

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dyer-Kelly Elementary School	34 67447 6034524	May 29th, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

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

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

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state

resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The school consulted monthly with the School Site Council (SSC) team and conducted surveys to gather input from the broader community as part of the SPSA planning process. This involvement ensured that feedback from educational partners was integrated into the Annual Review

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	0.4%	0.14%	3	3	1
African American	6.84%	8.26%	7.52%	50	62	54
Asian	40.08%	41.94%	39.69%	293	315	285
Filipino	0.14%	0.13%	0.14%	1	1	1
Hispanic/Latino	22.02%	21.04%	22.14%	161	158	159
Pacific Islander	1.09%	0.53%	0.28%	8	4	2
White	25.99%	23.44%	24.79%	190	176	178
Multiple/No Response	3.42%	4.26%	5.29%	25	32	38
Total Enrollment				731	751	718

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	106	108	103
Grade 1	130	133	122
Grade 2	129	136	132
Grade3	112	124	130
Grade 4	142	113	116
Grade 5	112	137	115
Total Enrollment	731	751	718

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	521	516	473	56.50%	71.3%	65.9%
Fluent English Proficient (FEP)	21	22	34	3.40%	2.9%	4.7%
Reclassified Fluent English Proficient (RFEP)				0.5%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
751	94.3	68.7	0.1
Total Number of Students enrolled in Dyer-Kelly Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	516	68.7
Foster Youth	1	0.1
Homeless	23	3.1
Socioeconomically Disadvantaged	708	94.3
Students with Disabilities	58	7.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	62	8.3
American Indian	3	0.4
Asian	315	41.9
Filipino	1	0.1
Hispanic	158	21
Two or More Races	32	4.3
Pacific Islander	4	0.5
White	176	23.4

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	Chronic Absenteeism Yellow	Suspension Rate Yellow
Mathematics Orange		
English Learner Progress Blue		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

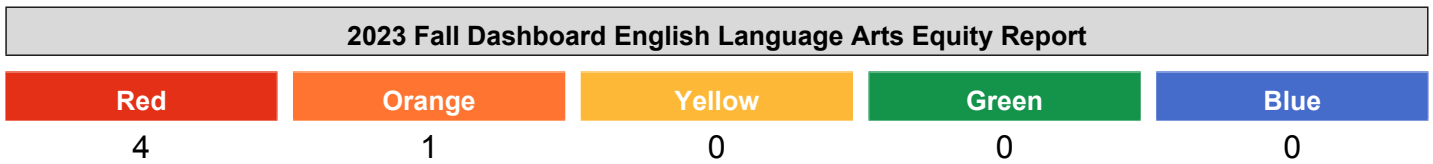
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>115.7 points below standard Decreased -7.6 points</p> <p>312 Students</p>	<p>English Learners</p> <p>Red</p> <p>122.4 points below standard Decreased -8.7 points</p> <p>236 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>0 Students</p>
<p>Homeless</p> <p>141.1 points below standard Decreased Significantly -17.9 points</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>117.3 points below standard Decreased -6.9 points</p> <p>300 Students</p>	<p>Students with Disabilities</p> <p>153.6 points below standard Increased +3 points</p> <p>35 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>103.5 points below standard</p> <p>Decreased -8.1 points</p> <p>24 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Red</p> <p>138.2 points below standard</p> <p>Decreased -11.4 points</p> <p>129 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>99.8 points below standard</p> <p>Decreased Significantly - 16.2 points</p> <p>70 Students</p>	<p>86.2 points below standard</p> <p>Increased Significantly +32.5 points</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>0 Students</p>	<p></p> <p>Orange</p> <p>101.1 points below standard</p> <p>Increased +3.6 points</p> <p>75 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>146 points below standard</p> <p>Decreased Significantly -15.1 points</p> <p>189 Students</p>	<p>27.6 points below standard</p> <p>Decreased Significantly -56.9 points</p> <p>47 Students</p>	<p>93.6 points below standard</p> <p>Decreased -5.8 points</p> <p>74 Students</p>

Lowest Performing Student Groups:

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

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

All student groups, which are 115.7 points below standard which was a decrease from the previous year by 7.6 points. Lowest performing students groups are English learners, Socioeconomically disadvantaged, Asians, and Hispanic. Our homeless group is 141 points below standard and experienced a decrease of 17.9 points. English learners scored 122.4 points below standard which was a decrease from the previous school year. Socioeconomically disadvantaged students scored 122.4 points below standard which was a decrease from the previous school year. Asian students scored 138.2 points below standard which was a decrease from the previous school year. Additionally, our Hispanic group is 100 points below standard and decreased by 16.2 points.

High Population of Low-Income Families: Economic hardship can impact student performance, leading to issues like food insecurity, lack of access to educational resources, and instability at home. Hispanic Student Group: Language barriers may hinder academic progress if there is insufficient support for English Language Learners (ELL). High absenteeism or mobility rates among these groups could have resulted in inconsistent learning experiences. Increased stress, anxiety, or other mental health issues among students, possibly exacerbated by the pandemic or their living conditions, could have negatively impacted their academic engagement and performance.

Enhance Support for Homeless and Low-Income Students:

Increase access to basic needs (e.g., food, clothing, school supplies).

Provide targeted academic support and tutoring services.

Collaborate with community organizations to offer additional resources and support.

Support for English Language Learners (ELL):

Implement robust ELL programs and provide professional development for teachers on best practices.

Increase bilingual resources and support staff.

Improve Access to Educational Resources:

Ensure all students have access to necessary learning materials and technology.

Expand after-school programs and tutoring opportunities.

Enhance Instructional Strategies:

Adopt culturally responsive teaching practices.

Provide ongoing professional development focused on differentiated instruction and inclusive education.

Expand Counseling and Mental Health Services:

Increase the availability of school counselors and mental health professionals.

Implement programs that support students' emotional well-being and stress management.

Boost Parental Engagement:

Create programs and events that encourage parental involvement in their children's education.

School and Student Performance Data

Academic Performance Mathematics

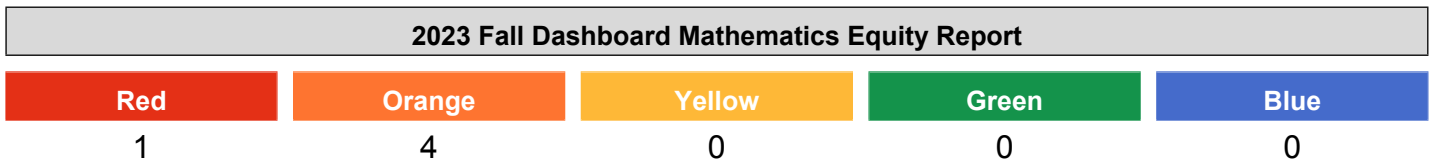
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 118.3 points below standard Increased +7.4 points 308 Students	English Learners Orange 123.4 points below standard Increased +8.2 points 233 Students	Foster Youth Less than 11 Students 0 Students
Homeless 144.3 points below standard Maintained +0.3 points 16 Students	Socioeconomically Disadvantaged Orange 119.8 points below standard Increased +8.5 points 296 Students	Students with Disabilities 181.9 points below standard Decreased -14.6 points 34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>123.8 points below standard</p> <p>Decreased Significantly - 17.1 points</p> <p>24 Students</p>	 No Performance Color 0 Students	 Orange 126.5 points below standard Increased Significantly +15.6 points 126 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 104.9 points below standard Increased Significantly +17 points 70 Students	<p>82.1 points below standard</p> <p>Increased Significantly +18 points</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>0 Students</p>	 Red 122.1 points below standard Decreased -9.2 points 74 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>144 points below standard</p> <p>Maintained -0.5 points</p> <p>186 Students</p>	<p>41.9 points below standard</p> <p>Decreased -9.4 points</p> <p>47 Students</p>	<p>102.5 points below standard</p> <p>Maintained +1 points</p> <p>73 Students</p>

Lowest Performing Student Groups:

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

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

All students performed 118.3 points below the standard in Math, showing an increase of 7 points, while our English learners scored 123 points below the standard (5 points below all students), with an overall increase of 8 points. Lowest performing student group were our white students which scored 122.1 points below standard which was a decrease from the previous year.

Socioeconomic Challenges:

High Population of Low-Income Families: Economic hardship can impact student performance, leading to issues like food insecurity, lack of access to educational resources, and instability at home.

Language Barriers:

English Learners: Language barriers may hinder academic progress if there is insufficient support for English Language Learners (ELL).

Counseling and Mental Health Services: Inadequate mental health support and counseling services can affect students' ability to cope with stress and focus on learning.

Parental Involvement: Low levels of parental engagement and support in students' education can negatively affect academic outcomes.

Enhance Support for Low-Income Students:

Increase access to basic needs (e.g., food, clothing, school supplies).
Provide targeted academic support and tutoring services.
Collaborate with community organizations to offer additional resources and support.
Support for English Language Learners (ELL):

Implement robust ELL programs and provide professional development for teachers on best practices.
Increase bilingual resources and support staff.
Expand after-school programs and tutoring opportunities.
Enhance Instructional Strategies:

Adopt culturally responsive teaching practices.
Provide ongoing professional development focused on differentiated instruction and inclusive education.
Expand Counseling and Mental Health Services:

Increase the availability of school counselors and mental health professionals.
Implement programs that support students' emotional well-being and stress management.
Boost Parental Engagement:

Create programs and events that encourage parental involvement in their children's education.
Provide resources and support for parents to assist with learning at home.
Address Attendance Issues:

Develop initiatives to reduce chronic absenteeism, such as attendance incentives and support programs.
Monitor and address underlying causes of absenteeism, such as transportation issues or health problems.

School and Student Performance Data

Academic Performance English Learner Progress

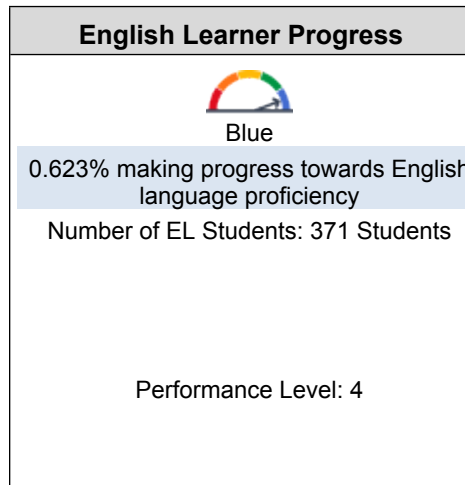
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18	122	0	231

Lowest Performing Group:

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

While the data shows that 62.3% of English Learners (EL) are making progress towards English language proficiency, indicating significant growth, there is still room for improvement. Nearly 38% of English Learners are not making sufficient progress towards English language proficiency, highlighting a critical area for targeted interventions and support.

The ELPI data reveals that the greatest growth is seen in the 62.3% of English Learners making progress towards English language proficiency, achieving a performance level of 4 (Blue). However, improving the progress of the

remaining 37.7% of students should be a primary focus to ensure all English Learners are advancing effectively.
Effective Instructional Strategies:

Targeted ELL Programs: Implementation of robust English Language Learner (ELL) programs that use evidence-based teaching strategies.

Differentiated Instruction: Tailoring instruction to meet the diverse needs of ELL students, helping them progress at their own pace.

Professional Development for Teachers:

Training on ELL Best Practices: Regular professional development for teachers on effective strategies for teaching ELL students.

Shared Expertise: Classroom teachers and ELL specialists work together, combining their expertise to provide comprehensive instruction that addresses both content and language development needs.

Integrated Instruction: Co-teaching allows for seamless integration of language support within the general education curriculum, ensuring that ELL students receive consistent and contextually relevant language instruction.

More Bilingual Instructional Aides: Paraprofessionals to assist in classrooms, offering individualized support to students who need extra help.

Counselors and Social Workers: Professionals to address the social and emotional needs of students, which can impact academic performance.

Special Education Staff: More special education teachers and support staff to ensure that students with disabilities receive appropriate accommodations and instruction.

Professional Development: Ongoing training for teachers on effective instructional strategies for ELL students and other struggling learners.

Translation and Interpretation Services: To facilitate communication between the school and non-English-speaking families.

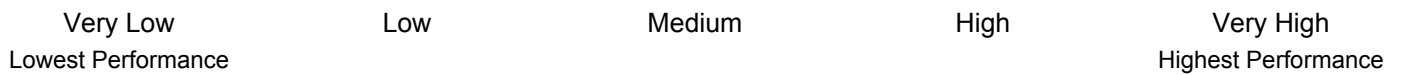
School and Student Performance Data

Academic Performance College/Career Report

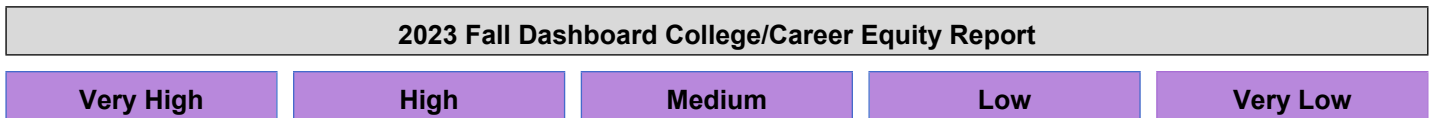
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This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

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

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

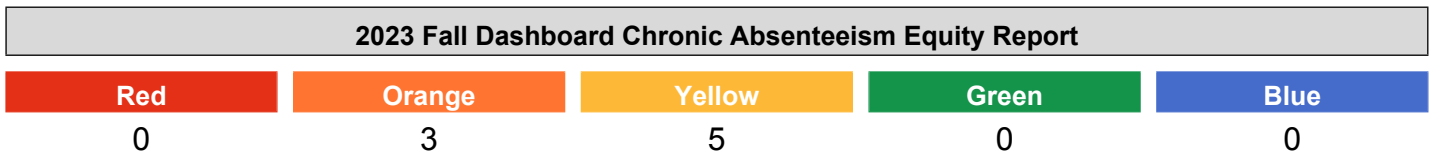
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>29.4% Chronically Absent</p> <p>Declined Significantly -13.2</p> <p>838 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>22.1% Chronically Absent</p> <p>Declined Significantly -12.2</p> <p>585 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Orange</p> <p>54.5% Chronically Absent</p> <p>Declined -9.7</p> <p>44 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>29.4% Chronically Absent</p> <p>Declined Significantly -12.1</p> <p>800 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>47.2% Chronically Absent</p> <p>Declined -10</p> <p>89 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 50.7% Chronically Absent Declined -17.6 69 Students	Less than 11 Students 3 Students	 Yellow 15.4% Chronically Absent Declined Significantly -12.1 345 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.9% Chronically Absent Declined Significantly -16.5 173 Students	35.9% Chronically Absent Declined -28.4 39 Students	Less than 11 Students 5 Students	 Yellow 30.5% Chronically Absent Declined Significantly -9.9 203 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator? This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students are in the Yellow performance level with 29.4% chronically absent, which marks a significant decrease from the previous school year. The chronic absenteeism rate decreased by 13.2%, affecting 838 students. Our lowest performing student groups are Homeless, Students with Disabilities, and African American. 54.5% of our homeless students were chronically absent which was a decrease from the previous school year. 47.2% of our students with disabilities were chronically absent which was a decrease from the previous school year. 50.7% of our African American students were chronically absent which was a decrease from the previous school year.

What did Dyer Kelly implement in the 2022-23 school year to address chronic absenteeism?

Measures Taken by Dyer-Kelly to Address Chronic Absenteeism in the 2022-23 School Year

Regular Review of Attendance Data:

Attendance data was reviewed school-wide, with concerns from staff and leadership brought to the attention of the Attendance Team for collaboration and problem-solving.

Promoting and Recognizing Attendance:

Regular attendance was promoted, and parents were congratulated on improving or maintaining regular attendance using TalkingPoints or other methods.

Updating Contact Information:

Ensured that parents/legal guardians had up-to-date contact information and made efforts to obtain updated information through letters, emails, or in-person visits.

Communication on Absences:

Each student received calls when absent. Automated emails and letters were sent after a certain number of tardies.

Accessibility of Attendance Information:

Attendance information was provided on report cards and made easily accessible.

Information was made available in English, Farsi, Spanish, and Russian using district resources.

End-of-Year Student Identification:

At the end of the year, students with attendance issues were identified, and data was used the following school year to notify teachers of at-risk students.

Setting Attainable Goals:

Helped families set attainable attendance goals using contracts or success plans.

Attendance Meetings:

Held attendance meetings or Home Team Conferences (HTC) to discuss barriers, with all paperwork and communication meticulously tracked.

Early Identification and Interventions:

Identified students with a history of an absence rate of 15% or more. Interventions were set by the end of September. New students were monitored for the first three weeks.

Routine Monitoring and Reports:

Routinely monitored reports sent out by the Attendance Improvement Program (AIP).

Home Visits and Additional Staff:

Conducted home visits and brought on additional staff to communicate with families.

African American students are in the Orange performance level with 50.7% chronically absent, showing a decline of 17.6%, affecting 69 students. Hispanic students are in the Yellow performance level with 43.9% chronically absent, which marks a significant decline of 16.5%.

Personnel:

Attendance Intervention Specialists: Dedicated staff members to identify and address the root causes of chronic absenteeism among African American and Hispanic students.

Cultural Liaisons: Personnel who understand the cultural backgrounds and needs of these student groups, fostering a supportive and inclusive school environment.

Programs:

Attendance Improvement Initiatives: Targeted programs designed to reduce chronic absenteeism, including incentives, mentorship programs, and family engagement initiatives.

Mentoring Programs: Pairing African American and Hispanic students with mentors from similar backgrounds to provide guidance and support in overcoming barriers to attendance and academic success.

Services:

Counseling and Support Services: Access to mental health counseling and support services to address underlying issues contributing to absenteeism, such as family stressors or mental health concerns.

Family Support Services: Outreach programs that provide resources and support to families of African American and Hispanic students, helping them address challenges that may impact attendance and academic achievement.

By investing in these resources, We can create a more supportive and inclusive environment that addresses the unique needs of African American and Hispanic students, ultimately improving their attendance rates and academic outcomes.

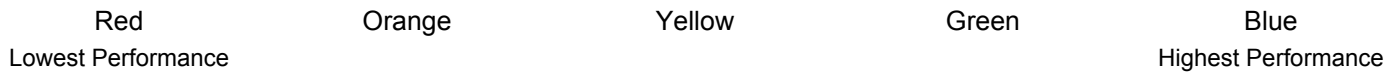
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

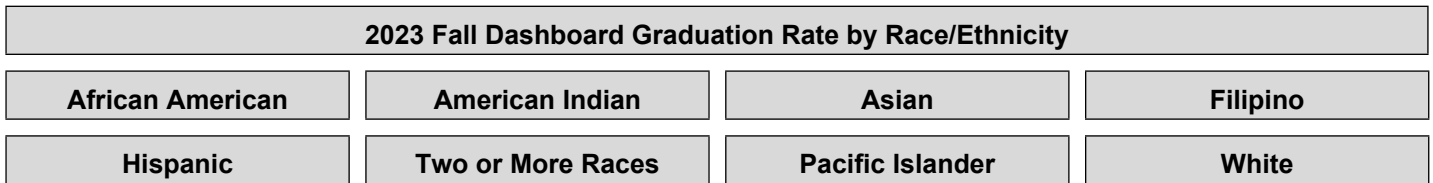
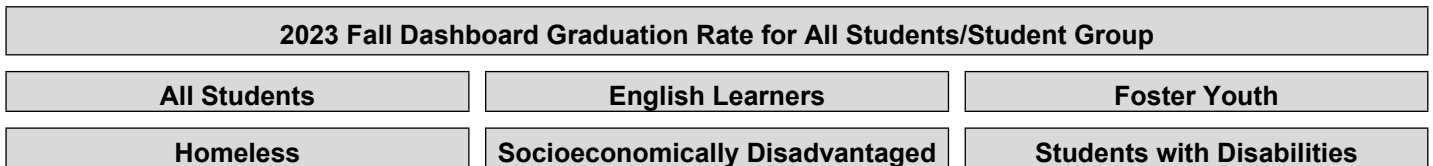
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Lowest Performing Student Groups:

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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

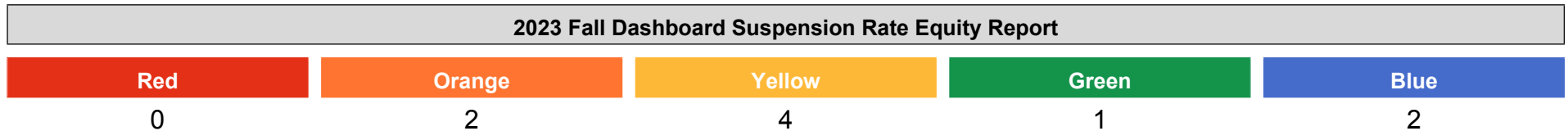
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Yellow

0.7% suspended at least one day

Increased 0.3
878 Students

English Learners


 Green


0.5% suspended at least one day

Increased 0.3
604 Students

Foster Youth

Less than 11 Students
2 Students


Homeless


 Orange

1.9% suspended at least one day

Increased 0.4
54 Students


Socioeconomically Disadvantaged


 Yellow

0.7% suspended at least one day

Increased 0.3
836 Students






Students with Disabilities


 Yellow

1.1% suspended at least one day

Maintained -0.2
95 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 1.4% suspended at least one day Increased 1.4 74 Students	Less than 11 Students 3 Students	 Yellow 0.8% suspended at least one day Increased 0.8 357 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Declined -0.5 183 Students	 Blue 0% suspended at least one day Declined -3.1 41 Students	Less than 11 Students 5 Students	 Yellow 0.9% suspended at least one day Increased 0.5 214 Students

Lowest Performing Student Groups:

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

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

All students, marked in the Yellow performance level, experienced an increase in suspensions, with 0.7% suspended at least one day, affecting 878 students. Our lowest performing student groups were homeless and African American. 1.9% of our homeless students were suspended at least one day which was an increase from the previous school year. African American students had the highest percentage of suspensions, with 1.4% suspended at least one day, resulting in 74 students affected,

Reflecting on last year, potential causes for the increase in suspensions among all students could include a lack of proactive behavior management strategies, insufficient support for addressing underlying behavioral issues, insufficient staff training on conflict resolution techniques, and a need for greater emphasis on restorative justice approaches to foster positive behavior and reduce suspensions.

To enhance outcomes for the lowest performing student group, particularly African American students with the highest percentage of suspensions, resources such as culturally competent counseling services, mentorship programs, restorative justice initiatives, and staff training on implicit bias and equitable discipline practices are crucial for promoting positive behavior and reducing suspension rates,

Personnel: Hiring culturally competent staff and counselors to provide targeted support and mentorship.

Programs: Implementing restorative justice programs, peer mediation initiatives, and culturally responsive disciplinary practices.

Services: Offering counseling services tailored to the needs of African American students, along with family support programs to address underlying issues.

Materials and Supplies: Providing educational materials that reflect diverse perspectives and promoting positive behavior through incentives and resources.

Training: Offering professional development for staff on cultural sensitivity, conflict resolution, and trauma-informed practices to address root causes of behavioral issues.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

iReady: Assessed every trimester.
95%: Conducted every 6-8 weeks.
Heggerty: Administered three times a year.
Fountas and Pinnell: Used for progress monitoring three times a year.
ELPAC: Once a year.
UFLI: Used for progress monitoring 6-8 weeks year.
BPST (Basic Phonics Skill Test) 3 times a year

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

iReady: Assessed every trimester. This tool worked very well because it was used consistently by all teachers, providing reliable and comparable data.

95%: Conducted every 6-8 weeks. Like iReady, this tool was used consistently by all teachers, ensuring uniform data collection and analysis.

Heggerty: Administered three times a year. This tool worked effectively as it was part of the agreed-upon assessment routine.

UFLI: Used for progress monitoring three times a year. This tool also worked well due to its consistent use in the assessment process.

Consistency in Usage: Tools like iReady and 95% were successful because they were used consistently across all teachers, leading to more valid and comparable data.

Common Agreement: When the staff had a common agreement on the assessment tools, the tools seemed more valid and effective. Consistent and uniform use of agreed-upon tools facilitated better monitoring and analysis.

Sporadic Use: Tools like Fountas and Pinnell, and Basic Phonics Skill Test (BPST) were less effective due to their sporadic use, leading to inconsistent data and less reliable progress monitoring.

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

Planned Changes:

Implementation of DIBELS: We plan to use DIBELS as a common assessment tool across the entire site.

Professional Development: We will provide professional development on analyzing data. DIBELS offers professional development opportunities for teachers to learn how to effectively use and interpret the data.

By adopting DIBELS and providing targeted professional development, we aim to enhance the consistency and reliability of our assessment processes, leading to more accurate and actionable insights for improving student outcomes.

2023-24

Identified Need

Enhance Support for Homeless and Low-Income Students:

Increase access to basic needs (e.g., food, clothing, school supplies).

Provide targeted academic support and tutoring services.

Collaborate with community organizations to offer additional resources and support.

Support for English Language Learners (ELL):

Implement robust ELL programs and provide professional development for teachers on best practices.
 Increase bilingual resources and support staff.
 Improve Access to Educational Resources:

Ensure all students have access to necessary learning materials and technology.
 Expand after-school programs and tutoring opportunities.
 Enhance Instructional Strategies:

Adopt culturally responsive teaching practices.
 Provide ongoing professional development focused on differentiated instruction and inclusive education.
 Expand Counseling and Mental Health Services:

Increase the availability of school counselors and mental health professionals.
 Implement programs that support students' emotional well-being and stress management.
 Boost Parental Engagement:

Create programs and events that encourage parental involvement in their children's education

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	115.7 points below standard
	English Learners	122.4 points below standard
	Foster Youth	
	Homeless	141.1 points below standard
	Socioeconomically Disadvantaged	117.3 points below standard
	Students with Disabilities	153.6 points below standard
	African American	103.5 points below standard
	American Indian	
	Asian	138.2 points below standard
		+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Filipino Hispanic 99.8 points below standard Two or More Races 86.2 points below standard Pacific Islander White 101.1 points below standard	
Math State Assessment: Change in scale score	All Students 118.3 points below standard English Learners 123.4 points below standard Foster Youth Homeless 144.3 points below standard Socioeconomically Disadvantaged 119.8 points below standard Students with Disabilities 181.9 points below standard African American 123.8 points below standard American Indian Asian 126.5 points below standard Filipino Hispanic 104.9 points below standard Two or More Races 82.1 points below standard Pacific Islander White 122.1 points below standard	+3 scale score points
English Language Learner State Assessment:	0.623%	+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.32%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Intervention Teacher- Implementing Intervention teachers at our school is essential to providing targeted support and differentiated instruction to meet the diverse needs of our students. A key focus for intervention teachers will be to strengthen foundational skills in literacy and numeracy, which	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	152,770 65,687	2024-2025 Academic School Year

	<p>are critical for long-term academic success. This includes phonics, reading fluency, writing skills, and basic math concepts</p> <p>PC 34496 PC 34500</p>				
1.2	<p>Co-Teacher</p> <p>Will provide targeted support and differentiated instruction to meet the diverse needs of our students. Co-Teachers will provide : Co-teachers will provide differentiated instruction tailored to the specific needs of ELL and low SES students, ensuring that each student receives the appropriate level of support and</p>	<p>All Students X English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	<p>155,000 40,306</p>	<p>2024-2025 Academic School Year</p>

	<p>challenge in their learning. They will focus on enhancing language and literacy skills by integrating targeted language support within the general curriculum, helping ELL students improve their English proficiency while keeping up with grade-level content.</p> <p>PC 34501 PC 34497</p>				
1.3	<p>Materials and Supplies-</p> <p>Materials, supplies, books will provide support in the following areas: Language acquisition</p> <p>Academic achievement</p> <p>Meeting grade level standards</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>		<p>2024-2025 Academic School Year</p>

across content areas

Professional development

Classroom learning Providing high-quality materials and supplies is fundamental to supporting effective teaching and learning. Allocating funds to purchase necessary educational resources ensures that both teachers and students have access to up-to-date textbooks, technology, classroom supplies, and other instructional materials. These resources are essential for implementing engaging and diverse learning activities, addressing different learning

	<p>styles, and enhancing the overall educational experience. By equipping classrooms with the appropriate materials, we can create an environment that fosters student success and supports our educational goals.</p>				
<p>1.4</p>	<p>Collaboration Will provide a cohesive and strategic approach to student achievement, it is essential to provide teachers with opportunities to collaborate before the school year begins and to have release time for ongoing data review. Pre-school collaboration allows teachers to align their instructional</p>	<p>All Students English Learners Low-Income Students Foster Youth X Lowest Performing White</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>		<p>2024-2025 Academic School Year</p>

	<p>plans, share best practices, and set common goals for the academic year. Additionally, dedicated release time for data review throughout the year enables teachers to analyze student performance data, identify trends, and adjust their instructional strategies to better meet the needs of all students. These practices support a data-driven and collaborative school culture aimed at continuous improvement and enhanced student outcomes.</p>				
1.5	<p>Reading Book-Books can significantly enrich the education of students, providing them with the</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>		<p>2024-2025 Academic School Year</p>

opportunity to explore a variety of topics and become well-rounded individuals. By investing in the library, students will have access to a wide selection of books, which can be used for research or leisure reading. Furthermore, books can be used to supplement classroom instruction, enhancing the learning experience of students. Investing in the library will also help to create an environment that is conducive to learning. Additionally, the library can serve as a resource center where students can seek assistance and guidance as they

	strive to meet their educational goals.				
1.6	<p>After School Tutoring Programs</p> <p>Provide after school intervention through small group instruction targeting students performing in the bottom third of the class based on September iReady data. Provide after-school program to increase academic performance in ELA. After school math intervention through small group instruction targeting students performing in the bottom third of the class based on September Math data.</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>		<p>2024-2025 Academic School Year</p>

1.7	<p>Raz Kids (Learning A-Z)</p> <p>Will provide students a literacy program that provides differentiated resources in reading, writing, science, and vocabulary.</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	307	2024-2025 Academic School Year
1.8	<p>ESGI</p> <p>Will provide students a K through 2nd grade one-on-one assessment tool. Teachers use the data from ESGI to differentiate instruction, inform parents and administration, re-teach, show growth over time, and guide instruction.</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	1000	2024-2025 Academic School Year
1.9	<p>Field Trips-</p> <p>Provide an opportunity to engage students in learning</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other</p>		2024-2025 Academic School Year

	outside of the classroom setting. These field trips can help students to gain a better understanding of the material they are learning in school, as well as help to build social and emotional skills.		Operating Expenditures		
1.10	Technology Technology to support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.) Possible iReady training	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic and Asian	Title I Part A Site Allocation 4000-4999: Books And Supplies		2024-2025 Academic School Year
1.11	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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	109,000 28,237	2024-2025 Academic School Year

	for targeted interventions and support to help struggling students catch up academically, ultimately reducing the disparity in achievement levels. PC 38944		3000-3999: Employee Benefits		
1.12	Interpreter Facilitate communication between the classroom teacher, family, and student to build relationships, support learning, identify needs, and connect with resources	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2000.00	2024-2025 Academic School Year
1.13	Toner, Ink, & Paper Providing students with printed materials such as supplemental study guides, and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	8716	2024-2025 Academic School Year

practice tests is essential for reinforcing learning. Toner, ink, and paper are necessary for creating these resources, which help students better understand and retain the content covered in their classes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Unified Insights: We used Unified Insights to monitor attendance progress. This platform disaggregates the data for our site, allowing for detailed analysis and tracking.

Monitoring Frequency:

Weekly Checks: Our School Community Worker conducted weekly checks on attendance to identify trends and address issues promptly.

Monthly Meetings: The School Community Worker also held monthly meetings with our attendance department to review data, discuss attendance trends, and plan interventions.

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

What Worked:

Unified Insights: The platform allowed for detailed analysis and tracking of attendance data, making it easier to identify and understand attendance trends.

Weekly Checks: Our School Community Worker conducted weekly checks on attendance, which was effective in promptly identifying and addressing attendance issues.

What Didn't Work:

Focus on Highest Concerns Only: The primary focus on students with the highest attendance concerns allowed many other students to fall through the cracks. This likely contributed to an increase in chronic absenteeism.

Lack of Systematic Approach: There was a need for a more systematic approach that addressed all students with attendance concerns, not just those with the most severe issues.

Lessons Learned:

To effectively monitor and improve attendance, it's crucial to have a comprehensive and systematic approach that considers all students with attendance concerns. Regular, thorough checks and inclusive interventions are essential to ensure that no student is overlooked.

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

Comprehensive Monitoring System:

Implemented a systematic approach to monitor attendance for all students, ensuring that every student with attendance issues receives attention, not just those with the most severe concerns.

Tiered Intervention System:

Developed a tiered intervention system to provide support based on the severity of attendance issues. This ensures that all students, regardless of the level of their attendance concerns, receive appropriate interventions.

Enhanced Data Utilization:

Used Unified Insights more effectively to identify patterns and trends among all students, enabling more targeted interventions.

Regular Check-Ins:

Increased the frequency of check-ins and follow-ups for students with moderate attendance issues to prevent escalation to chronic absenteeism.

Expanded Support Services:

Broadened the scope of support services, including counseling, family outreach, and academic support, to address the underlying issues contributing to attendance problems for a wider range of students.

Professional Development:

Provided professional development for staff on comprehensive attendance monitoring and intervention strategies to ensure a consistent and effective approach across the school.

By implementing these modifications, we aim to create a more inclusive and effective attendance monitoring system that addresses the needs of all students, reducing chronic absenteeism and improving overall attendance rates.

2023-24

Identified Need

Attendance Intervention Specialists: Dedicated staff members to identify and address the root causes of chronic absenteeism among African American and Hispanic students.

Cultural Liaisons: Personnel who understand the cultural backgrounds and needs of these student groups, fostering a supportive and inclusive school environment.

Programs:

Attendance Improvement Initiatives: Targeted programs designed to reduce chronic absenteeism, including incentives, mentorship programs, and family engagement initiatives.

Mentoring Programs: Pairing African American and Hispanic students with mentors from similar backgrounds to provide guidance and support in overcoming barriers to attendance and academic success.

Services:

Counseling and Support Services: Access to mental health counseling and support services to address underlying issues contributing to absenteeism, such as family stressors or mental health concerns.

Family Support Services: Outreach programs that provide resources and support to families of African American and Hispanic students, helping them address challenges that may impact attendance and academic achievement.

By investing in these resources, We can create a more supportive and inclusive environment that addresses the unique needs of African American and Hispanic students, ultimately improving their attendance rates and academic outcomes.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	29.4% Chronically Absent
	English Learners	22.1% Chronically Absent
	Foster Youth	
	Homeless	54.5% Chronically Absent
	Socioeconomically Disadvantaged	29.4% Chronically Absent
	Students with Disabilities	47.2% Chronically Absent
	African American	50.7% Chronically Absent
	American Indian	
	Asian	15.4% Chronically Absent
	Filipino	
	Hispanic	43.9% Chronically Absent
	Two or More Races	35.9% Chronically Absent
	Pacific Islander	
White	30.5% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.69%	93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.	
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	intermediate Clerk Typist Provide additional time for ICT to monitor attendance, engagement, and provide support to families.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	8,634 7,715	2024-2025 Academic School Year

			Site Allocation 3000-3999: Employee Benefits		
2.2	<p>Attendance Incentives-</p> <p>Improving student attendance and reducing chronic absenteeism are critical factors in enhancing overall academic performance and student well-being. Allocating funds towards initiatives that boost attendance and address the root causes of absenteeism will ensure that students are consistently engaged in learning. Enhanced attendance efforts, such as targeted outreach, attendance</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>		<p>2024-2025 Academic School Year</p>

	<p>incentives, and support services for at-risk students, will contribute to a positive school culture and higher academic achievement. Investing in these strategies will help create a more supportive and inclusive environment, enabling all students to reach their full potential.</p>				
2.3		<p>All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>			
2.4		<p>All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>			
2.5		<p>All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

To monitor progress, we used the following data sources and reviewed them at the specified frequencies:

Suspension and Expulsion Data: This data was pulled from Unified Insights and reviewed monthly.

SWIS Data PBIS-This data is pulled daily and used in our SEL meetings.

District Climate Survey - Connectedness (Sense of Belonging): This survey was reviewed and analyzed once a year.

District Climate Survey - Safety: This survey was also reviewed and analyzed once a year.

SAEBRS screener- The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. This survey is done twice a year

Community Newsletter: Informal surveys were conducted through the weekly newsletter.

These data points helped us track and evaluate the progress in key areas throughout the year.

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

What Worked:

Suspension and Expulsion Data: Pulled from Unified Insights and reviewed monthly, this data was very helpful. It provided immediate feedback, enabling us to address issues promptly.

SWIS Data for PBIS Program: This data was powerful due to its immediacy and detailed information on date, time, and location. It allowed us to create narratives and solve specific issues effectively.

Community Newsletter Surveys: These informal surveys were helpful because they provided immediate feedback and allowed the site to control the information sent to parents, facilitating timely adjustments.

What Didn't Work:

District Climate Survey - Connectedness and Safety: Reviewed and analyzed once a year, these surveys had several challenges. They were not frequent enough to provide ongoing measurement, and the results were received too late to be actionable within the same school year.

SAEBRS Screener: While it had the positive aspect of identifying potential socio-emotional behavior risks, it took a long time for teachers to complete, which was a significant drawback.

Why:

Immediacy of Data: The data from Unified Insights, SWIS, and the Community Newsletter surveys were effective because they provided immediate feedback, allowing for timely interventions and adjustments.

Control Over Data Collection: The Community Newsletter surveys were beneficial because they allowed site control over what was communicated to parents, ensuring relevancy and timeliness.

Frequency and Timing: The District Climate Surveys were less effective due to their infrequency and delayed results, which hindered timely action. The lengthy process required for the SAEBRS screener also reduced its practicality for regular use.

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

Increased Frequency of Surveys:

To address the issues with the District Climate Survey, we introduced more frequent and smaller-scale surveys throughout the year. This change aimed to provide more timely and actionable data on connectedness and safety.

Streamlined SAEBRS Screener:

We are discussing simplifying the SAEBRS screener process to reduce the time required for teachers to complete it. This included breaking it down into shorter segments to be completed over multiple sessions.

Enhanced Real-Time Data Utilization:

Given the success of the Unified Insights and SWIS data, we incorporated additional real-time data tools to monitor student behavior and engagement. We have now made our data form electronic which makes it more accessible to staff and the results are given to us in a more timely fashion.

Improved Communication Through Newsletters:

Building on the effectiveness of the Community Newsletter surveys, we want to expand this practice to include regular updates on student progress and school initiatives. We also added quick polls to gather immediate parent feedback on ongoing issues.

Targeted Interventions Based on Data:

Using the detailed data from SWIS, we implemented targeted interventions for students at risk of behavioral issues. This included creating individualized support plans and involving parents and counselors more closely in the process

Monthly Review Meetings:

To ensure continuous improvement, we established monthly review meetings where staff could discuss the latest data insights and collaboratively develop strategies to address emerging challenges.

2023-24

Identified Need

To enhance outcomes for the lowest performing student group, particularly African American students with the highest percentage of suspensions, resources such as culturally competent counseling services, mentorship programs, restorative justice initiatives, and staff training on implicit bias and equitable discipline practices are crucial for promoting positive behavior and reducing suspension rates,

Personnel: Hiring culturally competent staff and counselors to provide targeted support and mentorship.

Programs: Implementing restorative justice programs, peer mediation initiatives, and culturally responsive disciplinary practices.

Services: Offering counseling services tailored to the needs of African American students, along with family support programs to address underlying issues.

Materials and Supplies: Providing educational materials that reflect diverse perspectives and promoting positive behavior through incentives and resources.

Training: Offering professional development for staff on cultural sensitivity, conflict resolution, and trauma-informed practices to address root causes of behavioral issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24	
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.7% suspended at least one day	-0.3%
	English Learners	0.5% suspended at least one day	
	Foster Youth		
	Homeless	1.9% suspended at least one day	
	Socioeconomically Disadvantaged	0.7% suspended at least one day	
	Students with Disabilities	1.1% suspended at least one day	
	African American	1.4% suspended at least one day	
	American Indian		
	Asian	0.8% suspended at least one day	
	Filipino		
	Hispanic	0% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
White	0.9% suspended at least one day		
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%	
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	100%	100%	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	100%	100%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	<p>After/Before School (non-academic programs)</p> <p>School-wide systems to support school connectedness and positively impact attendance: Provide enrichment classes after school to extend student's learning and provide high interest opportunities for</p>	<p>All Students</p> <p>X English Learners</p> <p>X Low-Income Students</p> <p>Foster Youth</p> <p>X Lowest Performing Hispanic and Asian</p>	LCFF Supplemental Site Allocation	5000.00	2024-2025 Academic School Year

	<p>them to engage at school.</p> <p>Breakfast Club</p> <p>Spirit weeks</p> <p>Cheerleading</p> <p>Sports team</p> <p>Music club</p> <p>Art club</p> <p>Science/Robotics/ Drama</p>				
3.2	<p>Rec. Aide 2</p> <p>Provides for and assures a safe, clean, and secure environment for students during lunch and playground programs. Organizes and oversees recreational and playground activities. PC 38895</p>	<p>All Students</p> <p>X English Learners</p> <p>X Low-Income Students</p> <p>Foster Youth</p> <p>X Lowest Performing Asian and Hispanic</p>	<p>LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries</p> <p>LCFF Supplemental Site Allocation 3000-3999: Employee Benefits</p>	<p>9,956</p> <p>4,195</p>	<p>2024-2025 Academic School Year</p>
3.3	<p>Campus Representatives</p>	<p>All Students</p> <p>X English Learners</p> <p>X Low-Income Students</p>	<p>LCFF Supplemental</p>	<p>23,853</p> <p>20,751</p>	<p>2024-2025 Academic School Year</p>

	provide tier 1 and tier 2 behavior supports and create systems for positive behavior to support student learning and overall academic achievement PC 32250	Foster Youth X Lowest Performing Asian and Hispanic	Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
3.4	Rec. Aide 1 Provides for and assures a safe, clean, and secure environment for students during lunch and playground programs. Organizes and oversees recreational and playground activities. PC 35637	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	4,242 1,788	2024-2025 Academic School Year
3.5	PBIS Materials and supplies to implement a	All Students X English Learners X Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	12750	2024-2025 Academic School Year

	<p>multi-tiered approach to social, emotional and behavior support to improve outcomes for all students, including students with disabilities and students from underrepresented groups.</p>	<p>X Lowest Performing Asian and Hispanic</p>	<p>4000-4999: Books And Supplies</p>		
3.6	<p>Touch of Understanding</p> <p>Provides students the opportunity 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</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>		<p>2024-2025 Academic School Year</p>

	the perspectives of others, and developing empathy and compassion.				
3.7	<p>SAYS</p> <p>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</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>		<p>2024-2025 Academic School Year</p>

	<p>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.</p>				
3.8	<p>School Counselor-</p> <p>Provide additional high, middle school and K-8 school counseling services for parents and</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p>	<p>123,000 50,453</p>	<p>2024-2025 Academic School Year</p>

	<p>students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.</p> <p>PC 30407</p>		<p>Title I Part A Site Allocation 3000-3999: Employee Benefits</p>		
3.9	<p>Community Engagement Opportunities</p> <p>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</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic</p>	<p>Title I Part A Parent Involvement 4000-4999: Books And Supplies</p>	3776	2024-2025 Academic School Year

	<p>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>3.10</p>	<p>Assembly Awards Ceremonies/Attendance incentives</p> <p>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</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic</p>			<p>2024-2025 Academic School Year</p>

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 successes and accomplishments, they promote a sense of inclusivity and appreciation for diverse talents and abilities. Parents who attend these events witness

	<p>the supportive and nurturing environment within the school, which can enhance their perception of the school and encourage their active involvement.</p>				
3.11	<p>Family Communication & Engagement Materials & Supplies</p> <p>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</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic</p>	<p>Title I Part A Parent Involvement 4000-4999: Books And Supplies</p>	4000	2024-2025 Academic School Year

	<p>child's learning process. This can lead to improved academic outcomes for students, as research consistently shows that parental involvement positively impacts student achievement.</p>				
3.12	<p>Rec Aid Supplement</p> <p>Provides an environment for students during lunch and playground programs. Organizes and oversees recreational and playground activities.</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian</p>	<p>LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries</p>	3933	2024-2025 Academic School Year

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development for English learners based on language proficiency levels.	August 2024 - June 2025	5 FTE ELD Teachers			

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
MTSS workers analyze academic, behavioral, and attendance data to identify students needing support.	August 2024 - June 2025	1 FTE MTSS Counselor			

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	\$733,536.00
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	\$847,069.00

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 Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$109,600.00
Title I Part A Parent Involvement	\$7,776.00
Title I Part A Site Allocation	\$725,760.00

Subtotal of state or local funds included for this school: \$847,069.00

Total of federal, state, and/or local funds for this school: \$847,069.00

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	109,600	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	725,760	0.00
Title I Part A Parent Involvement	7,776	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	109,600.00
Title I Part A Parent Involvement	7,776.00
Title I Part A Site Allocation	725,760.00

Expenditures by Budget Reference

Budget Reference	Amount
	5,000.00
1000-1999: Certificated Personnel Salaries	539,770.00
2000-2999: Classified Personnel Salaries	52,618.00
3000-3999: Employee Benefits	219,132.00
4000-4999: Books And Supplies	29,242.00
5000-5999: Services And Other Operating Expenditures	1,307.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00

	LCFF Supplemental Site Allocation	5,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	48,685.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	34,449.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	21,466.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	7,776.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	539,770.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	184,683.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	1,307.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	563,023.00
Goal 2	16,349.00
Goal 3	267,697.00

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 29th, 2024.

Attested:

Jamal Hicks

Principal, Jamal Hicks on May 29th, 2024

On File

SSC Chairperson, Karen Solari on May 29th, 2024

Budget By Expenditures

Dyer-Kelly Elementary School

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Rec Aid Supplement Provides an environment for students during lunch and playground programs. Organizes and oversees recreational and playground activities.	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$3,933.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$109,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Interpreter Facilitate communication between the classroom teacher, family, and student to build relationships, support learning, identify needs, and connect with resources	2000-2999: Classified Personnel Salaries	\$2,000.00	Connected School Communities	
Toner, Ink, & Paper Providing students with printed materials such as supplemental study guides, and practice tests is essential for reinforcing learning. Toner, ink, and paper are necessary for creating these resources, which help students better understand and retain the content covered in their classes.	4000-4999: Books And Supplies	\$8,716.00	Connected School Communities	

Dyer-Kelly Elementary School

intermediate Clerk Typist	2000-2999: Classified Personnel Salaries	\$8,634.00	Healthy Environments for Social-Emotional Growth
Provide additional time for ICT to monitor attendance, engagement, and provide support to families.			
	3000-3999: Employee Benefits	\$7,715.00	Healthy Environments for Social-Emotional Growth
After/Before School (non-academic programs)		\$5,000.00	Engaging Academic Programs
School-wide systems to support school connectedness and positively impact attendance: Provide enrichment classes after school to extend student's learning and provide high interest opportunities for them to engage at school.			
Breakfast Club			
Spirit weeks			
Cheerleading			
Sports team			
Music club			
Art club Science/Robotics/Drama Rec. Aide 2	2000-2999: Classified Personnel Salaries	\$9,956.00	Engaging Academic Programs
Provides for and assures a safe, clean, and secure environment for students during lunch and playground programs. Organizes and oversees recreational and playground activities. PC 38895			

Dyer-Kelly Elementary School

Campus Representatives provide tier 1 and tier 2 behavior supports and create systems for positive behavior to support student learning and overall academic achievement PC 32250	2000-2999: Classified Personnel Salaries	\$23,853.00	Engaging Academic Programs
Rec. Aide 1 Provides for and assures a safe, clean, and secure environment for students during lunch and playground programs. Organizes and oversees recreational and playground activities. PC 35637	2000-2999: Classified Personnel Salaries	\$4,242.00	Engaging Academic Programs
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	\$12,750.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$4,195.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$20,751.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$1,788.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$109,600.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$7,776.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Dyer-Kelly Elementary School

Family Communication & Engagement Materials & Supplies	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs
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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.

Community Engagement Opportunities	4000-4999: Books And Supplies	\$3,776.00	Engaging Academic Programs
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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.

Title I Part A Parent Involvement Total Expenditures:	\$7,776.00
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Title I Part A Parent Involvement Allocation Balance:	\$0.00
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Funding Source: Title I Part A Site Allocation **\$725,760.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Dyer-Kelly Elementary School

	3000-3999: Employee Benefits	\$28,237.00	Connected School Communities
	3000-3999: Employee Benefits	\$50,453.00	Engaging Academic Programs
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. PC 38944	1000-1999: Certificated Personnel Salaries	\$109,000.00	Connected School Communities
Intervention Teacher-	1000-1999: Certificated Personnel Salaries	\$152,770.00	Connected School Communities
Implementing Intervention teachers at our school is essential to providing targeted support and differentiated instruction to meet the diverse needs of our students. A key focus for intervention teachers will be to strengthen foundational skills in literacy and numeracy, which are critical for long-term academic success. This includes phonics, reading fluency, writing skills, and basic math concepts PC 34496 PC 34500			

Dyer-Kelly Elementary School

Co-Teacher	1000-1999: Certificated Personnel Salaries	\$155,000.00	Connected School Communities
<p>Will provide targeted support and differentiated instruction to meet the diverse needs of our students. Co-Teachers will provide : Co-teachers will provide differentiated instruction tailored to the specific needs of ELL and low SES students, ensuring that each student receives the appropriate level of support and challenge in their learning. They will focus on enhancing language and literacy skills by integrating targeted language support within the general curriculum, helping ELL students improve their English proficiency while keeping up with grade-level content.</p> <p>PC 34501 PC 34497</p>			
Raz Kids (Learning A-Z)	5000-5999: Services And Other Operating Expenditures	\$307.00	Connected School Communities
<p>Will provide students a literacy program that provides differentiated resources in reading, writing, science, and vocabulary.</p>			
ESGI	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Connected School Communities
<p>Will provide students a K through 2nd grade one-on-one assessment tool. Teachers use the data from ESGI to differentiate instruction, inform parents and administration, re-teach, show growth over time, and guide instruction.</p>			
	3000-3999: Employee Benefits	\$65,687.00	Connected School Communities
	3000-3999: Employee Benefits	\$40,306.00	Connected School Communities

Dyer-Kelly Elementary School

School Counselor-	1000-1999: Certificated Personnel Salaries	\$123,000.00	Engaging Academic Programs
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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.

PC 30407

Title I Part A Site Allocation Total Expenditures:	\$725,760.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Dyer-Kelly Elementary School Total Expenditures:	\$847,069.00
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