



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
Greer Elementary School	34-67447-6034599	April 22, 2022	June 28th, 2022

Purpose and Plan Summary

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

Schoolwide Program

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

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

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

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

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

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Involvement with developing the current School Plan began in the fall of school year 2020-21. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the 2020-21 SPSA to determine if actions were effective. Each group noted the success of the actions that were put into place for Distance Learning, as well as the struggles that our families still continued to have.

SSC virtually met 9 times during the 2020-21 school year. SSC was interested in creating ways to continue with the programs and practices that had been effective, despite the challenges that the pandemic and a reduction in budget brought.

SLT met 53 times and voiced concern about the challenges that Distance Learning brought and the intensive supports our students and families desperately still need.

The ELAC met 4 times and examined data related to the progress of English learners and asked about what opportunities could be available for continuing with tutoring for our EL students, as well as technology supports and parent supports with language barriers.

With the onset of distance learning in March 2019, stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating learning loss. A survey was created for families and staff. It was evident that families were struggling with having their basic needs met (food, clothing, shelter, loss of income, loss of childcare, mental health supports, physical health, etc.) and many didn't have the time or ability to support the intensive academic needs at home that the Shelter-in-Place Order and Distance Learning brought. Based on this data, Site Leadership Team met weekly to discuss needs and ways that we could support students and families. We created virtual trainings for parents on ways to use technology and support students at home, partnered with community organizations and school partners to provide relief and support with basic needs for families, created engaging ways to virtually keep students and families connected (including virtual recess rooms, weekly staff read-alouds, Greer YouTube channel with enrichment videos and family activities, engaging challenges for families to do together (Talent Show, Field Week, Spirit Weeks, arts & crafts projects, Family Nights, social media shout outs, participation contests, etc.). Our site focus shifted to helping keep students, families, and staff connected and supported virtually, while helping alleviate barriers that the pandemic was constantly creating for all of our stakeholders.

All forms of Involvement continued through the 2021-22 school year

All throughout the summer and the 2021-22 school year, Site Leadership Team met bi-weekly to review and discuss:

- data compared to 2019-2020
- how to best support students, families, and staff through a distance learning model
- professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction
- potential School Re-Entry Plan
- survey results from families and staff

Staff engaged during staff meetings in August, September and October to review and discuss:

- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Return to On Campus Learning
- how to engage students/increase attendance
- survey results from families and staff

School Site Council met nine times throughout the year review/discuss:

- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget

- how to engage students/increase attendance for synchronous and asynchronous learning
- survey results from families and staff

English Language Advisory Committee (ELAC) met four times to review and discuss:

- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Return to On Campus Learning
- how to engage students/increase attendance

- survey results from families and staff

Due to the challenges that this 2021-2022 school year have brought with the return to full-time in-person instruction Post Pandemic, Hybrid, Modified Hybrid Instruction, we recognize that our SPSA may need to be revisited and refined based on the ever-changing needs that come from our state, local, and District health and safety guidelines. Therefore, we will continue to involve and engage our stakeholders frequently through the use of surveys, check-ins, focus groups, and stakeholder meetings.

Resource Inequities

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

Through the 2021-22 Comprehensive Needs Assessment process, with a focus on the current situation of transitioning from distance learning and uncertainty around models of learning up to 2021-2, 2 the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss as very recent, very real experiences for our student body. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

Professional Learning: Providing instruction through a virtual model was challenging. Now that we have moved back to full-time, full-day instruction, providing PD to help refresh teaching strategies and hone in on engaging ways to meet students' academic and social-emotional needs are very much needed. Teachers have learned a great deal the prior two years and have been identifying "pandemic positives" (strategies, tech supports, instructional methods, curricular ideas) that they'd like to continue using. Providing collaboration time for teachers to refine and build capacity through shared experiences is also critical.

Intervention: There are definite academic gaps that many students have, and these vary according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency, special needs, and environmental factors. Intervention will be critical to helping close those opportunity gaps that have been experienced by many of our students.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need in order to use the technology effectively. Additionally, we gave out all our devices to ensure families all had access to technology, and now that we've not collecting the chromebooks back, we will need to purchase devices ongoing for in-class instructional support, as we're both replacing what's been given out and dealing with standard attrition of devices wearing out.

Attendance & Engagement: Attendance and Engagement have decreased since the pandemic and with hybrid, modified hybrid and now return to in-person instruction. It will be essential to help stay connected with families and re-engage students and parents back into the mode of full-time instruction on campus. This includes working to reduce barriers that are preventing attendance and engagement, provide opportunities to continue building community within and across classrooms, and create meaningful and engaging ways to support families and build partnerships with them.

Therefore, our 2022-23 actions will include, but are not limited to:

1. Providing additional hours for our Parent Liaison and staff to spend time on family outreach.
2. Providing intensive intervention supports to help our students and families.
3. Providing professional learning opportunities for our staff, especially around areas that help students meet academic and social-emotional needs.
4. Providing digital materials or platforms to support instruction.
5. Providing hands on materials for students to use from home and at childcare.
6. Providing prizes and incentives for student attendance and engagement.
7. Providing virtual opportunities to deepen conceptual knowledge and build community with our students and families.
8. Providing instruction and engagement opportunities that are inclusive, culturally-responsive, equitable, and trauma-informed.

Goal 1 Ideas: Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

- Utilize a parent liaison to work with families to navigate and engage in distance learning, hybrid model and return to site based instruction.
- Provide Virtual and in-person ESL classes for parents of ELL students.
- Parent Engagement opportunities & supplies
- Neighborhood Learning Project

Goal 2 Ideas: Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

- Equity/ Social Justice
- Cypher Hip Hop
- Sami's Circuit
- Social Emotional Learning Instruction & Materials
- PBIS
- Positive Engagement Student Clubs/ Activities
- Social Skills Instruction
- Extra Clerk Time for Attendance/Engagement Supports
- Neighborhood Learning Project
- Family Workshops
- Safety/ Communication Items
- Campus Monitor
- Rec Aides

Goal 3 Ideas: Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

- Small group intervention, virtually or in person will be provided to students who are below grade level in reading and math.

- 0.4 FTE Intervention Specialist

* School Community Intervention Specialist to provide interventions and targeted outreach supports to families

- An additional Intervention Teacher
- An additional Full-Time Counselor
- ELD Teachers/ BIAs
- Assistants in K-2 and supports in grades 3-5
- Online Instructional Programs
- Supplemental Materials
- Home Kits
- Professional Learning

Goal 4: Clear Pathways to Brighter Futures

- On and off campus student experiences to support content knowledge and deepen conceptual understanding of real-world opportunities for college and career pathways.
- Community Partnerships (such as Junior Achievement, San Juan Education Foundation, Point West Rotary, CSUS Students, Sierra Nevada Journeys, etc.)
- Assemblies and Classroom Presentations with diverse guests (Junior Achievement, Chambers of Commerce, Rotarians, Colleges and Trade Schools, etc.)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2020-21 & 2021-22 Survey DATA:

Empathy gathering in 2020 thru Transition Back to In-person: We used a variety of strategies to gather empathy from our stakeholders, including: Parent focus groups, student focus groups, staff feedback, Newsletter responses, Digital Check-Ins and Support Requests, Project W.E.S.T., Student Lunch Bunch sessions, Parent Liaison & Support Staff recaps from family meetings, ELAC, School Site Council, and Leadership Team. Many families shared that students are really struggling in the transition back to in-person learning. Many families discussed the hardships that they have been facing with lack of work income, stable housing and food, and mental health struggles from the past year have carried over in 2021-2022. The need for mental health supports, social opportunities, and connectedness to people came up as a common theme in our empathy gathering.

Student reports: Through classroom check-ins, anonymous digital feedback opportunities, and community circles, students reported feeling a lack of connection with other students on Zoom and a strong desire to come back to campus. Though they reported an increase in their tech skills and digital platform usage, they really miss the human connections and enriching opportunities that in-person school brings. Mental health has been a self-identified concern for some of our students, especially in our 3rd-5th grades. This has led to a decrease in attendance. This disconnection has carried over to the return to in-person learning in 2021-2022 with Attendance data contrasting with positive Survey data.

Parent Concerns: Parents have expressed a concern with the intense need for socialization, social skills instruction, and academic support for their students in the transition back to in-person instruction. Site pivoted to focus more on academics in the second half of the year.

District Survey Spring 2021 & 2022 School Results:

School Culture/Sense of Belonging

* Parents- 95% (21) & 92% (22)

Academic Progress

*Parents- 95% (21) & 88% (22)

College and Career

*Parents- 76% (21) & 70% (22)

High Expectations/Caring Relationships

* Parents- 93% (21) & 89.5% (22)

Participation/Engagement

*Parents- 85% (21) & 91.4% (22)

Safety

*Parents- 95% (21) & 85.6% (22)

Parent Involvement

*Parents- 96% (21) & 94.2% (22)

School Decision Making

*Parents- 97% (21) & 85.9% (22)

Attendance:

As of Winter 21-22, Greer's Overall Chronically Absent population rate was 21%, English Learner rate at 34% and Low-SES population rate at 21.8%.

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

Prior focus on community development maintained survey results. However, student attendance has not improved. School Site Council, School Leadership Team and staff as a whole want to focus on academics for the 2022-2023 school year.

Greer establishing itself foremost as a learning community will give the site focus and invite a connectedness that keep student learning central to all efforts.

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

Additional positions aimed at direct service to students in both Social Emotional Learning and Intervention communicate a prioritization of student need as a learning community. Academic Learning needs to be the priority for the learning community. Student Engagement and Connectedness are prioritized through additional staff providing direct service to students.

2021-22

Identified Need

Connected School Communities-Welcoming school environments that value all students and families provide a foundation for effective learning. Through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Winter Survey Data 2021 & 2022 Parent Involvement *Parents- 96% (21) & 94.2% (22)	Maintain or Increase
Winter 2020-21 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	Winter Survey Data 2021 & 2022 School Decision Making *Parents- 97% (21) & 85.9% (22)	Maintain or Increase

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
K-2 Text Level Data	More than 90% of the TK-2 Greer student body is below grade level in Text Level Proficiency	Prioritization of Academics will increase Engagement & Connectedness
3-5th Grade iReady Data	<p>Winter 2021-22 iReady:</p> <p>In iReady ELA, 17.6% of "All" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady ELA, 15,5% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady ELA, 20% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady ELA, 9.5% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady ELA, 15.7% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 3.7% of "All" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 1.0% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 3.5% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 1.0% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 3.5% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.</p>	Prioritization of Academics will increase Engagement & Connectedness

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Utilize our parent liaison to support and encourage families to help navigate and engage in the return to full site-based instruction. Help increase opportunities for parent voice and input.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	10,116	School year 2022-23
1.2	Supplies, materials and services to support family training opportunities and engagement on and off campus.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	4,000 4,000	School year 2022-23



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2020-21 & 2021-22 Survey DATA:

Empathy gathering in 2020 thru Transition Back to In-person: We used a variety of strategies to gather empathy from our stakeholders, including: Parent focus groups, student focus groups, staff feedback, Newsletter responses, Digital Check-Ins and Support Requests, Project W.E.S.T., Student Lunch Bunch sessions, Parent Liaison & Support Staff recaps from family meetings, ELAC, School Site Council, and Leadership Team. Many families shared that students are really struggling in the transition back to in-person learning. Many families discussed the hardships that they have been facing with lack of work income, stable housing and food, and mental health struggles from the past year have carried over in 2021-2022. The need for mental health supports, social opportunities, and connectedness to people came up as a common theme in our empathy gathering.

Student reports: Through classroom check-ins, anonymous digital feedback opportunities, and community circles, students reported feeling a lack of connection with other students on Zoom and a strong desire to come back to campus. Though they reported an increase in their tech skills and digital platform usage, they really miss the human connections and enriching opportunities that in-person school brings. Mental health has been a self-identified concern for some of our students, especially in our 3rd-5th grades. This has led to a decrease in attendance. This disconnection has carried over to the return to in-person learning in 2021-2022 with Attendance data contrasting with positive Survey data.

Parent Concerns: Parents have expressed a concern with the intense need for socialization, social skills instruction, and academic support for their students in the transition back to in-person instruction. Site pivoted to focus more on academics in the second half of the year.

District Survey Spring 2021 & 2022 School Results:

School Culture/Sense of Belonging

* Parents- 95% (21) & 92% (22)

Academic Progress

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College and Career

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High Expectations/Caring Relationships

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Participation/Engagement

*Parents- 85% (21) & 91.4% (22)

Safety

*Parents- 95% (21) & 85.6% (22)

Parent Involvement

*Parents- 96% (21) & 94.2% (22)

School Decision Making

*Parents- 97% (21) & 85.9% (22)

Attendance:

As of Winter 21-22, Greer's Overall Chronically Absent population rate was 21%, English Learner rate at 34% and Low-SES population rate at 21.8%.

Suspension Data:

.42% reflects focused by Greer staff providing counseling services, Restorative Practices and a mid-year pivot to increase conflict resolution to keep students on-site. However, keeping suspensions at a minimum commits the learning community to a focus other than academics, which is reflected by Academic Data:

Academic Data:

K-2 Text Level

More than 90% of the TK-2 Greer student body is below grade level in Text Level Proficiency

3-5th Grade iReady

Winter 2021-22 iReady:

In iReady ELA, 17.6% of "All" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 15.5% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 20% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 9.5% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 15.7% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.7% of "All" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 1.0% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.5% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 1.0% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.5% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.

Site prioritization of academic learning will make a healthy school environment.

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

Community feedback via Survey data remains strong. Prioritizing Social Emotional Learning for the transition back to in-person learning provided strong feedback. However, attendance and academics reflect relative weaknesses.

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

Pivoting mid-year to an academic focus connects the learning community through a shared purpose. Meeting with School Site Council, School Leadership Team, and school staff produces a shared purpose aimed at focusing on academics. This mid-year adjustment will prove key to engaging students and increasing connectedness with the learning community. A shared focus of learning creates a healthy environment for learning.

2021-22

Identified Need

There are many identified needs after returning from the COVID-19 school closures. In addition to academic needs there are also great social, emotional and mental health needs. We will continue to increase targeted interventions and supports, using restorative practices and cultural-responsiveness, to meet the growing need of mental health support and school connectedness. In Spring of 2022, we began to shift the focus back onto academics.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Home suspension data	0.42%	Maintain or decrease from 2021-22
In school suspension data	0% (2020-21), 2.7% (2019-20)	Maintain or decrease from 2021-22
Chronic Absenteeism	21%	Decrease
Attendance	90.02%	Increase
Winter Parent, Student, Staff survey	92%	Increase

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Providing additional supports, materials, and resources on and off campus to assist students with social and	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	30,735 27,156 4,000	School year 2022-23

	<p>emotional development towards peers and adults, as well as connectedness to school.</p> <p>Neighborhood Learning Project SCIA</p>			<p>Title I Part A Site Allocation 3000-3999: Employee Benefits Other</p>		
2.2	<p>Provide social skills instruction for students through the use of small groups and classroom lessons.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration & Teachers</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>3,428</p>	<p>School year 2022-23</p>
2.3	<p>Provide additional support to identify student attendance patterns, families that may be in need of supports, and to increase family awareness of</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Administration</p>	<p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p>	<p>8,000</p>	<p>School year 2022-23</p>

	attendance patterns.					
2.4	Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities, including PBL.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School year 2022-23
2.5	Campus representative to monitor campus, connect with students and families virtually, and ensure safety of all students and staff.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	26,582 21,803	School year 2022-23
2.6	Supplemental recreational aides to help with campus supervision and social skills	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services	3,412 2,491	School year 2022-23

	instruction during recess and unstructured times.			(District Only) 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2020-21 & 2021-22 Survey DATA:

Empathy gathering: We used a variety of strategies to gather empathy from our stakeholders, including: Parent focus groups, student focus groups, staff feedback, Newsletter responses, Digital Check-Ins and Support Requests, Project W.E.S.T., Student Lunch Bunch sessions, Parent Liaison & Support Staff recaps from family meetings, ELAC, School Site Council, and Leadership Team. Many families shared that students are really struggling with Zooms and need the social interaction and structure that on-campus school brings. A smaller percentage of our families reported that they are still concerned with bringing their students to campus and prefer to keep them in Distance Learning for the remainder of the year. Many families discussed the hardships that they are facing with lack of work income, stable housing and food, and mental health struggles from the past year. The need for mental health supports, social opportunities, and connectedness to people came up as a common theme in our empathy gathering.

Teacher observations: Each week, teachers referred students who were starting to struggle academically, social-emotionally, or attendance-wise, to our Admin team. Our Admin team then contacted the students' families and coordinated appropriate supports and interventions. The majority of the students who needed additional supports and interventions were English Learners, students with disabilities, Mc-Kinney Vento, and African American students. This data also matched the data that we were seeing from March 2020 through now.

Student reports: Through classroom check-ins, anonymous digital feedback opportunities, and community circles, students reported feeling a lack of connection with other students on Zoom and a strong desire to come back to campus. Though they reported an increase in their tech skills and digital platform usage, they really miss the human connections and enriching opportunities that in-person school brings. Mental health has been a self-identified concern for some of our students, especially in our 3rd-5th grades. Students also discussed a disengagement from Zoom, now that they've been using it for the past 14 months. This has led to a decrease in attendance with virtual intervention, ELD, Special Education, and VAPA classes. This disconnection carried over to the return to in-person learning with Attendance data contrasting with positive Survey data.

Parent Concerns: Parents have expressed a concern with the intense need for socialization, social skills instruction, and academic support for their students.

District Survey Spring 2021 & 2022 School Results:

School Culture/Sense of Belonging

* Parents- 95% (21) & 92% (22)

Academic Progress

*Parents- 95% (21) & 88% (22)

College and Career

*Parents- 76% (21) & 70% (22)

High Expectations/Caring Relationships

* Parents- 93% (21) & 89.5% (22)

Participation/Engagement

*Parents- 85% (21) & 91.4% (22)

Safety

*Parents- 95% (21) & 85.6% (22)

Parent Involvement

*Parents- 96% (21) & 94.2% (22)

School Decision Making

*Parents- 97% (21) & 85.9% (22)

Attendance Data:

As of Winter 21-22, Greer's Overall Chronically Absent population rate was 21%, English Learner rate at 34% and Low-SES population rate at 21.8%. Site overall attendance rate of 90%.

Suspension Data:

.42% reflects focused by Greer staff providing counseling services, Restorative Practices and a mid-year pivot to increase conflict resolution to keep students on-site. However, keeping suspensions at a minimum commits the learning community to a focus other than academics, which is reflected by Academic Data:

Academic Data:

K-2 Text Level

More than 90% of the TK-2 Greer student body is below grade level in Text Level Proficiency

3-5th Grade iReady

Winter 2021-22 iReady:

In iReady ELA, 17.6% of "All" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 15.5% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 20% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 9.5% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 15.7% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.7% of "All" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 1.0% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.5% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 1.0% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.5% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.

Site prioritization of academic learning will make a healthy school environment.

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

Community feedback via Survey data remains strong. Prioritizing Social Emotional Learning for the transition back to in-person learning provided strong feedback. However, attendance and academics reflect relative weaknesses.

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

Pivoting mid-year to an academic focus connects the learning community through a shared purpose. Meeting with School Site Council, School Leadership Team, and school staff produces a shared purpose aimed at focusing on academics (including interventions). This mid-year adjustment will prove key to engaging students and increasing connectedness with the learning community. A shared focus of learning creates a healthy environment for learning. Increasing direct service to students via an additional Intervention Teacher and another full-time counselor will support student academic intervention.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure every effort is made to engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded. Instructional assistants, intervention teachers and grade level teams will have a higher prioritized focus on student engagement in learning. In order to support learning, students must participate and have access. We will do this through the use of increased targeted supports and collaborative opportunities. Additionally, literacy proves critical to life-long learning; therefore, students need access to consumable, leveled literacy for use at home. Equally critical, students need access to math manipulatives and STEM-based supports to ensure mastery of numeracy in the transition from being concrete learners to abstract learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
K-2 Text Level Winter 2021-2022	More than 90% of the TK-2 Greer student body is below grade level in Text Level Proficiency	Increase
3-5th Grade iReady Math Winter 2021-2022	In iReady Math, 3.7% of "All" students in grades 3-5 are meeting or exceeding growth targets. In iReady Math, 1.0% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets. In iReady Math, 3.5% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.	Increase

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
	In iReady Math, 1.0% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets. In iReady Math, 3.5% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.	
3-5th Grade iReady ELA Winter 2021-2022	In iReady ELA, 17.6% of "All" students in grades 3-5 are meeting or exceeding growth targets. In iReady ELA, 15.5% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets. In iReady ELA, 20% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets. In iReady ELA, 9.5% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets. In iReady ELA, 15.7% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.	Increase

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Professional development focused on ELA/ELD framework and implementation	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers, ELA/ ELD TOSAs	Title I Part A Site Allocation 1000-1999: Certificated	5,000 2,000	School year 2022-23

	of standards, including supplies and materials			Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies		
3.2	Substitute services for classroom teachers to engage in peer observations, data conversations, and professional development, focused on ELA/ELD	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School year 2022-23
3.3	Technology, equipment, student materials (including in class printers, printer materials for student literacy consummables), web-enabled programs, and classroom library	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	20,000 5,000	School year 2022-23

	materials to support and expand student growth and experiences with instruction in supplemental ELA/ELD					
3.4	Supplemental intervention tutoring and instructional materials for students.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers & Instructional Assistants	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000 5,000	School year 2022-23
3.5	Provide assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accordance with the "High Poverty, High Performance	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, Teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	125,010	School year 2022-23

	(HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE AIS					
3.6	Professional development focused on the CA math framework and implementation of standards, including supplies and materials.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers, ELA/ELD TOSAs	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	50,000	School year 2022-23

3.7	Substitute for classroom teachers to engage in peer observations, data conversations, and professional development, focused on math	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	6,000	School year 2022-23
3.8	Technology, equipment, student materials and classroom library materials to support and expand student growth and experiences with instruction in math	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	10,000	School year 2022-23
3.9	Ensure all English learners receive designated and integrated English Language Development daily (ELD). 2.0 FTE ELD teachers	All Students X English Learners Low-Income Students Foster Youth Other	Administration, Teachers, ELD Teachers (2)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	249,127	School year 2022-23

3.10	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 1.875 FTE BIAs	All Students X English Learners Low-Income Students Foster Youth Other	Administration, Teachers, Bilingual Instructional Assistant/Instructional Assistant	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	95,948	School year 2022-23
3.11	Provide additional high school, middle school and K-8 school counseling services for parents and students in the areas of education and	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	163,687 75,254	School year 2022-23

	career planning, student performance, personal and social relations, and parent and family relationships. 1.8 FTE Counselor			3000-3999: Employee Benefits		
3.12		All Students English Learners Low-Income Students Foster Youth Other				
3.13	Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional	X All Students English Learners Low-Income Students Foster Youth Other	Teachers with Intervention Responsibilities (2.4)	Other 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	100,309 135,354 36,818	School year 2022-23

	practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 2.4 FTE Intervention Teachers					
3.14	Provide instructional assistant support to classes to facilitate student readiness and development of positive academic practices. SCIS position	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teacher, Instructional Assistants	Other 2000-2999: Classified Personnel Salaries	71,353	School year 2022-23

3.15	Technology, equipment, student materials, and classroom materials to support and expand student growth and enrichment with instruction in S.T.E.A.M	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	13,000	School year 2022-23
3.16	Substitutes for certificated teachers to engage in peer observations and professional development, focused on arts and sciences.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000	School year 2022-23

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

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

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

2020-21 & 2021-22 Survey DATA:

Empathy gathering: We used a variety of strategies to gather empathy from our stakeholders, including: Parent focus groups, student focus groups, staff feedback, Newsletter responses, Digital Check-Ins and Support Requests, Project W.E.S.T., Student Lunch Bunch sessions, Parent Liaison & Support Staff recaps from family meetings, ELAC, School Site Council, and Leadership Team. Many families shared that students are really struggling with Zooms and need the social interaction and structure that on-campus school brings. A smaller percentage of our families reported that they are still concerned with bringing their students to campus and prefer to keep them in Distance Learning for the remainder of the year. Many families discussed the hardships that they are facing with lack of work income, stable housing and food, and mental health struggles from the past year. The need for mental health supports, social opportunities, and connectedness to people came up as a common theme in our empathy gathering.

Teacher observations: Each week, teachers referred students who were starting to struggle academically, social-emotionally, or attendance-wise, to our Admin team. Our Admin team then contacted the students' families and coordinated appropriate supports and interventions. The majority of the students who needed additional supports and interventions were English Learners, students with disabilities, Mc-Kinney Vento, and African American students. This data also matched the data that we were seeing from March 2020 through now.

Student reports: Through classroom check-ins, anonymous digital feedback opportunities, and community circles, students reported feeling a lack of connection with other students on Zoom and a strong desire to come back to campus. Though they reported an increase in their tech skills and digital platform usage, they really miss the human connections and enriching opportunities that in-person school brings. Mental health has been a self-identified concern for some of our students, especially in our 3rd-5th grades. Students also discussed a disengagement from Zoom, now that they've been using it for the past 14 months. This has led to a decrease in attendance with virtual intervention, ELD, Special Education, and VAPA classes. This disconnection carried over to the return to in-person learning with Attendance data contrasting with positive Survey data.

Parent Concerns: Parents have expressed a concern with the intense need for socialization, social skills instruction, and academic support for their students.

District Survey Spring 2021 & 2022 School Results:

School Culture/Sense of Belonging

* Parents- 95% (21) & 92% (22)

Academic Progress

*Parents- 95% (21) & 88% (22)

College and Career

*Parents- 76% (21) & 70% (22)

High Expectations/Caring Relationships

* Parents- 93% (21) & 89.5% (22)

Participation/Engagement

*Parents- 85% (21) & 91.4% (22)

Safety

*Parents- 95% (21) & 85.6% (22)

Parent Involvement

*Parents- 96% (21) & 94.2% (22)

School Decision Making

*Parents- 97% (21) & 85.9% (22)

Attendance Data:

As of Winter 21-22, Greer's Overall Chronically Absent population rate was 21%, English Learner rate at 34% and Low-SES population rate at 21.8%. Site overall attendance rate of 90%.

Suspension Data:

.42% reflects focused by Greer staff providing counseling services, Restorative Practices and a mid-year pivot to increase conflict resolution to keep students on-site. However, keeping suspensions at a minimum commits the learning community to a focus other than academics, which is reflected by Academic Data:

Academic Data:

K-2 Text Level

More than 90% of the TK-2 Greer student body is below grade level in Text Level Proficiency

3-5th Grade iReady

Winter 2021-22 iReady:

In iReady ELA, 17.6% of "All" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 15.5% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 20% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 9.5% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.

In iReady ELA, 15.7% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.7% of "All" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 1.0% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.5% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 1.0% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.

In iReady Math, 3.5% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.

Site prioritization of academic learning will make a healthy school environment that opens the door to Clear Pathways to a Bright Futures

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

The site focus on Social Emotional Learning proved critical to students transitioning back onto site for in-person instruction. However, as evidences by both Text Level and iReady data above, the mid-year pivot to an academic focus proves equally critical as the Greer learning community transitions towards the future beyond the pandemic, beyond distance and hybrid learning.

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

At mid-year, we transitioned from social emotional, trauma informed learning as a staff PD focus to academic, data based professional learning collaborations aimed at data informed instruction.

2021-22

Identified Need

Students need opportunities to learn about possible career paths and the steps needed to help them as they progress towards their future. We will ensure each student is engaged and supported in activities that engage them in college, career and planning for their futures.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2020-21 & 2021-2022 Survey- College and Career- Students know what classes to pass to graduate high school	2021 & 2022 Data: Parents: 70.2% & 75.8% (respectively)	Maintain or Increase
Winter 2020-21 & 2021-2022 Survey- College and Career- Parents are informed about career pathways and programs available	2021 & 2022 Data Parents 78.7% & 70% (respectively)	Maintain or Increase
Winter 2020-21 Survey- Meaningful participation Overall rating based on these questions: * Students are prepared for the next step of their educational experience * Quality classes/activities offered that meet each student's interests and talents * Students are motivated/engaged in what they are learning Percent strongly agree/agree	2021 & 2022 Data Parents: 89.1% & 85.3% Parents: 87% & 76.9%	Maintain or Increase

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
3-5th Grade iReady Winter Data	<p>In iReady ELA, 17.6% of "All" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady ELA, 15.5% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady ELA, 20% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady ELA, 9.5% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady ELA, 15.7% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.</p>	Increase
3-5th Grade iRaedy Winter Data	<p>In iReady Math, 3.7% of "All" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 1.0% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 3.5% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 1.0% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.</p> <p>In iReady Math, 3.5% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.</p>	Increase



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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Student experiences, materials and technologies to support content knowledge and deepen conceptual understanding of instructional topics, including, but not limited to, ELA, ELD, math, arts, sciences, and college and career pathways.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	52,196 5,000	School year 2022-23

Centralized Services for Planned Improvements in Student Performance

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$663,316.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,386,779.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$128,422.00
LCFF Supplemental English Learner Central	\$345,075.00
LCFF Supplemental Site Allocation	\$74,304.00
Other	\$175,662.00
Title I Part A Parent Involvement	\$10,116.00
Title I Part A Site Allocation	\$653,200.00

Subtotal of state or local funds included for this school: \$1,386,779.00

Total of federal, state, and/or local funds for this school: \$1,386,779.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	74,304.00	0.00
LCFF Supplemental English Learner Central	345,075	0.00
LCFF Supplemental Centralized Services (District Only)	128,422	0.00
Title I Part A Site Allocation	653,200.00	0.00
Title I Part A Parent Involvement	10,116.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	128,422.00
LCFF Supplemental English Learner Central	345,075.00
LCFF Supplemental Site Allocation	74,304.00
Other	175,662.00
Title I Part A Parent Involvement	10,116.00
Title I Part A Site Allocation	653,200.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00
1000-1999: Certificated Personnel Salaries	797,487.00
2000-2999: Classified Personnel Salaries	244,637.00
3000-3999: Employee Benefits	161,031.00
4000-4999: Books And Supplies	77,428.00
5000-5999: Services And Other Operating Expenditures	52,196.00
5800: Professional/Consulting Services And Operating Expenditures	50,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	125,010.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	249,127.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	95,948.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	29,073.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	21,803.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	23,428.00
	Other	4,000.00
1000-1999: Certificated Personnel Salaries	Other	100,309.00
2000-2999: Classified Personnel Salaries	Other	71,353.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	10,116.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	323,041.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	34,735.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	139,228.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	54,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	52,196.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	50,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,116.00
Goal 2	129,607.00
Goal 3	1,181,860.00
Goal 4	57,196.00

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

Name of Members	Role
Rafael Martinez	Principal
Martha Boggs	Classroom Teacher
Kim Bargas	Classroom Teacher
Kim Calendar	Classroom Teacher
Erica Greene	Other School Staff
Ashley Cruz	Parent or Community Member
Melanie Morgan	Parent or Community Member
Holly Sarmiento	Parent or Community Member
Danielle Moore	Parent or Community Member
Ti'anna Brown	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



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 April 22, 2022.

Attested:



Principal, Rafael Martinez on April 22, 2022



SSC Chairperson, Martha Boggs on April 22, 2022

Budget By Expenditures

Greer Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$128,422.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accordance with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE AIS	1000-1999: Certificated Personnel Salaries	\$125,010.00	Engaging Academic Programs	
Supplemental recreational aides to help with campus supervision and social skills instruction during recess and unstructured times.	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$128,422.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$345,075.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English learners receive designated and integrated English Language Development daily (ELD). 2.0 FTE ELD teachers	1000-1999: Certificated Personnel Salaries	\$249,127.00	Engaging Academic Programs	

Greer Elementary School

Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 1.875 FTE BIAs	2000-2999: Classified Personnel Salaries	\$95,948.00	Engaging Academic Programs
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LCFF Supplemental English Learner Central Total Expenditures: \$345,075.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$74,304.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures	
	3000-3999: Employee Benefits	\$21,803.00	Healthy Environments for Social-Emotional Growth	
	2000-2999: Classified Personnel Salaries	\$2,491.00	Healthy Environments for Social-Emotional Growth	
Provide social skills instruction for students through the use of small groups and classroom lessons.	4000-4999: Books And Supplies	\$3,428.00	Healthy Environments for Social-Emotional Growth	
Provide additional support to identify student attendance patterns, families that may be in need of supports, and to increase family awareness of attendance patterns.	4000-4999: Books And Supplies	\$8,000.00	Healthy Environments for Social-Emotional Growth	

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Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities, including PBL.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth
Campus representative to monitor campus, connect with students and families virtually, and ensure safety of all students and staff.	2000-2999: Classified Personnel Salaries	\$26,582.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$74,304.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$4,000.00	Healthy Environments for Social-Emotional Growth	
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 2.4 FTE Intervention Teachers	1000-1999: Certificated Personnel Salaries	\$100,309.00	Engaging Academic Programs	
Provide instructional assistant support to classes to facilitate student readiness and development of positive academic practices. SCIS position	2000-2999: Classified Personnel Salaries	\$71,353.00	Engaging Academic Programs	

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Other Total Expenditures: \$175,662.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$10,116.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize our parent liaison to support and encourage families to help navigate and engage in the return to full site-based instruction. Help increase opportunities for parent voice and input.	2000-2999: Classified Personnel Salaries	\$10,116.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$10,116.00

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

Funding Source: Title I Part A Site Allocation \$653,200.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies, materials and services to support family training opportunities and engagement on and off campus.	4000-4999: Books And Supplies	\$4,000.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	\$4,000.00	Connected School Communities	
Providing additional supports, materials, and resources on and off campus to assist students with social and emotional development towards peers and adults, as well as connectedness to school.	2000-2999: Classified Personnel Salaries	\$30,735.00	Healthy Environments for Social-Emotional Growth	
Neighborhood Learning Project SCIA				

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Professional development focused on ELA/ELD framework and implementation of standards, including supplies and materials	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
Substitute services for classroom teachers to engage in peer observations, data conversations, and professional development, focused on ELA/ELD	1000-1999: Certificated Personnel Salaries	\$3,000.00	Engaging Academic Programs
Technology, equipment, student materials (including in class printers, printer materials for student literacy consummables), web-enabled programs, and classroom library materials to support and expand student growth and experiences with instruction in supplemental ELA/ELD	4000-4999: Books And Supplies	\$20,000.00	Engaging Academic Programs
Supplemental intervention tutoring and instructional materials for students.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
Professional development focused on the CA math framework and implementation of standards, including supplies and materials.	5800: Professional/Consulting Services And Operating Expenditures	\$50,000.00	Engaging Academic Programs
Substitute for classroom teachers to engage in peer observations, data conversations, and professional development, focused on math	1000-1999: Certificated Personnel Salaries	\$6,000.00	Engaging Academic Programs
Technology, equipment, student materials and classroom library materials to support and expand student growth and experiences with instruction in math	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
Technology, equipment, student materials, and classroom materials to support and expand student growth and enrichment with instruction in S.T.E.A.M	4000-4999: Books And Supplies	\$13,000.00	Engaging Academic Programs
Substitutes for certificated teachers to engage in peer observations and professional development, focused on arts and sciences.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs

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Provide additional high school, 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 relationships. 1.8 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$163,687.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$27,156.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$5,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$75,254.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$135,354.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$36,818.00	Engaging Academic Programs
Student experiences, materials and technologies to support content knowledge and deepen conceptual understanding of instructional topics, including, but not limited to, ELA, ELD, math, arts, sciences, and college and career pathways.	5000-5999: Services And Other Operating Expenditures	\$52,196.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: \$653,200.00

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

Greer Elementary School Total Expenditures: \$1,386,779.00