

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Greer Elementary School	34-67447-6034599	May 22, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

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

Greer Elementary met the criteria for ATSI for the following indicators and/or student groups:

- ELA - African American, Asian American, English Learner, Hispanic, Socioeconomically disadvantaged, and Students with disabilities
- Suspension - Homeless
- Chronic Absenteeism - Two or more races

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

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

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

Root Cause Analysis

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

Resource Inequities

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

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Involvement with developing the current School Plan began in the Fall. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the 2023-24 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 2023-24 school year. SSC was interested in creating ways to continue with the programs and practices that had been effective, while prioritizing student, family, and community engagement. 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 and addressing an increase in behavioral challenges as well. Staff and SLT also noted a positive increase in many data points and looked at what could be attributed to the success and what else needs to change to continue to trend the data up.

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: families and students want to feel connected, valued, and part of the community at Greer. Staff wants to feel valued as well with acknowledgment to the hardships of their work 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. Along with reviewing the SPSA, there was heavy review of data including iReady, CAASPP, attendance, suspension, climate survey, and more.

Knowing that changes happen, all groups agreed to revisit and adjust the SPSA and connected budget as needed to support students and families in real time.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.63%	0.7%	0.14%	4	5	1
African American	29.36%	28.55%	26.69%	187	203	189
Asian	15.70%	17.16%	20.06%	100	122	142
Filipino	0.63%	0.98%	0.42%	4	7	3
Hispanic/Latino	29.20%	27.99%	25.71%	186	199	182
Pacific Islander	1.26%	0.98%	0.99%	8	7	7
White	16.64%	16.88%	17.23%	106	120	122
Multiple/No Response	6.59%	6.75%	8.76%	42	48	62
	Total Enrollment			637	711	708

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	113	105	114
Grade 1	106	130	102
Grade 2	118	124	126
Grade3	111	124	118
Grade 4	108	114	115
Grade 5	81	114	115
Total Enrollment	637	711	708

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	196	219	214	35.50%	30.8%	30.2%
Fluent English Proficient (FEP)	43	56	51	5.10%	6.8%	7.2%
Reclassified Fluent English Proficient (RFEP)				1.9%		

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
711	79.7	30.8	0.1
Total Number of Students enrolled in Greer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	219	30.8
Foster Youth	1	0.1
Homeless	39	5.5
Socioeconomically Disadvantaged	567	79.7
Students with Disabilities	91	12.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	203	28.6
American Indian	5	0.7
Asian	122	17.2
Filipino	7	1
Hispanic	199	28
Two or More Races	48	6.8
Pacific Islander	7	1
White	120	16.9

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

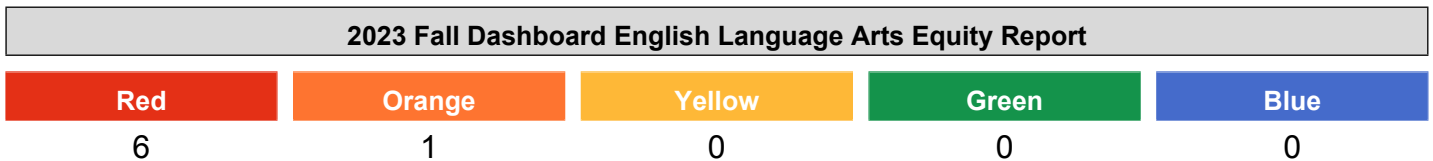
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>104.8 points below standard Decreased -5.4 points</p> <p>292 Students</p>	<p>English Learners</p> <p>Red</p> <p>109.7 points below standard Decreased -6.2 points</p> <p>113 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>142.7 points below standard Decreased Significantly -34.4 points</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>106.2 points below standard Maintained -1.6 points</p> <p>264 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>158.1 points below standard Decreased Significantly -21.4 points</p> <p>45 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 105.2 points below standard Maintained +2.1 points 80 Students	Less than 11 Students 4 Students	 Red 122.6 points below standard Decreased Significantly - 25.1 points 43 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 103.2 points below standard Decreased -9.8 points 91 Students	128.9 points below standard Decreased Significantly - 29.2 points 17 Students	Less than 11 Students 2 Students	 Orange 94 points below standard Increased Significantly +18.3 points 53 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
154.3 points below standard Decreased Significantly -31.7 points 76 Students	17.9 points below standard Decreased -13.5 points 37 Students	103.7 points below standard Decreased -5.1 points 170 Students

Lowest Performing Student Groups:

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

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

For ELA, the All student area is in the red. All students scored 104.8 points below standard which was a decrease from the previous school year. When looking at specific groups, all of the student groups listed are in the red with the exception of the White student group. Within the red student groups, the African American students were the only group that had a positive number with +2.1. The lowest performing student group out of all the groups in red are our Homeless students with -34.4.

I think over the last several years there has been a huge shift in focusing on learning loss and learning gaps. Due to the pandemic and the impact after, many teachers have lowered expectations, modified work, and moved away from the standards in an effort to be responsive to the needs of the students, to "meet them where they are." While the fundamentals are necessary, the core to good instruction that truly gives the students what they need is not lowering standards and expectations, but building scaffolds that lift the students up. In ELA, writing, comprehension based projects, and other more complex work has been moved to the bottom of the priority list. What we are seeing are students who are feeling more confident in foundational skills and are closing some of those gaps, but also students who are not ready for grade level material and standards-based assessments.

That along with an increased need to time and focus on social emotional supports and Tier 1 behavior systems leave teachers feeling like there isn't enough time to do it all. Weaving SEL and behavioral supports into every part of the classroom and campus experience helps students get what they need while also ensuring teachers have the time they

need in the classroom to dig into ELA and craft ways to support students where they are to get them to where they need to be.

We will be using equity multiplier and Title 1 funding to add several positions to specifically address these needs. We are adding another ELD teacher as well as a Russian BIA to support our growing number of EL students to help them better access the materials in their classroom and to improve our reclassification numbers. We will also be adding another intervention teacher so that we can specialize our supports to be more specific in the interventions students are getting, taking a skill based approach that gives them tools to go back into the classroom and be successful. We are also adding programs like UFLI, Step Up to Writing, Learning without Tears, and more to give teachers the tools needed to have solid instruction that is standards based, giving them more time to scaffold and build within the programs. We are also adding behavioral support assistants, part time campus safety monitors, a vice principal, and investing in our PBIS program to help support student behavior and engagement in the classroom. We want students connected, engaged, and in class to get primary instruction from the teacher and have opportunities to learn and skill build with their teacher.

School and Student Performance Data

Academic Performance Mathematics

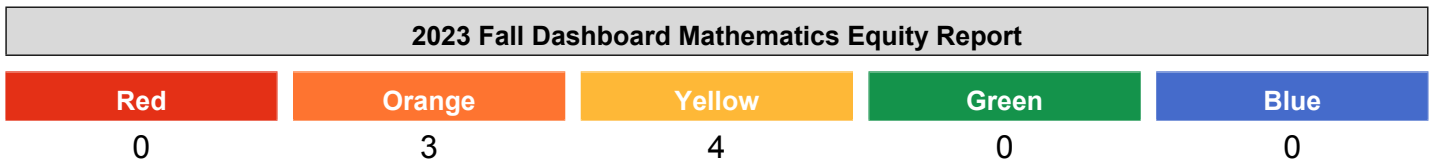
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>88 points below standard</p> <p>Increased +14.6 points</p> <p>292 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>92.9 points below standard</p> <p>Increased +5.9 points</p> <p>113 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>120.1 points below standard</p> <p>Maintained -2.3 points</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>91.1 points below standard</p> <p>Increased +14.8 points</p> <p>264 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>137.1 points below standard</p> <p>Increased +13.3 points</p> <p>45 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 105.8 points below standard Increased +8.1 points 80 Students	Less than 11 Students 4 Students	 Orange 97.9 points below standard Increased +6.8 points 43 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 75.1 points below standard Increased Significantly +21.9 points 91 Students	98.3 points below standard Increased Significantly +48.1 points 17 Students	Less than 11 Students 2 Students	 Yellow 75.3 points below standard Increased +14.7 points 53 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
123.2 points below standard Decreased -5.7 points 76 Students	30.7 points below standard Decreased Significantly -28.3 points 37 Students	88.2 points below standard Increased Significantly +18.4 points 170 Students

Lowest Performing Student Groups:

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

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

All students scored 88 points below standard which was an increase from the previous year. In math, we had zero student groups performing the red. Our lowest performing groups are in the orange and those groups are: students with disabilities, African Americans, and Asian students. Within those groups, they all increased their scores by 6.8 or more.

Greer is very proud of the growth we made in math over the last several years. Much of the success can be attributed to instruction and structures in the classroom that allow students to connect to the materials and work with multiple modalities. Last year we purchased grade level math kits that were differentiated by grade level. They had fraction tiles, counting cubes, various write and wipe work boards (10 frames, place value, etc.), and more. These helped students get their hands on math, making it more engaging and reaching a variety of learning types. It also eliminated a resource based barrier for teachers, pushing them to improve their math instruction. Looking at our lowest performing groups, one data point that is also higher for these groups is attendance and chronic absenteeism and behavioral data. We know that when students are late or missing school, they are missing instruction and opportunities for practice.

One thing we are doing is partnering with Mike Fitchett who has been doing math instructional coaching at several sites in the district over the last few years. He will start this year with our TK, Kindergarten, and 1st grade teachers and then add to the cohort each year. We are also adding an intervention teacher and will be specializing the intervention team, one being focused primarily on math instruction. The goal is for students to learn skills and how to use tools (like number lines, 100s charts, etc.) so that they can participate when they are in the classroom. To address attendance

and behavior, we are adding time to our attendance clerk, adding another vice principal, increasing the number of classified staff, and increasing materials for recognition and supports around attendance and behavior to keep students at school and in class. We hope to continue our positive growth in math, while giving extra support to our lowest performing groups to support them in achieving similarly to other students.

School and Student Performance Data

Academic Performance English Learner Progress

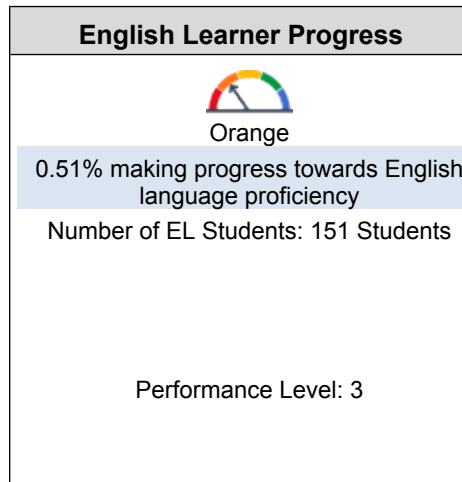
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28	46	0	77

Lowest Performing Group:

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

Overall, our EL group scored in the Orange range. Looking at the breakdown, just over 51% of our EL students progressed at least one ELPI level. The data point we would really like to target is the group who decreased one ELPI level, 28 students (about 19%).

I think one thing that contributed to the negative data point is a reliance the classroom teachers have on ELD teachers and BIAs to do the main support for EL students rather than the main support coming from the classroom and classroom teacher. I also think an increase of EL students and our high transitory rates can have a negative impact on our programs and push the limits of our ELD program, intervention resources, and classroom teachers.

As far as things that are purchased or added, we are bringing in another ELD teacher and a Russian BIA to support the growth of our EL student population. We are also adding programs to classrooms like Step Up to Writing, Phonics for Reading, and more. We will also bring the ELD vignettes into our PDs and planning conversations as they have sound instructional practices that will support EL students in the classroom.

School and Student Performance Data

Academic Performance College/Career Report

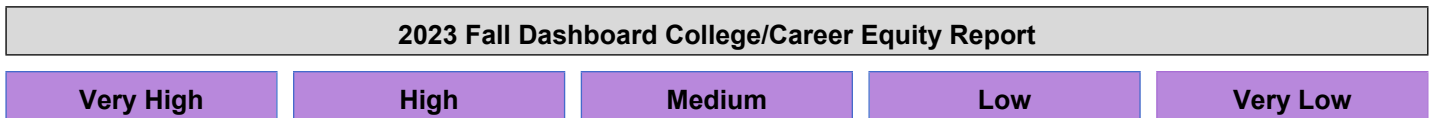
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

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

2023 Fall Dashboard College/Career Report by Race/Ethnicity

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

Lowest Performing Student Groups:

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

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

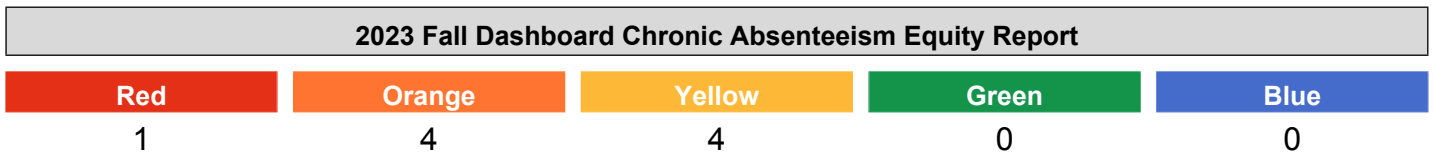
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>47.7% Chronically Absent</p> <p>Declined Significantly -12.1</p> <p>820 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>26.9% Chronically Absent</p> <p>Declined Significantly -19.1</p> <p>279 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Orange</p> <p>63.6% Chronically Absent</p> <p>Declined -8</p> <p>55 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>47.8% Chronically Absent</p> <p>Declined Significantly -11.4</p> <p>742 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>52.2% Chronically Absent</p> <p>Declined -13.6</p> <p>115 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 63.2% Chronically Absent Declined Significantly -9.4 234 Students	Less than 11 Students 5 Students	 Orange 24.1% Chronically Absent Declined -14.7 141 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.7% Chronically Absent Declined Significantly -12.9 221 Students	 Red 64.9% Chronically Absent Increased 1.9 57 Students	Less than 11 Students 10 Students	 Orange 31.7% Chronically Absent Declined -13.4 145 Students

Lowest Performing Student Groups:

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

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

47.7% of all students were chronically absent which was a significant decrease from the previous school year. The lowest performing student group in this area is students of Two or More races at 64.9% chronically absent with an increase of 1.9. Our group that made the most growth is our English Learners, decreasing their rate 19.1. The difference between our lowest performing group and all students is 17.2 and the difference between our highest and lowest performing groups is 38%.

As a school, we put a lot of effort into attendance improvement this last school year. We participated in the district's Attendance Academy pilot, we held several attendance blitzes, and we recognized attendance for students and classes monthly. Having more conversations with students and families about attendance helped draw attention to the issue, which is why I think we saw an overall improvement. When looking at our lowest performing group, two or more races, we want to take time and dig into individual student data since the student group only has 57 students. When looking at the student list, it was noted that many of them are not kids that show up as having the worst attendance, but are more in the middle of the group, often leaving them out of some of the bigger interventions. It was also noted that several of these students are in our SpEd program or came to use during the year. Those are the elements we need to keep in mind when crafting targeted interventions and supports to positively impact the attendance for this student group and all of our chronically absent students.

Based off successes this year, we have learned that for attendance it needs to be a more personalized approach. Bringing students in, even at the elementary level, and having a conversation with them about their attendance can help them be more vested. The Attendance Academy was focused on these one-on-one connections, and we saw big gains from that. This year, we are adding two additional hours per day for our attendance clerk to give her more time for attendance programs, partnerships, and home visits. We are also adding another vice principal so that we can have more administrative support and involvement in connecting with students and families. We will also continue/increase programs that recognize attendance improvement and achievement to help students feel validated in their attendance efforts.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Lowest Performing Student Groups:

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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

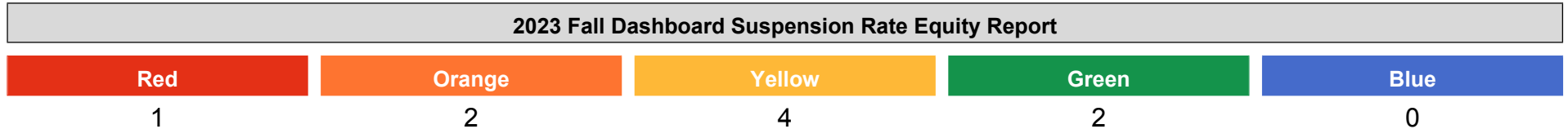
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Yellow

3.2% suspended at least one day

Declined -0.4
881 Students

English Learners


 Green


0.7% suspended at least one day

Declined -0.9
294 Students

Foster Youth

Less than 11 Students
4 Students


Homeless


 Red

7.6% suspended at least one day

Maintained 0
66 Students


Socioeconomically Disadvantaged


 Yellow

3.5% suspended at least one day

Declined -0.3
793 Students






Students with Disabilities


 Orange

5% suspended at least one day

Increased 3.4
119 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 6% suspended at least one day Declined -0.5 252 Students	Less than 11 Students 5 Students	 Yellow 0.7% suspended at least one day Increased 0.7 151 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.6% suspended at least one day Increased 1.2 229 Students	 Green 1.5% suspended at least one day Declined -5.5 65 Students	0% suspended at least one day Maintained 0 11 Students	 Yellow 3.1% suspended at least one day Declined -0.3 161 Students

Lowest Performing Student Groups:

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

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

3.2% of all students were suspended at least one day which was a decrease from the previous school year.

The lowest performing student group in this area is Homeless. This student group (68 students) are at 7.6% while overall the percentage is 3.2%. 6 of the 10 measured student groups saw improvements in suspension data. The gap between our least suspended group (EL students and Asian) and our most suspended group (homeless) is 6.9%.

With a majority of our student groups and our overall rate improving, that can be contributed to the efforts of the staff to implement PBIS and the efforts of the office team to use preventative and alternative measures when dealing with behavior. Push-in supports to keep students in class, adding a counselor to do one-on-one and small group work, alternative recess activities, and restorative work were some of the key element that helped keep kids at school and in class. Adding a site coach was also a great way to support teachers if they were struggling with student behavior or needed additional help in engaging instruction. For the homeless student group, we need to dig into data sources to be more specific about actions taken/needed for the 66 students in this group. Knowing that our unhoused students may come to school with additional trauma or are less ready to attend to schoolwork, we need to continue to utilize alternative strategies, SEL supports, and restorative practices to keep them engaged, safe, and at school.

We are adding several positions to support behavioral incidents and suspension. We are adding two behavioral support assistants who can be used with general education students to implement BIPs, support behavior in the classroom, and help students who struggle with transition both in and out of the classroom. We are also adding two part time campus safety monitors to build capacity within our team. Our goal is for the team to be proactive instead of

reactive and to support students in the class when needed to avoid them being removed or kicked out. We also want to improve relationships and increase supervision outside to lessen the amount of verbal and physical altercations between students. Our recess support program will return, providing positive coaching and interaction around sports and activities at recess. Additionally we are adding another vice principal to run student groups, hold restorative meetings, and improve school to home communication. Lastly, we are expanding out PBIS systems and making efforts to have students feel welcomed and valued at our school to increase community.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Data used to monitor progress:

- CA Dashboard indicators
- Unified Insights dashboard
- iReady
- Curriculum based assessments - Benchmark, Savaas/Envision math, Twig, etc.
- BPST and text level assessment
- classroom observational data
- ELPAC

Frequency:

- Progress monitoring throughout the year, mainly at Trimester marks
- Data shared with staff throughout the year in staff meetings, Thursday collaborations, grade level meetings, leadership meetings, ELAC, and SSC

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

Successful practices:

- Intervention: small group instruction, beginning to specialize intervention teachers and changing intervention strategies
- Designated and integrated ELD
- Building libraries and text selection in classrooms
- Academic programs and materials
- Math kits differentiated by grade level

Areas of growth to increase successful outcomes:

- Increase amount of small group instruction in intervention and within the classrooms to improve academic outcomes (especially in ELA) for students, specifically our low performing student groups (African American, Asian, English Learner, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)
- Provide materials to improve differentiated learning in classrooms for ELA, Math, and ELD
- After school tutoring opportunities
- Intentional professional development and training for all staff

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

We will continue to provide support for best practices both in and out of the classroom through differentiated instruction, targeted intervention, ELD supports, manipulatives and materials to meet the needs of all learners, and frequent evaluation of data for continuous improvement.

2023-24

Identified Need

- Continued intervention utilizing multiple interventions and expanding intervention program with additional staff and materials
- Site coach to model/co-teach lessons with teacher, support with assessments, and hold trainings around text level assessments, students supports, and more
- Intensive math training and classroom release time for teachers to improve number sense and math proficiency
- Engaging and differentiated programs for students in print and online

- Opportunities to expand student learning by experiencing and exploring through on-site and off-site field trips
- Increase amount of text in classrooms and at home through class book sets, individual student books, expanded libraries, and printing materials for take home texts and leveled readers (agreements, toner, paper, etc.)
- Expand EL supports by adding ELD teacher and BIA (Russian)
- Additional technology to increase engagement and better utilize programs and structures that increase rigor and differentiation

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	104.8 points below standard	+3 scale score points
	English Learners	109.7 points below standard	
	Foster Youth		
	Homeless	142.7 points below standard	
	Socioeconomically Disadvantaged	106.2 points below standard	
	Students with Disabilities	158.1 points below standard	
	African American	105.2 points below standard	
	American Indian		
	Asian	122.6 points below standard	
	Filipino		
	Hispanic	103.2 points below standard	
	Two or More Races	128.9 points below standard	
	Pacific Islander		
White	94 points below standard		
Math State Assessment: Change in scale score	All Students	88 points below standard	+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>English Learners 92.9 points below standard</p> <p>Foster Youth</p> <p>Homeless 120.1 points below standard</p> <p>Socioeconomically Disadvantaged 91.1 points below standard</p> <p>Students with Disabilities 137.1 points below standard</p> <p>African American 105.8 points below standard</p> <p>American Indian</p> <p>Asian 97.9 points below standard</p> <p>Filipino</p> <p>Hispanic 75.1 points below standard</p> <p>Two or More Races 98.3 points below standard</p> <p>Pacific Islander</p> <p>White 75.3 points below standard</p>	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.51%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	8.45%	+1%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Intervention teacher - 2.4 Provide targeted academic intervention that builds scaffolds for students to provide them tools to utilize in the classroom in order to better access grade level curriculum. Specializing intervention instruction in math, ELA, and early phonics.reading support PC#s - 37633, 34454, 39404	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, EL, HIS, SED, SWD	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits Equity Multiplier 1000-1999: Certificated Personnel Salaries	138600 53239 155,171	24-25 school year
1.2	Site Coach - 1.0 Model/co-teach lessons with teacher, support with assessments, and hold trainings around text level assessments,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	99000 35824	24-25 school year

	students supports, and more. Supporting improved small group instruction and implementation of differentiation while also working to increase teacher retention through additional support PC# - 38955		Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.3	Math Training - Mike Fitchett On-site training for staff around mathematics to increase number sense, academic vocabulary, and student thinking and discussion around math. Contract and substitutes for teacher release time	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing AA, AS, and SWD	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	7,600 5,004 1,246	24-25 school year

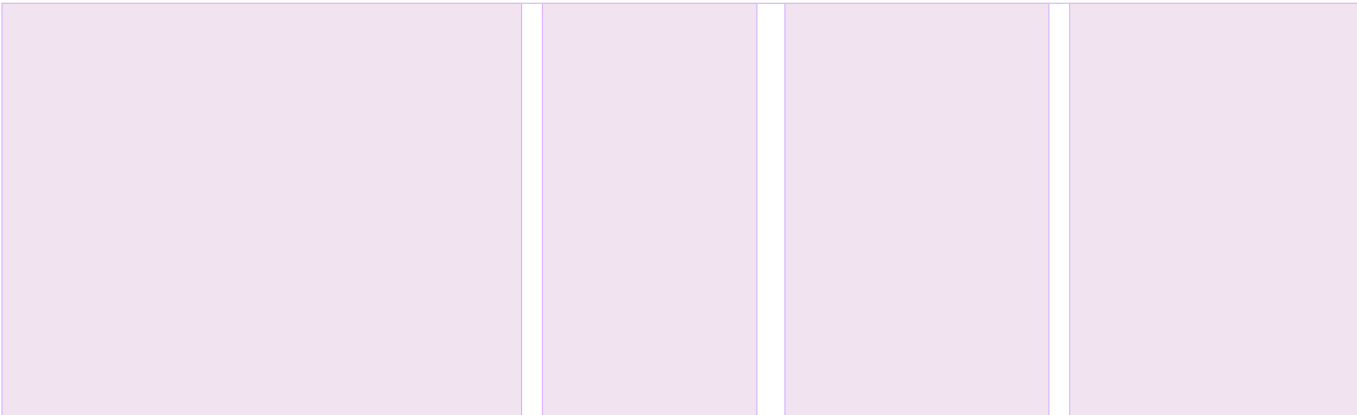
1.4	<p>Licenses and Programs Online programs for differentiated learning and engaging independent practice at school and at home (BrainPop, MobyMax, Pixton, etc.) Supplemental programs like Phonics for Reading, Learning without Tears, and more to use during small group and whole class instruction.</p>	<p>All Students X English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	28,750	24-25 school year
1.5	<p>Books Books for classrooms to increase whole class sets for novel studies and project based learning, and expand libraries making them more culturally diverse and relevant</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Title I Part A Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies</p>	23254 7,490	24-25 school year

1.6	During and after school supplemental/tutoring programs Teachers and materials/supplies for clubs and programs during and after school targeting academics and other student interests	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies	13,556 7,490	24-25 school year
1.7	Field trips Opportunities to expand student learning by experiencing and exploring through on-site and off-site field trips - entrance fees, transportation, and on-site visits	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	81,000	24-25 school year
1.8	Partnerships Partnership with community organizations to focus on culturally relevant text, critical literacy and writing through poetry, public speaking, and creative	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000	24-25 school year

	<p>writing. Supporting students in learning about goal setting, planning for the future, and becoming leaders by recognizing own potential and learning leadership qualities through academic and SEL mentorship. SAYS and POMS</p>				
1.9	<p>Rentals, Leases, & Repairs Supporting equipment (copiers, printers, etc) to provide instructional materials for classroom and home use Programs to differentiate instruction and engage all learners</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures</p>	9,000	24-25 school year
1.10	<p>English Learner Support Add another ELD teacher to</p>	<p>All Students X English Learners Low-Income Students Foster Youth</p>	<p>Equity Multiplier 1000-1999: Certificated</p>	<p>111,100 27,764</p>	24-25 school year

	<p>increase ELPI and reclassification rates, support testing efforts, and provide evidence-based instruction during designated ELD time</p> <p>Add another BIA (Russian) to meet the needs of our changing population, provide in-class support for EL students during integrated ELD and other instructional times, support testing efforts, and increase ELPI and reclassification rates</p>	Lowest Performing	<p>Personnel Salaries</p> <p>Equity Multiplier 3000-3999: Employee Benefits</p> <p>Equity Multiplier 2000-2999: Classified Personnel Salaries</p>	50,064	
1.11	<p>Technology Increase and replace technology used by staff and students during whole group, small group, and independent</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Lowest Performing</p>	<p>Equity Multiplier 5000-5999: Services And Other Operating Expenditures</p>	15,000	24-25 school year

instructional times to support engaging and differentiated instruction while preparing students in 21st century learning for life after school



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Data used to monitor progress:

- CA Dashboard indicators
- Unified Insights dashboard
- Attendance Academy data and surveys
- Weekly/Monthly/Trimester District and Site Attendance Data

Frequency:

- Progress monitoring throughout the year, checking weekly/monthly/trimester/year-to-year
- Data shared with staff, students, and families throughout the year as needed

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

Successful practices:

- Attendance Academy: Group of 48 students met with one-on-one to gather interest, uncover attendance barriers, share attendance data with, and set goals - ran two cycles with district support
- Monthly attendance awards: Recognize perfect attendance at monthly asseblies
- Special attendance days: Do spirit day and special award to boost attendance on days following breaks or 3-day weekends
- Attendance Blitz: Presentations to each class explaining how to reach attendance goals and have tiered system for recognition

Areas of growth to increase success outcomes:

- Increase targeted outreach to students with poor attendance/unimproved attendance
- Using Unified Insights to provide early intervention to low performing student group (two or more races)
- Parent and student involvement in attendance monitoring

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

We will continue to provide support and recognition for students and families around attendance and improvement through planned communications, programs, and targeted outreach to remove barriers and celebrate success.

2023-24

Identified Need

- Additional time for attendance clerk (currently 5 hours a day) to facilitate attendance communication, run reports, coordinate recognition programs, and conduct home visits as needed
- Utilizing counselor to target needs of students and families identified as chronically absent to connect them with resources and partner with the school to make improvements
- Increase programs, supports, and recognition around attendance and practice goal setting to motivate and engage students and families

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism:	All Students	47.7% Chronically Absent	-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	English Learners	26.9% Chronically Absent
	Foster Youth	
	Homeless	63.6% Chronically Absent
	Socioeconomically Disadvantaged	47.8% Chronically Absent
	Students with Disabilities	52.2% Chronically Absent
	African American	63.2% Chronically Absent
	American Indian	
	Asian	24.1% Chronically Absent
	Filipino	
	Hispanic	50.7% Chronically Absent
	Two or More Races	64.9% Chronically Absent
	Pacific Islander	
White	31.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	87.36%	+1%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate:	All Students N/A	N/A

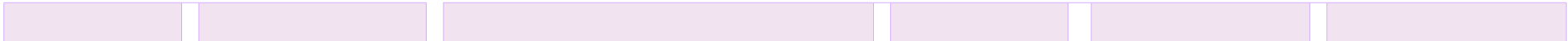
Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Percentage of students who graduate high school within 4 or 5 years.	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	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

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Counselor Site-based counselor to provide one-on-one, small group, and whole class interventions and supports like attendance support, academic	All Students English Learners Low-Income Students Foster Youth X Lowest Performing TOM (attendance) and HM (suspension)	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	70000 28577	24-25 school year

	support, behavioral interventions, SEL, etc. PC 38852		3000-3999: Employee Benefits		
2.2	Attendance Improvement Materials, awards, incentives, etc. to recognize students and classes monthly and per trimester for attendance achievement and improvement Attendance Clerk Additional 2 hours per day for attendance clerk to allow for home visits, attendance academy, and targeted interventions to improve attendance, specifically for our lowest performing students groups (two or more races) by utilizing Unified Insights to get specific student data	All Students English Learners Low-Income Students Foster Youth X Lowest Performing TOM	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies Equity Multiplier 2000-2999: Classified Personnel Salaries	2,615.16 26,452 16,277	24-25 school year



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

Data used to monitor progress:

- CA Dashboard Indicators
- Unified Insights dashboard
- SWIS data
- Check-in/check-out progress monitoring
- Data tracking with counselor and social workers for one-on-one and small groups sessions

Frequency:

- Progress monitoring throughout the year, normally in 6 week cycles, but also monthly and at each trimester

- Data shared with staff throughout the year in staff meetings, Thursday collaborations, grade level meetings, leadership meetings, etc.

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

Successful practices:

- Strong, site-wide implementation of PBIS
- Restorative practices
- Alternative consequences: recess choices, restorative time on-site vs home suspension, etc.
- Push-in supports to prevent student time out of class

Areas of growth to increase successful outcomes:

- Increase tier 2 and 3 behavioral supports earlier to minimize disruption to learning, suspension, etc.
- Additional parent contact/involvement to improve home to school connection
- Differentiated opportunities for behavioral recognition
- Continued focus on restorative practices after behavioral incidents

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

We will continue to provide preventative and responsive support to the varied behavioral needs as observed and vocalized by staff, students, and parents while monitoring data to provide appropriate, immediate, and differentiated supports for a safe and welcoming campus.

2023-24

Identified Need

- Structured supports during recess and lunch to avoid negative social interactions and support positive growth and student play.
- Additional campus safety monitors to respond to student and classroom needs, provide push-in support, and build relationships with students and families to minimize negative interactions with school.
- Add another vice principal to administrative staff to increase supervision, improve safety, support behavioral needs, help with family outreach, and increase instructional leadership to enhance student outcomes.
- PBIS materials to continue improving Tier 1 program to support positive student behavior and mitigate unwanted behaviors, especially in large common areas.
- Increase feeling of welcome and belonging through welcome kits, snacks, etc.
- Minimize suspensions and removal from class by adding two behavior support assistants to implement behavior intervention plans, support students in class, and help teachers struggling with response to student behavior.

- Prioritize family engagement opportunities through family events, activities, and utilizing a family liaison.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3.2% suspended at least one day
	English Learners	0.7% suspended at least one day
	Foster Youth	
	Homeless	7.6% suspended at least one day
	Socioeconomically Disadvantaged	3.5% suspended at least one day
	Students with Disabilities	5% suspended at least one day
	African American	6% suspended at least one day
	American Indian	
	Asian	0.7% suspended at least one day
	Filipino	
	Hispanic	2.6% suspended at least one day
	Two or More Races	1.5% suspended at least one day
	Pacific Islander	0% suspended at least one day
White	3.1% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in	54.9%	+3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Connectedness on the district climate survey.		
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	54.1%	+3.5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Book of the month program Books awarded during month character assemblies focused on character traits and qualities that highlight students' perseverance, innovative thinking and goal setting.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000	24-25 school year
3.2	Campus Safety Monitor - 2.0 (1 x 1.0 and 2 x 0.5)	All Students English Learners Low-Income Students	LCFF Supplemental	31,805 22,910	24-25 school year

	Additional staff to support student and family relationships, behavior prevention and intervention, and improve overall safety and connectedness on campus. Support attendance intervention through family relationship building and home visit support PC 37349	Foster Youth X Lowest Performing HM (suspension) and TOM (attendance)	Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits Equity Multiplier 2000-2999: Classified Personnel Salaries	77,448	
3.3	School Playground Recreational Aides 4 SPRAs on staggered schedules to support student behavior, specifically during unstructured times like breakfast, recess, and lunch. Support PBIS system by	All Students English Learners Low-Income Students Foster Youth X Lowest Performing HM (suspension)	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Rec Aide Allocation 3000-3999: Employee Benefits LCFF Supplemental	2,767.18 1,165.82 20,392	24-25 school year

	distributing PAW tickets and doing lunch ticket drawings PC 34900 PC 38914		Site Allocation 2000-2999: Classified Personnel Salaries		
3.4	Substitutes Substitute teachers to cover for Teacher in Charge so that office can be supported as needed when site admin is off campus - support with supervision, student behavior prevention and intervention, and overall campus safety	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	1,600 399.84	24-25 school year
3.5	Partnerships for family engagement and student connectedness Partner with organizations within the community to support family engagement opportunities and student	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	9,998	24-25 school year

	connectedness on campus (i.e. Sami's Circuit, etc)				
3.6	Vice Principal Add vice principal to administrative staff to increase capacity for supporting attendance programs, academic initiatives, and behavioral prevention and intervention systems	All Students English Learners Low-Income Students Foster Youth X Lowest Performing HM (suspension) and TOM (attendance)	Equity Multiplier 1000-1999: Certificated Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits	132,827 33,193	24-25 school year
3.7	Student Support Programs and Materials PBIS posters, materials, and incentives to address Tier 1 behavior plan at school Alternative recess and behavioral alternative materials like magna tiles, kinetic sand, and other items used to calm and	All Students English Learners Low-Income Students Foster Youth X Lowest Performing HM (suspension)	Equity Multiplier 4000-4999: Books And Supplies	30,000	24-25 school year

	<p>refocus students to minimize additional discipline/prevent behavioral issues</p> <p>Furniture for student support spaces</p> <p>Enhance spaces where students calm, reflect, or redirect to improve rate of return for student to be back in class</p> <p>Classroom allocation</p> <p>Supporting classroom teachers in PBIS, creating calm corners, and other practices meant to reduce student behavior and improve classroom relationships</p>				
3.8	<p>Welcome Kits</p> <p>Create and provide welcome kits to all staff and students (regardless of time of</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>Lowest Performing</p>	<p>Equity Multiplier</p> <p>4000-4999: Books And Supplies</p>	45,000	24-25 school year

	enrollment) to improve feeling of community and connectedness				
3.9	School/Classroom readiness supports Healthy snack options to have available for students who arrive late and miss breakfast or those who need additional nourishment during the day	All Students English Learners X Low-Income Students Foster Youth Lowest Performing TOM (attendance)	Equity Multiplier 4000-4999: Books And Supplies	10,000	24-25 school year
3.10	Parent Liaison Parent/community member to connect with families, gather feedback, share information, and serve as a connection between school and home for families Support attendance clerk with family connections for chronically absent students	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing TOM (attendance)	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	7,032	24-25 school year

<p>3.11</p>	<p>Behavioral Support Assistants (2.0) Add two behavioral support assistants to implement BIPs, support behavior in the classroom, and help students who struggle with transition both in and out of the classroom</p>	<p>All Students English Learners Low-Income Students Foster Youth X Lowest Performing HM (suspension)</p>	<p>Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits</p>	<p>105,076 76,998</p>	<p>24-25 school year</p>
<p>3.12</p>	<p>Super Sports Programming Utilize partnership to provide structured activities during recess to minimize physical altercations and negative interactions between students that results in time out of class or suspension.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Lowest Performing</p>	<p>Other 5000-5999: Services And Other Operating Expenditures</p>	<p>80,500</p>	<p>24-25 school year</p>

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

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

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

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

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	\$607,682.00
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	\$1,718,185.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
Equity Multiplier	\$927,350.00
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$98,720.00
Other	\$80,500.00
Title I Part A Parent Involvement	\$7,032.00
Title I Part A Site Allocation	\$600,650.00

Subtotal of state or local funds included for this school: \$1,718,185.00

Total of federal, state, and/or local funds for this school: \$1,718,185.00

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	98,720	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	600,650	0.00
Title I Part A Parent Involvement	7,032	0.00
Equity Multiplier	927,350.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	927,350.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	98,720.00
Other	80,500.00
Title I Part A Parent Involvement	7,032.00
Title I Part A Site Allocation	600,650.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	713,302.00
2000-2999: Classified Personnel Salaries	310,861.18
3000-3999: Employee Benefits	281,316.66
4000-4999: Books And Supplies	170,857.16
5000-5999: Services And Other Operating Expenditures	234,248.00
5800: Professional/Consulting Services And Operating Expenditures	7,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	399,098.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	248,865.00
3000-3999: Employee Benefits	Equity Multiplier	137,955.00
4000-4999: Books And Supplies	Equity Multiplier	126,432.00
5000-5999: Services And Other Operating Expenditures	Equity Multiplier	15,000.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	2,767.18
3000-3999: Employee Benefits	LCFF Rec Aide Allocation	1,165.82
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,600.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	52,197.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	23,309.84
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,615.16
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	18,998.00
5000-5999: Services And Other Operating Expenditures	Other	80,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	7,032.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	312,604.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	118,886.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	41,810.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	119,750.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	7,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	880,152.00
Goal 2	143,921.16

Goal 3

694,111.84

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
Megan Brady	Classroom Teacher
Lauren Flood	Classroom Teacher
Courtney Sledge	Classroom Teacher
Vanessa Moser	Other School Staff
Robert Garner	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



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 22, 2024.

Attested:



Principal, Melissa Schupp on May 22, 2024



SSC Chairperson, Lauren Flood on May 22, 2024

Budget By Expenditures

Greer Elementary School

Funding Source: Equity Multiplier

\$927,350.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
English Learner Support Add another ELD teacher to increase ELPI and reclassification rates, support testing efforts, and provide evidence-based instruction during designated ELD time Add another BIA (Russian) to meet the needs of our changing population, provide in-class support for EL students during integrated ELD and other instructional times, support testing efforts, and increase ELPI and reclassification rates	1000-1999: Certificated Personnel Salaries	\$111,100.00	Connected School Communities	
	4000-4999: Books And Supplies	\$7,490.00	Connected School Communities	
	4000-4999: Books And Supplies	\$7,490.00	Connected School Communities	
	3000-3999: Employee Benefits	\$27,764.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$155,171.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	\$50,064.00	Connected School Communities	
	4000-4999: Books And Supplies	\$26,452.00	Healthy Environments for Social-Emotional Growth	
	2000-2999: Classified Personnel Salaries	\$16,277.00	Healthy Environments for Social-Emotional Growth	

Greer Elementary School

Vice Principal Add vice principal to administrative staff to increase capacity for supporting attendance programs, academic initiatives, and behavioral prevention and intervention systems	1000-1999: Certificated Personnel Salaries	\$132,827.00	Engaging Academic Programs
Student Support Programs and Materials PBIS posters, materials, and incentives to address Tier 1 behavior plan at school Alternative recess and behavioral alternative materials like magna tiles, kinetic sand, and other items used to calm and refocus students to minimize additional discipline/prevent behavioral issues Furniture for student support spaces Enhance spaces where students calm, reflect, or redirect to improve rate of return for student to be back in class Classroom allocation Supporting classroom teachers in PBIS, creating calm corners, and other practices meant to reduce student behavior and improve classroom relationships	4000-4999: Books And Supplies	\$30,000.00	Engaging Academic Programs
Welcome Kits Create and provide welcome kits to all staff and students (regardless of time of enrollment) to improve feeling of community and connectedness	4000-4999: Books And Supplies	\$45,000.00	Engaging Academic Programs
School/Classroom readiness supports Healthy snack options to have available for students who arrive late and miss breakfast or those who need additional nourishment during the day	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$33,193.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$77,448.00	Engaging Academic Programs

Greer Elementary School

Technology Increase and replace technology used by staff and students during whole group, small group, and independent instructional times to support engaging and differentiated instruction while preparing students in 21st century learning for life after school	5000-5999: Services And Other Operating Expenditures	\$15,000.00	Connected School Communities
Behavioral Support Assistants (2.0) Add two behavioral support assistants to implement BIPs, support behavior in the classroom, and help students who struggle with transition both in and out of the classroom	2000-2999: Classified Personnel Salaries	\$105,076.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$76,998.00	Engaging Academic Programs

Equity Multiplier Total Expenditures: \$927,350.00

Equity Multiplier Allocation Balance: \$0.00

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
School Playground Recreational Aides 4 SPRAs on staggered schedules to support student behavior, specifically during unstructured times like breakfast, recess, and lunch. Support PBIS system by distributing PAW tickets and doing lunch ticket drawings PC 34900 PC 38914	2000-2999: Classified Personnel Salaries	\$2,767.18	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$1,165.82	Engaging Academic Programs	

Greer Elementary School

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

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$98,720.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$399.84	Engaging Academic Programs	
Substitutes Substitute teachers to cover for Teacher in Charge so that office can be supported as needed when site admin is off campus - support with supervision, student behavior prevention and intervention, and overall campus safety	1000-1999: Certificated Personnel Salaries	\$1,600.00	Engaging Academic Programs	
Partnerships for family engagement and student connectedness Partner with organizations within the community to support family engagement opportunities and student connectedness on campus (i.e. Sami's Circuit, etc)	5000-5999: Services And Other Operating Expenditures	\$9,998.00	Engaging Academic Programs	
Rentals, Leases, & Repairs Supporting equipment (copiers, printers, etc) to provide instructional materials for classroom and home use Programs to differentiate instruction and engage all learners	5000-5999: Services And Other Operating Expenditures	\$9,000.00	Connected School Communities	
Campus Safety Monitor - 2.0 (1 x 1.0 and 2 x 0.5) Additional staff to support student and family relationships, behavior prevention and intervention, and improve overall safety and connectedness on campus. Support attendance intervention through family relationship building and home visit support PC 37349	2000-2999: Classified Personnel Salaries	\$31,805.00	Engaging Academic Programs	

Greer Elementary School

Attendance Improvement Materials, awards, incentives, etc. to recognize students and classes monthly and per trimester for attendance achievement and improvement Attendance Clerk Additional 2 hours per day for attendance clerk to allow for home visits, attendance academy, and targeted interventions to improve attendance, specifically for our lowest performing students groups (two or more races) by utilizing Unified Insights to get specific student data	4000-4999: Books And Supplies	\$2,615.16	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$22,910.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$20,392.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$98,720.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Super Sports Programming Utilize partnership to provide structured activities during recess to minimize physical altercations and negative interactions between students that results in time out of class or suspension.	5000-5999: Services And Other Operating Expenditures	\$80,500.00	Engaging Academic Programs	

Other Total Expenditures: \$80,500.00

Other Allocation Balance: \$0.00

Greer Elementary School

Funding Source: Title I Part A Parent Involvement \$7,032.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison Parent/community member to connect with families, gather feedback, share information, and serve as a connection between school and home for families Support attendance clerk with family connections for chronically absent students	2000-2999: Classified Personnel Salaries	\$7,032.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$7,032.00

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

Funding Source: Title I Part A Site Allocation \$600,650.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$28,577.00	Healthy Environments for Social-Emotional Growth	
Counselor Site-based counselor to provide one-on-one, small group, and whole class interventions and supports like attendance support, academic support, behavioral interventions, SEL, etc. PC 38852	1000-1999: Certificated Personnel Salaries	\$70,000.00	Healthy Environments for Social-Emotional Growth	
Book of the month program Books 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	\$5,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$1,246.00	Connected School Communities	

Greer Elementary School

	3000-3999: Employee Benefits	\$53,239.00	Connected School Communities
	3000-3999: Employee Benefits	\$35,824.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$5,004.00	Connected School Communities
Intervention teacher - 2.4 Provide targeted academic intervention that builds scaffolds for students to provide them tools to utilize in the classroom in order to better access grade level curriculum. Specializing intervention instruction in math, ELA, and early phonics.reading support PC#s - 37633, 34454, 39404	1000-1999: Certificated Personnel Salaries	\$138,600.00	Connected School Communities
Site Coach - 1.0 Model/co-teach lessons with teacher, support with assessments, and hold trainings around text level assessments, students supports, and more. Supporting improved small group instruction and implementation of differentiation while also working to increase teacher retention through additional support PC# - 38955	1000-1999: Certificated Personnel Salaries	\$99,000.00	Connected School Communities
Math Training - Mike Fitchett On-site training for staff around mathematics to increase number sense, academic vocabulary, and student thinking and discussion around math. Contract and substitutes for teacher release time	5800: Professional/Consulting Services And Operating Expenditures	\$7,600.00	Connected School Communities

Greer Elementary School

<p>Licenses and Programs</p> <p>Online programs for differentiated learning and engaging independent practice at school and at home (BrainPop, MobyMax, Pixton, etc.)</p> <p>Supplemental programs like Phonics for Reading, Learning without Tears, and more to use during small group and whole class instruction.</p>	5000-5999: Services And Other Operating Expenditures	\$28,750.00	Connected School Communities
<p>Books</p> <p>Books for classrooms to increase whole class sets for novel studies and project based learning, and expand libraries making them more culturally diverse and relevant</p>	4000-4999: Books And Supplies	\$23,254.00	Connected School Communities
<p>During and after school supplemental/tutoring programs</p> <p>Teachers and materials/supplies for clubs and programs during and after school targeting academics and other student interests</p>	4000-4999: Books And Supplies	\$13,556.00	Connected School Communities
<p>Field trips</p> <p>Opportunities to expand student learning by experiencing and exploring through on-site and off-site field trips - entrance fees, transportation, and on-site visits</p>	5000-5999: Services And Other Operating Expenditures	\$81,000.00	Connected School Communities
<p>Partnerships</p> <p>Partnership with community organizations to focus on culturally relevant text, critical literacy and writing through poetry, public speaking, and creative writing. Supporting students in learning about goal setting, planning for the future, and becoming leaders by recognizing own potential and learning leadership qualities through academic and SEL mentorship.</p> <p>SAYS and POMS</p>	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Connected School Communities
<p>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.</p>	4000-4999: Books And Supplies	\$9,000.00	Clear Pathways to Bright Futures

Greer Elementary School

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
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Title I Part A Site Allocation Total Expenditures: \$619,650.00

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

Greer Elementary School Total Expenditures: \$1,737,185.00