School Year: **2026-27**

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 26, 2026	June 23, 2026

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)

X	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).

Table of Contents

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 with multiple stakeholder groups throughout the SPSA planning and Annual Review and Update process. Input and feedback were gathered from the School Site Council (SSC), Site Leadership Team, staff, families, and the school community.

The principal met regularly with the School Site Council to review student achievement data, attendance data, suspension data, English Learner progress, school climate information, and proposed SPSA goals, actions, and expenditures. School Site Council meetings were held on November 13, December 11, January 8, January 15, February 26, March 13, and April 15.

The school also collaborated with the Site Leadership Team to review schoolwide data trends, discuss areas of need, and provide feedback on instructional priorities, intervention supports, school climate, attendance, and student achievement.

Input from staff, families, and the school community was gathered through surveys and ongoing communication throughout the school year. Feedback collected from surveys helped identify schoolwide priorities related to academics, attendance, behavior, intervention supports, family engagement, and school climate.

Announcements and updates regarding the SPSA process were also shared during ELAC meetings to provide families of English Learners with information regarding school goals, student data, and supports for English Learners and newcomer students.

The SPSA and Annual Review process was collaborative and grounded in stakeholder feedback, student data, and schoolwide needs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.14%	0.14%	0.13%	1	1	1
African American	7.52%	5.99%	6.24%	54	44	48
Asian	39.69%	43.40%	44.34%	285	319	341
Filipino	0.14%	%	0.13%	1		1
Hispanic/Latino	22.14%	21.50%	20.55%	159	158	158
Pacific Islander	0.28%	1.50%	1.43%	2	11	11
White	24.79%	21.63%	20.68%	178	159	159
Multiple/No Response	5.29%	5.85%	6.50%	38	43	50
			Total Enrollment	718	735	769

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			21
Kindergarten	103		101
Grade 1	122		132
Grade 2	132		126
Grade3	130		130
Grade 4	116		128
Grade 5	115		131
Total Enrollment	718		769

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	473	489	523	68.7%	65.9%	68.0%
Fluent English Proficient (FEP)	34	56	44	2.9%	4.7%	5.7%
Reclassified Fluent English Proficient (RFEP)	27				4.56%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
735	**89.9%**	**66.5%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	489	66.5%
Foster Youth	0	0.0%
Homeless	59	8%
Socioeconomically Disadvantaged	661	89.9%
Students with Disabilities	92	12.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	44	6%
American Indian	1	0.1%
Asian	319	43.4%
Filipino	0	0.0%
Hispanic	158	21.5%
Two or More Races	43	5.9%
Pacific Islander	11	1.5%
White	159	21.6%

School and Student Performance Data

Overall Performance

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Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	5	0	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	
115 points below standard	121.1 points below standard	
Increased 13.1 points	Increased 12 points	
331 Students	249 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	143.8 points below standard	116.3 points below standard
	Increased 45.2 points	Increased 14.3 points
	28 Students	313 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
156.2 points below standard	97.5 points below standard	Fewer than 11 students - No Data for Privacy
Declined 6.3 points	Maintained 2.9 points	1 Student
71 Students	23 Students	

Asian	Filipino	Hispanic
Orange	No Performance Color	Orange
123.4 points below standard	0 Students	99.4 points below standard
Increased 11.7 points		Increased 29.9 points
148 Students		73 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
106.3 points below standard	Fewer than 11 students - No Data for Privacy	121.1 points below standard
Maintained -1 points	4 Students	Increased 8.8 points
15 Students		67 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.

Students with Disabilities — Red indicator, scoring 156.2 points below standard and declining 6.3 points.
Homeless Students — No performance color due to student count, but scoring 143.8 points below standard, which is significantly below the schoolwide average.
Asian Students — Orange indicator, scoring 123.4 points below standard.
English Learners — Orange indicator, scoring 121.1 points below standard.
White Students — Orange indicator, scoring 121.1 points below standard.
Socioeconomically Disadvantaged Students — Orange indicator, scoring 116.3 points below standard.

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

Many students entered the school year performing significantly below grade level in foundational literacy skills, including phonics, fluency, vocabulary, and comprehension.
Students with Disabilities and English Learners required more intensive differentiated instruction, language supports, and targeted intervention to access grade-level standards.
Chronic absenteeism and interrupted learning experiences impacted consistency in instruction and intervention services, particularly for students experiencing homelessness.
Teachers continued implementing new literacy curriculum and instructional shifts, which required ongoing professional development, calibration, and support.
Students needed additional opportunities for structured academic discourse, writing, and rigorous checks for understanding during instruction.

Tier 2 and Tier 3 intervention systems continued to improve, but progress monitoring and alignment between intervention and core instruction remained areas of growth.
Social-emotional and behavioral needs impacted some students' engagement, stamina, and ability to fully access instruction.
Families of English Learners and students furthest from grade level needed additional support and resources to strengthen literacy learning at home.

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

Literacy intervention teachers to provide targeted Tier 2 and Tier 3 instruction aligned to student needs.
Continued implementation of the REACH phonics program and CKLA curriculum to strengthen foundational literacy and comprehension skills.
Literacy Coach support to model instruction, facilitate collaboration, analyze data, and support instructional planning and implementation.
Professional development focused on evidence-based literacy instruction, ELD strategies, differentiated instruction, and checking for understanding (CFU).
Additional instructional aides and support staff to assist with small-group instruction and scaffolding for Students with Disabilities and English Learners.
Access to progress-monitoring and assessment tools such as iReady and DIBELS to monitor student growth and adjust instruction.
Expanded intervention materials, decodable texts, multilingual supports, and supplemental literacy resources.
Counseling, mental health, attendance, and family outreach supports to address barriers impacting student engagement and learning.
Family engagement opportunities and literacy workshops to support reading development and academic language at home.

School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
5	1	0	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	
117.2 points below standard	116.3 points below standard	
Maintained -2.6 points	Maintained 0.1 points	
348 Students	267 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
0 Students	147.7 points below standard	118.3 points below standard
	Declined 14.2 points	Maintained -2.6 points
	29 Students	330 Students

Students with Disabilities	African American	American Indian
Red 170.7 points below standard Declined 24.8 points 71 Students	No Performance Color 132.7 points below standard Maintained -2.6 points 23 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
Orange 115 points below standard Increased 5.3 points 160 Students	No Performance Color 0 Students	Red 112.8 points below standard Declined 8.4 points 74 Students

Two or More Races	Pacific Islander	White
No Performance Color 103.6 points below standard Increased 11.3 points 15 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Red 118.7 points below standard Declined 7.5 points 71 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.

Students with Disabilities — Red indicator, scoring 170.7 points below standard and declining 24.8 points.
Homeless Students — No performance color due to student count, but scoring 147.7 points below standard and declining 14.2 points, which is significantly below the schoolwide average.
African American Students — No performance color due to student count, but scoring 132.7 points below standard.
White Students — Red indicator, scoring 118.7 points below standard and declining 7.5 points.
Socioeconomically Disadvantaged Students — Red indicator, scoring 118.3 points below standard.
English Learners — Red indicator, scoring 116.3 points below standard.
Hispanic Students — Red indicator, scoring 112.8 points below standard and declining 8.4 points.

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

Many students entered the school year significantly below grade level in foundational math skills and number sense.
Students struggled with mathematical reasoning, explaining thinking, solving multi-step problems, and applying academic vocabulary during math instruction.
Students with Disabilities and English Learners required additional scaffolds, differentiated instruction, and targeted intervention to access grade-level math standards.
Chronic absenteeism and interrupted learning experiences impacted continuity of instruction and intervention services, particularly for students experiencing homelessness.
Teachers continued strengthening implementation of Bridges math curriculum and aligning instruction to grade-level rigor and standards.

Students needed more opportunities for productive struggle, mathematical discourse, and checks for understanding during instruction.
Intervention systems in mathematics continued to develop, but additional progress monitoring and targeted support were needed for students performing furthest from grade level.
Social-emotional and behavioral needs impacted student engagement, confidence, and stamina during mathematics instruction.
Families needed additional support and resources to better understand current math practices and strategies to support learning at home.

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

Math intervention teachers to provide targeted Tier 2 and Tier 3 small-group instruction aligned to student needs.
Continued implementation and support of the Bridges mathematics curriculum to strengthen conceptual understanding and problem solving.
Professional development focused on mathematics instruction, productive struggle, mathematical discourse, differentiated instruction, and checking for understanding (CFU).
Instructional coaching support to model lessons, facilitate collaboration, analyze data, and support instructional planning.
Additional instructional aides and support staff to provide scaffolds and small-group support for Students with Disabilities and English Learners.
Access to progress-monitoring and assessment tools such as iReady Mathematics to monitor student growth and adjust instruction.
Supplemental math intervention materials, manipulatives, visual supports, and multilingual resources to support conceptual understanding.
Counseling, mental health, attendance, and family outreach supports to address barriers impacting student engagement and achievement.
Family engagement opportunities focused on helping families understand math strategies, academic vocabulary, and ways to support students at home.

School and Student Performance Data

Academic Performance
Science

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
3	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red 29.1 science points Maintained -0.6 points 106 Students	Red 27.5 science points Declined 2 points 83 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Red 28.8 science points Maintained -0.4 points 102 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
25 science points	Fewer than 11 students - No Data for Privacy	0 Students
29 Students	7 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	No Performance Color
24.5 science points	0 Students	34.2 science points
Declined 4.1 points		Increased 3.8 points
53 Students		20 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	34.7 science points
4 Students	1 Student	Increased 2.4 points
		21 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.

Asian Students — Red indicator, scoring 24.5 science points and declining 4.1 points.
Students with Disabilities — No performance color due to student count, but scoring 25 science points, which is among the lowest-performing groups.
English Learners — Red indicator, scoring 27.5 science points and declining 2 points.
Socioeconomically Disadvantaged Students — Red indicator, scoring 28.8 science points.

Overall schoolwide performance for All Students was Red at 29.1 science points.

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

Science is only assessed in 5th grade, which limits the amount of testing data and increases the impact of subgroup performance on overall results.
Students entered 5th grade with varying levels of exposure to hands-on science instruction and scientific vocabulary across grade levels.
English Learners and Students with Disabilities required additional language scaffolds, visual supports, and differentiated instruction to access complex science concepts and academic vocabulary.
Students struggled with explaining scientific reasoning, writing about evidence, and engaging in scientific discourse aligned to NGSS expectations.
Limited instructional time dedicated to science due to increased focus on literacy and mathematics impacted opportunities for deeper science exploration and inquiry-based learning.

Chronic absenteeism and interrupted learning experiences impacted continuity of instruction and hands-on learning opportunities.
Students needed additional opportunities for collaboration, productive struggle, and inquiry-based investigations to strengthen conceptual understanding.
Teachers continued building capacity around NGSS-aligned instruction, science discourse, and integrating literacy skills into science instruction.

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

NGSS-aligned science curriculum materials and supplemental hands-on science resources.
Additional science materials, lab supplies, and inquiry-based learning opportunities to increase student engagement and conceptual understanding.
Professional development focused on NGSS instruction, science discourse, academic vocabulary, and differentiated instruction for English Learners and Students with Disabilities.
Instructional coaching and collaboration time to support teachers with planning rigorous, standards-aligned science lessons.
Visual supports, sentence frames, and multilingual resources to support scientific discussion, writing, and comprehension.
Intervention and small-group support for students needing additional assistance with academic vocabulary, reading informational text, and explaining scientific reasoning.
Access to technology and digital science resources that support interactive learning and student inquiry.
Family engagement opportunities that encourage science exploration and learning beyond the classroom.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

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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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	No Performance Color
48.4 making progress.	making progress.
Number Students: 364 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.

2025 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
16%	35.5%	0%	48.5%

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

Based on the 2025 English Learner Progress Indicator (ELPI) data, the greatest area of growth was that 48.5% of English Learners progressed at least one ELPI level.

An area for improvement is the percentage of students who maintained ELPI Levels 1, 2L, 2H, 3L, or 3H (35.5%), indicating that many students did not make sufficient progress toward English language proficiency.

Additionally, 16% of students decreased one ELPI level, which remains an area of concern.

Overall, the English Learner Progress Indicator was Orange, with 48.4% of students making progress.

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

English Learners entered the school year with varying levels of English language proficiency and prior educational experiences.
Students needed additional opportunities for structured academic discourse, speaking, listening, reading, and writing across all content areas.

Some students struggled with consistent attendance, which impacted continuity of designated and integrated ELD instruction.
Teachers continued strengthening implementation of integrated and designated ELD strategies aligned to grade-level instruction.
Students needed additional scaffolds and language supports to access rigorous grade-level content and academic vocabulary.
There was a continued need to strengthen progress monitoring and targeted support for students maintaining lower ELPI levels.
Students who decreased ELPI levels may have experienced interrupted learning, inconsistent attendance, or limited opportunities to practice academic English outside of school.
Teachers continued building capacity around checking for understanding (CFU), language objectives, and strategies that increase student engagement and participation in academic conversations.
Dyer Kelly continues to serve a significant number of newcomer students who are developing foundational English language skills while simultaneously accessing grade-level academic content.
Many newcomer students entered with interrupted formal education experiences or limited prior exposure to academic English, requiring intensive language development and foundational literacy support.
Students needed additional opportunities to build confidence in academic speaking, listening, reading, and writing across content areas.

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

Continued support from ELD teachers to provide designated ELD instruction and targeted language development support.
Professional development focused on integrated ELD strategies, academic discourse, language objectives, scaffolds, and checking for understanding (CFU).
Additional intervention support for students not progressing between ELPI levels.
Literacy intervention materials, multilingual supports, sentence frames, and academic vocabulary resources.
Collaboration time for teachers to analyze EL data, monitor progress, and plan differentiated instruction.
Continued implementation of structured opportunities for speaking, listening, reading, and writing across content areas.
Family engagement opportunities and multilingual communication to strengthen partnerships and support language development at home.
Counseling, attendance, and outreach supports to address barriers impacting student attendance and engagement.
Supplemental instructional materials and technology resources that support language acquisition and student interaction.
Continued support for the school's Newcomer Program, including ELD teachers, targeted intervention, and multilingual instructional supports.
Professional development focused on newcomer strategies, language acquisition, scaffolds, and culturally responsive instruction.
Additional multilingual resources, translated materials, and visual supports to increase access to grade-level content.
Expanded collaboration between ELD teachers, intervention staff, and classroom teachers to support newcomer students across all instructional settings.

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.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	
21.4% Chronically Absent	16.4% Chronically Absent	
Declined 6.9	Declined 3.3	
782 Students	555 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
0 Students	29.7% Chronically Absent	21.3% Chronically Absent
	Declined 24.2	Declined 6.7
	64 Students	747 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
29.1% Chronically Absent	39.1% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 12.6	Declined 7.5	1 Student
134 Students	46 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Yellow
12.6% Chronically Absent	0 Students	36.9% Chronically Absent
Declined 4.3		Declined 8.8
349 Students		160 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
17.4% Chronically Absent	18.2% Chronically Absent	20.7% Chronically Absent
Declined 15.9	0	Declined 2.6
46 Students	11 Students	169 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.

African American Students — Orange indicator, with 39.1% chronically absent.
Hispanic Students — Yellow indicator, with 36.9% chronically absent, which is significantly above the schoolwide rate.
Homeless Students — Orange indicator, with 29.7% chronically absent.
Students with Disabilities — Orange indicator, with 29.1% chronically absent.
White Students — Orange indicator, with 20.7% chronically absent.

Overall schoolwide chronic absenteeism was Yellow at 21.4% chronically absent.

Although several student groups declined in chronic absenteeism rates, attendance continues to remain an area of focus for the school.

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

Many families faced barriers related to transportation, housing instability, medical needs, and access to consistent routines.
Students experiencing homelessness and students with disabilities continued to experience challenges impacting consistent school attendance.
Some families demonstrated a lack of understanding regarding the impact chronic absenteeism has on academic achievement and social-emotional development.
Dyer Kelly serves a large number of newcomer and multilingual families who may require additional outreach, communication, and support navigating school systems and attendance expectations.

Social-emotional and mental health needs impacted student engagement and willingness to attend school consistently.
Illness and family responsibilities continued to impact student attendance throughout the school year.
Staff recognized the need for stronger attendance systems, earlier intervention, and more consistent communication with families regarding attendance concerns.
Building positive relationships and creating engaging school experiences remained important factors in increasing student attendance and connectedness to school.

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

Continued support from the attendance clerk and office staff to monitor attendance, conduct outreach, and communicate with families regarding attendance concerns.
Additional staffing hours were provided to strengthen attendance systems, including funding an additional 2 hours daily for the attendance clerk and 1 additional hour for another office clerk to support attendance monitoring, outreach, and follow-up communication.
Counseling, mental health, and social-emotional supports to address barriers impacting school attendance and student engagement.
School community outreach support to strengthen relationships with families and connect families to community resources.
Multilingual communication tools and translated materials to improve communication with newcomer and multilingual families.
Incentives, attendance campaigns, and schoolwide PBIS systems to encourage positive attendance habits and increase school connectedness.
Collaboration with community agencies and district support services to assist families experiencing homelessness, transportation challenges, or housing instability.
Continued monitoring systems and data review processes to identify attendance concerns early and provide targeted intervention and support.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	4	4	1	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	
1.7% suspended at least one day	1.2% suspended at least one day	
Increased 0.4%	Increased 0.5%	
804 Students	567 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Yellow	Orange
0 Students	1.6% suspended at least one day	1.7% suspended at least one day
	Maintained 0.2%	Increased 0.3%
	64 Students	769 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
4.4% suspended at least one day	4.3% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 2.6%	Declined 0.5%	1 Student
135 Students	47 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Green
0.6% suspended at least one day	0 Students	1.8% suspended at least one day
Increased 0.6%		Declined 0.9%
359 Students		163 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Orange
2.2% suspended at least one day	0% suspended at least one day	3.4% suspended at least one day
Maintained 0.2%	11 Students	Increased 1.9%
46 Students		177 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.

Students with Disabilities — Orange indicator, with 4.4% suspended at least one day, which increased by 2.6% from the previous year.
White Students — Orange indicator, with 3.4% suspended at least one day, increasing by 1.9%.
African American Students — Yellow indicator, with 4.3% suspended at least one day; however, this group declined by 0.5%, demonstrating some improvement.
Two or More Races — Yellow indicator, with 2.2% suspended at least one day, maintaining at 0.2%.
Socioeconomically Disadvantaged Students — Orange indicator, with 1.7% suspended at least one day, increasing by 0.3%.
English Learners — Orange indicator, with 1.2% suspended at least one day, increasing by 0.5%.

Overall schoolwide suspension rates were Orange at 1.7% suspended at least one day, which increased by 0.4% from the previous year.

While some student groups showed declines in suspension rates, increases among Students with Disabilities, White students, English Learners, and Socioeconomically Disadvantaged students demonstrate that student behavior, regulation, and engagement continue to remain an area of focus.

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

Students continued to demonstrate increased social-emotional and behavioral needs following interrupted learning experiences and challenges outside of school.

Some students struggled with emotional regulation, conflict resolution, and maintaining positive peer interactions throughout the school day.
Students with Disabilities required additional behavioral supports, intervention, and counseling services, particularly as suspension rates increased for this subgroup.
Dyer Kelly serves a large number of newcomer and multilingual students who may require additional support navigating school expectations, routines, and communication systems.
While some student groups demonstrated declines in suspension rates, increases among several subgroups highlighted the continued need for proactive interventions and relationship-building supports.
Staff continued strengthening implementation of PBIS systems, restorative practices, and proactive classroom management strategies across classrooms and non-classroom settings.
Chronic absenteeism and inconsistent attendance impacted student connectedness to school, routines, and positive peer and adult relationships.
Students needed additional opportunities to build self-regulation skills, coping strategies, and problem-solving skills through social-emotional learning and restorative supports.

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

Continued counseling and mental health services to support students with social-emotional and behavioral needs.
Continued implementation of PBIS systems, restorative practices, and proactive behavior supports schoolwide.
Support from the Dyer Kelly Intervention Team (DKIT) to provide behavioral interventions, progress monitoring, and targeted student supports.
Professional development focused on trauma-informed practices, culturally responsive practices, restorative conversations, de-escalation strategies, and classroom management.
Additional behavior intervention support and collaboration with families to proactively address student needs before behaviors escalate.
Expanded social-emotional learning (SEL) opportunities to strengthen self-regulation, relationship-building, and conflict-resolution skills.
Additional campus supervision and structured student supports during recess, lunch, and transitions.
Continued family outreach and multilingual communication to strengthen school-home partnerships and increase family engagement.
Incentives, mentoring opportunities, and positive recognition systems that reinforce student engagement, belonging, and positive behavior.

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: 2025-26

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 in Reading and Mathematics. iReady continued to be an effective tool because it was implemented consistently across grade levels and provided reliable diagnostic data to identify student needs, monitor growth, and guide instructional groupings. Staff used iReady data to identify trends, students near proficiency, and students needing targeted intervention support.

DIBELS: Conducted every 6–8 weeks. DIBELS supported more consistent literacy progress monitoring across the school site and helped identify foundational literacy needs, particularly in phonics, fluency, and early reading skills. The use of a common assessment tool strengthened consistency in data collection and analysis.

CKLA Assessments: Used throughout the year to monitor student progress in comprehension, vocabulary, writing, and foundational literacy skills. CKLA assessments helped monitor mastery of grade-level standards and instructional content.

ELPAC: Administered annually to monitor English Learner progress toward English proficiency. ELPAC data helped identify language development needs and informed designated and integrated ELD supports.

Classroom Formative Assessments and Small Group Instruction: Teachers regularly utilized classroom assessments, progress monitoring, and small-group instruction to monitor student growth and adjust instruction based on student needs.

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

What worked well was the increased consistency in the use of assessment tools and collaboration around data analysis. Staff utilized common assessments more consistently across grade levels, which improved the validity and comparability of student data schoolwide. Increased collaboration around literacy instruction, intervention supports, and checking for understanding (CFU) strengthened instructional decision-making and student support systems.

The implementation of DIBELS and continued use of iReady provided clearer data around student needs and growth trends. Students receiving targeted intervention and small-group instruction demonstrated stronger growth, particularly in foundational literacy skills.

Areas that continued to need refinement included strengthening consistency of intervention implementation across grade levels and increasing progress monitoring for students performing significantly below grade level. Chronic absenteeism also impacted the consistency of instruction and intervention support for some student groups.

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

Continued implementation of DIBELS as a common schoolwide literacy assessment tool to strengthen consistency in progress monitoring.
Strengthened implementation of CKLA and REACH phonics to support foundational literacy instruction and alignment across classrooms.
Increased focus on small-group instruction and targeted intervention supports for students performing below grade level in Reading and Mathematics.
Expanded collaboration between classroom teachers, intervention teachers, ELD teachers, and support staff to better align instruction and intervention supports.
Increased professional development focused on checking for understanding (CFU), differentiated instruction, academic discourse, and productive struggle in Mathematics.

Continued focus on integrated and designated ELD strategies to support English Learners and newcomer students in accessing grade-level standards and academic language.
Increased opportunities for staff to analyze data during collaboration and professional development to better respond to student performance trends and instructional needs.
Continued refinement of attendance, behavioral, and social-emotional supports to reduce barriers impacting student achievement and engagement.

2025-26

Identified Need

To improve outcomes for our lowest performing student groups, the following resources are needed:Personnel:
Additional intervention teachers to provide targeted small-group support in Reading and Mathematics.
Continued Literacy Coach support to facilitate professional development, instructional coaching, collaboration, and data analysis.
ELD teachers and bilingual support staff to support English Learners and newcomer students with language acquisition and academic development.
Counselors, mental health clinicians, and SEL support staff to address emotional, behavioral, and attendance-related barriers impacting student achievement.
Additional instructional aides and intervention support staff to assist students performing significantly below grade level.
Parent and community outreach support to strengthen family engagement and school-home communication.
Programs:
Continued implementation of CKLA, REACH phonics, and Bridges Mathematics to strengthen Tier 1 instruction and intervention alignment.
Continued support for the Newcomer Program to provide targeted language development and academic support for newly arrived multilingual students.
Expanded intervention and after-school learning opportunities for students needing additional academic support.
Continued implementation of PBIS, SEL supports, and restorative practices to strengthen school connectedness and student engagement.
Services:
Ongoing professional development focused on literacy instruction, Mathematics instruction, differentiated instruction, ELD strategies, productive struggle, and checking for understanding (CFU).
Collaboration and data-analysis time for teachers to monitor progress and adjust instruction based on student needs.
Attendance and family outreach supports to reduce barriers impacting student attendance and academic progress.
Materials and Supplies:
Supplemental literacy and mathematics intervention materials aligned to student needs.
Decodable texts, multilingual resources, visual supports, and academic vocabulary supports for English Learners and newcomer students.
Technology resources and digital instructional tools to support differentiated instruction and student practice.
Classroom libraries, manipulatives, and hands-on instructional materials to increase engagement and access to grade-level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	115 points below standard	+3 scale score points
	English Learners	121.1 points below standard	
	Foster Youth		
	Homeless	143.8 points below standard	
	Socioeconomically Disadvantaged	116.3 points below standard	
	Students with Disabilities	156.2 points below standard	
	African American	97.5 points below standard	
	American Indian		
	Asian	123.4 points below standard	
	Filipino		
	Hispanic	99.4 points below standard	
	Two or More Races	106.3 points below standard	
	Pacific Islander		
	White	121.1 points below standard	
Math State Assessment: Change in scale score	All Students	117.2 points below standard	+3 scale score points
	English Learners	116.3 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Homeless	147.7 points below standard	
	Socioeconomically Disadvantaged	118.3 points below standard	
	Students with Disabilities	170.7 points below standard	
	African American	132.7 points below standard	
	American Indian		
	Asian	115 points below standard	
	Filipino		
	Hispanic	112.8 points below standard	
	Two or More Races	103.6 points below standard	
	Pacific Islander		
	White	118.7 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	48.4		+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 providing targeted support and differentiated instruction to meet the diverse needs of our students. A key focus for intervention teachers will be to strengthen foundational skills in literacy and numeracy, which are critical for long-term academic success. This includes phonics, reading fluency, writing skills, and basic math concepts. PC #34501	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	130,000 35,000	School Year 2026-2027
1.2	Collaboration Provide a cohesive and	All Students X English Learners X Low-Income Students	Title I Part A Site Allocation	19,400	School Year 2026-2027

	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	Foster Youth X Lowest Performing Hispanic and Asian	1000-1999: Certificated Personnel Salaries		

	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	1,782	School Year 2026-2027
1.4	Field Trips- accessible to all students. 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	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation	14,900 15,000	School Year 2026-2027

	are learning in school, as well as help to build social and emotional skills. (LCFF) Academic field trips to expand classroom learning by visits to museums, theater productions, animal exhibits and other academically focused arenas. (Title I)				
1.5	Technology Technology to support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.) Possible iReady training	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Hispanic and Asian	Title I Part A Site Allocation 4000-4999: Books And Supplies	22722	School Year 2026-2027
1.6	The intervention/coach position is vital for addressing the achievement gap that exists	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated	132,780 52,647	School Year 2026-2027

	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		Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.7	Materials, supplies, books to support: Language acquisition Academic achievement Meeting grade level standards across content areas Professional development Classroom learning Providing high-quality	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	22,372	School Year 2026-2027

	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 (Tier 2)				
1.8	Interpreter Facilitate communication between the classroom teacher, family, and student to build relationships, support learning, identify needs, and connect with resources	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	5000	School Year 2026-2027
1.9	Toner, Ink, & Paper Providing students with printed materials such as supplemental study guides, interactive practice tests is essential for reinforcing	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000	School Year 2026-2027

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2025-26

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: Unified Insights continued to be the primary tool used to monitor attendance and chronic absenteeism trends schoolwide. The platform allowed the school to disaggregate attendance data by student groups, identify trends, and monitor students at risk of becoming chronically absent.

Monitoring Frequency:

Weekly Attendance Monitoring: The School Community Worker and attendance office monitored attendance weekly to identify attendance concerns early and provide timely interventions.
Monthly Attendance Meetings: Monthly meetings were held with administration, office staff, and support staff to review attendance trends, identify students needing intervention, and plan next steps for support and outreach.

Ongoing Family Outreach: Attendance data was reviewed regularly throughout the school year to support ongoing communication with families regarding attendance concerns and barriers impacting school attendance.

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

Unified Insights continued to be effective because it allowed staff to analyze attendance data by student groups and identify trends impacting chronic absenteeism.
Weekly monitoring and follow-up helped identify students with attendance concerns earlier and allowed the school to provide more proactive interventions.
Family outreach and relationship-building efforts helped improve communication with families and increased awareness around the importance of daily attendance.
The school saw declines in chronic absenteeism rates among several student groups, including:
Homeless students declined by 24.2%.
Students with Disabilities declined by 12.6%.
Hispanic students declined by 8.8%.
African American students declined by 7.5%.
Increased collaboration between the attendance office, School Community Worker, counselors, and administration strengthened intervention efforts and helped provide more targeted support for students and families.
What Didn’t Work:
Although chronic absenteeism rates declined in several student groups, overall chronic absenteeism rates remained high for some student populations, particularly African American students, Hispanic students, students experiencing homelessness, and Students with Disabilities.
Some families continued to face barriers related to transportation, housing instability, illness, mental health concerns, and inconsistent routines.
Chronic absenteeism interventions were sometimes reactive rather than preventative, highlighting the need for even earlier intervention systems and continued family engagement.
Students with inconsistent attendance often missed intervention supports and instructional time, impacting both academic achievement and school connectedness.
Newcomer and multilingual families sometimes required additional support understanding attendance expectations and navigating school systems.
Lessons Learned:

The school recognized the importance of maintaining a comprehensive and proactive attendance system that includes early identification, frequent communication, family outreach, and wraparound supports. Building strong relationships with students and families, increasing school connectedness, and addressing barriers early remain essential to reducing chronic absenteeism.

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

Based on the attendance and chronic absenteeism data, several modifications were made to strengthen attendance systems and interventions across the school:

Continued strengthening a comprehensive attendance monitoring system to ensure students with attendance concerns were identified earlier.
Increased collaboration between administration, the attendance office, counselors, the School Community Worker, and support staff to improve intervention efforts and communication with families.
Increased attendance outreach and follow-up communication with families experiencing attendance concerns.
Expanded the use of tiered attendance interventions to provide supports based on the severity of attendance concerns.
Continued implementation of incentives, relationship-building activities, and PBIS supports to strengthen student connectedness and positive school culture.
Increased supports for newcomer and multilingual families through translated communication, outreach, and family support systems.
Provided additional staffing support to strengthen attendance systems, including funding an additional 2 hours daily for the attendance clerk and 1 additional hour for another office clerk to support attendance monitoring, outreach, and intervention follow-up.
Continued refinement of counseling, mental health, and social-emotional supports to address barriers impacting attendance and student engagement.

2025-26

Identified Need

Personnel:
Continued attendance support staff to strengthen monitoring, outreach, and intervention efforts.
Continued funding for additional attendance office support, including 2 additional hours for the attendance clerk and 1 additional hour for an additional office clerk to support attendance monitoring and family communication.
School Community Worker support to strengthen family outreach, relationship-building, and connection to community resources.
Counselors, mental health clinicians, and SEL support staff to address barriers impacting student attendance and engagement.
Bilingual and multilingual support staff to improve communication and outreach with newcomer and multilingual families.
Programs:
Attendance improvement initiatives focused on increasing school connectedness, student engagement, and positive attendance habits.
PBIS incentives and recognition systems that encourage positive attendance and reinforce school engagement.
Mentoring and relationship-building opportunities for students with chronic attendance concerns.
Continued newcomer and family support programs to help families navigate school systems and attendance expectations.
Services:
Counseling and mental health services to support students experiencing emotional, behavioral, or family-related challenges impacting attendance.
Family outreach and support services to address barriers such as transportation, housing instability, and access to community resources.
Continued attendance intervention meetings and collaboration systems to monitor attendance trends and provide targeted supports.

Materials and Supplies:
Multilingual communication materials and outreach resources to strengthen communication with families.
Incentives and PBIS materials to encourage positive attendance habits and increase student engagement.
Technology and attendance-tracking systems to support monitoring, communication, and intervention efforts.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	21.4% Chronically Absent	-0.5%
	English Learners	16.4% Chronically Absent	
	Foster Youth		
	Homeless	29.7% Chronically Absent	
	Socioeconomically Disadvantaged	21.3% Chronically Absent	
	Students with Disabilities	29.1% Chronically Absent	
	African American	39.1% Chronically Absent	
	American Indian		
	Asian	12.6% Chronically Absent	
	Filipino		
	Hispanic	36.9% Chronically Absent	
	Two or More Races	17.4% Chronically Absent	
	Pacific Islander	18.2% Chronically Absent	
	White	20.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.9%		93%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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
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	Attendance Clerk	All Students X English Learners X Low-Income Students	LCFF Supplemental	8956 8889	School Year 2026-2027

	Provide additional time for ICT to monitor attendance, engagement, and provide support to families. 0.25 FTE PC TBD	Foster Youth X Lowest Performing Hispanic and Asian	Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		
2.2	Clerk Provide additional time for ICT to monitor attendance, engagement, and provide support to families. 0.125 FTE PC TBD	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 Site Allocation 3000-3999: Employee Benefits	4373 4159	School Year 2026-2027
2.3	PBIS Materials and supplies to implement a	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation	5,000	School Year 2026-2027

	multi-tiered approach to social, emotional and behavior support to improve outcomes for all students, including students with disabilities and students from underrepresented groups.					
2.4			All Students English Learners Low-Income Students Foster Youth Lowest Performing			
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: 2025-26

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 Data: Suspension data was monitored through Unified Insights and reviewed monthly to identify trends, student groups, and areas needing additional support.
SWIS Data/PBIS Data: SWIS data was reviewed regularly through SEL and behavior meetings to monitor behavior trends, locations of incidents, time of incidents, and patterns related to student behavior and school climate.
District Climate Survey – Connectedness (Sense of Belonging): This survey was reviewed annually to monitor student and family perceptions regarding school connectedness and belonging.
District Climate Survey – Safety: This survey was reviewed annually to monitor student and family perceptions of school safety.

SAEBRS Screener: The SAEBRS screener was administered twice a year to identify students at risk for social-emotional and behavioral concerns.
Community Newsletter and Family Feedback: Informal surveys and family feedback were gathered through the weekly community newsletter and school events to better understand family perspectives and school climate needs.
Attendance and Chronic Absenteeism Data: Attendance trends were reviewed regularly to identify the connection between attendance, student engagement, behavior, and school connectedness.

These data points allowed the school to monitor student behavior, engagement, school climate, and connectedness throughout the year.

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

Unified Insights and SWIS Data continued to be valuable because the data provided timely information that allowed staff to identify trends and respond quickly to student behavior concerns.
SWIS data helped identify patterns related to time, location, and behavior trends, allowing the school to develop targeted supports and interventions.
Monthly review meetings and SEL discussions strengthened collaboration between administration, counselors, support staff, and teachers regarding student behavior and intervention needs.
Family communication and outreach efforts through newsletters, community meetings, and direct outreach strengthened relationships with families and increased opportunities for feedback.
The school saw declines in suspension rates among some student groups, including:
African American students declined by 0.5%.
Hispanic students declined by 0.9%.
PBIS systems, SEL supports, and relationship-building efforts helped strengthen school connectedness and improve school climate for many students.
What Didn’t Work:
Despite declines in some student groups, suspension rates increased among several student populations, including:
Students with Disabilities increased by 2.6%.
White students increased by 1.9%.
English Learners increased by 0.5%.
The District Climate Surveys continued to present challenges because they were only administered once a year, limiting opportunities for timely adjustments during the school year.
SAEBRS continued to provide valuable insight into student social-emotional needs; however, the completion process remained time intensive for teachers.
Some students continued to demonstrate increased social-emotional and behavioral needs that required more intensive intervention and wraparound supports.
Chronic absenteeism and inconsistent attendance impacted student connectedness and access to behavioral and social-emotional supports.

Lessons Learned:

The school recognized the importance of maintaining proactive systems focused on relationship-building, PBIS, restorative practices, SEL supports, and early intervention. Timely data analysis, family communication, and collaboration between staff remain essential in addressing behavioral concerns and improving school climate outcomes.

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

Based on the data, several modifications were made to strengthen school climate, student connectedness, and behavior supports:

Continued strengthening PBIS systems and restorative practices schoolwide to improve student behavior and reduce suspensions.
Increased collaboration between administration, counselors, teachers, and support staff to identify students needing behavioral and SEL supports earlier.
Expanded use of real-time behavior and attendance data to improve intervention planning and response time.
Continued implementation of targeted interventions and individualized support plans for students demonstrating behavioral concerns.
Increased SEL supports and opportunities for students to build self-regulation, problem-solving, and conflict-resolution skills.
Expanded family outreach and communication to strengthen school-home partnerships and improve family engagement.
Increased focus on culturally responsive practices, relationship-building, and trauma-informed approaches to student support.
Continued refinement of SAEBRS implementation and data-review processes to strengthen early identification of student needs.
Increased monitoring of chronic absenteeism and student connectedness data to better understand the relationship between attendance, engagement, and behavior.

2025-26

Identified Need

To improve outcomes for the lowest performing student groups and continue reducing suspension rates, the following resources are needed:

Personnel:
Continued counseling and mental health support staff to address student social-emotional and behavioral needs.
Additional behavioral intervention and SEL support staff to provide targeted interventions and proactive student support.
Bilingual and multilingual support staff to strengthen communication and outreach with newcomer and multilingual families.
Continued support from the Dyer Kelly Intervention Team (DKIT) to provide behavioral interventions and progress monitoring.
Programs:
Continued implementation of PBIS systems, SEL supports, and restorative practices schoolwide.
Mentoring, relationship-building, and student engagement programs that strengthen school connectedness and positive behavior.
Expanded newcomer and family support programs to support students transitioning into the school community.
Incentive and recognition systems that reinforce positive behavior and attendance.
Services:

Counseling and mental health services to address emotional, behavioral, and trauma-related needs impacting student success.
Family outreach and support services to strengthen partnerships between home and school.
Ongoing professional development focused on trauma-informed practices, culturally responsive practices, restorative conversations, de-escalation strategies, and classroom management.
Materials and Supplies:
SEL curriculum resources, restorative practice materials, and PBIS incentive supports.
Multilingual communication materials and outreach resources for families.
Technology and data-monitoring systems that support behavior tracking, intervention planning, and communication with families.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	1.7% suspended at least one day	-0.3%
	English Learners	1.2% suspended at least one day	
	Foster Youth		
	Homeless	1.6% suspended at least one day	
	Socioeconomically Disadvantaged	1.7% suspended at least one day	
	Students with Disabilities	4.4% suspended at least one day	
	African American	4.3% suspended at least one day	
	American Indian		
	Asian	0.6% suspended at least one day	
	Filipino		
	Hispanic	1.8% suspended at least one day	
	Two or More Races	2.2% suspended at least one day	
	Pacific Islander	0% suspended at least one day	
	White	3.4% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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%
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	After/Before School (non-academic programs) School-wide systems to support school connectedness and positively impact attendance: Provide enrichment classes after school to extend	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3298	School Year 2026-2027

	student's learning and provide high interest opportunities for them to engage at school. Breakfast Club Spirit weeks Cheerleading Sports team Music club Art club Science/Robotics/ Drama				
3.2	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	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Hispanic and Asian	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School Year 2026-2027

	positive school climate. This investment supports student well-being and encourages a sense of belonging, contributing to an overall better school experience.				
3.3	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	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	26,895 18,970	School Year 2026-2027
3.4	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	School Year 2026-2027

3.5	School Counselor- Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. PC 30407	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	130,000 42,647	School Year 2026-2027
3.6	Community Engagement Opportunities Building a sense of community: Parent engagement activities, such as ELAC meetings, School Site Council, and Family Night	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic	Title I Part A Parent Involvement 4000-4999: Books And Supplies	2046	School Year 2026-2027

	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.				
3.7	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	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	5000	School Year 2026-2027

	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			

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	604,350	0.00
Title I Part A Parent Involvement	7046	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	7,046.00
Title I Part A Site Allocation	604,350.00

Expenditures by Budget Reference

Budget Reference	Amount
	20,000.00
1000-1999: Certificated Personnel Salaries	415,478.00
2000-2999: Classified Personnel Salaries	54,354.00
3000-3999: Employee Benefits	162,312.00
4000-4999: Books And Supplies	60,140.00
5000-5999: Services And Other Operating Expenditures	16,682.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
	LCFF Supplemental Site Allocation	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,298.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	45,224.00

3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	32,018.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	14,900.00
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	2,046.00
	Title I Part A Site Allocation	15,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	412,180.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	130,294.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	45,094.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	1,782.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	461,603.00
Goal 2	31,377.00
Goal 3	235,986.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Jamal Hicks	Principal
Jeanette Sherwood	Other School Staff
Virginia Dorman	Parent or Community Member
Ellen Little	Classroom Teacher
Hallie Lozano	Classroom Teacher
Crystalstar Allen	Parent or Community Member
Sayed Mirwais hashimi	Parent or Community Member
Veronica Rodas	Other School Staff
Tatyana Nolen	Parent or Community Member
Wahidullah Hussainzada	Parent or Community Member
Dr. Naweedullah Danishyar	Classroom Teacher Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
ON FILE	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

	Principal, Jamal HIcks on May 26, 2026
ON FILE	SSC Chairperson, Viginia Dorman on May 26, 2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
         i. strategies to improve students' skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Dyer-Kelly Elementary School

Funding Source: LCFF 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
Field Trips-accessible to all students. 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. (LCFF) Academic field trips to expand classroom learning by visits to museums, theater productions, animal exhibits and other academically focused arenas. (Title I)	5000-5999: Services And Other Operating Expenditures	$14,900.00	Connected School Communities	
Attendance Clerk Provide additional time for ICT to monitor attendance, engagement, and provide support to families. 0.25 FTE PC TBD	2000-2999: Classified Personnel Salaries	$8,956.00	Healthy Environments for Social-Emotional Growth	

Dyer-Kelly Elementary School

Clerk Provide additional time for ICT to monitor attendance, engagement, and provide support to families. 0.125 FTE PC TBD	2000-2999: Classified Personnel Salaries	$4,373.00	Healthy Environments for Social-Emotional Growth
PBIS Materials and supplies to implement a multi-tiered approach to social, emotional and behavior support to improve outcomes for all students, including students with disabilities and students from underrepresented groups.		$5,000.00	Healthy Environments for Social-Emotional Growth
	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) School-wide systems to support school connectedness and positively impact attendance: Provide enrichment classes after school to extend student's learning and provide high interest opportunities for them to engage at school. Breakfast Club Spirit weeks Cheerleading Sports team Music club Art club Science/Robotics/Drama	1000-1999: Certificated Personnel Salaries	$3,298.00	Engaging Academic Programs
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	$26,895.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$18,970.00	Engaging Academic Programs

Dyer-Kelly Elementary School

Interpreter Facilitate communication between the classroom teacher, family, and student to build relationships, support learning, identify needs, and connect with resources	2000-2999: Classified Personnel Salaries	$5,000.00	Connected School Communities	
Toner, Ink, & Paper Providing students with printed materials such as supplemental study guides, interactive practice tests is essential for reinforcing learning. Toner, ink, and paper are necessary for creating these resources, which help students better understand and retain the content covered in their classes.	4000-4999: Books And Supplies	$10,000.00	Connected School Communities	

LCFF Supplemental Site Allocation Total Expenditures: $113,440.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$7,046.00 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	$2,046.00	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	

Title I Part A Parent Involvement Total Expenditures:	$7,046.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$604,350.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$42,647.00	Engaging Academic Programs	
Technology Technology to support teaching instruction and engage students across content areas (i.e. iPads, Chromebooks, DocCams, etc.) Possible iReady training	4000-4999: Books And Supplies	$22,722.00	Connected School Communities	

Dyer-Kelly Elementary School

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	$132,780.00	Connected School Communities
Materials, supplies, books to support: Language acquisition 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 (Tier 2)	4000-4999: Books And Supplies	$22,372.00	Connected School Communities
	3000-3999: Employee Benefits	$35,000.00	Connected School Communities

		$15,000.00	Connected School Communities
	3000-3999: Employee Benefits	$52,647.00	Connected School Communities
School Counselor- Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. PC 30407	1000-1999: Certificated Personnel Salaries	$130,000.00	Engaging Academic Programs
Intervention Teacher- Implementing Intervention teachers at our school is essential to providing targeted support and differentiated instruction to meet the diverse needs of our students. A key focus for intervention teachers will be to strengthen foundational skills in literacy and numeracy, which are critical for long-term academic success. This includes phonics, reading fluency, writing skills, and basic math concepts. PC #34501	1000-1999: Certificated Personnel Salaries	$130,000.00	Connected School Communities

Dyer-Kelly Elementary School

Collaboration 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.	1000-1999: Certificated Personnel Salaries	$19,400.00	Connected School Communities
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	$1,782.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$604,350.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Dyer-Kelly Elementary School Total Expenditures:	$728,966.00