



# 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 23, 2025	June 24,2025

## Purpose and Plan Summary

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

Schoolwide Program

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

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

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

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

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

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

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

## Root Cause Analysis

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

## Resource Inequities

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

## Input from Educational Partners

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

### Involvement Process for the SPSA and Annual Review and Update

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 2024-25 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 2024-25 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. SSC, SLT, and ELAC are also concerned about the growing number of EL students and Greer's readiness to support the EL students while also providing support for all students, specifically our lowest performing student groups.

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 including the elements included from the Equity Multiplier plan, 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)			18	1.9%		5.68%

# School and Student Performance Data

## Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
708	73.9%	30.2%	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	214	30.2%
Foster Youth	1	0.1%
Homeless	30	4.2%
Socioeconomically Disadvantaged	523	73.9%
Students with Disabilities	84	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	189	26.7%
American Indian	1	0.1%
Asian	142	20.1%
Filipino	3	0.4%
Hispanic	182	25.7%
Two or More Races	62	8.8%
Pacific Islander	7	1%
White	122	17.2%



# School and Student Performance Data

## Overall Performance






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



### 2024 Fall Dashboard Overall Performance for All Students

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

# School and Student Performance Data

## Academic Performance English Language Arts

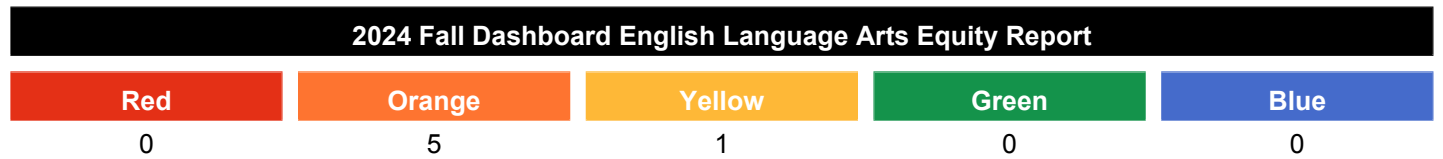
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>81.8 points below standard</div> <div>Increased 23.0 points</div> <div>291 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>97.4 points below standard</div> <div>Increased 12.2 points</div> <div>118 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>123.9 points below standard</div> <div>Increased 18.8 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>86.3 points below standard</div> <div>Increased 19.9 points</div> <div>237 Students</div>

<b>Students with Disabilities</b>  No Performance Color 133.6 points below standard Increased 24.5 points 27 Students	<b>African American</b>  Orange 92.7 points below standard Increased 12.5 points 73 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  Orange 109.4 points below standard Increased 13.3 points 61 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 1 Student	<b>Hispanic</b>  Yellow 55.5 points below standard Increased 47.7 points 80 Students
<b>Two or More Races</b>  No Performance Color 65.5 points below standard Increased 63.4 points 16 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 4 Students	<b>White</b>  Orange 86.7 points below standard Increased 7.3 points 55 Students

#### Lowest Performing Student Groups:

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

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

While we celebrate that none of our student groups are in the red, we do see that a majority are in the orange, with the "all students" group scoring in orange, 81.8 points below standard. The following student groups scored lower than the "All Students" group: EL (97.4), HM (123.9), SED (86.3), SWD (133.6), AA (92.7), Asian (109.4), White (86.7). The following student groups are small enough that they are not assigned a growth area color, despite receiving an overall data point: HM, SWD, and TOM.

#### Potential causes:

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

While we continue to work on improving the data and students outcomes, we are able to celebrate that there was improvement in ELA. Last year we had multiple student groups in the red, and this year we have none. This growth could be attributed to a lot of things that were done over the course of the year. We continue to prioritize intervention, both pull out groups and in-class structures to support students. Differentiated instruction is vital when looking at students success and engagement. We need to address the needs of students on a smaller scale, building in appropriate scaffolds to address gaps in learning so that students can work towards meeting standards. Prioritizing small group instruction, rigor in reading and writing, and skills based interventions that allow students to connect to whole class instruction will help all students make progress. This academic push along with built in time for social emotional and Tier 1 behavioral supports allows students to feel safe, seen, and ready to learn in the classroom.

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

We will be using Title 1 and other funding sources to add several positions, programs, and materials to specifically address the needs of our lowest performing students and overall ELA progress. We want a robust Intervention team that provides pull out and push in support to students, focusing on a skills based approach that allows differentiated support that helps that connect to the material when they return to class. We are also increasing access to aging technology which enhances 21st century learning, digital editing and production of writing and presentations, and uses differentiated and engaging programs for small group and individual use. There will also be an increase in access to curriculum and programs, specifically for TK-2nd grade, like UFLI. We will also be implementing a model to better analyze data, using Data Days to let teachers and intervention staff meet to look at data, modify plans and groups, and make goals to address the gaps moving forward. We will continue to create literacy rich environments with texts that reflect the students of our school and are based on a variety of topics and are written in multiple levels and languages.

# School and Student Performance Data

## Academic Performance Mathematics

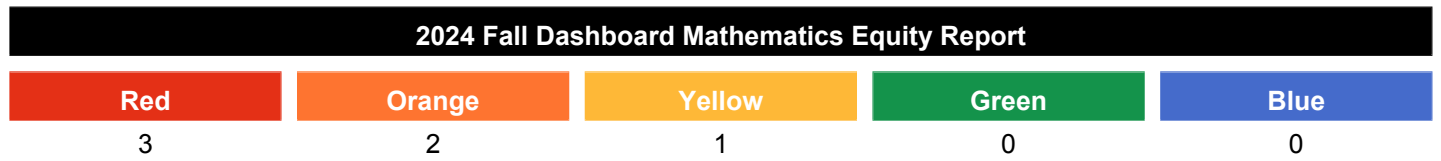
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>91.3 points below standard</div> <div>Declined 3.3 points</div> <div>302 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>97.0 points below standard</div> <div>Declined 4.1 points</div> <div>129 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>118.0 points below standard</div> <div>Maintained 2.1 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>96.5 points below standard</div> <div>Declined 5.4 points</div> <div>248 Students</div>

<b>Students with Disabilities</b>  No Performance Color 153.4 points below standard Declined 16.4 points 27 Students	<b>African American</b>  Red 122.3 points below standard Declined 16.4 points 73 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  Yellow 94.8 points below standard Increased 3.1 points 63 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 1 Student	<b>Hispanic</b>  Orange 75.2 points below standard Maintained 0.1 points 81 Students
<b>Two or More Races</b>  No Performance Color 67.1 points below standard Increased 31.2 points 17 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 4 Students	<b>White</b>  Orange 84.6 points below standard Declined 9.2 points 62 Students

#### Lowest Performing Student Groups:

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

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

The "All" student group is in the Orange, declining 3.3 from last year and overall is 91.3 points below standard. There are 4 student groups that scored lower than the "All" group: English Learners (97 below), SED (96.5 below), SWD (153.4 below, but group is small enough it did not receive a color), and AA (122.3 below). It should also be noted that the Asian student group (+3.1) and TOM student group (+31.2) both increased in overall scores.

#### Potential causes:

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

Overall, there is a shared understanding in the decline in math performance at Greer and in the district over the last 5+ years. While we see all students struggling, we see the biggest achievement gap for our African American, English Learners, and Socioeconomically disadvantaged students from the remaining student groups. Among the themes that were called out by educational partners, differentiated instruction, engagement (multiple modalities), small group offerings (during and after school), family understanding and support, and overall quality of curriculum and materials are the main concerns. It was also shared by all groups that both attendance and behavioral concerns exist and that addressing those can positively impact academic data, especially for our low performing student groups. We also noticed an overlap in data for some of our student groups who also have lower performance in chronic absenteeism and/or suspensions. Our goal is to also address these areas, and as a result, also increasing math data,

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

Because of the lowered performance in math this year, it was also identified as an area to address using Equity Multiplier funds. Many of our actions to address math performance will be through both Equity Multiplier and Title 1 funding. Through Title 1 funding, we will be adding technology to increase engagement and differentiation through carefully selected programs. We will also continue our partnership with Mike Fitchett and Engage Mathematics to increase number sense and number fluency, adding 2nd grade to this year's cohort while continuing our work with TK, Kindergarten, and 1st grade. We will continue to fund out robust intervention team, adding another member to allow support for more students through a push-in and pull-out model. We will also be implementing a model to better analyze data, using Data Days to let teachers and intervention staff meet to look at data, modify plans and groups, and make goals to address the gaps moving forward. And to increase family engagement, parent leadership, and community understanding of math and student success, we will be adding family math nights with accompanying math kits for students and families to use at home.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
44.9% making progress.	making progress.
Number Students: 147 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.9%	44.2%	0%	44.9%

### 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 Progress is still in the Orange. We see that the highest percentage is for our EL students who grew at least one ELPI level, 44.9%. An area of improvement is the number of students who maintained, sitting at 44.2%.

### Potential causes:

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

Over the course of each year, we are seeing a steady increase in the number of EL students enrolling at Greer. This has created additional stress on the system, trying to keep up in supporting the new and continuing students both through Designated and Integrated ELD. Within the increase in EL students, we have seen the largest growth in our Level 1 ELs, meaning there is even more language support required throughout the day.

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

This year, our ELD team went to EL Achieve training. We are hopeful that the use of this impactful program next year will improve outcomes for our EL students. We also have the opportunity to expand that learning to our Kindergarten team, allowing them to use the curriculum to not only support the EL students in their class, but also to provide support



in the afternoon to other grade levels. We will be partnering with the ELD department to provide several professional development courses for our staff, specifically focused on improving designated and integrated ELD in the classroom. While the partnership is free, we will dedicate funds that can be used to buy any necessary materials and supplies for teachers to implement the strategies they are learning. We are also using Equity Multiplier funds to add another BIA to expand services to students. And through both Title 1 and Equity Multiplier funds, we will continue to increase classroom libraries that provide a variety of access and representation for all students.

# School and Student Performance Data

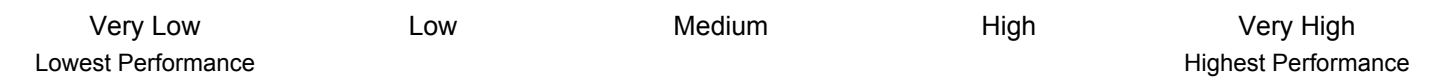
## Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

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

### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?  
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

### Potential causes:

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

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



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>43.7% Chronically Absent</div> <div>Declined 3.9</div> <div>807 Students</div>	<div>English Learners</div> <div> Red</div> <div>28.5% Chronically Absent</div> <div>Increased 1.6</div> <div>291 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div> Orange</div> <div>54.1% Chronically Absent</div> <div>Declined 9.5</div> <div>61 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>46.1% Chronically Absent</div> <div>Declined 1.7</div> <div>687 Students</div>

<b>Students with Disabilities</b>  Red 53.8% Chronically Absent Increased 1.6 106 Students	<b>African American</b>  Yellow 58.9% Chronically Absent Declined 4.3 207 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  Red 28.9% Chronically Absent Increased 4.8 166 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Yellow 45% Chronically Absent Declined 5.7 211 Students
<b>Two or More Races</b>  Orange 55.9% Chronically Absent Declined 9 68 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>White</b>  Red 31.7% Chronically Absent Maintained 0 142 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.

43.7% of "All" students were chronically absent, which is down 3.9% from the previous year. There are 4 student groups in the red: EL (28.5%, a 1.6% increase), SWD (53.8%, a 1.6% increase), Asian (28.9%, a 4.8% increase), and White (31.7%, a maintained percentage from last year). We can also celebrate 6 student groups who saw a decrease in chronic absenteeism, ranging from 1.7%-9.5%.

#### Potential causes:

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

There is a notable frustration around chronic absenteeism and the shared responsibility to "move the needle." Without providing door-to-door transportation, hitting the mark to make attendance gains is a bit more ambiguous. Staff highlighted the need for accountability, both positive and negative, with students and families. They want more home visits, higher levels of follow up, and personalized outreach for students/families that are struggling. They also want increase programs around attendance growth and success including whole school visuals and celebrations that include students in families in setting goals and meeting them. Most families and students expressed that while they understand the importance of good attendance, there are other barriers and factors that create obstacles in achieving good attendance. Families and students echoed staff comment around differentiated programs and supports. Goal setting, progress monitoring, and celebrations for progress not perfection are highly desired. Students also voiced the desire for continued prioritization of welcoming classrooms that prioritize engaging academics and a safe environment. Connection to staff, students, and the classroom motivate students to prioritize healthy habits around attendance when feasible.

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

Looking at efforts and successes from the previous years, we continue to emphasize goal-oriented and personalized programs to decrease chronic absenteeism and improve overall attendance. Utilizing additional staff through both Title 1 and Equity Multiplier funding, we will increase attendance programs and recognition, while also working with students and families to try and address other issues that are impacting attendance. Increasing site-based counseling services from 1.0-1.6 will help increase connection with students and families, allowing for personalized attendance and academic support. We will also utilize Equity Multiplier funds to increase our current attendance clerk's day while also adding another clerk to support in daily attendance efforts. Maintaining engaging academic programs and a welcoming school environment through Superior Sports and behavioral supports will create an overall program where students want to be.

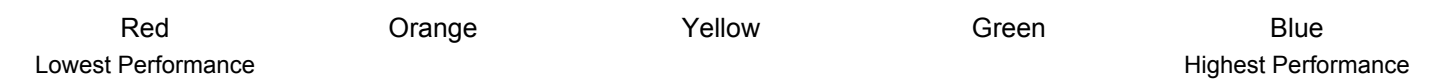
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

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

### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?  
This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

### Potential causes:

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

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

# School and Student Performance Data

## Conditions & Climate Suspension Rate

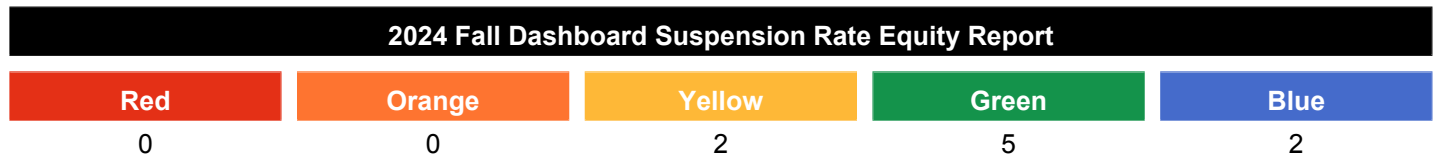
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1.8% suspended at least one day</div> <div>Declined 1.3%</div> <div>871 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>0.6% suspended at least one day</div> <div>Maintained 0%</div> <div>310 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Homeless</div> <div></div> <div>Green</div> <div>2.9% suspended at least one day</div> <div>Declined 4.7%</div> <div>69 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.9% suspended at least one day</div> <div>Declined 1.6%</div> <div>744 Students</div>



<b>Students with Disabilities</b>  Green 2.5% suspended at least one day Declined 2.6% 121 Students	<b>African American</b>  Yellow 3.6% suspended at least one day Declined 2.4% 224 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  Blue 0.5% suspended at least one day Maintained 0.1% 183 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Green 2.2% suspended at least one day Declined 0.4% 226 Students
<b>Two or More Races</b>  Yellow 1.4% suspended at least one day Maintained 0.2% 73 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>White</b>  Blue 0.7% suspended at least one day Declined 2.4% 152 Students

#### Lowest Performing Student Groups:

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

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

The "All" student group scored in the green, with 1.8% of students suspended at least one day, a decrease of 1.3% from last year. There are two student groups who scored in the yellow, AA (2.6% of students suspended at least one day, a decrease of 2.4% from last year) and TOM (1.4% of students suspended at least one day, a maintained level from last year). Of the 7 remaining student groups, 5 of them were in the green and 2 in the blue.

#### Potential causes:

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

With a majority of our student groups and overall rate improving, that can be contributed to the efforts of the staff to implement PBIS site wide, and the efforts of our main support team using preventative strategies and alternative measures when dealing with behavior. Push-in supports from campus monitors, admin, and behavioral support assistants, counseling services to work with students 1:1, in small groups, and do whole class lessons are just some of the ways we have worked to mitigate behaviors and suspensions. While we have seen improvement for many of our students, we want to minimize time out of school, behavioral disruptions, and an overall disconnect for all of our student groups, specifically those with less growth or seeing a higher suspension percentage.

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

We are adding and maintaining several positions, programs, and resources through Title 1, LCFF, and Equity Multiplier funding. We are increasing our counselor role from 1.0 to 1.6, increasing our behavioral support assistant staff from 2 to 3, and maintaining many positions and programs like Superior Sports, Sami's Circuit, campus monitor positions, and

additional rec aide allocation. We want to continue to prioritize a proactive plan rather than a reactive response. Strong Tier 1 systems with well maintained Tier 2 and 3 systems will produce better results for our students as a whole. We want students and families to feel connected to our school, safe on our campus, and engaged in learning.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

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

## SPSA/Goal 1

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

- 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
- Data days - reoccurring pull out time for staff to look at data and set goals (frequency TBD)

#### 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 math) for students, specifically our low performing student groups (African American and English Learner students)
- 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
- Math kits with family nights to increase family connection to academic content and increase academic materials at home

#### 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.

## 2025-26

### Identified Need

- Continued intervention utilizing multiple interventions and expanding intervention program with additional staff and materials
- Intensive math training cohort with classroom release time and supporting materials
- Engaging and differentiated programs for students in print and online

- Increased text in classrooms and at home through classroom book sets, individual student books, and printing materials for take home texts and leveled readers (agreements, toner, paper, etc.)
- Expand EL supports by adding BIA (Russian), use of EL Achieve, and partnership with district's ELD team for staff PD
- Additional technology to increase engagement and better utilize programs and structures that increase rigor and differentiation

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	81.8 points below standard	+3 scale score points
	English Learners	97.4 points below standard	
	Foster Youth		
	Homeless	123.9 points below standard	
	Socioeconomically Disadvantaged	86.3 points below standard	
	Students with Disabilities	133.6 points below standard	
	African American	92.7 points below standard	
	American Indian		
	Asian	109.4 points below standard	
	Filipino		
	Hispanic	55.5 points below standard	
	Two or More Races	65.5 points below standard	
	Pacific Islander		
	White	86.7 points below standard	
Math State Assessment: Change in scale score	All Students	91.3 points below standard	+3 scale score points

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>English Learners</div> <div>97.0 points below standard</div> <div>Foster Youth</div> <div>Homeless</div> <div>118.0 points below standard</div> <div>Socioeconomically Disadvantaged</div> <div>96.5 points below standard</div> <div>Students with Disabilities</div> <div>153.4 points below standard</div> <div>African American</div> <div>122.3 points below standard</div> <div>American Indian</div> <div>Asian</div> <div>94.8 points below standard</div> <div>Filipino</div> <div>Hispanic</div> <div>75.2 points below standard</div> <div>Two or More Races</div> <div>67.1 points below standard</div> <div>Pacific Islander</div> <div>White</div> <div>84.6 points below standard</div>	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	44.9%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	5.68%	+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 - 3.4 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	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD, HM, AS (ELA) AA, SED (Math)	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits Equity Multiplier	147000  42354	25-26 school year
1.2	Instructional materials and supplies Instructional materials including staff and student books, manipulatives, visuals, games for classrooms,	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD, HM, AS (ELA) EL, AA, SED (Math)	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation	10150  5000  2000	25-26 school year

	intervention groups, and ELD. Replenish math kits created two years ago to increase hands on math practice in classrooms. Curriculum and training Purchase updated and supplemental materials to support specific learning gaps and provide necessary training for curriculum and materials		4000-4999: Books And Supplies Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures		
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, SED	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation 1000-1999: Certificated	7,600  5,004  1,246	25-26 school year



			Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.4	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.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD, HM, AS (ELA) EL, AA, SED (Math)	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	29,000	25-26 school year
1.5	Books Books for classrooms to increase whole class sets for novel studies and	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000 11000	25-26 school year

	<p>project based learning, and expand libraries making them more culturally diverse and relevant</p> <p>Paper</p> <p>Paper to print in class and at home materials for student including small texts, materials in home languages, and differentiated scaffolds.</p> <p>Materials</p> <p>Materials for classrooms and small groups to enhance engagement and differentiation</p>		<p>LCFF Supplemental Site</p> <p>Allocation 4000-4999: Books And Supplies</p> <p>Equity Multiplier 4000-4999: Books And Supplies</p>		
1.6	<p>During and after school supplemental/tutoring programs</p> <p>Teachers and materials/supplies for after school tutoring targeting academics</p>	<p>All Students</p> <p>X English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p> <p>X Lowest Performing AA, SED (Math)</p>	<p>Title I Part A Site</p> <p>Allocation 4000-4999: Books And Supplies</p> <p>Title I Part A Site</p> <p>Allocation 1000-1999: Certificated</p>	<p>1000</p> <p>6000</p>	<p>25-26 school year</p>

			Personnel Salaries		
1.7	Planning and collaboration Utilizing substitutes to provide release time for staff to work together planning lessons, creating assessments, aligning pacing, planning field trips, etc. to ensure better academic and social emotional outcomes for students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	7200 1800 5438	25-26 school year
1.8	Data Days In partnership with the Intervention team, grade levels will have release time to look at student data to work on grouping, differentiated instruction, and progress	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	7200 750 1800	25-26 school year

	monitoring to better address the learning needs of students.		4000-4999: Books And Supplies Title I Part A Site Allocation 3000-3999: Employee Benefits		
1.9	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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	12,000	25-26 school year
1.10	English Learner Support Add another BIA (Russian) to meet the needs of our changing population, provide in-class support for EL students during integrated ELD and other	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits		25-26 school year

	<p>instructional times, support testing efforts, and increase ELPI and reclassification rates</p> <p>Trainings - Partnership with district ELD team to provide PD to staff supporting designated and integrated ELD in the classroom</p>				
1.11	<p>Technology Increase 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</p>	<p>X All Students 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>	55,000	25-26 school year

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement and Course Access

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

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:

- Monthly attendance awards: Recognize perfect attendance at monthly assemblies
- 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
- Goal oriented prizes: Presenting attendance goals and creating rewards and programs for meeting the goals

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
- Goal setting and progress monitoring to engage students and families individually while recognizing growth and effort
- Home visits and personalized outreach

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.

**2025-26**

## **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
- Increase attendance clerk staffing by adding additional clerk to increase capacity for student and family attendance and school support
- 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 counseling staff to expand ability to work with classes, students, and families using all 3 tiers of support
- Increase programs, supports, and recognition around attendance and practice goal setting to motivate and engage students and families

## **Annual Measurable Outcomes**

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	43.7% Chronically Absent	-0.5%
	English Learners	28.5% Chronically Absent	
	Foster Youth		
	Homeless	54.1% Chronically Absent	
	Socioeconomically Disadvantaged	46.1% Chronically Absent	
	Students with Disabilities	53.8% Chronically Absent	
	African American	58.9% Chronically Absent	
	American Indian		
	Asian	28.9% Chronically Absent	
	Filipino		
	Hispanic	45% Chronically Absent	
	Two or More Races	55.9% Chronically Absent	
	Pacific Islander		
	White	31.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	89.0%		+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



Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	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	Counselors - 1.6 Site-based counselors to provide one-on-one, small group, and whole class interventions and supports like attendance support, academic	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD, AS, WH (attendance), AA, TOM (suspension)	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	76000 48541	25-26 school year

	support, behavioral interventions, SEL, etc. PC 38852- Title (additional PC coming) - Equity		3000-3999: Employee Benefits Equity Multiplier 1000-1999: Certificated Personnel Salaries		
2.2	Attendance Improvement Materials, awards, incentives, etc. to recognize students and classes monthly and per trimester for attendance achievement and improvement	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing SWD, AS, WH	Equity Multiplier 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	417	25-26 school year
2.3	Attendance Clerk Increasing capacity of attendance team to plan and implement programs to support attendance growth. Use school wide programs that include goal setting, visuals,	All Students X English Learners Low-Income Students Foster Youth Lowest Performing SWD, AS, WH	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits		25-26 school year

progress monitoring, and incentives to increase overall attendance and decrease chronic absenteeism. Allow for additional time for differentiated plans and responses to students and families, including home visits and resource alignment. PC 39332 - additional 2 hours Additional PC coming for 3 hour position

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

# Annual Review

## SPSA Year Reviewed: 2024-25

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

## ANALYSIS

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

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
- Check in, Check out system with various staff on campus

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.

**2025-26**

## **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.
- PBIS materials to continue improving Tier 1 program to support positive student behavior and mitigate unwanted behaviors, especially in large common areas.
- Minimize suspensions and removal from class by adding 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.
- Engaging programs and field trips to increase sense of belonging and connectedness.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.8% suspended at least one day	-0.3%
	English Learners	0.6% suspended at least one day	
	Foster Youth		
	Homeless	2.9% suspended at least one day	
	Socioeconomically Disadvantaged	1.9% suspended at least one day	
	Students with Disabilities	2.5% suspended at least one day	
	African American	3.6% suspended at least one day	
	American Indian		
	Asian	0.5% suspended at least one day	
	Filipino		
	Hispanic	2.2% suspended at least one day	
	Two or More Races	1.4% suspended at least one day	
	Pacific Islander		
	White	0.7% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	66.4%		+3%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	67.6%	+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).	5%	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	3,500	25-26 school year
3.2	Campus Safety Monitor - 2.0 (1 x 1.0 and 2 x 0.5) Additional staff to support student	All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	34005 14655	25-26 school year

	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	X Lowest Performing AA, TOM (suspension), EL, SWD, AS, WH (attendance)	2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits Equity Multiplier		
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 distributing PAW tickets, doing	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, TOM (suspension)	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	4130 22349 2816	25-26 school year



	lunch ticket drawings, and managing PAWSitive referral prize cart Additional timecard allocation for extra staffing needs  PC 34910 PC 38914		Site Allocation 3000-3999: Employee Benefits		
3.4	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)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	9,000	25-26 school year
3.5	Math Kits and family night Math Kits Creating grade level/standards	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	8442  3390	25-26 school year

	<p>specific math kits that have games, practice materials, and manipulatives that students can take home to increase confidence and understanding in class while also increasing home to school connection and family engagement. Host family nights that teach families how to use the math materials prior to sending them home with students.</p>	<p>X Lowest Performing EL, SWD, AS, WH (attendance), AA, TOM (suspension)</p>	<p>4000-4999: Books And Supplies Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries</p>		
3.6	<p>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,</p>	<p>All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, TOM (suspension)</p>	<p>Equity Multiplier 4000-4999: Books And Supplies</p>		25-26 school year

	<p>kinetic sand, and other items used to calm and 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>				
3.7	<p>Welcome Kits</p> <p>Create and provide welcome kits to all staff and</p>	<p>X All Students</p> <p>English Learners</p> <p>Low-Income Students</p> <p>Foster Youth</p>	<p>Equity Multiplier</p>		25-26 school year

	students (regardless of time of enrollment) to improve feeling of community and connectedness	Lowest Performing	4000-4999: Books And Supplies		
3.8	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	All Students English Learners Low-Income Students Foster Youth X Lowest Performing EL, SWD, AS, WH (attendance), AA, TOM (suspension)	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	79000	25-26 school year
3.9	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	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	3300	25-26 school year

	chronically absent students				
3.10	Behavioral Support Assistants (3.0) 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	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, TOM (suspension)	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits		25-26 school year
3.11	Superior 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.	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, TOM (suspension)	Equity Multiplier 5000-5999: Services And Other Operating Expenditures		25-26 school year

# 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
ELD teachers - PC 39333, 32295, 33420	2025-2026	Provide language support and development for emerging bilinguals based on demonstrated need on site assessments and standardized testing.	1000-1999: Certificated Personnel Salaries		
Provide primary language support to our emerging bilingual students outside of ELD time.	2025-2026	BIAs	2000-2999: Classified Personnel Salaries		
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
Support Center Staff - Lorena Bessemer and April Lonero	2025-2026	Working whole class, small group, and 1:1 to support students' social skills, social emotional learning, and connectedness to school and peers.	1000-1999: Certificated Personnel Salaries		

<b>SCHOOL GOAL #3:</b>
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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$673,087.00

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$111,680.00
Title I Part A Parent Involvement	\$6,690.00
Title I Part A Site Allocation	\$550,587.00

Subtotal of state or local funds included for this school: \$673,087.00

Total of federal, state, and/or local funds for this school: \$673,087.00



# 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	111,680	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	550,587	0.00
Title I Part A Parent Involvement	6,690	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	111,680.00
Title I Part A Parent Involvement	6,690.00
Title I Part A Site Allocation	550,587.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	253,842.00
2000-2999: Classified Personnel Salaries	67,174.00
3000-3999: Employee Benefits	113,212.00
4000-4999: Books And Supplies	45,259.00
5000-5999: Services And Other Operating Expenditures	175,000.00
5800: Professional/Consulting Services And Operating Expenditures	18,600.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00

1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	5,438.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	56,354.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	17,471.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	11,417.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	6,690.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	248,404.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	95,741.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	33,842.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	163,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	9,600.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	363,542.00
Goal 2	124,958.00
Goal 3	184,587.00

# 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
Megan Brady	Classroom Teacher
Mariah Palomo	Classroom Teacher
John Walberg	Classroom Teacher
Erica Greene	Other School Staff
Sierra Palacios	Parent or Community Member
Alia Mason	Parent or Community Member
Alexandria Vaughan	Parent or Community Member
Mona Smith	Parent or Community Member
Shantera Wroe	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 23, 2025.

Attested:

	Principal, Melissa Schupp on May 23, 2025
	SSC Chairperson, Megan Brady on May 23, 2025

# Budget By Expenditures

## Greer Elementary School

### Funding Source: LCFF Rec Aide Allocation

**\$4,130.00 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, doing lunch ticket drawings, and managing PAWSitive referral prize cart Additional timecard allocation for extra staffing needs  PC 34910 PC 38914	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$4,130.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental Site Allocation

**\$111,680.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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)	5800: Professional/Consulting Services And Operating Expenditures	\$9,000.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$5,438.00	Connected School Communities	

## Greer Elementary School

	4000-4999: Books And Supplies	\$417.00	Healthy Environments for Social-Emotional Growth
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	\$34,005.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$2,816.00	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	\$12,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$11,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$14,655.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$22,349.00	Engaging Academic Programs

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LCFF Supplemental Site Allocation Total Expenditures: \$111,680.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

**Funding Source: Title I Part A Parent Involvement \$6,690.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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## Greer Elementary School

	2000-2999: Classified Personnel Salaries	\$3,390.00	Engaging Academic Programs
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	\$3,300.00	Engaging Academic Programs

Title I Part A Parent Involvement Total Expenditures: \$6,690.00

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

### Funding Source: Title I Part A Site Allocation

**\$550,587.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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	\$3,500.00	Engaging Academic Programs	
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	

## Greer Elementary School

Technology Increase 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	\$55,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$1,800.00	Connected School Communities
Counselors - 1.6 Site-based counselors to provide one-on-one, small group, and whole class interventions and supports like attendance support, academic support, behavioral interventions, SEL, etc. PC 38852- Title (additional PC coming) - Equity	1000-1999: Certificated Personnel Salaries	\$76,000.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$48,541.00	Healthy Environments for Social-Emotional Growth
Math Kits and family night Math Kits Creating grade level/standards specific math kits that have games, practice materials, and manipulatives that students can take home to increase confidence and understanding in class while also increasing home to school connection and family engagement. Host family nights that teach families how to use the math materials prior to sending them home with students.	4000-4999: Books And Supplies	\$8,442.00	Engaging Academic Programs
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	5000-5999: Services And Other Operating Expenditures	\$79,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$6,000.00	Connected School Communities



## Greer Elementary School

	3000-3999: Employee Benefits	\$1,800.00	Connected School Communities
	4000-4999: Books And Supplies	\$750.00	Connected School Communities
	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$1,246.00	Connected School Communities
	3000-3999: Employee Benefits	\$42,354.00	Connected School Communities
	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
	1000-1999: Certificated Personnel Salaries	\$5,004.00	Connected School Communities
Intervention teacher - 3.4 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	1000-1999: Certificated Personnel Salaries	\$147,000.00	Connected School Communities

## Greer Elementary School

Instructional materials and supplies Instructional materials including staff and student books, manipulatives, visuals, games for classrooms, intervention groups, and ELD. Replenish math kits created two years ago to increase hands on math practice in classrooms. Curriculum and training Purchase updated and supplemental materials to support specific learning gaps and provide necessary training for curriculum and materials	4000-4999: Books And Supplies	\$10,150.00	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
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.	5000-5999: Services And Other Operating Expenditures	\$29,000.00	Connected School Communities

## Greer Elementary School

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	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities
Paper Paper to print in class and at home materials for student including small texts, materials in home languages, and differentiated scaffolds.			
Materials Materials for classrooms and small groups to enhance engagement and differentiation			
During and after school supplemental/tutoring programs Teachers and materials/supplies for after school tutoring targeting academics	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities
Planning and collaboration Utilizing substitutes to provide release time for staff to work together planning lessons, creating assessments, aligning pacing, planning field trips, etc. to ensure better academic and social emotional outcomes for students	1000-1999: Certificated Personnel Salaries	\$7,200.00	Connected School Communities
Data Days In partnership with the Intervention team, grade levels will have release time to look at student data to work on grouping, differentiated instruction, and progress monitoring to better address the learning needs of students.	1000-1999: Certificated Personnel Salaries	\$7,200.00	Connected School Communities

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Title I Part A Site Allocation Total Expenditures: \$569,587.00

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

Greer Elementary School Total Expenditures: \$692,087.00