



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 15, 2025	June 24,2025

Purpose and Plan Summary

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

☒ Schoolwide Program

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, conducted surveys, and actively engaged our ELAC committee to gather input from the broader community as part of the SPSA planning process.

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)			27	0.5%		4.56%

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
718	85%	65.9%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	473	65.9%
Foster Youth	0	0.0%
Homeless	19	2.6%
Socioeconomically Disadvantaged	610	85%
Students with Disabilities	68	9.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	54	7.5%
American Indian	1	0.1%
Asian	285	39.7%
Filipino	1	0.1%
Hispanic	159	22.1%
Two or More Races	38	5.3%
Pacific Islander	2	0.3%
White	178	24.8%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Red</p></div>	<div>Chronic Absenteeism</div> <div><p>Orange</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Yellow</p></div>		

School and Student Performance Data

Academic Performance English Language Arts

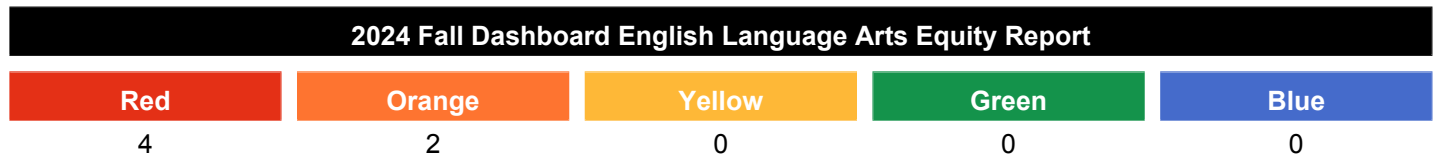
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>128.2 points below standard</div> <div>Declined 12.5 points</div> <div>304 Students</div>	<div>English Learners</div> <div> Red</div> <div>133.1 points below standard</div> <div>Declined 10.7 points</div> <div>224 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>188.9 points below standard</div> <div>Declined 47.9 points</div> <div>12 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>130.7 points below standard</div> <div>Declined 13.4 points</div> <div>276 Students</div>

Students with Disabilities  Orange 149.9 points below standard Increased 3.6 points 44 Students	African American  No Performance Color 100.4 points below standard Increased 3.1 points 20 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 135.2 points below standard Increased 3.1 points 119 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 129.3 points below standard Declined 29.5 points 70 Students
Two or More Races  No Performance Color 105.3 points below standard Declined 19.1 points 18 Students	Pacific Islander  No Performance Color 0 Students	White  Red 129.9 points below standard Declined 28.9 points 76 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.

The student groups scoring at the lowest performing levels on the dashboard indicators are as follows:

Socioeconomically Disadvantaged: This group has dropped by 13.4 points.

Hispanic: This group has experienced the largest decline, with a drop of 29.5 points.

English Learners: This group has declined by 10.7 points.

White: This group has dropped by 28.9 points.

However, there are some positives to acknowledge:

Students with disabilities increased by 3.6 points.

The Asian student group showed an improvement of 3.1 points.

These gains are encouraging, and we will continue building on these successes as we work toward improving outcomes for all our students.

The Hispanic and White groups had declines much larger than the site-wide average, while English Learners experienced a smaller decline, and Socioeconomically Disadvantaged students had a decline just slightly worse than the overall trend.

Potential causes:

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

Community and Family Engagement:

While we made efforts to engage families through initiatives like "Kickin' It with Hicks" and Literacy Night, the results showed that we need to increase our engagement with families, especially from the English Learner and Socioeconomically Disadvantaged groups. These families often face barriers to participation, such as language and time constraints. Moving forward, more targeted support is essential—such as offering workshops on how to assist children with literacy at home, providing translated materials, and hosting events at more convenient times. Strengthening relationships with families will help them better support their children's literacy development.

Equity and Access:

We have always prioritized equity and access, aiming to provide high-quality education to all students, particularly English Learners and Socioeconomically Disadvantaged students. However, last year's performance gaps highlighted that more focused interventions were needed. To address this, we introduced the CKLA program this year, designed to provide a comprehensive and research-backed approach to literacy instruction, especially for our highest-need groups. Ensuring all students have access to these resources will be a key factor in addressing the achievement gaps and improving ELA outcomes.

Social-Emotional Learning (SEL) Support:

SEL has been a focal point of our approach to supporting students, yet the emotional and behavioral challenges many students face can still hinder their academic progress, particularly in ELA. Last year, our SEL initiatives helped, but students, especially those with trauma or behavioral concerns, still need more intensive support to engage effectively in learning. To address this, we will continue expanding our SEL efforts this year, providing more personalized support for students in need, creating a supportive school environment, and helping students build the emotional skills necessary to succeed academically.

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

To improve outcomes for our lowest performing student groups, the following resources are needed:

Personnel:

Additional intervention teachers to provide small-group support in ELA, especially for students who are significantly below grade level.

SEL specialists to support students with emotional and behavioral challenges that affect their academic performance.

Bilingual support staff to assist English Learners in their language development and academic growth.

Parent liaisons to strengthen family engagement and help families support their children's literacy at home.

Programs:

Full implementation of CKLA to provide a comprehensive literacy program that addresses the needs of all students, particularly English Learners and Socioeconomically Disadvantaged students.

After-school and summer literacy programs for additional academic support.

Continued support for small group instruction for students with disabilities, which has shown positive outcomes, likely due to smaller class sizes and more individualized attention.

Services:

Ongoing professional development for teachers to strengthen Tier 1 instruction and ensure that all students receive high-quality, differentiated literacy instruction.

ELD (English Language Development) services to ensure English Learners receive the necessary language development to succeed in academics.

Materials and Supplies:

Supplemental reading materials and classroom libraries to provide engaging, high-interest books for all students, especially those who are below grade level.

Technology to support personalized learning, including literacy apps and digital resources for independent practice.

The increase for students with disabilities, likely due to smaller class sizes and more focused small-group instruction, highlights the importance of continuing to prioritize these strategies moving forward. By increasing targeted support and resources, we can improve outcomes for our lowest performing student groups.

School and Student Performance Data

Academic Performance Mathematics

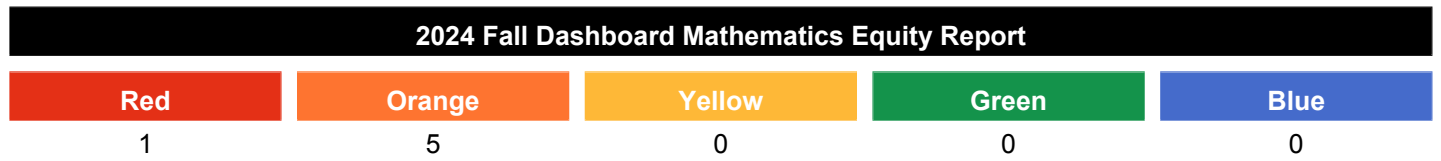
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>114.6 points below standard</div> <div>Increased 3.7 points</div> <div>316 Students</div>	<div>English Learners</div> <div> Orange</div> <div>116.4 points below standard</div> <div>Increased 7.0 points</div> <div>237 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>133.5 points below standard</div> <div>Increased 10.7 points</div> <div>11 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>115.7 points below standard</div> <div>Increased 4.1 points</div> <div>288 Students</div>

Students with Disabilities  Orange 146.0 points below standard Increased 36.0 points 44 Students	African American  No Performance Color 130.1 points below standard Declined 6.4 points 20 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Orange 120.3 points below standard Increased 6.2 points 127 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 104.4 points below standard Maintained 0.5 points 70 Students
Two or More Races  No Performance Color 114.9 points below standard Declined 32.8 points 18 Students	Pacific Islander  No Performance Color Less than 11 Students 0 Students	White  Orange 111.3 points below standard Increased 10.8 points 80 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.

For Math, while the Hispanic student group experienced a slight decrease of 0.5 points, there were notable improvements across several other groups:

Students with disabilities showed the most significant increase, with a remarkable rise of 36 points.

English Learners increased by 7 points.

Socioeconomically Disadvantaged students saw a gain of 4.1 points.

Asian students increased by 6.2 points.

White students had a positive increase of 10.8 points.

Overall, all students saw an improvement of 3.7 points. These gains reflect the positive impact of targeted interventions and support across our student groups, and we will continue to build on these successes as we work to further close achievement gaps.

Potential causes:

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

Reflecting on last year, several factors contributed to the results for our Hispanic student group in Math, including both the slight decline of 0.5 points and the positive trends across other groups:

What We Said and Thought:

We recognized that the Hispanic student group faces unique challenges, particularly with language barriers and socioeconomic factors that can affect academic performance. We also acknowledged that, compared to other language groups, we have only one Bilingual Instructional Assistant (BIA) for Spanish-speaking students, while other language groups have more support. This limited staffing for Spanish-speaking students may have impacted the level of individualized support they received, particularly in Math. Additionally, we recognized the importance of engaging Hispanic families more effectively in their children's academic progress, as family involvement is a key factor in student success.

What We Did:

Last year, we implemented various interventions and provided additional math resources, including after-school programs and small-group instruction. While these efforts benefited many students, the Hispanic group still faced challenges. We sought to engage families through events like "Kickin' It with Hicks" and Literacy Night, but participation from Hispanic families was lower than expected. The performance for Hispanic students suggests that more targeted engagement with families, along with additional BIA support for Spanish-speaking students, may have been needed to address their specific challenges in math.

How We Felt:

There was a sense of urgency to support all student groups, but we also recognized that the Hispanic group required more sustained attention. The slight decline in their math scores prompted us to reflect on the fact that their needs, particularly around language support, might not have been fully addressed with the current resources in place. We also realized that engaging Hispanic families more actively is essential. Despite our efforts to connect with families, there may be additional barriers—such as language, work schedules, or cultural differences—that prevented deeper involvement. We feel that building stronger partnerships with Hispanic families is crucial for providing better support at home and reinforcing the work done in school.

In summary, while we made some efforts, the results suggest that additional strategies—such as more focused math interventions, increased BIA support, more effective family engagement, and culturally responsive teaching practices—are necessary to support the Hispanic group more effectively and close the achievement gap.

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

To improve outcomes for the Hispanic student group, the following resources are needed:

Personnel:

Intervention Teachers: More intervention staff to work in small groups with Hispanic students who are below grade level, particularly in math, to provide focused support.

Parent Liaison for Hispanic Families: A dedicated liaison to engage more effectively with Hispanic families, ensuring they have the tools and resources to support their children's learning at home.

Programs:

After-School and Summer Programs: Expanding after-school and summer learning programs that provide extra practice in math and literacy, tailored to the needs of Hispanic students.

Culturally Relevant Math and Literacy Programs: Programs designed to engage Hispanic students through culturally relevant content, fostering a deeper connection to learning.

Services:

Targeted Professional Development: Training for teachers on culturally responsive teaching practices and strategies for supporting English Learners in math and literacy. This would help teachers meet the specific needs of Hispanic students in the classroom.

Increased ELD (English Language Development) Services: More focused ELD support for Hispanic students, helping them improve both language acquisition and academic performance.

Materials and Supplies:

Culturally Relevant Reading Materials: Providing books and resources that reflect the diverse backgrounds of Hispanic students to increase engagement in reading.

Math Manipulatives and Tools: Hands-on learning tools to support understanding of math concepts for students who may need additional support to develop foundational skills.

These resources will provide the necessary support to meet the academic needs of our Hispanic students and help close achievement gaps in both math and literacy.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
57.4% making progress.	making progress.
Number Students: 350 Students	Number Students: 0 Students

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.

2024 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
5.7%	36.9%	0%	57.1%

Lowest Performing Group:

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

Looking at our ELPI groups, we saw the greatest growth in the number of English Learners who progressed at least one ELPI level, with 57.1% of students demonstrating upward mobility. This is a strong indicator that our current supports, such as designated and integrated ELD instruction, are positively impacting student growth.

An area for improvement is the 36.1% of students who maintained their current ELPI level. While these students did not regress, they also did not make measurable progress, which signals a need to increase targeted language supports—especially for long-term English Learners who may be stagnating at levels 2H or 3L.

Additionally, the 5.7% of students who decreased an ELPI level is a smaller group, but still important to address through case-by-case interventions and progress monitoring.

Potential causes:

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

We emphasized foundational literacy through 95% Phonics and structured reading interventions, which supported students at the lower ELPI levels in making progress. Teachers consistently provided integrated ELD during core

instruction, embedding language development strategies into content areas like math, science, and social studies. This helped students engage with academic language in meaningful ways throughout the day. Classroom teachers made intentional efforts to support language acquisition, including using visuals, sentence frames, and structured peer interactions to help English Learners access grade-level content. We did not have a formal system in place to consistently analyze EL data and adjust instruction accordingly, which likely impacted the small group of students who decreased an ELPI level.

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

A structured ELD curriculum: This year, we are implementing EL Achieve, which provides a formal, consistent framework for designated ELD instruction. It also offers tools to help teachers monitor language development and use EL data to guide instruction.

Literacy curriculum and assessment tools: We are adopting CKLA to strengthen Tier 1 instruction across grade levels, ensuring that all students, including English Learners, receive high-quality, knowledge-building literacy instruction. In addition, we are implementing DIBELS to track foundational reading skills and identify students who need targeted intervention. Professional development: Ongoing training is needed for teachers on integrated and designated ELD strategies, analyzing ELPI data, and effectively using EL Achieve and CKLA to support English Learners.

Time for collaboration: Teachers need structured collaboration time to analyze data, adjust instruction, and plan ELD lessons using EL Achieve.

School and Student Performance Data

Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

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

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

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>28.2% Chronically Absent</div> <div>Declined 1.1</div> <div>822 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>19.7% Chronically Absent</div> <div>Declined 2.3</div> <div>563 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> Orange</div> <div>53.8% Chronically Absent</div> <div>Declined 0.7</div> <div>65 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>27.9% Chronically Absent</div> <div>Declined 1.4</div> <div>748 Students</div>

Students with Disabilities  Orange 41.7% Chronically Absent Declined 5.4 103 Students	African American  Orange 46.7% Chronically Absent Declined 4.1 60 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Orange 16.9% Chronically Absent Increased 1.5 332 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Red 45.7% Chronically Absent Increased 1.8 175 Students
Two or More Races  Orange 33.3% Chronically Absent Declined 2.6 48 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Yellow 23.4% Chronically Absent Declined 7.2 197 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.

While our schoolwide chronic absenteeism rate decreased by 1.1%, bringing us to 28.2%, the data shows that our Hispanic student group continues to be our most impacted population. 45.7% of Hispanic students were chronically absent, placing this group in the red performance level—a slight increase of 1.8% from the previous year.

This indicates that while our schoolwide attendance efforts are showing progress, we must now focus more intentionally on addressing the unique barriers faced by our Hispanic families to ensure every student is supported and present. Our schoolwide chronic absenteeism rate is 28.2%, reflecting a 1.1% improvement from the previous year. While this is a positive overall trend, some student groups remain disproportionately impacted:

Hispanic students have a chronic absenteeism rate of 45.7%, which is 17.5 percentage points higher than the schoolwide average.

Other student groups fall closer to or below the schoolwide rate, but this significant gap indicates an urgent need for targeted outreach and support for our Hispanic families.

Potential causes:

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

Reflecting on last year, several factors may have contributed to our chronic absenteeism outcomes:

We increased schoolwide awareness of attendance through messaging and incentives, which likely supported our overall decrease in chronic absenteeism.

Our team made consistent outreach calls and home visits, and our School Community Worker built strong relationships with many families—especially those with a history of poor attendance.

However, much of our outreach was general and not targeted by subgroup, which may have limited its effectiveness for our Hispanic students.

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

To improve outcomes for our lowest performing student groups—specifically our Hispanic students with high rates of chronic absenteeism—the following resources are needed:

Increased bilingual staff or a dedicated bilingual attendance liaison to provide targeted outreach and build trust with Spanish-speaking families.

Expanded support from our School Community Worker to allow for more consistent home visits, follow-ups, and culturally responsive engagement.

Incentive programs tailored to individual classrooms or student needs, including attendance raffles, recognition events, and small daily/weekly rewards to reinforce positive habits.

Transportation assistance or partnerships with community organizations to support families facing logistical challenges. A centralized attendance monitoring system or dashboard to help staff quickly identify at-risk students and respond early with interventions.

Culturally relevant communication materials that explain the importance of attendance in a way that resonates with families' lived experiences.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

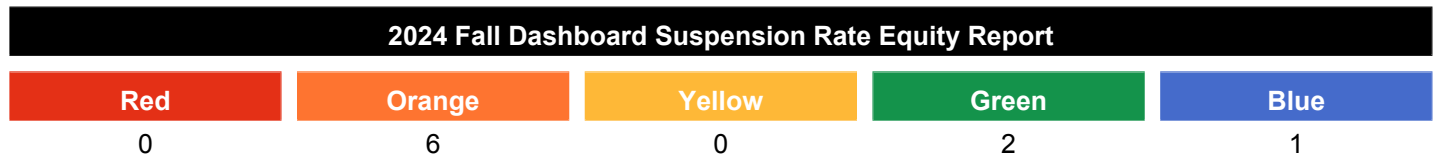
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>1.4% suspended at least one day</div> <div>Increased 0.7%</div> <div>864 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>0.7% suspended at least one day</div> <div>Maintained 0.2%</div> <div>579 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>Green</div> <div>1.4% suspended at least one day</div> <div>Declined 0.4%</div> <div>71 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>1.4% suspended at least one day</div> <div>Increased 0.7%</div> <div>788 Students</div>

Students with Disabilities  Orange 1.9% suspended at least one day Increased 0.8% 108 Students	African American  Orange 4.8% suspended at least one day Increased 3.4% 63 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students
Asian  Blue 0% suspended at least one day Declined 0.8% 347 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Orange 2.7% suspended at least one day Increased 2.7% 185 Students
Two or More Races  Orange 2% suspended at least one day Increased 2% 50 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Orange 1.5% suspended at least one day Increased 0.5% 204 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.

While no student groups are currently in the red performance level for suspension, we are closely monitoring several groups that experienced increases.

These include:

African American students (+3.4%)

Hispanic students (+2.7%)

Students with Disabilities (+0.8%)

Socioeconomically Disadvantaged students (+0.7%)

Students identifying as Two or More Races (+2.0%)

White students (+0.5%)

On a positive note, our English Learners maintained their suspension rate with no increase, and our Asian student group showed a decrease of 0.8%. This suggests that some of our behavior support systems and SEL efforts are making an impact.

Potential causes:

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

Reflecting on last year, several factors may have contributed to the shifts in our suspension data:

We focused more on building schoolwide systems around behavior expectations and positive reinforcement, such as implementing our ROAR expectations and consistent morning circles. This helped some groups, like English Learners and Asian students, maintain or reduce suspensions.

Staff showed increased awareness of restorative practices and alternative consequences, which helped us reduce exclusionary discipline for some students.

However, we recognize that some responses to behavior may not have been consistently applied across all student groups, which could explain the increases for African American, Hispanic, and Socioeconomically Disadvantaged students.

We may have unintentionally missed early intervention opportunities, especially with students who have ongoing challenges or unmet social-emotional needs.

There was a growing commitment among staff to respond with empathy and reflection, but many expressed the need for more structured tools, training, and support to handle complex behavior situations equitably.

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

To improve outcomes for our lowest performing student groups in suspension data, the following resources are needed:

Ongoing professional development on PBIS and restorative practices: We've already begun this work through schoolwide training provided by the Sacramento County Office of Education, and continued PD will support consistent, equitable responses to behavior.

Structured recess support through Superior Sports: We are exploring a partnership with Superior Sports to implement structured recess activities that promote positive play, reduce conflict, and increase student engagement during unstructured times—often when many behavioral issues arise.

A dedicated behavior intervention staff member or team to provide targeted Tier 2 and Tier 3 supports for students who need additional help with behavior and emotional regulation.

A consistent SEL curriculum and classroom strategies to build skills in empathy, self-management, and conflict resolution.

Improved data systems to track behavior by subgroup so we can intervene earlier and ensure our practices are equitable.

Additional supervision or support staff in common areas to reinforce expectations and build positive relationships with students throughout the day.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

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.

2025-26

Identified Need

To improve outcomes for our lowest performing student groups, the following resources are needed:

Personnel:

Additional intervention teachers to provide small-group support in ELA, especially for students who are significantly below grade level.

SEL specialists to support students with emotional and behavioral challenges that affect their academic performance.

Bilingual support staff to assist English Learners in their language development and academic growth.

Parent liaisons to strengthen family engagement and help families support their children's literacy at home.

Programs:

Full implementation of CKLA to provide a comprehensive literacy program that addresses the needs of all students, particularly English Learners and Socioeconomically Disadvantaged students.

After-school and summer literacy programs for additional academic support.

Continued support for small group instruction for students with disabilities, which has shown positive outcomes, likely due to smaller class sizes and more individualized attention.

Services:

Ongoing professional development for teachers to strengthen Tier 1 instruction and ensure that all students receive high-quality, differentiated literacy instruction.

ELD (English Language Development) services to ensure English Learners receive the necessary language development to succeed in academics.

Materials and Supplies:

Supplemental reading materials and classroom libraries to provide engaging, high-interest books for all students, especially those who are below grade level.

Technology to support personalized learning, including literacy apps and digital resources for independent practice.

The increase for students with disabilities, likely due to smaller class sizes and more focused small-group instruction, highlights the importance of continuing to prioritize these strategies moving forward. By increasing targeted support and resources, we can improve outcomes for our lowest performing student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	128.2 points below standard	+3 scale score points

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

	<p>English Learners 133.1 points below standard</p> <p>Foster Youth</p> <p>Homeless 188.9 points below standard</p> <p>Socioeconomically Disadvantaged 130.7 points below standard</p> <p>Students with Disabilities 149.9 points below standard</p> <p>African American 100.4 points below standard</p> <p>American Indian</p> <p>Asian 135.2 points below standard</p> <p>Filipino</p> <p>Hispanic 129.3 points below standard</p> <p>Two or More Races 105.3 points below standard</p> <p>Pacific Islander</p> <p>White 129.9 points below standard</p>	
Math State Assessment: Change in scale score	<p>All Students 114.6 points below standard</p> <p>English Learners 116.4 points below standard</p> <p>Foster Youth</p> <p>Homeless 133.5 points below standard</p> <p>Socioeconomically Disadvantaged 115.7 points below standard</p> <p>Students with Disabilities 146.0 points below standard</p> <p>African American 130.1 points below standard</p>	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	American Indian Asian 120.3 points below standard Filipino Hispanic 104.4 points below standard Two or More Races 114.9 points below standard Pacific Islander White 111.3 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	57.4%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.56%	+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	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and White	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	129,000 50,251	2025-2026 Academic School Year

	<p>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.</p> <p>PC #34501</p> <p>PC 34501</p>		Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.2	<p>Collaboration Will provide a cohesive and strategic approach to student achievement, it is essential to provide teachers with opportunities</p>	<p>All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian</p>	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	33000	2025-2026 Academic School Year

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 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.				
1.3	Pre-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.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1644	2025-2026 Academic School Year
1.4	Field Trips- Provide an opportunity to engage students in learning 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.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	30000	2025-2026 Academic School Year

1.5	<p>Technology</p> <p>Technology to support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.) Possible iReady training</p>	<p>All Students</p> <p>X English Learners</p> <p>X Low-Income Students</p> <p>X Foster Youth</p> <p>X Lowest Performing Hispanic and Asian</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies</p>	22722	2025-2026 Academic School Year
1.6	<p>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.</p> <p>PC 38944</p>	<p>All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>X Lowest Performing Hispanic</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries</p> <p>Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	<p>113,000</p> <p>29,784</p>	2025-2026 Academic School Year

1.7	<p>Materials, supplies, books to support: Language acquisition</p> <p>Academic achievement</p> <p>Meeting grade level standards across content areas</p> <p>Professional development</p> <p>Classroom learning 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</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>	30075.09	2025-2026 Academic School Year
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	<p>supplies, and other instructional materials. These resources are essential for implementing engaging and diverse learning activities, addressing different learning 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>Bridges Math Intervention Program (Teir 2)</p>				
1.8	<p>Interpreter</p> <p>Facilitate communication between the classroom</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>	<p>LCFF Supplemental Site Allocation</p> <p>2000-2999: Classified</p>	5000	<p>2025-2026 Academic School Year</p>

	teacher, family, and student to build relationships, support learning, identify needs, and connect with resources		Personnel Salaries		
1.9	<p>Toner, Ink, & Paper</p> <p>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.</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Lowest Performing</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	34039	2025-2026 Academic School Year

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

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.

2025-26

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 2024-25	Expected Outcome 2025-26
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Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	28.2% Chronically Absent	-0.5%
	English Learners	19.7% Chronically Absent	
	Foster Youth		
	Homeless	53.8% Chronically Absent	
	Socioeconomically Disadvantaged	27.9% Chronically Absent	
	Students with Disabilities	41.7% Chronically Absent	
	African American	46.7% Chronically Absent	
	American Indian		
	Asian	16.9% Chronically Absent	
	Filipino		
	Hispanic	45.7% Chronically Absent	
	Two or More Races	33.3% Chronically Absent	
	Pacific Islander		
	White	23.4% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.9%		93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		NA

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	NA

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. 0.25 FTE	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	8956 8889	2025-2026 Academic School Year

	PC TBD		Site Allocation 3000-3999: Employee Benefits		
2.2	<p>intermediate Clerk Typist</p> <p>Provide additional time for ICT to monitor attendance, engagement, and provide support to families. 0.125 FTE PC TBD</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 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits</p>	<p>4373 4159</p>	2025-2026 Academic School Year
2.3	<p>Flocabulary- Flocabulary is a site license for video-based, standards-aligned lessons that build academic vocabulary and comprehension. It provides engaging, rigorous content across various</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>	138	2025-2026 Academic School Year

	<p>subjects, supporting student achievement in key areas like English proficiency and college readiness. By making learning interactive, Flocabulary helps improve student engagement, attendance, and retention, aligning with our goal to provide students with opportunities that address academic success, graduation rates, and access to a broad course of study</p>				
2.4	<p>Reflex Math is an interactive, game-based program that helps students master basic math facts in addition, subtraction, multiplication, and division. By offering engaging,</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>	3295	<p>2025-2026 Academic School Year</p>

	personalized practice, Reflex Math supports students at all levels, building their math fact fluency and confidence. This aligns with our goal to provide engaging programs that improve academic achievement, enhance student engagement, and ensure access to essential math skills, ultimately supporting better attendance, reducing dropout rates, and preparing students for future academic success.				
2.5		All Students English Learners Low-Income Students Foster Youth Lowest Performing			
2.6		All Students English Learners Low-Income Students			

		Foster Youth Lowest Performing			
2.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2024-25

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

ANALYSIS

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

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 SAEBSR 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 SAEBSR 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.

2025-26

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 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.4% suspended at least one day	-0.3%
	English Learners	0.7% suspended at least one day	
	Foster Youth		
	Homeless	1.4% suspended at least one day	
	Socioeconomically Disadvantaged	1.4% suspended at least one day	
	Students with Disabilities	1.9% suspended at least one day	
	African American	4.8% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	2.7% suspended at least one day	
	Two or More Races	2% suspended at least one day	
	Pacific Islander		
	White	1.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	65.3%		100%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	65.8%		100%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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).	8%	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 them to engage at school.</p> <p>Breakfast Club</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>	<p>LCFF Supplemental Site Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p>	3298	2025-2026 Academic School Year

	<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>Playground Equipment will enhance School Conditions and Climate by providing a safe, engaging environment for students. Interactive play structures and seating areas promote physical activity, social interaction, and teamwork, fostering a positive school climate. This investment supports student well-being and encourages a sense of</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>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	3000	

	belonging, contributing to an overall better school experience.				
3.3	<p>Campus Representatives</p> <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</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 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits</p>	<p>26,078 10,648</p>	2025-2026 Academic School Year
3.4	<p>PBIS</p> <p>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</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>	5000	2025-2026 Academic School Year

	and students from underrepresented groups.				
3.5	Supplemental Rec Aide hours as needed to provide additional safety on campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	4,130	2025-2026 Academic School Year
3.6	SAYS 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	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4246.91	2025-2026 Academic School Year

can help them build self-confidence and gain the skills they need to make positive lifestyle choices. Mentoring can also provide youth with access to resources and opportunities they would otherwise not have access to, which can increase their prospects for success. Sacramento Area Youth Speaks (SAYS) is a social justice movement that empowers youth and transforms education by creating platforms for critical literacy, access to higher education, youth voice and civic engagement. SAYS elevates the voices of students as the authors of their own lives and agents of change.

3.7	<p>School Counselor-</p> <p>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.</p> <p>PC 30407</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 Title I Part A Site Allocation 3000-3999: Employee Benefits</p>	<p>131,000 53,428</p>	<p>2025-2026 Academic School Year</p>
3.8	<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</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>	<p>1880</p>	<p>2025-2026 Academic School Year</p>

	<p>a strong sense of community within the school. These opportunities provide parents with a platform to connect with each other, share experiences, and collaborate with school staff. By using Title 1 funds to support these activities, schools can foster a supportive and inclusive school environment where parents feel valued, involved, and connected to the school community.</p>				
3.9	<p>A Parent Liaison plays a crucial role in supporting student success by fostering strong family engagement and communication between the school and home. This position helps address</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 2000-2999: Classified Personnel Salaries</p>	5000	<p>2025-2026 Academic School Year</p>

factors that impact student success both inside and outside the classroom, such as family involvement, health, safety, and connectedness. By building relationships with parents and the community, the Parent Liaison ensures that students have the support they need to thrive, helping to create a more inclusive and supportive learning environment. This aligns with our goal to address the broader factors influencing student achievement, including family engagement and school-community collaboration.

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 2025 - June 2026	5 FTE ELD Teachers			
Provide primary language support to emerging bilingual students outside of ELD instruction.	August 2025 - June 2026				
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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$756,034.00

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	\$4,130.00
LCFF Supplemental Site Allocation	\$113,440.00
Title I Part A Parent Involvement	\$6,880.00
Title I Part A Site Allocation	\$631,584.00

Subtotal of state or local funds included for this school: \$756,034.00

Total of federal, state, and/or local funds for this school: \$756,034.00

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	113,440	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	631,584	0.00
Title I Part A Parent Involvement	6,880	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	113,440.00
Title I Part A Parent Involvement	6,880.00
Title I Part A Site Allocation	631,584.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	409,298.00
2000-2999: Classified Personnel Salaries	53,537.00
3000-3999: Employee Benefits	157,159.00
4000-4999: Books And Supplies	96,716.09
5000-5999: Services And Other Operating Expenditures	39,323.91

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,298.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	44,407.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	23,696.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	42,039.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	5,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,880.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	406,000.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	133,463.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	52,797.09
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	39,323.91

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	478,515.09
Goal 2	29,810.00
Goal 3	247,708.91

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
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jamal Hicks	Principal
Jeanette Sherwood	Other School Staff
Virginia Dorman	Parent or Community Member
Ellen Little	Classroom Teacher
Hallie Lozano	Classroom Teacher
Crystalstar Allen	Parent or Community Member
Gleysi Garcia	Parent or Community Member
Veronica Rodas	Parent or Community Member
Alisa Bilyk	Parent or Community Member
Wayne Walker	Parent or Community Member
Oliva Acuna-Rios	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

on File

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/15/25.

Attested:

Jamal Hicks

Principal, Jamal Hicks on 05/15/25

On File

SSC Chairperson, Viginia Dorman on 05/15/25

Budget By Expenditures

Dyer-Kelly Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental Rec Aide hours as needed to provide additional safety on campus.	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$4,130.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation

\$113,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$10,648.00	Engaging Academic Programs	
Interpreter	2000-2999: Classified Personnel Salaries	\$5,000.00	Connected School Communities	
Facilitate communication between the classroom teacher, family, and student to build relationships, support learning, identify needs, and connect with resources				
Toner, Ink, & Paper	4000-4999: Books And Supplies	\$34,039.00	Connected School Communities	
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.				

Dyer-Kelly Elementary School

intermediate Clerk Typist	2000-2999: Classified Personnel Salaries	\$8,956.00	Healthy Environments for Social-Emotional Growth
Provide additional time for ICT to monitor attendance, engagement, and provide support to families. 0.25 FTE PC TBD			
intermediate Clerk Typist	2000-2999: Classified Personnel Salaries	\$4,373.00	Healthy Environments for Social-Emotional Growth
Provide additional time for ICT to monitor attendance, engagement, and provide support to families. 0.125 FTE PC TBD			
	3000-3999: Employee Benefits	\$8,889.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$4,159.00	Healthy Environments for Social-Emotional Growth

Dyer-Kelly Elementary School

After/Before School (non-academic programs)	1000-1999: Certificated Personnel Salaries	\$3,298.00	Engaging Academic Programs
<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 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>			
Art club Science/Robotics/Drama Playground Equipment will enhance School Conditions and Climate by providing a safe, engaging environment for students. Interactive play structures and seating areas promote physical activity, social interaction, and teamwork, fostering a positive school climate. This investment supports student well-being and encourages a sense of belonging, contributing to an overall better school experience.	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
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	\$26,078.00	Engaging Academic Programs

Dyer-Kelly Elementary School

PBIS	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
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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.

LCFF Supplemental Site Allocation Total Expenditures:	\$113,440.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Funding Source: Title I Part A Parent Involvement

\$6,880.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Community Engagement Opportunities Building a sense of community: Parent engagement activities, such as ELAC meetings, School Site Council, and Family Night events, help build a strong sense of community within the school. These opportunities provide parents with a platform to connect with each other, share experiences, and collaborate with school staff. By using Title 1 funds to support these activities, schools can foster a supportive and inclusive school environment where parents feel valued, involved, and connected to the school community.	4000-4999: Books And Supplies	\$1,880.00	Engaging Academic Programs	

Dyer-Kelly Elementary School

A Parent Liaison plays a crucial role in supporting student success by fostering strong family engagement and communication between the school and home. This position helps address factors that impact student success both inside and outside the classroom, such as family involvement, health, safety, and connectedness. By building relationships with parents and the community, the Parent Liaison ensures that students have the support they need to thrive, helping to create a more inclusive and supportive learning environment. This aligns with our goal to address the broader factors influencing student achievement, including family engagement and school-community collaboration.	2000-2999: Classified Personnel Salaries	\$5,000.00	Engaging Academic Programs
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Title I Part A Parent Involvement Total Expenditures: \$6,880.00

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

Funding Source: Title I Part A Site Allocation \$631,584.00 Allocated

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

SAYS	5000-5999: Services And Other Operating Expenditures	\$4,246.91	Engaging Academic Programs
<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 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>			
School Counselor-	1000-1999: Certificated Personnel Salaries	\$131,000.00	Engaging Academic Programs
<p>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.</p>			
PC 30407	3000-3999: Employee Benefits	\$53,428.00	Engaging Academic Programs

Dyer-Kelly Elementary School

Flocabulary-Flocabulary is a site license for video-based, standards-aligned lessons that build academic vocabulary and comprehension. It provides engaging, rigorous content across various subjects, supporting student achievement in key areas like English proficiency and college readiness. By making learning interactive, Flocabulary helps improve student engagement, attendance, and retention, aligning with our goal to provide students with opportunities that address academic success, graduation rates, and access to a broad course of study

5000-5999: Services And
Other Operating
Expenditures

\$138.00 Healthy
Environments for
Social-Emotional
Growth

Reflex Math is an interactive, game-based program that helps students master basic math facts in addition, subtraction, multiplication, and division. By offering engaging, personalized practice, Reflex Math supports students at all levels, building their math fact fluency and confidence. This aligns with our goal to provide engaging programs that improve academic achievement, enhance student engagement, and ensure access to essential math skills, ultimately supporting better attendance, reducing dropout rates, and preparing students for future academic success.

5000-5999: Services And
Other Operating
Expenditures

\$3,295.00 Healthy
Environments for
Social-Emotional
Growth

Dyer-Kelly Elementary School

Intervention Teacher-	1000-1999: Certificated Personnel Salaries	\$129,000.00	Connected School Communities
<p>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.</p> <p>PC #34501</p>			
PC 34501			
Collaboration	1000-1999: Certificated Personnel Salaries	\$33,000.00	Connected School Communities
<p>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 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>			
Pre-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.	5000-5999: Services And Other Operating Expenditures	\$1,644.00	Connected School Communities

Dyer-Kelly Elementary School

Field Trips-	5000-5999: Services And Other Operating Expenditures	\$30,000.00	Connected School Communities
Provide an opportunity to engage students in learning 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.			
Technology	4000-4999: Books And Supplies	\$22,722.00	Connected School Communities
Technology to support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.) Possible iReady training			
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	\$113,000.00	Connected School Communities

Dyer-Kelly Elementary School

Materials, supplies, books to support: Language acquisition	4000-4999: Books And Supplies	\$30,075.09	Connected School Communities
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Academic achievement

Meeting grade level standards 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 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.

Bridges Math Intervention Program (Teir 2)

3000-3999: Employee Benefits	\$50,251.00	Connected School Communities
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3000-3999: Employee Benefits	\$29,784.00	Connected School Communities
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Title I Part A Site Allocation Total Expenditures:	\$631,584.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Dyer-Kelly Elementary School

Dyer-Kelly Elementary School Total Expenditures: \$756,034.00