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	May 24, 2023	August 8, 2023

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

Additional Targeted Support and Improvement

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Greer Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. Asians
3. English Learners
4. Hispanics
5. Homeless
6. Socio-Economically Disadvantaged
7. Students with Disabilities
8. Two or More Races

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward. Furthermore, due to the suspension of Smarter Balanced Assessment Consortium (SBAC), California State testing did not occur during 2019-2020 and 2020- 21 school years, resulting in a lack of available data to compare previous years' results. We have included pre-pandemic data at the end of this section, so we can still continue to build on the momentum we had been making prior to the pandemic, while now using the current and post-pandemic needs that have been identified through formative measures during the 2021-22 and 2022-23 school years.

Upon return to the traditional school model in 2022-2023 and noticing many academic and social/emotional gaps for students, the 2023-2024 SPSA aims to target specific needs around continued academic growth and opportunities for students to connect to learning a meaningful way that will help them carry their knowledge outside the classroom. This plan also prioritizes family and community engagement opportunities.

CURRENT 2022-23 DATA:

Teacher observations: Each week, teachers referred students who were starting to struggle academically, social-emotionally, or attendance-wise, to our COST team. Our COST team will meet and then decide next steps including contacting 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 male students.

Student reports: Through classroom check-ins, recess groups, and the Spring district survey, students reported feeling happy that schools feels "back to normal." They expressed they still feel disconnected in some ways to the campus and each other. Students would like opportunities for during and after school activities like clubs, sports, field trips, and other enriching opportunities for them to connect and have new experiences.

Parent Concerns: Parents have expressed a concern with the intense need for socialization, social skills instruction, and academic support for their students. Another issue that came up at Greer and across the district this year is a heightened concern from parents around student safety. There is also a desire for improved and consistent communication.

District Survey Spring 2022 School Results (Greer had a higher rate of parent and staff responses at 181 and 25, in comparison to 75 and 12 in the 21-22 school year. We also had 128 students complete the survey, which was zero in the previous year.):

Caring Relationship
* Parents- 74.73% * Students- 57.63% *Staff-92%

Family and Staff Engagement
*Parents- 81.10% * Staff- 93.33%

School Decision Makes
*Parents- 72.84% *Students- 33.21% *92.86

Safety
* Parents- 78.29% * Students- 54.07% *Staff- 85.14%

Sense of Belonging
*Parents- 73.12% *Students- 54.88% *Staff- 77.81%

Academic Progress
*Parents- 79.44% *Students- 57.78% *Staff- 91.71%

High Expectations
*Parents- 76.73% *Students 61.31% *Staff 87.11%

College and Career Readiness
*Parents- 58.66% *Students- 39.89% *Staff- 43.29%

Customer Satisfaction
*Parents- 75.43% *Students- 59.12% *Staff- 83.34%

iReady Reading and Math was administered three times during the 2022-23 school year for all our 2-5 students. In lieu of the iReady diagnostic, the Kindergarten and 1st grade teams used text level data to measure Reading/ELA growth. Below are the results from the beginning of year to mid year diagnostic assessments:

READING:

The Kindergarten through 2nd grade reading data was reflecting a reporting error. This will be updated once end of year data has been reported to reflect accurate data.
3rd Grade- 16.9% in beginning, compared to 30% at mid year (but also successfully decreased the Tier 3 group by 3%, moving them into Approaching grade level instead of Far Below grade level).
4th Grade- 4.2% in beginning, compared to 14.2% at mid year (and also successfully decreased the Tier 3 group by 10%, moving them into Approaching grade level instead of Far Below grade level).
5th Grade- 10.2% in beginning, compared to 16.9% at mid year (and also successfully decreased the Tier 3 group by 16.1%, moving them into Approaching grade level instead of Far Below grade level)

MATH:

2nd Grade- 0.8% in beginning, compared to 6.9% at mid year (but also decreased Tier 3 group by 13.1%%)
3rd Grade- 0.8% in beginning, compared to 6.2% at mid year (and also decreased Tier 3 group by 14.8%)
4th Grade- 1.7% in beginning, compared to 5.8% at mid year (and also decreased Tier 3 group by 20.3%)
5th Grade- 2.6% in beginning, compared to 10.2% at mid year (and also decreased Tier 3 group by 15.8%)

ATTENDANCE:
Chronically absent - 47.4%
By group/program:
African America - 58.1%
Hispanic - 53.7%
ELL - 29.5%
Low SES - 48%
SWD - 56.9%
Homeless - 46.3%

Regular attendance percentage - 29.8%
By group/program:
African America - 21.3%
Hispanic - 23.4%
ELL - 43.4%
Low SES - 30.6%
SWD - 17.6%

Homeless - 22.0%

As of Winter 22-23, Greer's Overall Chronically Absent population rate was 47.4%, African American population at 58.1%, Students with disabilities population at 56.9%, Hispanic population at 53.7%, and Low-SES population rate at 48%.

Based on the above data, staff recognizes that many of our students have barriers in getting to school consistently, but the above mentioned groups are struggling more. Therefore, we will be building in specific targeted interventions for these groups in our 2023-24 SPSA. Many of these potential causes include things outside of our locus of control--such as transportation, overloading, and family challenges-- but we also feel that we can continue to do more with targeted outreaches for chronically absent families, including attendance support meetings, RT bus passes for students, kindergarten attendance notification letters, and weekly attendance incentives and community-building activities to encourage students and families to want to be at school each and every day.

The demographic suspension data by subgroups is below:

HOME SUSPENSIONS
Days of home suspension and suspension rate by group/program:
All - 26, 2.34%
African American - 16, 4.59%
Hispanic - 8, 2.26%
ELL - 4, 0.74%
Low SES - 19, 2.78%
SWD - 8, 5.31%
Homeless - 5, 8.51%

IN-SCHOOL SUSPENSIONS

Days of in-school suspension and suspension rate by group/program:
All - 20, 2.81%
African American - 10, 4.24%
Hispanic - 3, 1.36%
ELL - 1, 0.37%
Low SES - 14, 2.78%
SWD - 5, 4.42%
Homeless - 1, 2.13%

Greer's suspension is down significantly, most of the percentages reducing by half or more. We have worked very hard to get our PBIS systems (both classroom based and school-wide) up and running again, focusing on modeling expectations and recognizing students for their PAWSitive choices. Other supports include an outside funded recess support program which has dramatically decreased the number of recess based issues, especially for our male students of color since many issues came from sports.

Although we are excited about the progress made, we know there is still more work to do. This year we will continue the recess support program as it is something many students look forward to. We will also be engaging in deeper learning as a PBIS team and site in partnership with the district and PCOE around trauma-informed and equity minded practices in their relation to student behavioral support.

Based on the data above, staff recognizes that while we have made progress, several student groups need additional, targeted supports to improve their outcomes. The groups include: African Americans at 4.59%, Homeless at 8.51%, and Students with Disabilities at 5.31%. There are specific interventions built in to reduce suspension rates for these groups.

For chronic absenteeism, though our targeted interventions did show a significant reduction in overall Chronic Absenteeism, our African American students are still disproportionately high. Hispanic/Latino students and our homeless students also struggle significantly with Chronic Absenteeism. Many of these potential causes include things outside of our locus of control--such as transportation, overloading, and family challenges-- but we also feel that we can continue to do more with targeted outreaches for chronically absent families, including attendance support meetings, RT bus passes for students, kindergarten attendance notification letters, and weekly attendance incentives and community-building activities to encourage students and families to want to be at school each and every day.

Root Cause Analysis

What did your root causes analysis reveal?

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

Additional Targeted Support and Improvement identified the following groups at Greer as having all indicators at the lowest status level; or
Student groups with all indicators at the lowest status level but one indicator at another status level:
African Americans
Asians
English Learners (EL or ELL)
Hispanic
Homeless
Socioeconomically Disadvantaged (SED or LowSES)
Students with Disabilities (SWD)
Two or more Races (TOM)

These groups face many challenges, both students and families. These include but are not limited to: stable housing, transportation, language support, financial security, mental health supports, education, and positive relationships with educational and other systems. To address the low data points for these student groups, we are doing the things listed below and outlined in the 2023-2024 SPSA. We will monitor data throughout the year to improve student outcomes.

Schoolwide Focus Areas:
- Provide grade level, culturally responsive and trauma-informed instruction.
- Continue to strengthen the intentionality and rigor of small groups as an intervention and acceleration opportunities for all students, across all academic areas.
- Provide high quality integrated and designated ELD instruction that increases English proficiency and academic language for all students.
- Build mutually respectful relationships with families and community partners to support all students.
- All behavioral supports will be instructional, relational and restorative.

Family Engagement and Empowerment:
Student and parent surveys during the year
Community Resource Fair to help provide resources and supports for families
3+ family events during the year
Free books for all families in Parent Center and at family events and neighborhood learning project
Neighborhood Learning Project 2x a year - Teachers visit to local apartment complexes to share learning games and supplies with students and families
School climate surveys for parent and student feedback
Partnership with FACE to establish family life skills workshops

Community Partnerships (based on stakeholder feedback from Needs Assessment):
- Amazing Athletes/Superior Sports (Lunch and After school)
- B Street Theatre Field Trip Program
- Capital Therapy Dogs Reading Program (Lunchtime)
- Pt. West Rotary
- River City Food Bank
- Sac State Math Tutors (after school)
- San Juan Education Foundation
- Sierra Nevada Journeys (STEM instruction)
- Sacramento Area Youth Speaks Classroom Program
- Project Optimism POMS (after school)

District Survey Results:
- 3% to 5% improvement in parent response across all areas as well as have 200+ parents participate
- 5% to 7% improvement in student response across all areas

Implementing Restorative Practices and Trauma-Informed Practices across campus have also led to a significant decrease in our suspension rate the past few years.

Resource Inequities

What resource inequities did you discover?

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

Through the 2022-23 Comprehensive Needs Assessment process, with a focus on building upon the success of this year while identifying and closing the gaps that are present, the focus of this plan is to address resource inequities related to engagement and access for all students and address the whole child through plans around attendance improvement and student/family engagement. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

Professional Learning: Continued support for teachers as they face many challenges in the "new normal" post-pandemic. Training, professional texts, and collaboration/planning time around culturally responsive instruction, engaging teaching practices, and equity focused work to specifically target our struggling student populations: African Americans, Asians, ELLs, Hispanics, Homeless, Socioeconomically disadvantaged, students with disabilities, and students who are two or more races.

Intervention: There are noticeable 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: Utilizing technology in the classroom has become engrained in practice for many teachers and students after returning from distance learning. Not only can it provide for additional opportunities for engagement, but also differentiation through programs and projects. We need to continue to invest in replacing technology while also finding programs that support in filling gaps while also making learning fun for students in a way that is accessible.

Attendance & Engagement: Attendance and Engagement have decreased since the pandemic and now post-pandemic. It will be essential to help stay connected with families and re-engage students and parents to support them in getting students to school daily and on-time. 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 2023-24 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 field trips that will engage students and give them enriching experiences.
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.
- Parent Engagement opportunities & supplies
- Neighborhood Learning Project
- Events for families including Sami's Circuit, Holidays Around the World, and more

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
- 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
- School Community Intervention Assistant (2)

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 for students who are below grade level in reading and math.
- 0.4 FTE Intervention Specialist
- An additional Intervention Teacher
- A Full-Time Counselor
- ELD Teachers/ BIAs
- Assistants in K-2 and supports in grades 3-5
- Online Instructional Programs
- Supplemental Materials
- Site coach to support students and teachers in instructional practices

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 Point West Rotary, Superior Sports, Sacramento Area Youth Speaks, Project Optimism, etc.)
- Book of the month to highlight character traits and student achievement at monthly assemblies

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

Involvement with developing the current School Plan began in the fall of school. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the 2022-23 SPSA to determine if actions were effective. Each group noted the success of the actions that were put into place, as well as the struggles that our families still continued to have.
SSC met 5 times during the 2022-23 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 life post-pandemic brought.
SLT met 22 times and voiced concern about the challenges that teachers are facing in the classroom supporting students where they are academically while also meeting their social and emotional needs.
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.

Although the voice of each educational partner group sounded different, they each echoed the same thing: while things appear to be "back to normal," we all realize that students, families, and staff have been through a lot and those challenges keep them feeling distressed and entrenched in a variety of struggles. Families and students wanted to feel connected, valued, and part of the community that existed at Greer pre-pandemic. Staff wanted to feel valued as well with acknowledgment to the hardships they also have been through while also recognizing that students have different academic and social/emotional needs. All groups wanted to make sure that the actions we are taking are addressing the whole child while also prioritizing the community that supports Greer and reconnecting all of our educational partners to each other.

All forms of Involvement continued through the 2022-23 school year

In the 2022-23 school year, Site Leadership Team met bi-weekly to review and discuss:
- data compared to 2021-2022
- how to best support students, families, and staff
- professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction
- survey results from families and staff

Staff engaged during staff meetings in monthly to review and discuss:
- data compared to 2021-2022
- Comprehensive Needs Assessment
- site budget
- resources needed to support students gaps amplified during distance and hybrid learning
- how to engage students/increase attendance
- survey results from families and staff

School Site Council met five times throughout the year review/discuss:
- data compared to 2021-2022
- Comprehensive Needs Assessment
- site budget

- Survey results from families and staff
- brainstorm ideas to increase family and community engagement

English Language Advisory Committee (ELAC) met four times to review and discuss:
- data compared to 2021-2022
- Comprehensive Needs Assessment
- site budget
- resources needed to support EL students, especially the influx of newcomer and refugee students
- how to engage students/increase attendance
- survey results from families and staff
- ELPAC scores and reclassification data

Due to the challenges that this year brings in the post-pandemic time, we recognize that our SPSA may need to be revisited and refined based on the ever-changing needs of community. Therefore, we will continue to involve and engage our partners frequently through the use of surveys, check-ins, focus groups, and meetings.

Resource Inequities

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

Through the 2022-23 Comprehensive Needs Assessment process, with a focus on building upon the success of this year while identifying and closing the gaps that are present, the focus of this plan is to address resource inequities related to engagement and access for all students and address the whole child through plans around attendance improvement and student/family engagement. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

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   hybrid model and return to site based instruction.
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- Neighborhood Learning Project
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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
- PBIS
- Positive Engagement Student Clubs/ Activities
- Social Skills Instruction
- Extra Clerk Time for Attendance/Engagement Supports
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- Family Workshops
- Safety/ Communication Items
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- Rec Aides
- School Community Intervention Assistant (2)

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.

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School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	0.63%	0.7%	5	4	5
African American	26.5%	29.36%	28.55%	156	187	203
Asian	14.8%	15.70%	17.16%	87	100	122
Filipino	1.0%	0.63%	0.98%	6	4	7
Hispanic/Latino	29.4%	29.20%	27.99%	173	186	199
Pacific Islander	1.5%	1.26%	0.98%	9	8	7
White	19.7%	16.64%	16.88%	116	106	120
Multiple/No Response	6.3%	6.59%	6.75%	37	42	48
			Total Enrollment	589	637	711

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	106	113	105
Grade 1	106	106	130
Grade 2	101	118	124
Grade3	104	111	124
Grade 4	85	108	114
Grade 5	87	81	114
Total Enrollment	589	637	711

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	209	196	219	35.50%	30.8%	30.8%
Fluent English Proficient (FEP)	30	43	56	5.10%	6.8%	7.9%
Reclassified Fluent English Proficient (RFEP)	4			1.9%		

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

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	417	47	161	0	119	233	65			
Black/African Am.	146	18	61	53	40	86	20			
Hispanic or Latino	103	8	44	39	31	57	15			
White	72	10	21	29	21	36	15			
EL	118	17	52	40	33	74	11			
RFEP	12	1	3	7	0	4	7			
Low SES	273	31	110	109	51	180	42			
SWD	51	20	19	9	16	31	3			
FY	1	0	1	0	0	1	0			
Homeless	16	1	7	3	2	11	2			

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

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	418	22.6%	77.4%	0.0%	28.5%	55.7%	15.6%			
Black/African Am.	146	13.6%	46.2%	40.2%	27.4%	58.9%	13.7%			
Hispanic or Latino	103	8.8%	48.4%	42.9%	30.1%	55.3%	14.6%			
White	72	16.7%	35.0%	48.3%	29.2%	50.0%	20.8%			
EL	118	15.6%	47.7%	36.7%	28.0%	62.7%	9.3%			
RFEP	12	9.1%	27.3%	63.6%	0.0%	33.3%	58.3%			
Low SES	273	12.4%	44.0%	43.6%	18.7%	65.9%	15.4%			
SWD	51	41.7%	39.6%	18.8%	31.4%	60.8%	5.9%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	16	9.1%	63.6%	27.3%	12.5%	68.8%	12.5%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

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

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	126	17	0	89	47	56	23			
1	146	19	77	35	51	78	17			
2	145	11	84	36	21	99	25			

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

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	126	16.0%	0.0%	84.0%	37.3%	44.4%	18.3%			
1	146	14.5%	58.8%	26.7%	34.9%	53.4%	11.6%			
2	145	8.4%	64.1%	27.5%	14.5%	68.3%	17.2%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

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

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

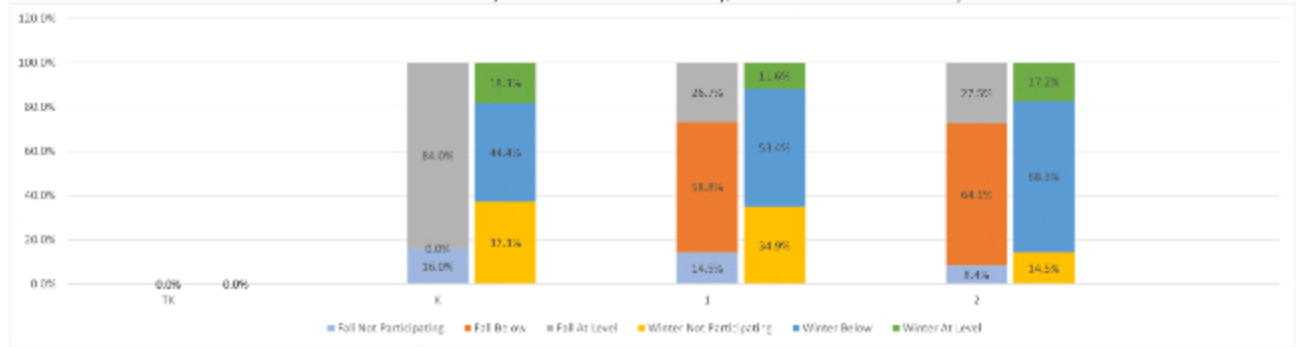| Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	417	209	158	2	255	160	2			
Black/African Am.	146	75	57	0	89	57	0			
Hispanic or Latino	103	51	40	0	63	40	0			
White	72	35	24	1	45	26	1			
EL	118	65	45	0	72	46	0			
RFEP	12	4	7	0	4	7	0			
Low SES	273	149	101	0	171	102	0			
SWD	51	34	14	0	35	15	0			
FY	1	1	0	0	1	0	0			
Homeless	16	5	6	0	9	6	0			

Greer Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	418	56.6%	42.8%	0.5%	61.0%	38.3%	0.5%			
Black/African Am.	146	56.8%	43.2%	0.0%	61.0%	39.0%	0.0%			
Hispanic or Latino	103	56.0%	44.0%	0.0%	61.2%	38.8%	0.0%			
White	72	58.3%	40.0%	1.7%	62.5%	36.1%	1.4%			
EL	118	59.1%	40.9%	0.0%	61.0%	39.0%	0.0%			
RFEP	12	36.4%	63.6%	0.0%	33.3%	58.3%	0.0%			
Low SES	273	59.6%	40.4%	0.0%	62.6%	37.4%	0.0%			
SWD	51	70.8%	29.2%	0.0%	68.6%	29.4%	0.0%			
FY	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	16	45.5%	54.5%	0.0%	56.3%	37.5%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

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

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	126	106	0	0	126	0	0			
1	146	91	40	1	103	42	1			
2	145	12	118	1	26	118	1			

Greer Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	126	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	146	68.9%	30.3%	0.8%	70.5%	28.8%	0.7%			
2	145	9.2%	90.1%	0.8%	17.9%	81.4%	0.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Greer Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
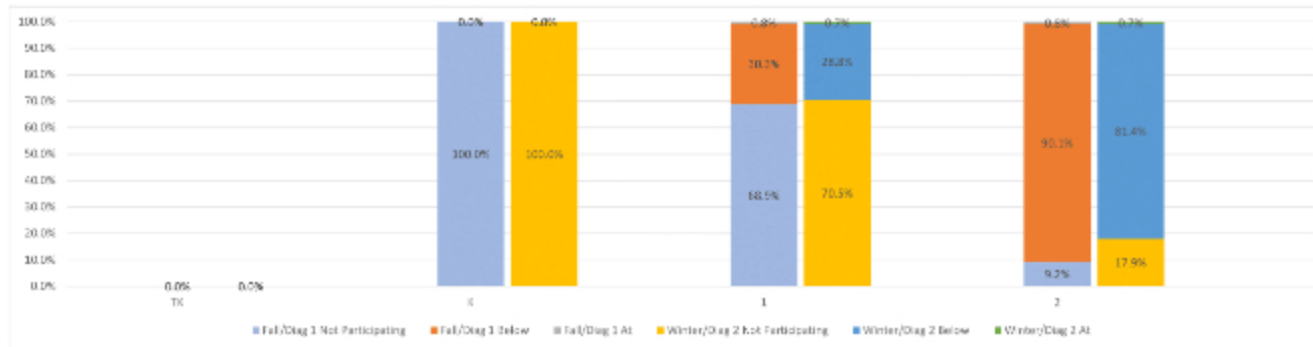
Conclusions based on this data:

1. The data in this section seems to reflect some errors and inaccuracies. The data will be corrected when the Trimester 3/End of year data is available.

Caring Relationships

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School has a climate that is caring.	177	80.79%	126	46.03%	25	92.00%
B) There are students and staff on campus who listen to students when they have something to say.	179	75.98%	127	59.84%	25	100.00%
C) There is an adult from the school who checks on how students are doing.	179	64.25%	126	53.17%	25	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	177	77.97%	125	70.40%	25	68.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					25	92.00%
F) Staff feels part of an effective team.					25	100.00%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	179	83.80%			25	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	179	76.54%			25	84.00%
C) The school offers families opportunities to be involved in school and classroom activities.	179	73.74%			25	100.00%
D) The school keeps families well-informed about school activities.	177	84.75%			25	100.00%
E) The staff at our school listens to family concerns about issues.	180	76.11%			25	92.00%
F) The staff at school are helpful and welcoming when families come to school or call.	180	82.22%			25	92.00%
G) The school and families are partners in promoting positive behavior for my student.	177	81.92%			25	88.00%
H) Families who speak a language other than English receive general information about our school in their home language.	175	89.71%			25	92.00%
I) Staff receive information about upcoming events and important information about the school.					25	92.00%

School Decision Making

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School seeks input when making important decisions.	180	71.11%	127	32.28%	24	95.83%
B) Important school decisions reflect diverse input.	181	70.72%	126	34.13%	24	91.67%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	176	76.70%				
D) The principal and staff listen to concerns of other staff members about issues.					24	100.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					24	91.67%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					24	95.83%
G) Our school uses data from this survey to inform site decision making.					24	91.67%
H) Staff voice matters in decision making.					24	83.33%

Safety

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Concerns about student safety are taken seriously.	179	79.33%	128	65.28%	25	88.00%
B) Concerns about student safety are addressed in a timely manner at my school.	175	75.43%	127	48.82%	25	88.00%
C) My school is a safe place for all students.	177	79.10%	128	45.31%	25	84.00%
D) My school is a safe place for all staff.					25	84.00%
E) Students know what staff member to go to if they have a safety concern.	178	79.78%	122	56.56%	25	84.00%
F) Students know school safety protocols.	176	79.55%	123	69.11%	25	84.00%
G) I feel safe sharing different viewpoints and perspectives at my school.	175	76.57%	121	41.32%	25	84.00%

Sense of Belonging

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) School staff respects student diversity.	179	84.36%	127	65.35%	25	88.00%
B) Adults at my school treat students respectfully.	178	84.27%	128	60.16%	25	92.00%
C) Students are respectful to each other at school.	176	54.55%	128	19.53%	25	40.00%
D) Students have opportunities to socialize with other students often at school.	180	83.33%	125	55.20%	25	96.00%
E) Students have an adult on campus they trust.	176	75.00%	125	73.60%	25	100.00%
F) Students trust other students at school.	171	66.67%	126	77.78%	24	62.50%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	171	66.67%	123	37.40%	25	88.00%
H) School staff reflects student diversity.	174	70.11%	126	50.00%	25	56.00%

Academic Progress

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Families and students understand how assignments and tests are graded.	177	77.40%	129	72.09%	23	78.26%
B) Questions and concerns about schoolwork are addressed.	175	85.71%	128	64.09%	24	91.67%
C) Student grades reflect their knowledge of the material.	174	81.61%	129	66.67%	24	87.50%
D) Adults at my school believe all students can be successful.	172	83.14%	127	64.57%	25	96.00%
E) Students feel comfortable and unjudged to ask their teacher for help.	173	78.61%	127	62.20%	25	96.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	176	85.80%	126	76.98%	25	96.00%
G) Teachers at my school go out of their way to help all students.	175	71.43%	126	54.76%	25	92.00%
H) Students receive timely and regular feedback on their learning.	175	77.71%	126	58.73%	25	92.00%
I) Staff at my school provides resources or ideas that help families support their students at home.	174	73.56%			25	96.00%

High Expectations

Pct Strongly Agree/Agree	Parent N	Parent Pct	Student (gr. 4-12) N	Student (gr. 4-12) Pct	Staff N	Staff Pct
A) Students are challenged academically at school.	174	60.92%	125	57.60%	25	96.00%
B) School recognizes and celebrates the academic success of all students.	171	74.85%	126	51.59%	25	96.00%
C) Adults on campus motivate students to do their best.	172	72.67%	126	73.02%	25	92.00%
D) School provides additional academic support when students are struggling.	175	66.86%	127	62.99%	25	88.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		175	87.43%	127	73.23%	25	84.00%
B) Students have access to classes and activities that meet their interests and talents.		174	80.46%	123	57.72%	25	84.00%
C) Students understand how to complete their schoolwork.		176	83.52%	125	68.80%	25	88.00%
D) Students complete assignments on time.		176	84.09%	124	52.42%	25	72.00%
E) Students are motivated to do their schoolwork.		173	79.77%	125	54.40%	25	84.00%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		166	62.65%	114	42.98%	22	36.36%
B) Students and families know what classes they will have to take and pass to graduate from high school.		163	60.74%	114	45.61%	21	14.29%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		163	64.42%	124	59.68%	20	45.00%
D) School offers college and career programs.		158	37.34%	115	18.26%	20	10.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.		159	30.82%	113	30.97%	20	20.00%
F) Students are prepared for the next step of their educational experience.		165	62.42%	124	65.32%	20	65.00%
G) Staff are optimistic about the future of their career in San Juan Unified.						22	86.36%
H) There are equitable opportunities for advancement in the district.						22	77.27%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		170	73.53%	127	60.63%	24	75.00%
B) San Juan Unified School District is a district that I would recommend to other families.		172	77.33%	125	57.60%	24	91.67%

Greer Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	795	12	1.51%	23	17	2.14%	11	1.38%	13	1.64%
Black/African Am.	265	6	2.26%	14	10	3.77%	5	1.89%	6	2.26%
Hispanic or Latino	211	3	1.42%	6	4	1.90%	1	0.47%	1	0.47%
White	145	2	1.38%	2	2	1.38%	4	2.76%	4	2.76%
ELL	250	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	44	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	546	9	1.65%	17	13	2.38%	7	1.28%	8	1.47%
SWD	101	3	2.97%	9	7	6.93%	1	0.99%	1	0.99%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	41	1	2.44%	1	1	2.44%	1	2.44%	1	2.44%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
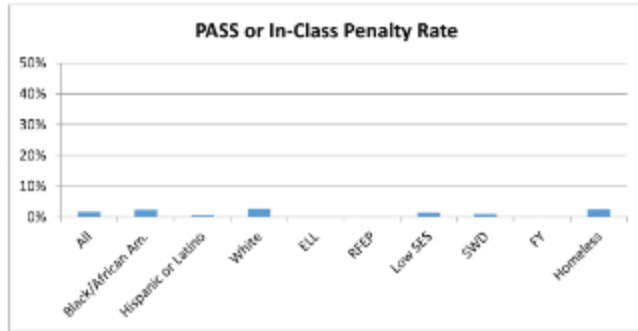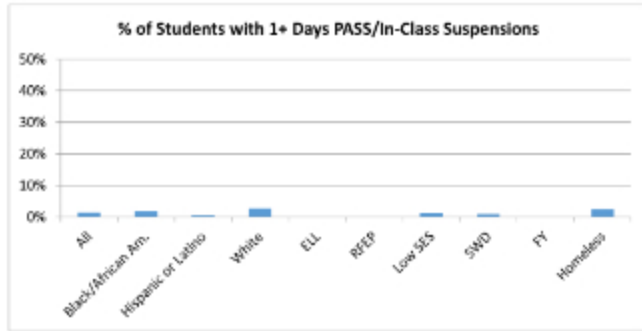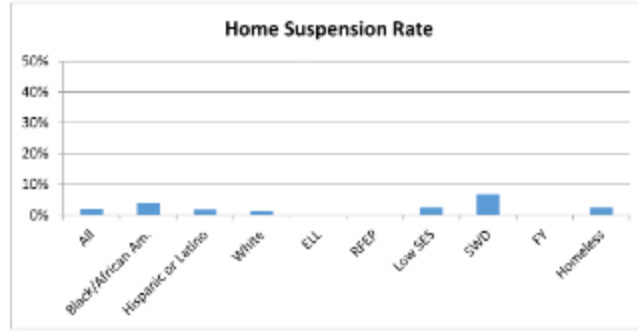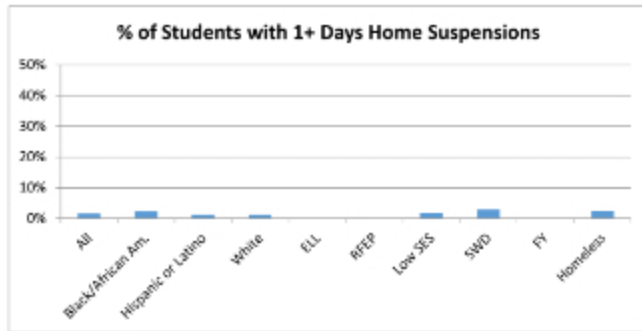
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

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

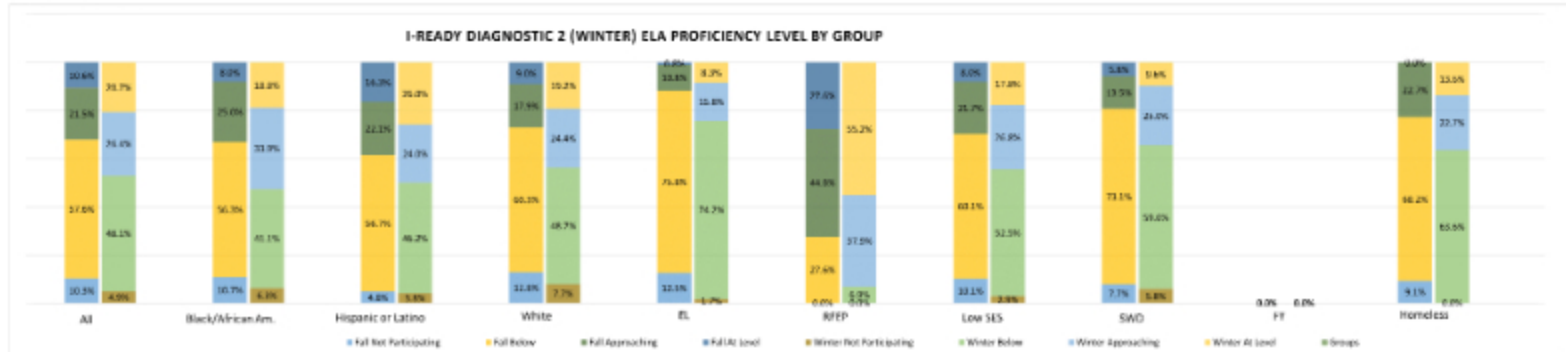Greer Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	368	38	212	79	39	18	177	97	76				
Black/African Am.	112	12	63	28	9	7	46	38	21				
Hispanic or Latino	104	5	59	23	17	4	48	25	27				
White	78	10	47	14	7	6	38	19	15				
EL	120	15	91	13	1	2	89	19	10				
RFEP	29	0	8	13	8	0	2	11	16				
Low SES	276	28	166	60	22	8	145	74	49				
SWD	52	4	38	7	3	3	31	13	5				
FY	0	0	0	0	0	0	0	0	0				
Homeless	22	2	15	5	0	0	14	5	3				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	368	10.3%	57.6%	21.5%	10.6%	4.9%	48.1%	26.4%	20.7%				
Black/African Am.	112	10.7%	56.3%	25.0%	8.0%	6.3%	41.1%	33.9%	18.8%				
Hispanic or Latino	104	4.8%	56.7%	22.1%	16.3%	3.8%	46.2%	24.0%	26.0%				
White	78	12.8%	60.3%	17.9%	9.0%	7.7%	48.7%	24.4%	19.2%				
EL	120	12.5%	75.8%	10.8%	0.8%	1.7%	74.2%	15.8%	8.3%				
RFEP	29	0.0%	27.6%	44.8%	27.6%	0.0%	6.9%	37.9%	55.2%				
Low SES	276	10.1%	60.1%	21.7%	8.0%	2.9%	52.5%	26.8%	17.8%				
SWD	52	7.7%	73.1%	13.5%	5.8%	5.8%	59.6%	25.0%	9.6%				
FY	0												
Homeless	22	9.1%	68.2%	22.7%	0.0%	0.0%	63.6%	22.7%	13.6%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Greer Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	130	17	72	19	22	9	68	14	39				
4	120	11	67	37	5	5	55	43	17				
5	118	10	73	23	12	4	54	40	20				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	130	13.1%	55.4%	14.6%	16.9%	6.9%	52.3%	10.8%	30.0%				
4	120	9.2%	55.8%	30.8%	4.2%	4.2%	45.8%	35.8%	14.2%				
5	118	8.5%	61.9%	19.5%	10.2%	3.4%	45.8%	33.9%	16.9%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

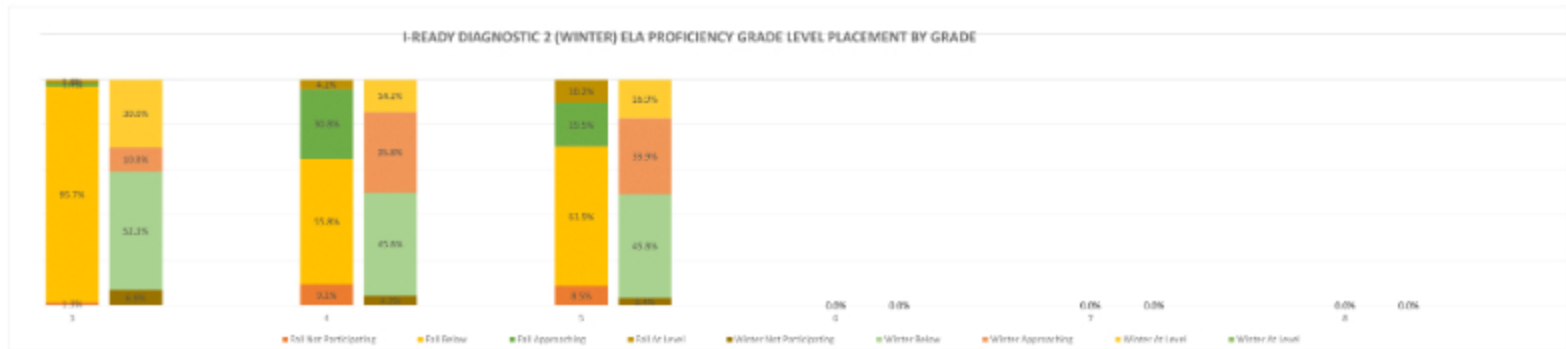I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Greer Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group
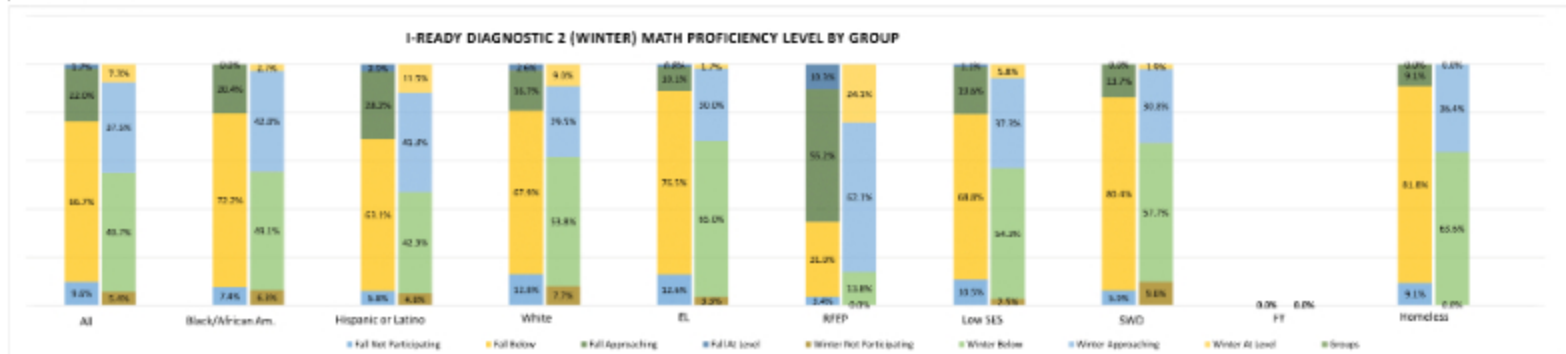
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	368	35	242	80	6	20	183	138	27				
Black/African Am.	112	8	78	22	0	7	55	47	3				
Hispanic or Latino	104	6	65	29	3	5	44	43	12				
White	78	10	53	13	2	6	42	23	7				
EL	120	15	91	12	1	4	78	36	2				
RFEP	29	1	9	16	3	0	4	18	7				
Low SES	276	29	190	54	3	7	150	103	16				
SWD	52	3	41	7	0	5	30	16	1				
FY	0	0	0	0	0	0	0	0	0				
Homeless	22	2	18	2	0	0	14	8	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	368	9.6%	66.7%	22.0%	1.7%	5.4%	49.7%	37.5%	7.3%				
Black/African Am.	112	7.4%	72.2%	20.4%	0.0%	6.3%	49.1%	42.0%	2.7%				
Hispanic or Latino	104	5.8%	63.1%	28.2%	2.9%	4.8%	42.3%	41.3%	11.5%				
White	78	12.8%	67.9%	16.7%	2.6%	7.7%	53.8%	29.5%	9.0%				
EL	120	12.6%	76.5%	10.1%	0.8%	3.3%	65.0%	30.0%	1.7%				
RFEP	29	3.4%	31.0%	55.2%	10.3%	0.0%	13.8%	62.1%	24.1%				
Low SES	276	10.5%	68.8%	19.6%	1.1%	2.5%	54.3%	37.3%	5.8%				
SWD	52	5.9%	80.4%	13.7%	0.0%	9.6%	57.7%	30.8%	1.9%				
FY	0												
Homeless	22	9.1%	81.8%	9.1%	0.0%	0.0%	63.0%	36.4%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Greer Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade
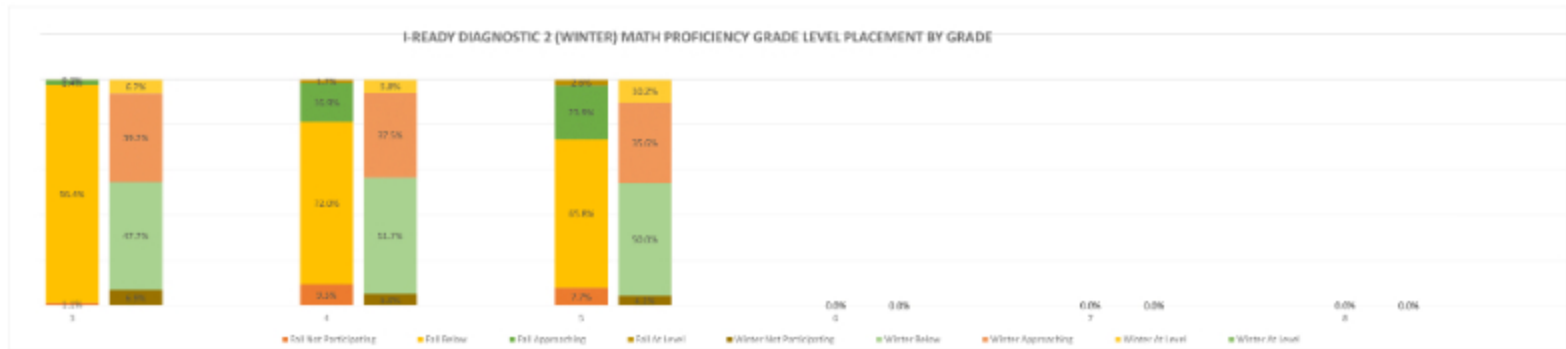
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	130	15	80	32	1	9	62	51	8				
4	120	11	85	20	2	6	62	45	7				
5	118	9	77	28	3	5	59	42	12				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	130	11.7%	62.5%	25.0%	0.8%	6.9%	47.7%	39.2%	6.2%				
4	120	9.3%	72.0%	16.9%	1.7%	5.0%	51.7%	37.5%	5.8%				
5	118	7.7%	65.8%	23.9%	2.0%	4.2%	50.0%	35.6%	10.2%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Winter 2022-23 iReady:

    In iReady ELA, 20.7% of "All" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady ELA, 18.8% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady ELA, 26.0% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady ELA, 8.3% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady ELA, 17.8% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady ELA, 13.6% of "Homeless" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady ELA, 9.6% of "Students with Disabilities" students in grades 3-5 are meeting or exceeding growth targets.

    In iReady Math, 7.3% of "All" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady Math, 2.7% of "African American or Black" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady Math, 11.5% of "Hispanic or Latino" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady Math, 9.0% of "English Learners" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady Math, 5.8% of "Low SES" students in grades 3-5 are meeting or exceeding growth targets.
    In iReady Math, 0% of "Homeless" students in grades 3-5 are meeting or exceeding growth targets (Tier 3 students in this group scoring "Below" dropped 18.2%, putting more students in the "Approaching" category).
    In iReady Math, 1.9% of "Students with Disabilities" students in grades 3-5 are meeting or exceeding growth targets (Tier 3 students in this group scoring "Below" dropped 22.7%, putting more students in the "Approaching" category).

    Academic readiness is a continued priority for the 2023-2024 school year along with a specialized focus on teacher support, professional development, and student attendance.

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: 2022-23

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

ANALYSIS

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

District Climate survey, parent and partner feedback during meetings, and other street data where we established connections with students and families to better understand their needs and the impacts our efforts were having.

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

The biggest struggle in engaging families sometimes is reaching them. Finding meaningful ways to provide clear and consistent communication that can be understood by all has been difficult. Also, with many staffing changes including teaching staff, support staff, and administration over the last few years, establishing a "new normal" that connects and engages everyone has presented challenges as well. District climate survey and family feedback shows that staff feel more valued, connected, and heard this year in

comparison to years back. And while more families are engaging in giving feedback and attending events, there is still progress to be made in the way families feel about the students' experiences.

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

Based on the feedback we received, we made changes throughout the year to the way we shared information, connected with families, and gathered input. We have also made plans for the coming year to specifically target these challenge areas and make improvements in the connection between our school and our community.

2022-23
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022-23 School Survey - Overall rating of questions in the family and staff engagement section. Percent strongly agree/agree.	Winter Survey Data Family and Staff Engagement *Parents- 74.73% *Students- 57.36% *Staff-92%	Increase parent group by 3+%, student group by 8+%, and maintain or increase staff percentage
Winter 2022-23 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	Winter Survey Data School Decision Making *Parents- 72.84% *Students- 33.21% *Staff-92.86%	Increase parent group by 3+%, student group by 10+%, and maintain or increase staff percentage
Attendance Data	47.4% of Greer students are chronically absent	Prioritization of attendance will increase Engagement & Connectedness which will help to improve overall academic success.

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 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	7638	School Year 2023-24
1.2	Supplies, materials and services to support family training opportunities and engagement on and off campus including family events like Sami's Circuit, Holidays Around the World, and more. Food and supplies to be utilized by	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	8000 1000 2436	School Year 2023-24

	parent liaison and support groups for family events to improve family engagement and home-to-school connections.			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		

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: 2022-23

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

ANALYSIS

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

Student behavioral data including home suspensions and in-school suspensions, attendance data and chronic absenteeism rates, and data from families, students, and staff in the district's winter climate survey.

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

Prioritizing student engagement and building relationships utilizing PBIS has shown a large decrease in home suspension numbers in the 22-23 school year in comparison to the 21-22 school year. Attendance is still a struggle and it shows in academic scores, despite growth made. Climate survey yielded more results than years past, showing families, staff, and students are vested and want to make/see change. Parent results were lower in most areas, decreased areas were about 2-8% down. Student results were lower than anticipated, but this is the first set of student data the school gathered in 3+ years, giving us good baseline data to work from.

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

Working with educational partners to brainstorm ways to address attendance as it is a large concern. Utilizing clerk and district supports, plans are in place to better connect with students and families to limit barriers that exist in getting to school, while also recognizing their efforts in getting there.
While home suspensions are down, in-school suspensions are up. We are happy to keep the kids at school, but we would like to continue to find alternatives when supporting student behavior as well as fine tune preventative strategies to improve relationships and engagement.
Using feedback from SSC and other parent groups, plans are in place around communication practices to improve the school to home connection. We also will continue in providing opportunities for families to return to campus through volunteering, field trips, and events.

2022-23
Identified Need

There are many identified needs when addressing the whole child. 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. As we continue our focus on academics, we will work to improve attendance, student engagement, and family connectedness to enrich the community that makes up Greer.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Home suspension data	Days of home suspension and suspension rate by group/program: All - 26, 2.34% African American - 16, 4.59% Hispanic - 8, 2.26% ELL - 4, 0.74% Low SES - 19, 2.78% SWD - 8, 5.31% Homeless - 5, 8.51%	Decrease overall percentage of suspensions to 2.2% or below. Create targeted plans and supports to lower rates for groups with the highest rates: African American - Close gap between group and "All" student group to 1% or less difference SWD - Close gap between group and "All" student group to 2% or less difference Homeless - Close gap between group and "All" student group to 2% or less difference
In school suspension data	Days of in-school suspension and suspension rate by group/program:	Decrease overall percentage of suspensions to 2.5% or below.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	All - 20, 2.81% African American - 10, 4.24% Hispanic - 3, 1.36% ELL - 1, 0.37% Low SES - 14, 2.78% SWD - 5, 4.42% Homeless - 1, 2.13%	Create targeted plans and supports to lower rates for groups with the highest rates: African American - Close gap between group and "All" student group to 1% or less difference SWD - Close gap between group and "All" student group to 1.5% or less difference Homeless - Close gap between group and "All" student group to 2% or less difference
Chronic Absenteeism	Chronically absent - 47.4% By group/program: African America - 58.1% Hispanic - 53.7% ELL - 29.5% Low SES - 48% SWD - 56.9% Homeless - 46.3%	Decrease overall percentage of chronically absent students to 40% or below. Create targeted plans and supports to lower rates for the groups with the highest rates: African American - Close gap between group and "All" student group to 5% or less difference Hispanic - Close gap between group and "All" student group to 5% or less difference SWD - Close gap between group and "All" student group to 5% or less difference
Attendance	Regular attendance percentage - 29.8% By group/program: African America - 21.3% Hispanic - 23.4% ELL - 43.4% Low SES - 30.6% SWD - 17.6% Homeless - 22.0%	Increase overall percentage of regular attendance to 35% or more. Create targeted plans and support to increase rates for the groups with the lowest rates: African American - Close gap between group and "All" student group to 3% or less difference

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		Hispanic - Close gap between group and "All" student group to 3% or less difference SWD - Close gap between group and "All" student group to 3% or less difference
Winter Parent, Student, Staff survey	Caring Relationship * Parents- 74.73% * Students- 57.63% *Staff-92% Family and Staff Engagement *Parents- 81.10% * Staff- 93.33% Safety * Parents- 78.29% * Students- 54.07% *Staff- 85.14% Sense of Belonging *Parents- 73.12% *Students- 54.88% *Staff- 77.81%	Increase percentages through continued partnership with students, families, and staff to reach the following goals: Caring Relationship * Parents- 78+% * Students- 60+% *Staff-92% Family and Staff Engagement *Parents- 85+% * Staff- 93.33% Safety * Parents- 83+% * Students- 58+% *Staff-89+% Sense of Belonging *Parents- 77+% *Students- 60+% *Staff-82+%

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	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 2000-2999: Classified	70139 54,841	School Year 2023-24

	and off campus to assist students with social and emotional development towards peers and adults, as well as connectedness to school. Neighborhood Learning Project SCIA- 2.0 FTE			Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		

2.2	Provide additional support to identify student attendance patterns, families that may be in need of supports, and to increase family awareness of attendance patterns.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Administration	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation	4,500
					
					3000
					
					1000
						School Year 2023-24

				3000-3999: Employee Benefits		
2.3	Support student positive engagement, behaviors, and attendance 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	6500	School Year 2023-24
2.4	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	31517 23571	School Year 2023-24
2.5	Supplemental recreational aides to help with campus	X All Students English Learners Low-Income Students Foster Youth	Administration	LCFF Supplemental Centralized	3,412 18706	School Year 2023-24

| | supervision and social skills instruction during recess and unstructured times. | Other | | | Services (District Only) 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 1690 | |

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: 2022-23

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

ANALYSIS

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

CURRENT 2022-23 DATA:

Teacher observations: Each week, teachers referred students who were starting to struggle academically, social-emotionally, or attendance-wise, to our COST team. Our COST team will meet and then decide next steps including contacting 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 male students.

Student reports: Through classroom check-ins, recess groups, and the Spring district survey, students reported feeling happy that schools feels "back to normal." They expressed they still feel disconnected in some ways to the campus and each other. Students would like opportunities for during and after school activities like clubs, sports, field trips, and other enriching opportunities for them to connect and have new experiences.

Parent Concerns: Parents have expressed a concern with the intense need for socialization, social skills instruction, and academic support for their students. Another issue that came up at Greer and across the district this year is a heightened concern from parents around student safety. There is also a desire for improved and consistent communication.

District Survey Spring 2022 School Results (Greer had a higher rate of parent and staff responses at 181 and 25, in comparison to 75 and 12 in the 21-22 school year. We also had 128 students complete the survey, which was zero in the previous year.):

Caring Relationship
* Parents- 74.73% * Students- 57.63% *Staff-92%

School Decision Makes
*Parents- 72.84% *Students- 33.21% *92.86

Academic Progress
*Parents- 79.44% *Students- 57.78% *Staff- 91.71%

High Expectations
*Parents- 76.73% *Students 61.31% *Staff 87.11%

College and Career Readiness
*Parents- 58.66% *Students- 39.89% *Staff- 43.29%

Customer Satisfaction
*Parents- 75.43% *Students- 59.12% *Staff- 83.34%

iReady Reading and Math was administered three times during the 2022-23 school year for all our 2-5 students. In lieu of the iReady diagnostic, the Kindergarten and 1st grade teams used text level data to measure Reading/ELA growth.
Below are the results from the beginning of year to mid year diagnostic assessments:

READING:

The Kindergarten through 2nd grade reading data was reflecting a reporting error. This will be updated once end of year data has been reported to reflect accurate data.
3rd Grade- 16.9% in beginning, compared to 30% at mid year (but also successfully decreased the Tier 3 group by 3%, moving them into Approaching grade level instead of Far Below grade level).

4th Grade- 4.2% in beginning, compared to 14.2% at mid year (and also successfully decreased the Tier 3 group by 10%, moving them into Approaching grade level instead of Far Below grade level).
5th Grade- 10.2% in beginning, compared to 16.9% at mid year (and also successfully decreased the Tier 3 group by 16.1%, moving them into Approaching grade level instead of Far Below grade level)

MATH:

2nd Grade- 0.8% in beginning, compared to 6.9% at mid year (but also decreased Tier 3 group by 13.1%%)
3rd Grade- 0.8% in beginning, compared to 6.2% at mid year (and also decreased Tier 3 group by 14.8%)
4th Grade- 1.7% in beginning, compared to 5.8% at mid year (and also decreased Tier 3 group by 20.3%)
5th Grade- 2.6% in beginning, compared to 10.2% at mid year (and also decreased Tier 3 group by 15.8%)

Attendance Data:

Chronically absent - 47.4%
By group/program:
African America - 58.1%
Hispanic - 53.7%
ELL - 29.5%
Low SES - 48%
SWD - 56.9%
Homeless - 46.3%

Regular attendance percentage - 29.8%
By group/program:
African America - 21.3%
Hispanic - 23.4%
ELL - 43.4%
Low SES - 30.6%
SWD - 17.6%
Homeless - 22.0%

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

Students are making academic growth as shown in the data this year. As we continue to build on the successes, we know that engaging academics, interventions, and professional development will all continue to support academic growth. The area that is the biggest struggle is this year and has been historically is attendance data. Although it was not our main focus this year, we can see

from the chronically absent data that we have work to do in engaging and supporting students and families to ensure that they are at school by removing barriers and incentivizing.

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

We are adding a site coach to support staff, especially new teachers to improve consistency among student experiences and ensure best practices are supported in all classrooms. We are also adding a counselor position to support students both academically and socially/emotionally so that they are ready to engage fully in their classroom learning.
We also got a lot of feedback from students and families of how to support attendance improvement. We are going to have goal setting meetings with families around attendance, continue recognition for good attendance as well as improved attendance, and prioritize family engagement to increase school connectedness.

2022-23
Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure 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 and grade level teams will have a higher prioritized focus on student engagement in learning as we continue to meet students where they are to accelerate learning and close gaps. We will continue our focus of the whole child and support students and families to improve community which will also enhance connection.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Attendance data	Chronically absent - 47.4% By group/program: African America - 58.1% Hispanic - 53.7% ELL - 29.5% Low SES - 48% SWD - 56.9% Homeless - 46.3% Regular attendance percentage - 29.8% By group/program: African America - 21.3% Hispanic - 23.4%	Decrease overall percentage of chronically absent students to 40% or below. Create targeted plans and supports to lower rates for the groups with the highest rates: African American - Close gap between group and "All" student group to 5% or less difference Hispanic - Close gap between group and "All" student group to 5% or less difference SWD - Close gap between group and "All" student group to 5% or less difference

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	ELL - 43.4% Low SES - 30.6% SWD - 17.6% Homeless - 22.0%	Increase overall percentage of regular attendance to 35% or more. Create targeted plans and support to increase rates for the groups with the lowest rates: African American - Close gap between group and "All" student group to 3% or less difference Hispanic - Close gap between group and "All" student group to 3% or less difference SWD - Close gap between group and "All" student group to 3% or less difference
2nd-5th Grade iReady Math Winter 2022-2023	MATH: 2nd Grade- 0.8% in beginning, compared to 6.9% at mid year (but also decreased Tier 3 group by 13.1%%) 3rd Grade- 0.8% in beginning, compared to 6.2% at mid year (and also decreased Tier 3 group by 14.8%) 4th Grade- 1.7% in beginning, compared to 5.8% at mid year (and also decreased Tier 3 group by 20.3%) 5th Grade- 2.6% in beginning, compared to 10.2% at mid year (and also decreased Tier 3 group by 15.8%)	Continue steady growth for each grade level, pushing all up or past the 15% mark.
Kinder-5th Grade iReady ELA Winter 2022-2023	READING: The Kindergarten through 2nd grade reading data was reflecting a reporting error. This will be updated once end of year data has been reported to reflect accurate data.	Continue steady growth for each grade level, pushing 3rd grade to 35+% and 4th and 5th beyond 20%.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	3rd Grade- 16.9% in beginning, compared to 30% at mid year (but also successfully decreased the Tier 3 group by 3%, moving them into Approaching grade level instead of Far Below grade level). 4th Grade- 4.2% in beginning, compared to 14.2% at mid year (and also successfully decreased the Tier 3 group by 10%, moving them into Approaching grade level instead of Far Below grade level). 5th Grade- 10.2% in beginning, compared to 16.9% at mid year (and also successfully decreased the Tier 3 group by 16.1%, moving them into Approaching grade level instead of Far Below grade level)	

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 whole child practices that are culturally relevant and rooted in anti-racist/anti-bias instruction through book studies and	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	6,500	School Year 2023-24

	workshops to support students.					
3.2	Substitute services for classroom teachers to engage in peer observations, data conversations, and professional development, focused on ELA/ELD, math, and science.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	16000 7000	School Year 2023-24
3.3	Technology, equipment, student materials (including in class printers, printer materials for student literacy consumables), web-enabled programs, and classroom library materials to support and expand student growth and experiences	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 5000-5999: Services And Other Operating Expenditures	4000 22000	School Year 2023-24

	with instruction in supplemental ELA/ELD					
3.4	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	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	125,010	School Year 2023-24

3.5	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 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies	9500 8000	School Year 2023-24
3.6	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 2023-24
3.7	Provide primary language support to EL students, and/or the	All Students X English Learners Low-Income Students Foster Youth Other	Administration, Teachers, Bilingual Instructional Assistant/Instr	LCFF Supplemental English Learner Central	95,948	School Year 2023-24

	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		uctional Assistant	2000-2999: Classified Personnel Salaries		
3.8	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	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 3000-3999: Employee Benefits	53395 21463	School Year 2023-24

		family relationships. 1.0 FTE Counselor					
3.9			All Students English Learners Low-Income Students Foster Youth Other				
3.10		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	X All Students English Learners Low-Income Students Foster Youth Other	Teachers with Intervention Responsibilities (1.4)	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	124778 55925	School Year 2023-24

	needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 1.4 FTE Intervention Teachers					
3.11	Provide instructional and behavioral support to teachers and students with a focus on newer staff to support retention and improve student experience and academic success. Train instructional assistants in guided reading instruction and support small group reading instruction and assessment.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teacher, Instructional Assistants	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	80465 31567	School Year 2023-24

	Site Coach					
3.12	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 Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20000 3896	School Year 2023-24

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: 2022-23

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

ANALYSIS

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

Winter Climate Survey - Completed yearly
Caring Relationship
* Parents- 74.73% * Students- 57.63% *Staff-92%

Family and Staff Engagement
*Parents- 81.10% * Staff- 93.33%

School Decision Makes
*Parents- 72.84% *Students- 33.21% *92.86

Safety

* Parents- 78.29% * Students- 54.07% *Staff- 85.14%

Sense of Belonging
*Parents- 73.12% *Students- 54.88% *Staff- 77.81%

Academic Progress
*Parents- 79.44% *Students- 57.78% *Staff- 91.71%

High Expectations
*Parents- 76.73% *Students 61.31% *Staff 87.11%

College and Career Readiness
*Parents- 58.66% *Students- 39.89% *Staff- 43.29%

Customer Satisfaction
*Parents- 75.43% *Students- 59.12% *Staff- 83.34%

Academic data - iReady - Completed 3 times per year (two data points included)
READING:

The Kindergarten through 2nd grade reading data was reflecting a reporting error. This will be updated once end of year data has been reported to reflect accurate data.
3rd Grade- 16.9% in beginning, compared to 30% at mid year (but also successfully decreased the Tier 3 group by 3%, moving them into Approaching grade level instead of Far Below grade level).
4th Grade- 4.2% in beginning, compared to 14.2% at mid year (and also successfully decreased the Tier 3 group by 10%, moving them into Approaching grade level instead of Far Below grade level).
5th Grade- 10.2% in beginning, compared to 16.9% at mid year (and also successfully decreased the Tier 3 group by 16.1%, moving them into Approaching grade level instead of Far Below grade level)

MATH:

2nd Grade- 0.8% in beginning, compared to 6.9% at mid year (but also decreased Tier 3 group by 13.1%%)
3rd Grade- 0.8% in beginning, compared to 6.2% at mid year (and also decreased Tier 3 group by 14.8%)
4th Grade- 1.7% in beginning, compared to 5.8% at mid year (and also decreased Tier 3 group by 20.3%)
5th Grade- 2.6% in beginning, compared to 10.2% at mid year (and also decreased Tier 3 group by 15.8%)

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

A big focus for this area is around the climate survey results around college and career readiness. Our staff, students, and families clearly expressed that they do not feel there are enough supports, programs, and opportunities in this area. We hope to make direct changes to our programs to improve these feedback results and to help support our students in their next steps after their K-12 education.

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

Based on this data, we are adding in additional opportunities for field trips to give students rich experiences outside of the classroom and to inspire them around future opportunities. We also added partnerships with community partners to give students additional experiences in writing and mentorship, working with Sacramento Area Youth Speaks (SAYS) and Project Optimism (POMS). We are also planning to work with the district's FACE department to offer families weekend workshops around life skills like financial literacy, resume writing, etc. Kids will be able to attend and learn alongside parents, but in an age appropriate way.

2022-23
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 support in activities that engage them in college and career planning for their futures. We know that a bright future starts with a strong foundation. Engaging academics, high expectations, and enriching experiences will open students' eyes to a variety of passions that can lead them to a successful academic, professional, and personal life.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022-2023 Survey- College and Career Readiness	College and Career Readiness *Parents- 58.66% *Students- 39.89% *Staff- 43.29%	Increase all response groups scores by 10+%
	2021 & 2022 Data Parents 78.7% & 70% (respectively)	Maintain or Increase
	2021 & 2022 Data Parents: 89.1% & 85.3% Parents: 87% & 76.9%	Maintain or Increase

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
3-5th Grade ELA iReady Winter Data	3rd Grade- 16.9% in beginning, compared to 30% at mid year (but also successfully decreased the Tier 3 group by 3%, moving them into Approaching grade level instead of Far Below grade level). 4th Grade- 4.2% in beginning, compared to 14.2% at mid year (and also successfully decreased the Tier 3 group by 10%, moving them into Approaching grade level instead of Far Below grade level). 5th Grade- 10.2% in beginning, compared to 16.9% at mid year (and also successfully decreased the Tier 3 group by 16.1%, moving them into Approaching grade level instead of Far Below grade level)	Increase 3rd grade to 35+% and 4th and 5th grade to above 22%
2nd-5th Grade Math iReady Winter Data	2nd Grade- 0.8% in beginning, compared to 6.9% at mid year (but also decreased Tier 3 group by 13.1%%) 3rd Grade- 0.8% in beginning, compared to 6.2% at mid year (and also decreased Tier 3 group by 14.8%) 4th Grade- 1.7% in beginning, compared to 5.8% at mid year (and also decreased Tier 3 group by 20.3%) 5th Grade- 2.6% in beginning, compared to 10.2% at mid year (and also decreased Tier 3 group by 15.8%)	Increase 2nd-4th grade about 11% and increase 5th grade above 15%

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 Title I Part A Site Allocation 4000-4999: Books And Supplies	75000 10,627	School Year 2023-24
4.2	Book of the month program awarded during month character assemblies focused on character traits and qualities that highlight students' perseverance, innovative	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	9000	School Year 2023-24

	thinking, and goal setting.					
4.3	Partnership with community organizations to focus on culturally relevant text, critical literacy and writing through poetry, public speaking, and creative writing. Supporting students in becoming leaders by recognizing own potential and learning leadership qualities through academic and SEL mentorship. SAYS and POMS	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Equity Department, & Community Partners	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10000	School Year 2023-24

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:

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

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

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

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

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$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	$1,277,151.00

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 ($)

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	$101,920.00
Title I Part A Parent Involvement	$7,638.00
Title I Part A Site Allocation	$694,096.00

Subtotal of state or local funds included for this school: $1,277,151.00

Total of federal, state, and/or local funds for this school: $1,277,151.00

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	101,920	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	694,096	0.00
Title I Part A Parent Involvement	7,638	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	101,920.00
Title I Part A Parent Involvement	7,638.00
Title I Part A Site Allocation	694,096.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	648,775.00
2000-2999: Classified Personnel Salaries	231,360.00
3000-3999: Employee Benefits	197,057.00
4000-4999: Books And Supplies	71,563.00
5000-5999: Services And Other Operating Expenditures	128,396.00

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	54,223.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	26,261.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	13,436.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	8,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	7,638.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	274,638.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	70,139.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	170,796.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	58,127.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	120,396.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,074.00
Goal 2	218,876.00
Goal 3	934,574.00
Goal 4	104,627.00

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
Melissa Schupp	Principal
George Delzer	Classroom Teacher
Lauren Flood	Classroom Teacher
Courtney Sledge	Classroom Teacher
Vanessa Moser	Other School Staff
Tameka Ward	Parent or Community Member
Alia Mason	Parent or Community Member
Samantha Grant	Parent or Community Member
Danielle Moore	Parent or Community Member
Austin Nicholds	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
Lilia Rilea	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 24, 2023.

Attested:

Melissa Schupp	Principal, Melissa Schupp on May 24, 2023
George Delzer	SSC Chairperson, George Delzer on May 24, 2023

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

Greer Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
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	

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

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   **$101,920.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	$4,500.00	Healthy Environments for Social-Emotional Growth	
Support student positive engagement, behaviors, and attendance through positive recognition programs and support of clubs and activities, including PBL.	4000-4999: Books And Supplies	$6,500.00	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	$31,517.00	Healthy Environments for Social-Emotional Growth	
Supplies, materials and services to support family training opportunities and engagement on and off campus including family events like Sami's Circuit, Holidays Around the World, and more.	5000-5999: Services And Other Operating Expenditures	$8,000.00	Connected School Communities	
Food and supplies to be utilized by parent liaison and support groups for family events to improve family engagement and home-to-school connections.	2000-2999: Classified Personnel Salaries	$1,000.00	Connected School Communities	

Greer Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$2,436.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	$3,000.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$23,571.00	Healthy Environments for Social-Emotional Growth	
	2000-2999: Classified Personnel Salaries	$18,706.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$1,000.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$1,690.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Site Allocation Total Expenditures: $101,920.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $7,638.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize 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	$7,638.00	Connected School Communities	

Greer Elementary School

Title I Part A Parent Involvement Total Expenditures: $7,638.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation   **$694,096.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology, equipment, student materials and classroom library materials to support and expand student growth and experiences with instruction in math	5000-5999: Services And Other Operating Expenditures	$9,500.00	Engaging Academic Programs	
Professional development focused on whole child practices that are culturally relevant and rooted in anti-racist/anti-bias instruction through book studies and workshops to support students.	4000-4999: Books And Supplies	$6,500.00	Engaging Academic Programs	
Substitute services for classroom teachers to engage in peer observations, data conversations, and professional development, focused on ELA/ELD, math, and science.	1000-1999: Certificated Personnel Salaries	$16,000.00	Engaging Academic Programs	
Technology, equipment, student materials (including in class printers, printer materials for student literacy consumables), 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	$4,000.00	Engaging Academic Programs	
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	$70,139.00	Healthy Environments for Social-Emotional Growth	

Neighborhood Learning Project
SCIA- 2.0 FTE

	3000-3999: Employee Benefits	$54,841.00	Healthy Environments for Social-Emotional Growth
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. 1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	$53,395.00	Engaging Academic Programs
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). 1.4 FTE Intervention Teachers	1000-1999: Certificated Personnel Salaries	$124,778.00	Engaging Academic Programs
Provide instructional and behavioral support to teachers and students with a focus on newer staff to support retention and improve student experience and academic success. Train instructional assistants in guided reading instruction and support small group reading instruction and assessment. Site Coach	1000-1999: Certificated Personnel Salaries	$80,465.00	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	$20,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$7,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$8,000.00	Engaging Academic Programs

	3000-3999: Employee Benefits	$21,463.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$55,925.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$31,567.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	$3,896.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	$22,000.00	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	$75,000.00	Clear Pathways to Bright Futures
Book of the month program awarded during month character assemblies focused on character traits and qualities that highlight students' perseverance, innovative thinking, and goal setting.	4000-4999: Books And Supplies	$9,000.00	Clear Pathways to Bright Futures
Partnership with community organizations to focus on culturally relevant text, critical literacy and writing through poetry, public speaking, and creative writing. Supporting students in becoming leaders by recognizing own potential and learning leadership qualities through academic and SEL mentorship. SAYS and POMS	5000-5999: Services And Other Operating Expenditures	$10,000.00	Clear Pathways to Bright Futures
	4000-4999: Books And Supplies	$10,627.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: $694,096.00

Title I Part A Site Allocation Allocation Balance: $0.00

Greer Elementary School Total Expenditures: $1,277,151.00