	N/A	Very High	Medium	N/A	No Performance Level	No Performance Level
African American	N/A	Very High	Very Low	N/A	No Performance Level	No Performance Level
Asian	N/A	Very High	Very Low	N/A	Very Low	Very Low
Hispanic	N/A	Very High	Very Low	N/A	Very Low	Very Low
White	N/A	Very High	Very Low	N/A	Very Low	Very Low
Two or More Races	N/A	No Performance Level	High	N/A	No Performance Level	No Performance Level

Dyer-Kelly Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

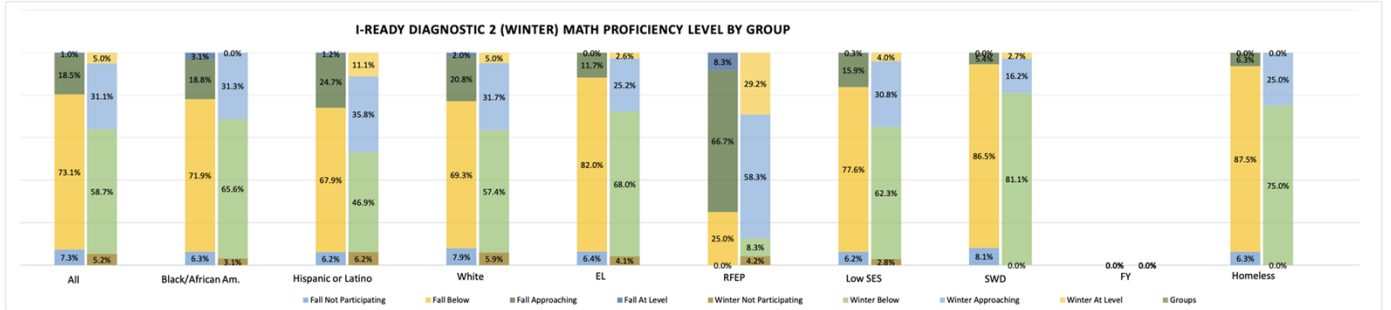
Group	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	383	28	280	71	4	20	225	119	19				
Black/African Am.	32	2	23	6	1	1	21	10	0				
Hispanic or Latino	81	5	55	20	1	5	38	29	9				
White	101	8	70	21	2	6	58	32	5				
EL	266	17	218	31	0	11	181	67	7				
RFP	24	0	6	16	2	1	2	14	7				
Low SES	321	20	249	51	1	9	200	99	13				
SWD	37	3	32	2	0	0	30	6	1				
FY	1	1	0	0	0	0	1	0	0				
Homeless	16	1	14	1	0	0	12	4	0				

Group	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	383	7.3%	73.1%	18.5%	1.0%	5.2%	58.7%	31.1%	5.0%				
Black/African Am.	32	6.3%	71.9%	18.8%	3.1%	3.1%	65.6%	31.3%	0.0%				
Hispanic or Latino	81	6.2%	67.9%	24.7%	1.2%	6.2%	46.9%	35.8%	11.1%				
White	101	7.9%	69.3%	20.8%	2.0%	5.9%	57.4%	31.7%	5.0%				
EL	266	6.4%	82.0%	11.7%	0.0%	4.1%	68.0%	25.2%	2.6%				
RFP	24	0.0%	25.0%	66.7%	8.3%	4.2%	58.3%	29.2%	4.0%				
Low SES	321	6.2%	77.6%	15.9%	0.3%	2.8%	62.3%	30.8%	4.0%				
SWD	37	8.1%	86.5%	5.4%	0.0%	0.0%	81.1%	16.2%	2.7%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	16	6.3%	87.5%	6.3%	0.0%	0.0%	75.0%	25.0%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Dyer-Kelly Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

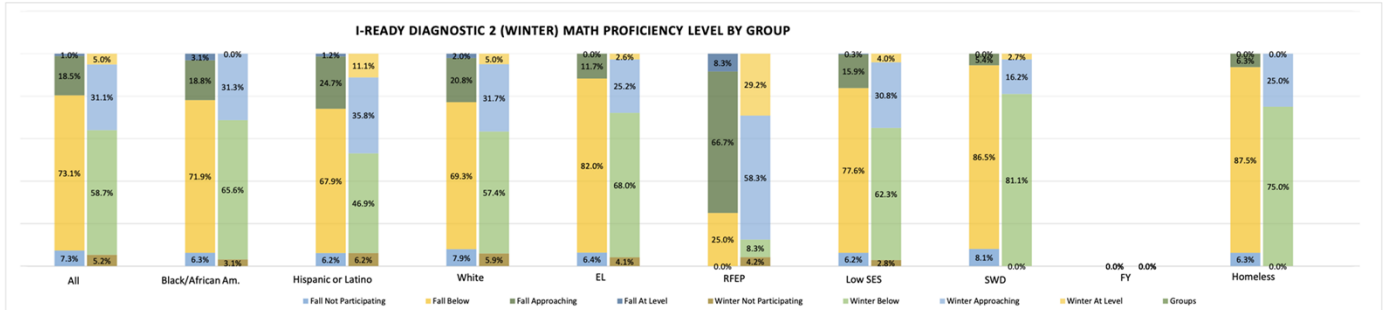
Group	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
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White	101	8	70	21	2	6	58	32	5				
EL	266	17	218	31	0	11	181	67	7				
RFP	24	0	6	16	2	1	2	14	7				
Low SES	321	20	249	51	1	9	200	99	13				
SWD	37	3	32	2	0	0	30	6	1				
FY	1	1	0	0	0	0	1	0	0				
Homeless	16	1	14	1	0	0	12	4	0				

Group	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	383	7.3%	73.1%	18.5%	1.0%	5.2%	58.7%	31.1%	5.0%				
Black/African Am.	32	6.3%	71.9%	18.8%	3.1%	3.1%	65.6%	31.3%	0.0%				
Hispanic or Latino	81	6.2%	67.9%	24.7%	1.2%	6.2%	46.9%	35.8%	11.1%				
White	101	7.9%	69.3%	20.8%	2.0%	5.9%	57.4%	31.7%	5.0%				
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SWD	37	8.1%	86.5%	5.4%	0.0%	0.0%	81.1%	16.2%	2.7%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	16	6.3%	87.5%	6.3%	0.0%	0.0%	75.0%	25.0%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Dyer-Kelly site leadership including; administration, elected leadership team members, department chairs, Learning Support Team coordinator, PBIS Coordinator participated in empathy gathering with various stakeholders. Dyer-Kelly staff, both certificated and classified participated in numerous training around trauma-informed instruction and meeting our students' needs with high leverage social-emotional skill sets. We spent professional development time working around two main areas: improving math scores, and meeting our students' social-emotional needs.

Attendance: Root Cause Analysis:

Lack of Awareness and Understanding: There may be a lack of awareness among students, families, and the community about the importance of regular school attendance and the negative consequences of chronic absenteeism. This lack of understanding could contribute to high absentee rates across all student groups.

Barriers to Attendance: Certain student groups, such as African American, Hispanic/Latino, and homeless students, may face additional barriers to attendance, including socio-economic challenges, language barriers, lack of transportation, or unstable housing situations. These barriers can make it more difficult for students to attend school regularly.

Disengagement and Lack of Motivation: Students who experience chronic absenteeism may feel disengaged from their education, lacking motivation and a sense of connection to the school. This disengagement can result from various factors, such as a perceived lack of relevance in the curriculum, negative school climate, or inadequate support systems.

Cultural and Language Factors: English Learners (EL) and Reclassified Fluent English Proficient (RFEP) students may face additional challenges related to language acquisition and cultural adjustment, impacting their attendance rates. Language barriers and a lack of support for language needs could contribute to absenteeism among these student groups.

Possible Solutions:

Awareness and Education Campaigns: Implement targeted awareness campaigns to educate students, families, and the community about the importance of regular school attendance and the long-term benefits it provides. Provide resources, workshops, and informational sessions to increase understanding and address misconceptions.

Family and Community Engagement: Strengthen relationships with families and community members through regular communication and engagement initiatives. Collaborate with community organizations to provide support services, such as transportation assistance, housing support, and language resources, to address the specific barriers faced by students and families.

Student Support Services: Enhance student support services to address the underlying factors contributing to chronic absenteeism. Implement mentoring programs, counseling services, and academic interventions to help students overcome challenges and increase their engagement and motivation to attend school regularly.

Culturally Responsive Practices: Foster a culturally responsive and inclusive learning environment that values and celebrates the diversity of students. Implement teaching strategies that incorporate students' cultural backgrounds and provide language support for English Learners to ensure their engagement and attendance.

Positive School Climate: Create a positive and supportive school climate that promotes a sense of belonging, safety, and student engagement. Implement restorative practices, social-emotional learning initiatives, and positive behavior reinforcement strategies to cultivate a school environment that encourages attendance.

Early Warning Systems: Develop and utilize early warning systems to identify students at risk of chronic absenteeism. Implement data tracking systems that allow for early identification of students with attendance concerns, enabling timely interventions and targeted support.

Professional Development: Provide ongoing professional development opportunities for teachers and staff to enhance their understanding of the root causes and impact of chronic absenteeism. Equip educators with strategies and tools to create engaging learning environments and implement effective attendance interventions.

By addressing the root causes of chronic absenteeism and implementing these solutions, Dyer-Kelly Elementary School can work towards reducing absentee rates and improving overall student attendance, leading to improved academic outcomes and student success

Empathy gathering clearly showed parents are desiring summer programs, extension to the school day next year, after-school tutoring, after-school sports, and hiring intervention teachers.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Here is a concise analysis of the degree to which school resources are currently directed to support identified needs:

Continuing the position for a school community worker: This resource allocation demonstrates recognition of the importance of community engagement and support for students and families, particularly those facing challenges related to low socioeconomic status and refugee backgrounds.

Providing tutoring outside of the school day by staff to support learning loss: This resource allocation addresses the need for additional academic support for students who may require extra assistance due to learning loss. It shows a commitment to addressing educational inequities and helping students catch up.

Providing professional learning opportunities for staff, especially around areas that help students meet academic and social-emotional needs through a virtual platform: This resource allocation acknowledges the importance of equipping staff with the necessary skills to meet the diverse needs of students in a virtual learning environment. It demonstrates a commitment to professional growth and improving instructional practices.

Providing positive reinforcement for student attendance and engagement: This resource allocation focuses on creating a positive school climate that values student attendance and engagement. It aims to address chronic absenteeism and foster a supportive learning environment. Student Engagement and Support: The attendance clerk can work closely with students, particularly those in the ATSI groups, to promote regular attendance. This may involve fostering positive relationships, providing individualized support, and connecting students and families with resources or services that can help overcome barriers to attendance.

Intervention Planning and Monitoring: The attendance clerk can participate in ATSI group meetings and contribute to the development of intervention plans aimed at improving attendance. They can assist in implementing and monitoring the effectiveness of these interventions, making adjustments as necessary.

Attendance Improvement Initiatives: The attendance clerk can support and actively participate in ATSI group attendance improvement initiatives. This may involve organizing attendance campaigns, recognizing and celebrating improved attendance, and promoting a positive attendance culture within the school community.

Importance of Field Trips: Field trips play a crucial role in enhancing students' educational experiences by providing hands-on, real-world learning opportunities beyond the classroom. They promote engagement, foster curiosity, and deepen conceptual understanding.

Impact on Learning: Field trips can significantly impact students' academic, social, and emotional development. They offer experiential learning, allowing students to apply theoretical knowledge in practical contexts. Field trips also support the development of critical thinking, problem-solving, and teamwork skills.

Hire Intervention/Coach-The intervention/coach position is vital for addressing the achievement gap that exists between students from low-income backgrounds and their peers. The position will allow for targeted interventions and support to help struggling students catch up academically, ultimately reducing the disparity in achievement levels.

Providing instruction and engagement opportunities that are inclusive, culturally responsive, equitable, and trauma-informed: This resource allocation emphasizes the importance of providing an inclusive and culturally responsive learning environment. It recognizes the impact of trauma on students and aims to address their diverse needs while promoting equity and inclusivity.

Provide hands-on materials or supplies to support learning: This resource allocation recognizes the importance of hands-on learning experiences and ensures that students have the necessary materials and supplies to engage in interactive and experiential learning.

Mentorship Mentoring at-risk youth has proven to be an effective way to help young people develop the skills and knowledge needed to become successful, contributing members of society. Through one-on-one mentorship, youth are provided with the support and guidance of a caring adult who can help them build self-confidence and gain the skills they need to make positive lifestyle choices. Mentoring can also provide youth with access to resources and opportunities they would otherwise not have access to, which can increase their prospects for success. Sacramento Area Youth Speaks (SAYS) is a social justice movement that empowers youth and transforms education by creating platforms for critical literacy, access to higher education, youth voice and civic engagement. SAYS elevates the voices of students as the authors of their own lives and agents of change.

Hire an additional rec-aide to support students during exploration time: This resource allocation acknowledges the need for additional support during non-academic activities, such as recess or exploration time. It aims to provide a safe and engaging environment for students to enhance their overall school experience.

Increase the number of BIAs/IAs to support refugee students and other students: This resource allocation recognizes the specific needs of refugee students and aims to provide additional support through bilingual instructional assistants. It acknowledges the importance of cultural and linguistic support to ensure equitable educational opportunities.

Overall, the identified resource allocations demonstrate a commitment to addressing the diverse needs of students, including those from low socioeconomic and refugee backgrounds. The school is directing resources towards providing academic support, creating inclusive and trauma-informed environments, promoting student engagement, and fostering community partnerships. However, further assessment and evaluation may be necessary to ensure that the allocated resources effectively meet the identified needs and lead to improved outcomes for all students.

Comprehensive Needs Assessment Prior to Distance Learning:

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	401	521	516	56.50%	71.3%	68.7%
Fluent English Proficient (FEP)	24	21	22	3.40%	2.9%	2.9%
Reclassified Fluent English Proficient (RFEP)	2			0.5%		

Dyer-Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

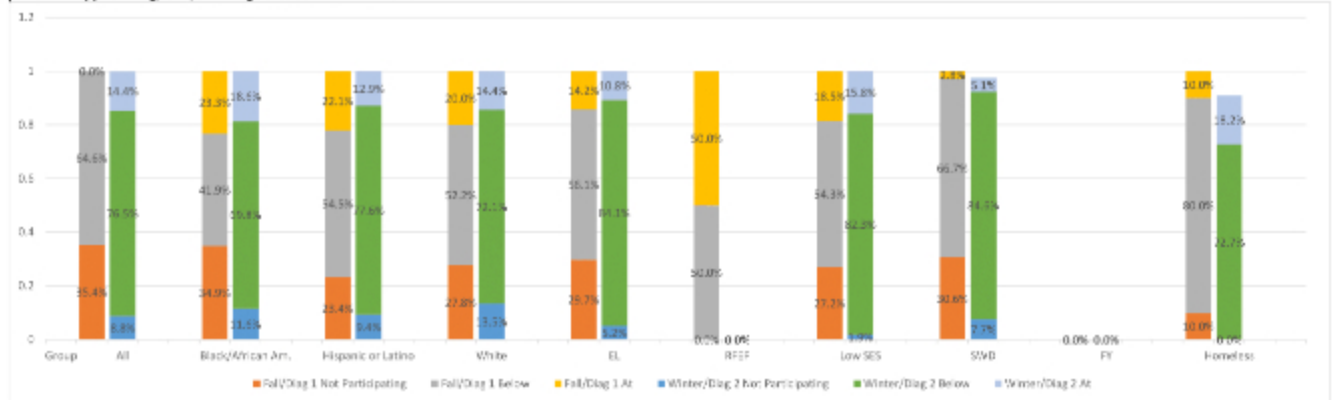
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	408	109	199	0	36	313	59			
Black/African Am.	43	15	18	10	5	30	8			
Hispanic or Latino	85	18	42	17	8	66	11			
White	104	25	47	18	14	75	15			
EL	251	71	134	34	13	211	27			
RFP	7	0	3	3	0	3	3			
Low SES	316	82	164	56	6	260	50			
SWD	39	11	24	1	3	33	2			
FY	0	0	0	0	0	0	0			
Homeless	11	1	8	1	0	8	2			

Dyer-Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	408	35.4%	64.6%	0.0%	8.8%	76.5%	14.4%			
Black/African Am.	43	34.9%	41.9%	23.3%	11.6%	69.8%	18.6%			
Hispanic or Latino	85	23.4%	54.5%	22.1%	9.4%	77.5%	12.9%			
White	104	27.8%	52.2%	20.0%	13.5%	72.1%	14.4%			
EL	251	25.7%	56.1%	14.2%	5.2%	84.1%	10.8%			
RFP	7	0.0%	50.0%	50.0%	0.0%	42.9%	42.9%			
Low SES	316	27.2%	54.3%	18.5%	1.9%	82.3%	15.8%			
SWD	39	30.6%	66.7%	2.8%	7.7%	84.6%	5.1%			
FY	0									
Homeless	11	10.0%	80.0%	10.0%	0.0%	72.7%	18.2%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Dyer-Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	120	84	0	23	16	74	30			
1	143	20	91	25	10	122	11			
2	145	5	108	21	10	117	18			

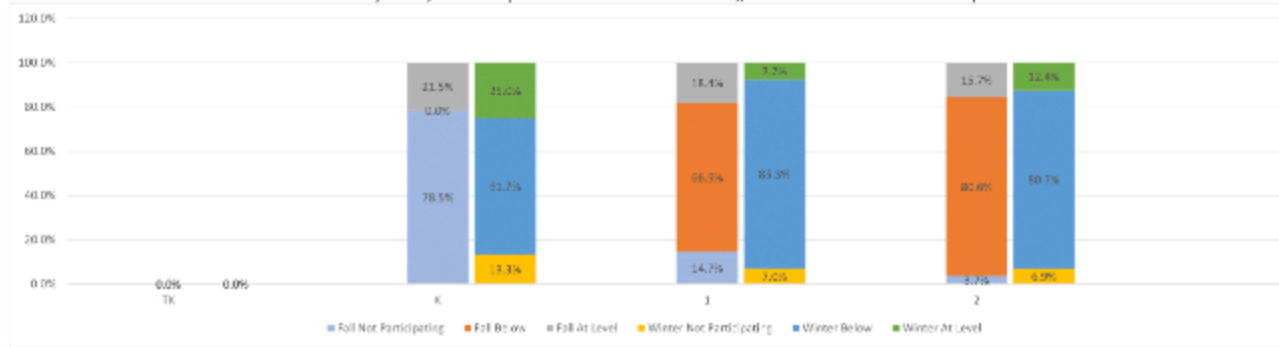
Dyer-Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	120	78.5%	0.0%	21.5%	13.3%	61.7%	25.0%			
1	143	14.7%	66.9%	18.4%	7.0%	85.3%	7.7%			
2	145	3.7%	80.6%	15.7%	6.9%	80.7%	12.8%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Dyer-Kelly Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Dyer-Kelly Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

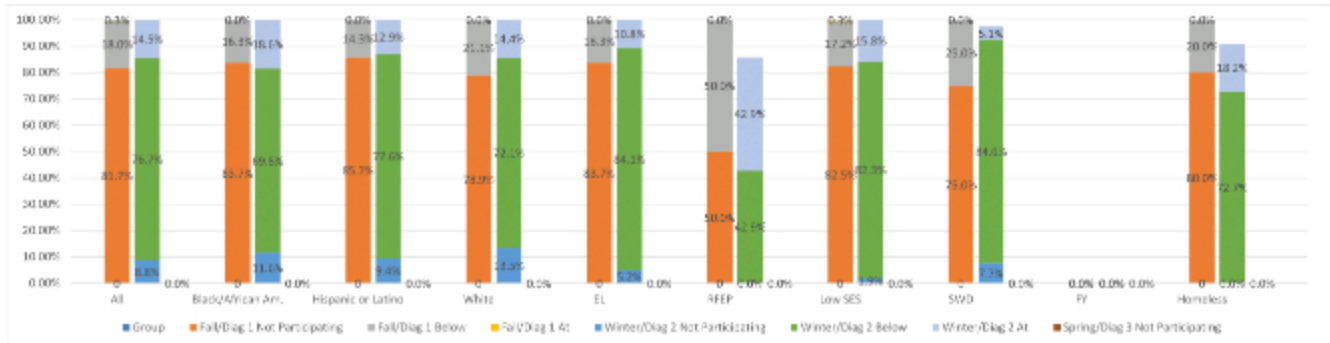
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	408	308	68	1	313	94	1			
Black/African Am.	43	36	7	0	35	8	0			
Hispanic or Latino	85	66	11	0	68	17	0			
White	104	71	19	0	77	27	0			
EL	251	200	39	0	189	62	0			
RFP	7	3	3	0	3	3	0			
Low SES	316	249	52	1	243	72	1			
SWD	39	27	9	0	29	9	0			
FY	0	0	0	0	0	0	0			
Homeless	11	8	2	0	7	3	0			

Dyer-Kelly Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	409	81.7%	18.0%	0.3%	76.5%	23.0%	0.2%			
Black/African Am.	43	83.7%	16.3%	0.0%	81.4%	18.5%	0.0%			
Hispanic or Latino	85	85.7%	14.3%	0.0%	80.0%	20.0%	0.0%			
White	104	78.9%	21.1%	0.0%	74.0%	26.0%	0.0%			
EL	251	83.7%	16.3%	0.0%	75.3%	24.7%	0.0%			
RFP	7	50.0%	50.0%	0.0%	42.9%	42.9%	0.0%			
Low SES	316	82.5%	17.2%	0.3%	76.9%	22.8%	0.3%			
SWD	39	75.0%	25.0%	0.0%	74.4%	23.1%	0.0%			
FY	0									
Homeless	11	80.0%	20.0%	0.0%	63.6%	27.3%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Dyer-Kelly Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0	0	0	0
K	120	107	0	0	120	0	0			
1	143	135	1	0	141	2	0			
2	145	66	67	1	52	92	1			

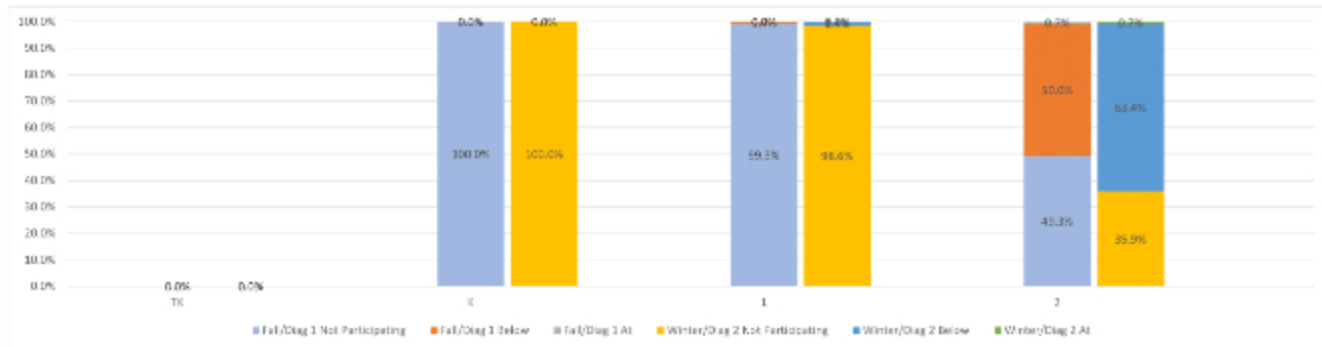
Dyer-Kelly Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentages

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	120	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	143	99.3%	0.7%	0.0%	98.6%	1.4%	0.0%			
2	145	49.3%	50.0%	0.7%	35.9%	63.4%	0.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Dyer-Kelly Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. In ELA Reading, 32.6% of students in grades 3-5 met or exceeded growth targets.
In ELA Reading, 5.8% of students in grades 3-5 were at or exceeding standards.

In Math, 31.3% of students in grades 3-5 met or exceeded growth targets.
In Math, 1.3% of students in grades 3-5 were at or exceeding standards.

Based on this data, African American students are making the most growth in ELA/Reading, while EL students and SPED students are making the most limited growth.
In math, EL students and Hispanic students are making the most growth, while African American students are making the most limited growth.
5th graders are making the most growth in both math and ELA/Reading.



Spring 2023
District Climate Survey Results by School

Dyer-Kelly

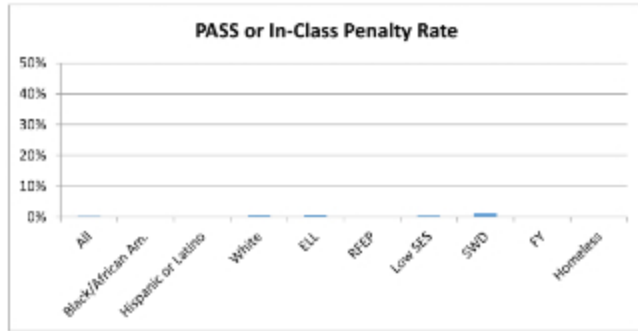
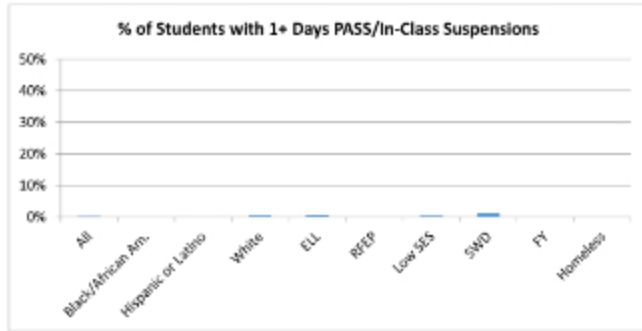
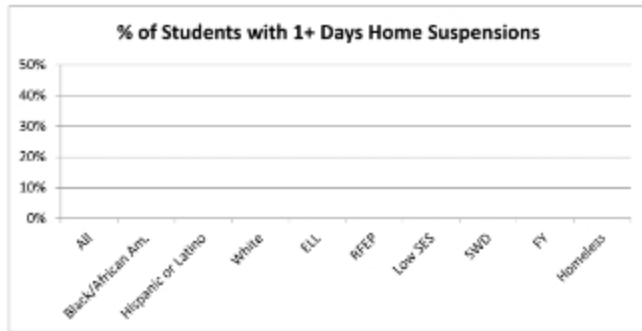
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
A) School has a climate that is caring.	233	90.13%	1	100.00%	13	53.85%
B) There are students and staff on campus who listen to students when they have something to say.	232	87.93%	1	100.00%	13	84.62%
C) There is an adult from the school who checks on how students are doing.	227	77.53%	1	100.00%	13	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	228	88.16%	1	100.00%	13	53.85%
E) Staff feels supported to do their job well in meeting the needs of all students.					13	30.77%
F) Staff feels part of an effective team.					13	38.46%
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	232	86.21%			13	92.31%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	234	88.46%			13	46.15%
C) The school offers families opportunities to be involved in school and classroom activities.	232	81.03%			13	38.46%
D) The school keeps families well-informed about school activities.	228	90.35%			13	100.00%
E) The staff at our school listens to family concerns about issues.	234	88.03%			13	76.92%
F) The staff at school are helpful and welcoming when families come to school or call.	234	91.07%			13	76.92%
G) The school and families are partners in promoting positive behavior for my student.	230	90.87%			13	46.15%
H) Families who speak a language other than English receive general information about our school in their home language.	223	92.83%			13	84.62%
I) Staff receive information about upcoming events and important information about the school.					13	100.00%
School Decision Making						
A) School seeks input when making important decisions.	232	87.93%	1	100.00%	13	69.23%
B) Important school decisions reflect diverse input.	226	78.32%	1	100.00%	13	46.15%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	234	81.70%				
D) The principal and staff listen to concerns of other staff members about issues.					13	69.23%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					13	69.23%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					13	84.62%
G) Our school uses data from this survey to inform site decision making.					13	53.85%
H) Staff voice matters in decision making.					13	46.15%
Safety						
A) Concerns about student safety are taken seriously.	225	88.09%	1	100.00%	13	76.92%
B) Concerns about student safety are addressed in a timely manner at my school.	226	88.05%	1	100.00%	13	53.85%
C) My school is a safe place for all students.	223	91.03%	1	100.00%	13	61.54%
D) My school is a safe place for all staff.					13	38.46%
E) Students know what staff member to go to if they have a safety concern.	232	79.74%	1	100.00%	13	61.54%
F) Students know school safety protocols.	224	79.02%	1	100.00%	13	69.23%
G) I feel safe sharing different viewpoints and perspectives at my school.	224	84.38%	1	100.00%	13	30.77%
Sense of Belonging						
A) School staff respects student diversity.	225	89.78%	1	100.00%	13	69.23%
B) Adults at my school treat students respectfully.	230	91.30%	1	100.00%	13	92.31%
C) Students are respectful to each other at school.	234	72.77%	1	100.00%	13	38.46%
D) Students have opportunities to socialize with other students often at school.	231	84.85%	1	100.00%	13	69.23%
E) Students have an adult on campus they trust.	219	76.71%	1	100.00%	13	69.23%
F) Students trust other students at school.	204	66.67%	1	100.00%	13	61.54%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	210	65.24%	1	100.00%	13	46.15%
H) School staff reflects student diversity.	207	81.64%	1	100.00%	13	30.77%
Academic Progress						
A) Families and students understand how assignments and tests are graded.	218	75.23%	1	100.00%	13	23.08%
B) Questions and concerns about schoolwork are addressed.	224	90.63%	1	100.00%	13	53.85%
C) Student grades reflect their knowledge of the material.	221	84.16%	1	100.00%	13	69.23%
D) Adults at my school believe all students can be successful.	230	91.82%	1	100.00%	13	76.92%
E) Students feel comfortable and unjudged to ask their teacher for help.	219	87.67%	1	100.00%	13	84.62%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	222	90.54%	1	100.00%	13	92.31%
G) Teachers at my school go out of their way to help all students.	216	89.35%	1	100.00%	13	92.31%
H) Students receive timely and regular feedback on their learning.	223	87.89%	1	100.00%	13	92.31%
I) Staff at my school provides resources or ideas that help families support their students at home.	214	80.37%			13	100.00%
High Expectations						
A) Students are challenged academically at school.	215	53.02%	1	100.00%	13	69.23%
B) School recognizes and celebrates the academic success of all students.	216	84.72%	1	100.00%	13	76.92%
C) Adults on campus motivate students to do their best.	218	83.03%	1	100.00%	13	69.23%
D) School provides additional academic support when students are struggling.	215	79.53%	1	100.00%	13	76.92%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	229	93.01%	1	100.00%	13	84.62%
B) Students have access to classes and activities that meet their interests and talents.	220	86.82%	1	100.00%	13	53.85%
C) Students understand how to complete their schoolwork.	223	84.30%	1	100.00%	13	69.23%
D) Students complete assignments on time.	222	86.49%	1	100.00%	13	46.15%
E) Students are motivated to do their schoolwork.	223	87.00%	1	100.00%	13	69.23%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	211	58.77%	1	100.00%	12	25.00%
B) Students and families know what classes they will have to take and pass to graduate from high school.	213	63.85%	1	100.00%	12	8.33%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	205	58.05%	1	100.00%	12	50.00%
D) School offers college and career programs.	212	44.34%	1	100.00%	12	0.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	204	44.12%	1	100.00%	12	8.33%
F) Students are prepared for the next step of their educational experience.	205	66.83%	1	100.00%	13	46.15%
G) Staff are optimistic about the future of their career in San Juan Unified.					12	50.00%
H) There are equitable opportunities for advancement in the district.					13	23.08%
Customer Satisfaction						
A) I would recommend my school to other families.	217	85.71%	1	100.00%	13	38.46%
B) San Juan Unified School District is a district that I would recommend to other families.	221	85.52%	1	100.00%	13	53.85%

Dyer-Kelly Elementary 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susa	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	825	-	0.00%	-	-	0.00%	3	0.36%	3	0.36%
Black/African Am.	90	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	164	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	208	-	0.00%	-	-	0.00%	1	0.48%	1	0.48%
ELL	543	-	0.00%	-	-	0.00%	3	0.55%	3	0.55%
RFP	35	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	665	-	0.00%	-	-	0.00%	3	0.45%	3	0.45%
SWD	77	-	0.00%	-	-	0.00%	1	1.30%	1	1.30%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	30	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Dyer-Kelly Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

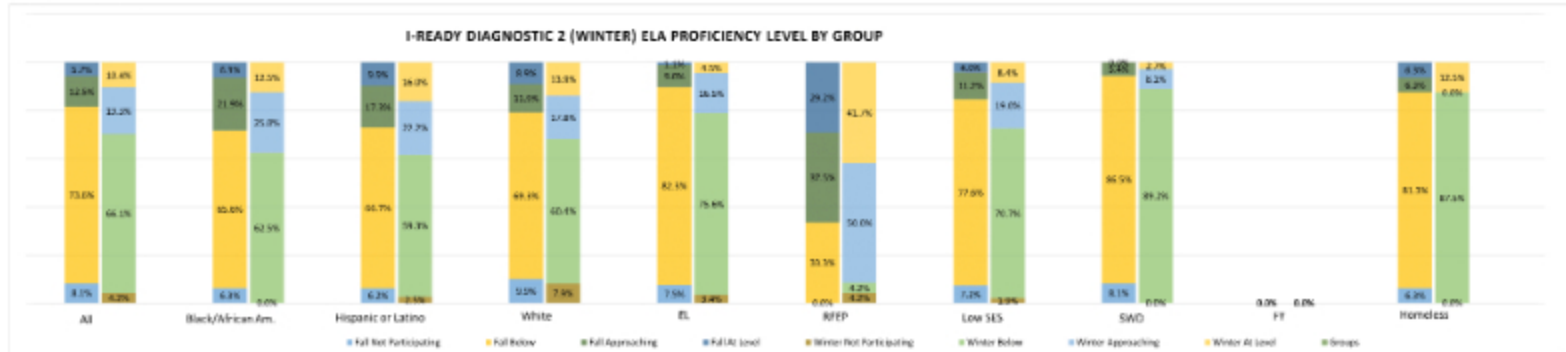
Group	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	383	31	282	48	22	16	253	74	40				
Black/African Am.	32	2	21	7	2	0	29	8	4				
Hispanic or Latina	81	5	54	14	8	2	48	18	11				
White	101	20	70	12	9	8	61	18	14				
EL	266	20	219	24	3	9	201	64	12				
BFEP	24	0	8	9	7	1	1	12	10				
Low SES	321	23	249	36	13	6	127	61	27				
SWD	37	3	32	2	0	0	33	3	1				
FY	1	1	0	0	0	0	1	0	0				
Homeless	16	1	13	1	1	0	14	0	2				

Group	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	383	8.1%	73.6%	12.5%	5.7%	4.2%	66.3%	19.3%	10.4%				
Black/African Am.	32	6.3%	65.6%	21.9%	6.3%	0.0%	62.5%	25.0%	12.5%				
Hispanic or Latina	81	6.2%	66.7%	17.3%	9.9%	2.5%	59.4%	22.2%	16.0%				
White	101	9.9%	69.3%	11.9%	8.9%	7.8%	60.4%	17.8%	18.9%				
EL	266	7.5%	82.3%	9.0%	1.1%	3.4%	75.6%	16.5%	4.5%				
BFEP	24	0.0%	33.3%	37.5%	29.2%	4.2%	4.2%	50.0%	41.7%				
Low SES	321	7.2%	77.6%	11.2%	4.0%	1.9%	70.7%	19.0%	8.4%				
SWD	37	8.1%	86.5%	5.4%	0.0%	0.0%	89.2%	8.1%	2.7%				
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	16	6.3%	81.3%	6.3%	6.3%	0.0%	87.5%	0.0%	12.5%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Dyer-Kelly Elementary - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

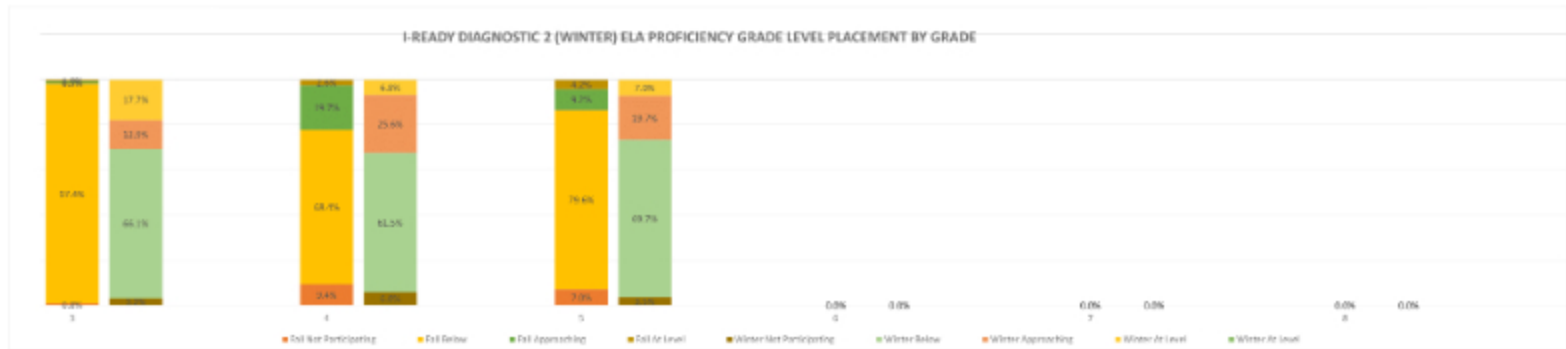
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	124	30	89	12	13	4	82	36	22				
4	117	11	83	23	5	7	72	30	8				
5	142	30	113	13	6	5	99	28	30				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	124	8.1%	71.8%	9.7%	10.5%	3.2%	66.1%	22.9%	17.7%				
4	117	9.4%	68.4%	19.7%	2.6%	6.0%	61.5%	25.6%	6.8%				
5	142	7.0%	79.6%	9.2%	4.2%	3.5%	69.7%	19.7%	7.0%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Dyer-Kelly Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

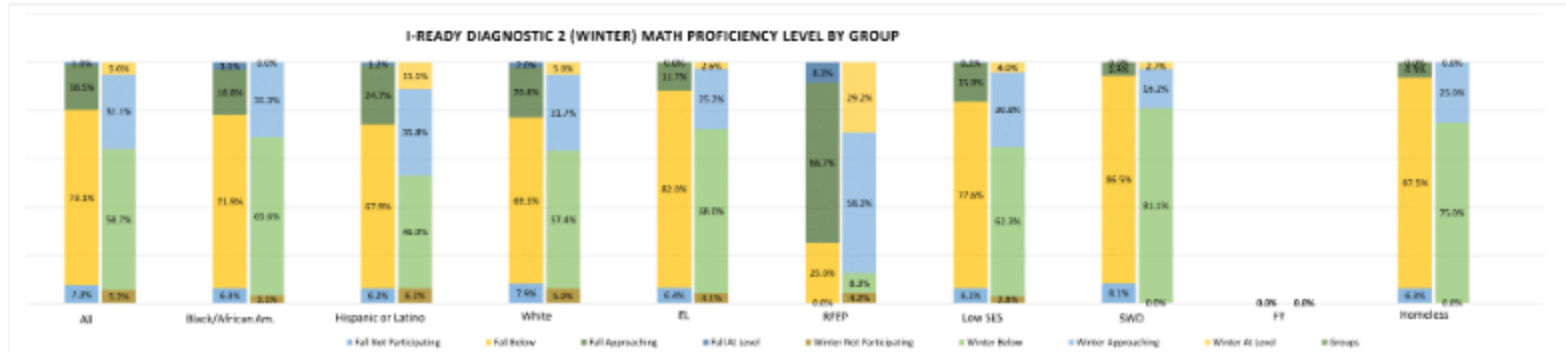
Group	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement					Spring/Diagnostic 3 I-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level		
All	383	28	280	71	4	20	225	138	29						
Black/African Am.	32	2	23	6	1	1	21	10	0						
Hispanic or Latina	81	5	55	20	1	5	38	29	9						
White	101	8	70	21	2	6	58	32	5						
EL	266	17	218	31	0	11	181	67	7						
FFEP	24	0	6	16	2	1	2	14	7						
Low SES	321	20	249	51	1	9	100	69	13						
SWD	37	3	32	2	0	0	30	4	1						
FY	1	1	0	0	0	0	1	0	0						
Homeless	16	1	14	1	0	0	12	4	0						

Group	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement					Spring/Diagnostic 3 I-Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level		
All	383	7.3%	73.1%	18.5%	1.0%	5.2%	58.7%	33.1%	5.0%						
Black/African Am.	32	6.3%	71.9%	18.8%	3.1%	3.1%	65.6%	31.8%	0.0%						
Hispanic or Latina	81	6.2%	67.9%	24.7%	1.2%	6.2%	46.9%	35.8%	11.1%						
White	101	7.9%	69.3%	20.8%	2.0%	5.9%	57.4%	31.7%	5.0%						
EL	266	6.4%	82.0%	11.7%	0.0%	4.1%	68.0%	25.2%	2.6%						
FFEP	24	0.0%	25.0%	66.7%	8.5%	4.2%	8.5%	58.5%	29.2%						
Low SES	321	6.2%	77.6%	15.9%	0.5%	2.8%	67.3%	30.8%	4.0%						
SWD	37	8.1%	86.5%	5.4%	0.0%	0.0%	81.3%	16.2%	2.7%						
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%						
Homeless	16	6.3%	87.5%	6.3%	0.0%	0.0%	75.0%	25.0%	0.0%						

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Dyer-Kelly Elementary - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

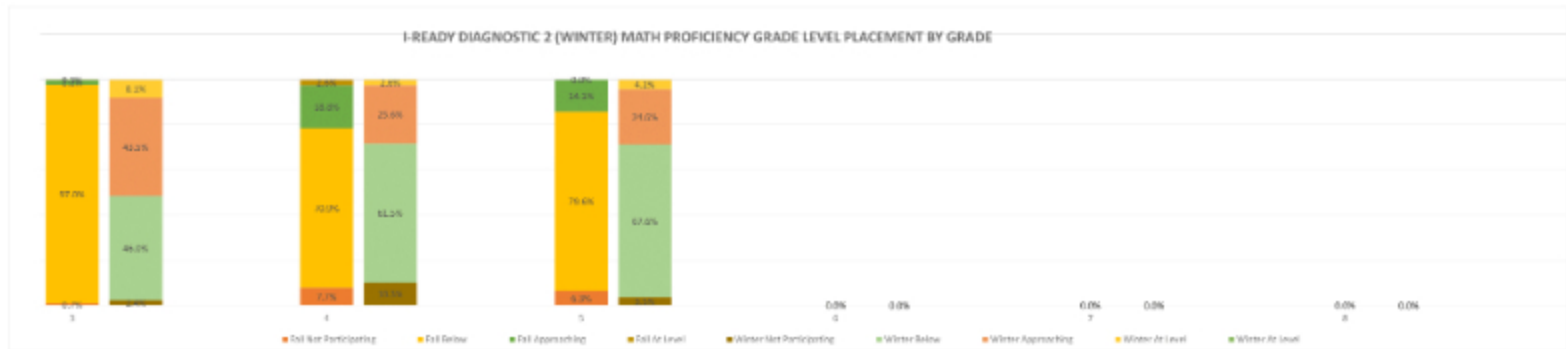
Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	124	30	84	29	1	3	57	54	30				
4	117	9	83	22	5	12	72	30	5				
5	142	9	113	20	0	5	96	35	6				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	124	8.1%	67.7%	23.4%	0.8%	2.4%	46.0%	43.5%	8.1%				
4	117	7.7%	70.9%	18.8%	2.6%	10.3%	61.5%	25.6%	2.6%				
5	142	6.3%	79.6%	14.1%	0.0%	3.5%	67.6%	24.6%	4.2%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on this Text Level data:

We found that 27% of all students in grades K-2 were at or above grade level proficiency.

We found that 27.9% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that 18.3% of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data, the groups with the largest percentage of students achieving grade level proficiency were African American students (44.1%), and Hispanic students (38.9%).

The groups with the lowest percentage of students achieving grade level proficiency were English Learners (17.9%) and SPED (0%).

2nd grade had the highest percentage of students achieving grade level proficiency at 40%.

1st grade had the lowest percentage of students achieving grade level proficiency at 19.8%.

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: 2022-23

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. At the start of the academic year the COVID 19 Pandemic was coming to an end and, we faced limitations in our ability to offer more community functions. However, in the second half we were able to capitalize on additional opportunities to connect with our community in more meaningful ways. Moving forward, we need to continue to find more avenues of engagement to ensure we are providing ample opportunity for members of our community to come together.

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.

2022-23

Identified Need

When students feel a sense of belonging to Dyer-Kelly, they are more likely to engage actively in their learning process. Students who feel connected to their school, teachers, and peers tend to have higher academic achievement, increased motivation, and a better overall educational experience. Similarly, staff members and teachers who feel a sense of belonging are more likely to be satisfied with their work environment, leading to improved performance and dedication.

Emotional Well-being: A sense of belonging contributes significantly to emotional well-being. When students, staff, and families feel accepted, valued, and included, they experience a greater sense of security, support, and happiness. This positive emotional state promotes mental health, reduces stress and anxiety levels, and fosters resilience. It also creates an environment where individuals can openly express their thoughts, concerns, and ideas, leading to better communication and problem-solving.

Social Connections: Building strong relationships and social connections is a fundamental aspect of human nature. Schools and educational serve as important social environments where students, staff, and families spend a significant amount of time. By fostering a greater sense of belonging, these institutions create opportunities for individuals to connect with others, form friendships, and establish meaningful relationships. These connections enhance social skills, encourage collaboration, and provide a support system that can positively impact personal and professional lives.

Inclusion and Diversity: A greater sense of belonging promotes inclusivity and celebrates diversity. It ensures that students, staff, and families from different backgrounds, cultures, and identities feel welcomed and respected within the educational community. Inclusive environments that value diversity encourage the exchange of ideas, perspectives, and experiences, fostering a rich and dynamic learning environment. This prepares individuals to navigate a diverse world and promotes understanding, empathy, and cultural competence.

Annual Measurable Outcomes

Metric/Indicator

Spring 2023 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.

Baseline 2022-23

90.13% of parents strongly agree/agree when asked questions in the 'Parent Involvement' section of the Winter 2022-2023 School Survey.

Expected Outcome 2023-24

91% of parents will answer strongly agree/agree when asked questions in the 'Parent Involvement' section of the Winter 2023-2024 School Survey.

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Spring 2023 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.

87.9% of stakeholders answered strongly agree/agree when asked questions in the 'School Decision Making' section of the Winter 2023-2041 School Survey

89% of stakeholders will answer strongly agree/agree when asked questions in the 'School Decision Making' section of the Winter 2023-2042 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	Safety Kits safety kits to ensure the health and safety of students and staff in the classroom. safety kits can also help to remind students and staff of the importance of following safety protocols and help to create a culture of safety in the classroom.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	2685.00	School year 2023-23
1.2	Intermediate Clerk Typist: Provide additional time for ICT to	All Students X English Learners X Low-Income Students X Foster Youth Other	Administration	LCFF Supplemental Site Allocation	9,597 6,725	School year 2023-24

	<p>monitor attendance, engagement, and provide support to families.</p> <p>.25FTE</p>			<p>2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits</p>		
1.3	<p>Community Engagement Opportunities- Building a sense of community: Parent engagement activities, such as ELAC meetings, School Site Council, and Family Night events, help build a strong sense of community within the school. These opportunities provide parents with a platform to connect with</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>		<p>Title I Part A Parent Involvement</p>	2000	<p>School year 2023-24</p>

	<p>each other, share experiences, and collaborate with school staff. By using Title 1 funds to support these activities, schools can foster a supportive and inclusive school environment where parents feel valued, involved, and connected to the school community.</p>					
1.4	<p>Assembly/Awards-Celebrating student achievements: Assemblies and awards provide a platform to recognize and celebrate the accomplishments of students. This recognition not only boosts the</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>		<p>Title I Part A Parent Involvement None Specified</p>	5000	<p>School year 2023-24</p>

morale and self-esteem of the awarded students but also creates a sense of pride and engagement among parents. When parents witness their child being honored for their achievements, they are more likely to feel a sense of connection to the school community and be involved in their child's educational journey.

Fostering a positive school climate:
Assemblies and awards contribute to building a positive school climate and culture. By showcasing student

	<p>successes and accomplishments, they promote a sense of inclusivity and appreciation for diverse talents and abilities. Parents who attend these events witness the supportive and nurturing environment within the school, which can enhance their perception of the school and encourage their active involvement.</p>					
1.5	<p>Family Communication & Engagement Materials & Supplies-</p> <p>Enhancing Parental Involvement: Effective communication with families is crucial for</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administration	Title I Part A Parent Involvement	1963	

promoting parental involvement in a child's education. By providing materials and supplies, schools can ensure that parents have the necessary tools to stay informed and engaged in their child's learning process. This can lead to improved academic outcomes for students, as research consistently shows that parental involvement positively impacts student achievement.

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: 2022-23

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)

This year witnessed a decline in school suspensions, which can be attributed to the increased sense of connection students felt with the school due to the implementation of PBIS (Positive Behavioral Interventions and Supports) and our dedication to creating a responsive classroom environment. However, it became apparent that there was a lack of adequate supervision during unstructured periods. Moreover, students had to undergo multiple transitions throughout the day to fulfill their academic requirements. Additionally, certain academic settings were conducted in open spaces, introducing potential challenges to the learning environment.

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.

2022-23

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 2022-23	Expected Outcome 2023-24
Chronic Absenteeism Data	33.3%	Decrease by 5%
Attendance Rate	91%	Increase to 93%

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	6766	School year 2023-24

	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>23,018 20,709</p>	School year 2023-24
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 Centralized Services (District Only) 2000-2999: Classified Personnel Salaries</p>	3412	School year 2023-24

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 underrepresented groups.	X All Students English Learners Low-Income Students Foster Youth Other	PBIS Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	20000	School year 2023-24
2.5	Rec-AidesProvides for and assures a safe, clean, and secure environment for students during lunch and playground programs. Organizes and oversees recreational	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	17750.00	School year 2023-24

	and playground activities. (1) .1563 FTE (1) .4063 FTE					
2.6	<p>Clerk 2 hours- Upon review of school attendance records, it has become evident that chronic absenteeism continues to be an issue within our school. It has been identified that introducing an additional two hours of attendance clerk coverage could improve absenteeism rates.</p> <p>The additional two hours of attendance clerk coverage will create additional time for the staff to help identify and address</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth Other</p>	Administration	LCFF Supplemental Site Allocation	8750.00	School year 2023-24

underlying issues that may be causing student absences. These additional hours could also help to improve student accountability with attendance policies in general.

Furthermore, more time available to review attendance records and data could also help to identify patterns that may be leading to increased absences. Identifying and addressing these issues sooner could bring greater success to our school community, through

decreased absences.

Data Collection and Analysis: The attendance clerk can gather and analyze attendance data for the ATSI groups to identify patterns, trends, and areas of concern. By monitoring attendance patterns, the clerk can provide valuable information that helps the TSI group understand attendance-related challenges and develop targeted strategies for improvement.

Attendance Tracking and Reporting: The

attendance clerk can maintain accurate attendance records for students in the ATSI groups. This includes tracking daily attendance, tardiness, and early dismissals. Timely and accurate attendance reporting ensures that the TSI group has up-to-date information for monitoring and addressing attendance issues.

Collaboration and Communication : The attendance clerk can collaborate with teachers, counselors, administrators, and other

support staff to address attendance-related concerns within the ATSI groups. Regular communication with these stakeholders can help identify and implement appropriate interventions to improve attendance.

Student Engagement and Support: The attendance clerk can work closely with students, particularly those in the ATSI groups, to promote regular attendance. This may involve fostering positive relationships, providing

individualized support, and connecting students and families with resources or services that can help overcome barriers to attendance.

Intervention Planning and Monitoring: The attendance clerk can participate in ATSI group meetings and contribute to the development of intervention plans aimed at improving attendance. They can assist in implementing and monitoring the effectiveness of these interventions, making adjustments as necessary.

	<p>Attendance Improvement Initiatives: The attendance clerk can support and actively participate in ATSI group attendance improvement initiatives. This may involve organizing attendance campaigns, recognizing and celebrating improved attendance, and promoting a positive attendance culture within the school community.</p>					
2.7	<p>Touch of Understanding- to view the perspective from a student with a</p>	<p>All Students English Learners X Low-Income Students Foster Youth Other</p>	<p>Administration</p>	<p>Title I Part A Site Allocation</p>	<p>5000</p>	<p>School year 2023-24</p>

	<p>disability, which gives them a better understanding of the challenges faced by their peers. students will develop their social and emotional learning skills, such as understanding and respecting the perspectives of others, and developing empathy and compassion.</p>					
2.8	<p>Sacramento Area Youth Speaks-Mentoring at-risk youth has proven to be an effective way to help young people develop the skills and knowledge needed to become successful, contributing members of</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth Other</p>	Administration	Title I Part A Site Allocation	5000	School year 2023-24

society. Through one-on-one mentorship, youth are provided with the support and guidance of a caring adult who can help them build self-confidence and gain the skills they need to make positive lifestyle choices. Mentoring can also provide youth with access to resources and opportunities they would otherwise not have access to, which can increase their prospects for success. Sacramento Area Youth Speaks (SAYS) is a social justice movement that empowers youth and transforms

	education by creating platforms for critical literacy, access to higher education, youth voice and civic engagement. SAYS elevates the voices of students as the authors of their own lives and agents of change.					
2.9		All Students English Learners Low-Income Students Foster Youth Other				
2.10		All Students English Learners Low-Income Students Foster Youth Other				
2.11		All Students English Learners Low-Income Students Foster Youth Other				
2.12		All Students English Learners				

		Low-Income Students Foster Youth Other				
2.13		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: 2022-23

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.

2022-23

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 2022-23

Expected Outcome 2023-24

iReady/ 3rd trimester 2022-2023

59% of students in kindergarten were at or exceeding grade level.
1st Grade- 22% of students were at, or exceeding grade level
2nd Grade 21% of students were at or exceeding grade level
3rd Grade 25% of students were at or exceeding grade level
4th Grade 9% of students were at or exceeding grade level
5th Grade 14% of students were at or exceeding grade level

61% of students in kindergarten were at or exceeding grade level.
1st Grade- 27% of students were at, or exceeding grade level
2nd Grade 25% of students were at or exceeding grade level
3rd Grade 30% of students were at or exceeding grade level
4th Grade 14% of students were at or exceeding grade level
5th Grade 16% of students were at or exceeding grade level

iReady/Math Level 3rd Trimester 2022-2023

35% of students in kindergarten were at or exceeding grade level.
1st Grade- 9% of students were at, or exceeding grade level
2nd Grade 7% of students were at or exceeding grade level
3rd Grade 19% of students were at or exceeding grade level
4th Grade 8% of students were at or exceeding grade level

36% of students in kindergarten were at or exceeding grade level.
1st Grade- 10% of students were at, or exceeding grade level
2nd Grade 9% of students were at or exceeding grade level
3rd Grade 21% of students were at or exceeding grade level
4th Grade 10% of students were at or exceeding grade level

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	5th Grade 10% of students were at or exceeding grade level	5th Grade 12% of students were at or exceeding grade level
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Materials, supplies, books to support: <ul style="list-style-type: none"> • Language acquisition • Academic achievement • Meeting grade level standards across content areas • Professional development • Classroom 	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation	34000	

	learning					
3.2	<p>Licenses:</p> <ul style="list-style-type: none"> • LexiaCore • ESGI • Learning A-Z 	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Teaching Staff	<p>Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>	13400	School year 2023-24
3.3	<p>Technology: Support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.)</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administration, Teaching Staff	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	15473	School year 2023-24
3.4	<p>Counselor: Provide additional high, middle school and K-8 school counseling services for</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Counselor	<p>LCFF Supplemental Centralized Services (District Only)</p>		School year 2023-24

	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 LCFF Supplemental Centralized Services (District Only) 3000-3999: Employee Benefits		
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</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Other</p>	Administration, Teaching Staff	<p>Title I Part A Site Allocation</p> <p>4000-4999: Books And Supplies</p>		School year 2023-24

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>	<p>EL Program Manager ELD Teacher(s)</p>	<p>LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries</p>	577,587	School year 2023-24
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 1000-1999: Certificated Personnel Salaries</p>	219,698	School year 2023-24
3.8	<p>BIAs: Provide primary language support to EL students,</p>	<p>All Students X English Learners Low-Income Students Foster Youth Other</p>	<p>Bilingual Instructional Assistant/Instructional Assistant</p>	<p>LCFF Supplemental English Learner Central</p>	101,290	School year 2023-24

	<p>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).</p> <p>2.25 FTE BIAs</p>			2000-2999: Classified Personnel Salaries		
3.9	<p>Co-Teachers: Continue to implement co-teaching pilot to support English language acquisition.</p> <p>7.0 FTE Co-Teachers</p>	<p>All Students X English Learners X Low-Income Students X Foster Youth Other</p>	Co-Teachers	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits Other</p>	<p>326,744 110,017 350,138</p>	School year 2023-24

3.10	Provide field trips for students to extend their learning and connect content to real life experiences. Field Trips will directly connect to grade level standards.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, K-5 teachers	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	20728	School year 2023-24
3.11	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. Meeting State	All Students X English Learners Low-Income Students Foster Youth Other	Administration, K-5 teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	41000	School year 2023-24

Standards:
Literacy is a core component of state academic standards. Implementing LETRS aligns with these standards and ensures that students are equipped with the necessary skills and competencies to meet grade-level expectations in reading, writing, and language development.

Early Intervention and Prevention:
Early identification and intervention are key to addressing literacy difficulties before they escalate.

LETRS provides a structured framework for early intervention, targeting essential skills such as phonics, vocabulary, comprehension, and fluency. By implementing LETRS Dyer-Kelly can proactively address literacy challenges and prevent future academic struggles.

Individualized Instruction: LETRS emphasizes differentiated instruction, recognizing that students have varying levels of proficiency and learning needs. Through

professional development, staff can gain strategies and techniques to tailor instruction to individual students, providing targeted support and scaffolding to help them progress in their literacy skills.

Collaborative Learning Community: Professional development related to LETRS fosters a collaborative learning community among staff. Training sessions and workshops allow educators to share best practices, discuss student progress, and collaborate on

instructional strategies. This collective expertise contributes to a cohesive and effective approach to literacy instruction within the school.

Data-Informed Decision Making: LETRS includes ongoing assessment and progress monitoring to track students' literacy growth. Through professional development, staff members learn how to collect, analyze, and utilize data effectively. This data-informed approach enables educators to identify areas

	of improvement, make informed instructional decisions, and adjust interventions based on students' specific needs.					
3.12	Scholastic Guided Reading Books: Fountas & Pinnel level A, B, & C books (text types, content areas, fiction focus) for kindergarten through fifth grade students.	X All Students English Learners Low-Income Students Foster Youth Other	Teaching staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	14900	School year 2023-24
3.13	Intervention/Coach-The intervention/coach position is vital for addressing the achievement gap that exists between students from low-income backgrounds	All Students English Learners X Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	91,766 38,896	

	and their peers. The position will allow for targeted interventions and support to help struggling students catch up academically, ultimately reducing the disparity in achievement levels.			3000-3999: Employee Benefits		
3.14	Vice Principal - Administrative instructional support to improve academic and social-emotional outcomes for students. 1.0 FTE	X 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 2023-24
3.15	Specialty Teacher - Music teacher to provide arts based instruction to students.	X All Students English Learners Low-Income Students Foster Youth Other	Administration			School year 2023-24

	0.40 FTE					
3.16	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	12138	School year 2023-24
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				
3.24		All Students English Learners Low-Income Students Foster Youth Other				
3.25		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: 2022-23

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. We have integrated visual and performing arts into our school and have reached out to our community for support. There is a lack of coordination and collaboration between the school and the whole community. The school has not developed a comprehensive plan to engage students in discovering their limitless potential and preparing them for college, career, and a bright future filled with opportunity. This lack of coordination and collaboration has resulted in inadequate resources and support for students, leading to lower academic performance and a lack of college and career readiness.

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

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

2022-23

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 2022-23	Expected Outcome 2023-24
Winter 2022-23 School Survey - College and Career - Students and parents know the kinds of courses they need to pass to be prepared for college.	Parent-58% Student N	Parent-60% and Student-
Winter 2022-23 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 N	Parent-64% and Student
Winter 2022-23 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-93.01% Student-N% * Students are prepared for the next step of their educational experience Parent-66% Student-N% * I would recommend my school to other families	Increase all measures by 3%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	Parent-85.7% Student-N%	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	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: Certificate d Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	111523 47778	School year 2023-24

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse			
		endcollapse			
endcollapse					

SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$2,414,325.00

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)	\$152,286.00
LCFF Supplemental English Learner Central	\$678,877.00
LCFF Supplemental Site Allocation	\$116,000.00
Other	\$569,836.00
Title I Part A Parent Involvement	\$8,963.00
Title I Part A Site Allocation	\$888,363.00

Subtotal of state or local funds included for this school: \$2,414,325.00

Total of federal, state, and/or local funds for this school: \$2,414,325.00

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	116,000	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	888,363	0.00
Title I Part A Parent Involvement	8,963	0.00
LCFF Supplemental Centralized Services (District Only)	152,286	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	152,286.00
LCFF Supplemental English Learner Central	678,877.00
LCFF Supplemental Site Allocation	116,000.00
Other	569,836.00
Title I Part A Parent Involvement	8,963.00
Title I Part A Site Allocation	888,363.00

Expenditures by Budget Reference

Budget Reference	Amount
	43,148.00
1000-1999: Certificated Personnel Salaries	1,529,330.00
2000-2999: Classified Personnel Salaries	137,317.00
3000-3999: Employee Benefits	224,125.00
4000-4999: Books And Supplies	57,139.00
5800: Professional/Consulting Services And Operating Expenditures	34,128.00
None Specified	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	148,874.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	577,587.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	101,290.00
	LCFF Supplemental Site Allocation	29,185.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	32,615.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	27,434.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	26,766.00
	Other	350,138.00
1000-1999: Certificated Personnel Salaries	Other	219,698.00
	Title I Part A Parent Involvement	3,963.00
None Specified	Title I Part A Parent Involvement	5,000.00
	Title I Part A Site Allocation	34,000.00
	Title I Part A Site Allocation	10,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	583,171.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	196,691.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	30,373.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	34,128.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,970.00
Goal 2	110,405.00
Goal 3	2,116,649.00

Goal 4

159,301.00

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
Deborah Davey	Classroom Teacher
Emily Collins	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 May 10, 2023.

Attested:

Jamal Hicks

Principal, Jamal Hicks on 05/10/23

On File

SSC Chairperson, Karen Solari on 05/10/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Dyer-Kelly Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$152,286.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Rec. Aides - Additional hours for rec. aides to enhance positive school culture.	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
Rec Aide 1: 0.25 FTE				
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:		\$152,286.00		
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.	1000-1999: Certificated Personnel Salaries	\$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).	2000-2999: Classified Personnel Salaries	\$101,290.00	Engaging Academic Programs	
2.25 FTE BIA's				

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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 \$116,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$6,725.00	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	\$6,766.00	Healthy Environments for Social-Emotional Growth	
Campus Representative: One Campus Representatives 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	\$23,018.00	Healthy Environments for Social-Emotional Growth	
Campus Rep 1: .75FTE	3000-3999: Employee Benefits	\$20,709.00	Healthy Environments for Social-Emotional Growth	
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	\$20,000.00	Healthy Environments for Social-Emotional Growth	

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Rec-Aides Provides for and assures a safe, clean, and secure environment for students during lunch and playground programs. Organizes and oversees recreational and playground activities.

\$17,750.00 Healthy Environments for Social-Emotional Growth

(1) .1563 FTE (1) .4063 FTE

Clerk 2 hours-Upon review of school attendance records, it has become evident that chronic absenteeism continues to be an issue within our school. It has been identified that introducing an additional two hours of attendance clerk coverage could improve absenteeism rates.

\$8,750.00 Healthy Environments for Social-Emotional Growth

The additional two hours of attendance clerk coverage will create additional time for the staff to help identify and address underlying issues that may be causing student absences. These additional hours could also help to improve student accountability with attendance policies in general.

Furthermore, more time available to review attendance records and data could also help to identify patterns that may be leading to increased absences. Identifying and addressing these issues sooner could bring greater success to our school community, through decreased absences.

Data Collection and Analysis: The attendance clerk can gather and analyze attendance data for the ATSI groups to identify patterns, trends, and areas of concern. By monitoring attendance patterns, the clerk can provide valuable information that helps the TSI group understand attendance-related challenges and develop targeted strategies for improvement.

Attendance Tracking and Reporting: The

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attendance clerk can maintain accurate attendance records for students in the ATSI groups. This includes tracking daily attendance, tardiness, and early dismissals. Timely and accurate attendance reporting ensures that the TSI group has up-to-date information for monitoring and addressing attendance issues.

Collaboration and Communication: The attendance clerk can collaborate with teachers, counselors, administrators, and other support staff to address attendance-related concerns within the ATSI groups. Regular communication with these stakeholders can help identify and implement appropriate interventions to improve attendance.

Student Engagement and Support: The attendance clerk can work closely with students, particularly those in the ATSI groups, to promote regular attendance. This may involve fostering positive relationships, providing individualized support, and connecting students and families with resources or services that can help overcome barriers to attendance.

Intervention Planning and Monitoring: The attendance clerk can participate in ATSI group meetings and contribute to the development of intervention plans aimed at improving attendance. They can assist in implementing and monitoring the effectiveness of these interventions, making adjustments as necessary.

Attendance Improvement Initiatives: The attendance clerk can support and actively participate in ATSI group attendance improvement initiatives. This may involve organizing attendance campaigns,

Dyer-Kelly Elementary School

recognizing and celebrating improved attendance, and promoting a positive attendance culture within the school community.

Safety Kits safety kits to ensure the health and safety of students and staff in the classroom.safety kits can also help to remind students and staff of the importance of following safety protocols and help to create a culture of safety in the classroom.

\$2,685.00 Connected School Communities

Intermediate Clerk Typist:
Provide additional time for ICT to monitor attendance, engagement, and provide support to families.

2000-2999: Classified Personnel Salaries

\$9,597.00 Connected School Communities

.25FTE

LCFF Supplemental Site Allocation Total Expenditures: \$116,000.00

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.	1000-1999: Certificated Personnel Salaries	\$219,698.00	Engaging Academic Programs	
2.0 FTE Newcomer		\$350,138.00	Engaging Academic Programs	

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Other Total Expenditures: \$569,836.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$8,963.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
<p>Community Engagement Opportunities- Building a sense of community: Parent engagement activities, such as ELAC meetings, School Site Council, and Family Night events, help build a strong sense of community within the school. These opportunities provide parents with a platform to connect with each other, share experiences, and collaborate with school staff. By using Title 1 funds to support these activities, schools can foster a supportive and inclusive school environment where parents feel valued, involved, and connected to the school community.</p>		<p>\$2,000.00</p>	<p>Connected School Communities</p>	

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Assembly/Awards-Celebrating student achievements: Assemblies and awards provide a platform to recognize and celebrate the accomplishments of students. This recognition not only boosts the morale and self-esteem of the awarded students but also creates a sense of pride and engagement among parents. When parents witness their child being honored for their achievements, they are more likely to feel a sense of connection to the school community and be involved in their child's educational journey.

None Specified

\$5,000.00 Connected School Communities

Fostering a positive school climate: Assemblies and awards contribute to building a positive school climate and culture. By showcasing student successes and accomplishments, they promote a sense of inclusivity and appreciation for diverse talents and abilities. Parents who attend these events witness the supportive and nurturing environment within the school, which can enhance their perception of the school and encourage their active involvement.

Family Communication & Engagement Materials & Supplies-

\$1,963.00 Connected School Communities

Enhancing Parental Involvement: Effective communication with families is crucial for promoting parental involvement in a child's education. By providing materials and supplies, schools can ensure that parents have the necessary tools to stay informed and engaged in their child's learning process. This can lead to improved academic outcomes for students, as research consistently shows that parental involvement positively impacts student achievement.

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Title I Part A Parent Involvement Total Expenditures: \$8,963.00

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

Funding Source: Title I Part A Site Allocation

\$888,363.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Touch of Understanding-to view the perspective from a student with a disability, which gives them a better understanding of the challenges faced by their peers. students will develop their social and emotional learning skills, such as understanding and respecting the perspectives of others, and developing empathy and compassion.		\$5,000.00	Healthy Environments for Social-Emotional Growth	
Sacramento Area Youth Speaks-Mentoring at-risk youth has proven to be an effective way to help young people develop the skills and knowledge needed to become successful, contributing members of society. Through one-on-one mentorship, youth are provided with the support and guidance of a caring adult who can help them build self-confidence and gain the skills they need to make positive lifestyle choices. Mentoring can also provide youth with access to resources and opportunities they would otherwise not have access to, which can increase their prospects for success.Sacramento Area Youth Speaks (SAYS) is a social justice movement that empowers youth and transforms education by creating platforms for critical literacy, access to higher education, youth voice and civic engagement. SAYS elevates the voices of students as the authors of their own lives and agents of change.		\$5,000.00	Healthy Environments for Social-Emotional Growth	

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Licenses: - LexiaCore - ESGI - Learning A-Z	5800: Professional/Consulting Services And Operating Expenditures	\$13,400.00	Engaging Academic Programs
Technology: Support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.)	4000-4999: Books And Supplies	\$15,473.00	Engaging Academic Programs
Co-Teachers: Continue to implement co- teaching pilot to support English language acquisition.	1000-1999: Certificated Personnel Salaries	\$326,744.00	Engaging Academic Programs
7.0 FTE Co-Teachers Provide field trips for students to extend their learning and connect content to real life experiences. Field Trips will directly connect to grade level standards.	5800: Professional/Consulting Services And Operating Expenditures	\$20,728.00	Engaging Academic Programs
After School tutoring programs	1000-1999: Certificated Personnel Salaries	\$12,138.00	Engaging Academic Programs
		\$34,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$110,017.00	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	\$111,523.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$47,778.00	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. Meeting State Standards: Literacy is a core	1000-1999: Certificated Personnel Salaries	\$41,000.00	Engaging Academic Programs

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component of state academic standards. Implementing LETRS aligns with these standards and ensures that students are equipped with the necessary skills and competencies to meet grade-level expectations in reading, writing, and language development.

Early Intervention and Prevention: Early identification and intervention are key to addressing literacy difficulties before they escalate. LETRS provides a structured framework for early intervention, targeting essential skills such as phonics, vocabulary, comprehension, and fluency. By implementing LETRS Dyer-Kelly can proactively address literacy challenges and prevent future academic struggles.

Individualized Instruction: LETRS emphasizes differentiated instruction, recognizing that students have varying levels of proficiency and learning needs. Through professional development, staff can gain strategies and techniques to tailor instruction to individual students, providing targeted support and scaffolding to help them progress in their literacy skills.

Collaborative Learning Community: Professional development related to LETRS fosters a collaborative learning community among staff. Training sessions and workshops allow educators to share best practices, discuss student progress, and collaborate on instructional strategies. This collective expertise contributes to a cohesive and effective approach to literacy instruction within the school.

Data-Informed Decision Making: LETRS includes ongoing assessment and progress monitoring to track students' literacy

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growth. Through professional development, staff members learn how to collect, analyze, and utilize data effectively. This data-informed approach enables educators to identify areas of improvement, make informed instructional decisions, and adjust interventions based on students' specific needs.

Scholastic Guided Reading Books: Fountas & Pinnel level A, B, & C books (text types, content areas, fiction focus) for kindergarten through fifth grade students.

Intervention/Coach-The intervention/coach position is vital for addressing the achievement gap that exists between students from low-income backgrounds and their peers. The position will allow for targeted interventions and support to help struggling students catch up academically, ultimately reducing the disparity in achievement levels.

4000-4999: Books And Supplies	\$14,900.00	Engaging Academic Programs
1000-1999: Certificated Personnel Salaries	\$91,766.00	Engaging Academic Programs
3000-3999: Employee Benefits	\$38,896.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$888,363.00

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

Dyer-Kelly Elementary School Total Expenditures: \$2,414,325.00