School Year: **2020-21**

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		November 17, 2020

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

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

> This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:
>
> Goal 1: Connected School Communities
>
> Goal 2: Healthy Environments for Socio-Emotional Growth
>
> Goal 3: Engaging Academic Programs
>
> Goal 4: Clear Pathways to Bright Futures
>
> Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

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

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);

- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);

- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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

Table of Contents

Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on -----

2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings

3. Engagement in asynchronous learning as measured by assignment completion.

4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data shows:

Attendance rate:

Synchronous learning weekly percentage rate:

Asynchronous engagement - weekly assignment completion rate:

Learning loss - to be determined.

Target groups:

Analysis prior to Distance Learning:

Greer Elementary is a dynamic school, immersed in rapid growth and change. With our new campus due to be completed by December 2019, the community has been excited about the learning opportunities at Greer and enrollment is growing. Located in the heart of Arden-Arcade, we serve 540 kindergarten through 5th grade students from a diverse background. 96% of our students qualify as low-income and nearly 10% of our students qualify for McKinney-Vento services due to unstable housing. 40% of our students are English learners, with Spanish, Farsi, Dari and Arabic as our largest second language groups. Our largest ethnic subgroups are Hispanic (30%), African-American (29%), Caucasian (21% - including some refugee groups) and Asian (12% - also including some refugee groups). Our fastest growing subgroup is bi-racial (6%).

Our 2018-2019 CAASPP data reflects our focus on the whole child and variety of support services that allow our students to be in class, focused on instruction. Overall, our 3rd - 5th grade students showed nearly a 9.5% improvement in their English Language Arts (ELA) scores and math scores improved by 3%. 27.1% of our students are at or above grade level in ELA and 21% are at or above grade level in Math. Specific CAASPP subgroup data is below:

English Language Arts
- Low income students = 25.5% (up from 16.3%)

- African American students = 18% (up from 12.3%)
- Hispanic students = 33.3% (up from 19.5%)
- English Learners = 6.8% (up from 1.4%)
- Homeless students = 16.7% (up from 10.3%)
- Special Ed students = 0% (stayed the same)

Math
- Low income students = 19% (up from 17.6%)
- African American = 11.9% (up from 6.2%)
- Hispanic students = 19.7% (down from 20.8%)
- English Learners = 6.7% (up from 1.4%)
- Homeless students = 7.7% (down from 13.8%)
- Special Ed students = 0% (down from 2.8%)

Last year, attendance improved from 92.9% to 93.4%. Chronic absenteeism reduced from 28.1% to 24.8%. Home and in-school suspensions decreased by 88%, with a 66% reduction in the number of students referred to the office for major behavior incidents. Our home suspension rate was 1.61%, a decrease from 3.36% the year prior. Our in-school suspension rate was 2.74%, a decrease from 5.71% the year prior.

The demographic suspension data by subgroups is below:

HOME SUSPENSIONS
- Black/African American = 2.23% (decrease from 6.21% year prior)
- Hispanic students = 1.12% (decrease from 0.57%)
- White = 2.68% (decrease from 5.56%)
- English Learners = 0% (decrease from 0.93%)
- Homeless students = 4.05% (decrease from 5.71%)
- Special Ed students = 0% (decrease from 8.45%)

IN-SCHOOL SUSPENSIONS
- Black/African American = 4.47% (decrease from 9.04% year prior)
- Hispanic students = 1.12% (decrease from 3.43%)
- White = 2.01% (decrease from 9.52%)
- English Learners = 0.92% (maintained from 0.93%)
- Homeless students = 0% (decrease from 18.57%)
- Special Ed students = 5.26% (slight decrease from 5.63%)

Though we have established some strong instructional practices and climate connections that have translated to positive results for our students, we are needing more academic supports with Math as well as continued support with our Chronic Absenteeism, and disproportionality with suspensions of African American students (specifically, boys). For Math, our proficiency scores have steadily increased, but not at the same rate as our ELA scores. Though population numbers increased in those areas which could have lead to comparative variables, we definitely need to focus more strategically and specifically at the individual students that make up these groups, so that we can ensure they're receiving targeted instructional supports in math.

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

For suspension data, our extra effort around building restorative practices across all areas of our school, using alternate methods of discipline, along with a heavy focus on social-emotional supports for students inside and outside of the classroom, translated to very positive results for the 2019-20 school year (up until March closure). We were able to further reduce our suspension rate, including a 47% reduction in the number of students suspended from March 2019 to March 2020 and a 55% reduction in the total number of days of suspension. While our focus on trauma sensitivity and restorative practices has shown promise, we continue to struggle with male students with extreme behaviors and see African American

male students and special education students disproportionately represented in suspension data, making up 6.21% and 8.45%, respectively. White students made up 5.56%, and homeless students comprised 5.71%. 55% of the home suspensions were African American boys, and 45% of the in-school suspensions were also African American boys. This shows us that we still have much work to do around cultural-responsiveness, which we will continue focusing on this school year.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Yellow	Yellow	None	None	Yellow	Yellow
English Learners	Yellow	Green	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Orange	None	None	None	None
Socioeconomically Disadvantaged	Orange	Yellow	None	None	Yellow	Yellow
Students with Disabilities	Yellow	Orange	None	None	None	None
African American	Red	Yellow	None	None	Orange	Yellow
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Yellow	Blue	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Green	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Yellow	None	None	Yellow	Yellow
Two or More Races	Orange	Yellow	None	None	None	None

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English Language Arts

[All Students] [State]

Yellow

53.6 points below standard

Increased 32 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

| 0 Red | 1 Orange | 4 Yellow | 0 Green | 0 Blue |

View More Details →

LEARN MORE

Mathematics

[All Students] [State]

Yellow

54.7 points below standard

Increased 23.6 Points ⊕

EQUITY REPORT
Number of Student Groups in Each Color

| 0 Red | 0 Orange | 5 Yellow | 0 Green | 0 Blue |

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English Learner Progress

[All Students] [State]

59.8% making progress towards English language proficiency

Number of EL Students: 112

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

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Root Cause Analysis

What did your root causes analysis reveal?

Guidance

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

Since Greer was a CSI school in 2018-19, we participated in a deep root cause analysis with all stakeholders, including parents, students, staff, and community. Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in further data analysis to develop a deeper understanding of the data sources identified above and created recommendations based on identification of the root causes. Staff participated in collaborative learning cycles to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction. Our spring 2019 data showed such significant improvement, that we "graduated" from CSI within that same year. We continued to keep our targeted plans in place, since we had built momentum and the practices showed effectiveness.

During the course of summer and fall of 2019, we continued to meet with stakeholders to revisit and refine our instructional and social-emotional targets and instruction. Data continued to show progress, up until March 13th, when COVID closures hit. After that date, our ability to accurately and validly analyze data ceased and the comprehensive needs of our students, families, and staff changed, due to the pandemic.

PRIOR TO DISTANCE LEARNING

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

Family Engagement and Empowerment:

Student and parent survey on 1st day of school with follow up by Neighborhood Parent Liaison

Community Resource Fair to help provide resources and supports for families

Trimester Family Resource Giveaway, including clothing, household items, toys, food, etc.

Free books for all families in Parent Center and out front of school daily

Neighborhood Learning Project 5x a year - Teachers visit to local apartment complexes to share learning games and supplies with students and families

School climate surveys for parent and student feedback 3x a year

Community Partnerships (based on stakeholder feedback from Needs Assessment):
- Amazing Athletes (Lunch)
- B Street Theatre After-School and Field Trip Program
- Mutual Assistance Network Black Child Legacy Campaign
- Capital Therapy Dogs Reading Program (Lunchtime)
- Cypher Hip Hop Program (Lunchtime) and Boys Mentoring Pilot Program
- Pt. West Rotary
- River City Food Bank
- Sacramento Friends Church
- Sac State Math Tutors (after school)
- Sac State Social Work Dept.
- San Juan Education Foundation
- Sierra Nevada Journeys (STEM instruction)

District Survey Results:
- 3% to 5% improvement in parent response to communication, safety and school culture
- 2% to 5% improvement in student response to meaningful participation, high expectations/ caring relationships
- 4th and 5th grade students decreased their satisfaction with school culture and school safety, though no feedback responses were given. When speaking with groups of students about this decrease, some cited the desire to have soccer back (part of school culture) and more field trips (which were coming in spring, but then COVID closed campus). For safety, some students were concerned with the safety issues that could come from the construction that had been happening for the past two years and the lack of a field to evacuate to in the event of a real fire. Both those issues have now been remediated, thanks to the completion of our construction.

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

Since the COVID Campus Closures, Distance learning has resulted in disengagement across all subgroups. We can attribute a lack of attendance and engagement from our students to the following factors: unstable housing for our homeless students and lack of access for support for our English Language Learners, students with disabilities, and their families. The pandemic has forced many of our low-income families to relocate and unfortunately, quite a few families have lost their jobs. This has impacted our students as the focus at home may not be on academics, but on making sure families have the food, clothing, shelter, and mental health support needed. This has hit our Low-Income and McKinney-Vento families the hardest.

Because the families of our English Language Learners are not able to receive constant support with primary language instruction, learning loss is anticipated to be greater among our English Language Learners.

Because the families of our students in Special Education are not able to receive in-person support with academic and behavioral instruction, learning loss is anticipated to be greater among our students in Special Education.

Attendance: Students are not attending due to

Lack of engagement in synchronous learning is attributed to technology barriers, the need for academic supports for the student and parent, schedule challenges, motivational challenges, language barriers, and difficulty with this mode of instruction.

Lack of assignment completion stems from the same challenges as above.

Learning loss is anticipated to be greater among groups of students that are low-income, English learners, students in Special Education, and homeless students.

Resource Inequities

What resource inequities did you discover?

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

Through the 2020-21 Comprehensive Needs Assessment process, with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

Professional Learning: Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socioemotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency, special needs, and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need in order to use the technology effectively.

Attendance & Engagement: Attendance and Engagement has decreased since instruction shifted to a full-time virtual format. It will be essential to help stay connected with families, reduce barriers that are preventing attendance and engagement, provide opportunities to continue building community within and across online classrooms, and create meaningful and engaging ways to support families and build partnerships with them.

Therefore, our 2020-21 actions will include, but are not limited to:

1. Providing additional hours for our Parent Liaison and staff to spend time on family outreach.

2. Providing intensive intervention supports to help our students and families.

3. Providing professional learning opportunities for our staff, especially around areas that help students

 meet academic and social-emotional needs through a virtual platform.

4. Providing digital materials or platforms to support instruction.

5. Providing hands on materials for students to use from home and at childcare.

6. Providing prizes and incentives for student attendance and engagement.

7. Providing virtual opportunities to deepen conceptual knowledge and build community with our students and families.

8. Providing instruction and engagement opportunities that are inclusive, culturally-responsive, equitable, and trauma-informed.

Goal 1 Ideas: Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.
- Utilize a parent liaison to work with families to navigate and engage in distance learning, hybrid model and return to site based instruction.
- Provide Virtual ESL classes for parents of ELL students.
- Parent Engagement opportunities & supplies
- Partner with Mutual Assistance Network to work with families who are experiencing extreme barriers.
- Neighborhood Learning Project

Goal 2 Ideas: Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.
- Equity/ Social Justice
- Cypher Hip Hop
- Sami's Circuit
- Social Emotional Learning Instruction & Materials
- PBIS
- Positive Engagement Student Clubs/ Activities
- Social Skills Instruction
- Extra Clerk Time for Attendance/Engagement Supports
- Mutual Assistance Network

- Neighborhood Learning Project
- Family Workshops
- Safety/ Communication Items
- Campus Monitor
- Rec Aides

Goal 3 Ideas: Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.
- Small group intervention, virtually or in person will be provided to students who are below grade level in reading and math.
- 0.4 FTE Intervention Specialist
- ELD Teachers/ BIAs
- Kindergarten Instructional Assistants
- Online Instructional Programs
- Supplemental Materials
- Home Kits
- Professional Learning

Goal 4: Clear Pathways to Brighter Futures
- On and off campus student experiences to support content knowledge and deepen conceptual understanding of real-world opportunities for college and career pathways.
- Community Partnerships (such as Junior Achievement, San Juan Education Foundation, Point West Rotary, CSUS Students, Sierra Nevada Journeys, etc.)
- Assemblies and Classroom Presentations with diverse guests (Junior Achievement, Chambers of Commerce, Rotarians, Colleges and Trade Schools, etc.)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Prior to Distance Learning, involvement with developing the School Plan began in the winter of school year 2019-20. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective. Each group noted the success of increased proficiency in all areas and on all assessments, increased attendance, decreased chronic absenteeism, and decreased suspension rates.

SSC met 5 times. SSC was interested in creating ways to continue with the programs and practices we were using, despite a reduction in budget due to the completion of CSI and forecasted budget cuts.

SLT met 40 times and voiced concern about the reduction of budget and the intensive supports our students and families desperately still need.

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

With the onset of distance learning in March 2019, stakeholder involvement was done virtually and the discussion shifted to meeting student needs while distance learning and mitigating learning loss.

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

All throughout the summer and into the 2020-21 school year, Site Leadership Team met bi-weekly to review and discuss:
- data compared to 2019-2020
- how to best support students, families, and staff through a distance learning model
- professional learning opportunities as it applies to distance learning and social justice/anti-bias instruction
- potential School Re-Entry Plan
- survey results from families and staff

Staff engaged during staff meetings in August, September and October to review and discuss:
- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning
- survey results from families and staff

School Site Council met in September and October to review/discuss:
- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning
- survey results from families and staff

English Language Advisory Committee (ELAC) met in October to review and discuss:
- data compared to 2019-2020
- Comprehensive Needs Assessment
- site budget
- resources needed to support Distance or Hybrid Learning
- how to engage students/increase attendance for synchronous and asynchronous learning
- survey results from families and staff

Due to the challenges that this school year is going to bring, including the need to quickly pivot between Distance Learning and hybrid instruction throughout the entire year, we recognize that our SPSA will need to be revisited and refined often, based on the ever-changing needs that come from

our state, local, and District health and safety guidelines. Therefore, we will continue to involve and engage our stakeholders frequently through the use of surveys, check-ins, focus groups, and stakeholder meetings.

Resource Inequities

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

Through the 2020-21 Comprehensive Needs Assessment process, with a focus on the current situation of distance learning and uncertainty around models of learning through 2020-21, the focus of this plan is to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Described below:

Professional Learning: Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socioemotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Intervention: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency, special needs, and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need in order to use the technology effectively.

Attendance & Engagement: Attendance and Engagement has decreased since instruction shifted to a full-time virtual format. It will be essential to help stay connected with families, reduce barriers that are preventing attendance and engagement, provide opportunities to continue building community within and across online classrooms, and create meaningful and engaging ways to support families and build partnerships with them.

Therefore, our 2020-21 actions will include, but are not limited to:

1. Providing additional hours for our Parent Liaison and staff to spend time on family outreach.

2. Providing intensive intervention supports to help our students and families.

3. Providing professional learning opportunities for our staff, especially around areas that help students

 meet academic and social-emotional needs through a virtual platform.

4. Providing digital materials or platforms to support instruction.

5. Providing hands on materials for students to use from home and at childcare.

6. Providing prizes and incentives for student attendance and engagement.

7. Providing virtual opportunities to deepen conceptual knowledge and build community with our students and families.

8. Providing instruction and engagement opportunities that are inclusive, culturally-responsive, equitable, and trauma-informed.

Goal 1 Ideas: Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.
- Utilize a parent liaison to work with families to navigate and engage in distance learning, hybrid model and return to site based instruction.
- Provide Virtual ESL classes for parents of ELL students.
- Parent Engagement opportunities & supplies
- Partner with Mutual Assistance Network to work with families who are experiencing extreme barriers.
- Neighborhood Learning Project

Goal 2 Ideas: Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.
- Equity/ Social Justice
- Cypher Hip Hop
- Sami's Circuit
- Social Emotional Learning Instruction & Materials
- PBIS
- Positive Engagement Student Clubs/ Activities
- Social Skills Instruction
- Extra Clerk Time for Attendance/Engagement Supports
- Mutual Assistance Network
- Neighborhood Learning Project
- Family Workshops
- Safety/ Communication Items
- Campus Monitor
- Rec Aides

Goal 3 Ideas: Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.
- Small group intervention, virtually or in person will be provided to students who are below grade level in reading and math.
- 0.4 FTE Intervention Specialist
- ELD Teachers/ BIAs
- Kindergarten Instructional Assistants

- Online Instructional Programs
- Supplemental Materials
- Home Kits
- Professional Learning

Goal 4: Clear Pathways to Brighter Futures
- On and off campus student experiences to support content knowledge and deepen conceptual understanding of real-world opportunities for college and career pathways.
- Community Partnerships (such as Junior Achievement, San Juan Education Foundation, Point West Rotary, CSUS Students, Sierra Nevada Journeys, etc.)
- Assemblies and Classroom Presentations with diverse guests (Junior Achievement, Chambers of Commerce, Rotarians, Colleges and Trade Schools, etc.)

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2019-20

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

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. This specific goal is new, but was embedded somewhat in LCAP Goal 2 previously. We shifted to provide intervention supports focused around engagement in the spring in response to COVID 19.

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

Staff implemented targeted supports and actions identified in our 2019-20 SPSA. All actions were continued and acted upon through March 2020. Due to the COVID restrictions and shelter-in-place orders, many of the interventions did not continue though spring once Distance Learning began, and actions to support engagement in distance learning were applied instead.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	Meaningful Participation Overall ratings Winter 2020: 92% of parents (maintained), 89% of students (2% increase) and 90% of staff (4% increase)	94% of parents (2% increase), 91% of students (2% increase) and 92% of staff (2% increase)
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	School Culture Overall ratings Winter 2020: 93% of parents (4% increase), 80% of students (1% decrease) and 100% of staff (maintained)	95% of parents (2% increase), 82% of students (2% increase) and 100% of staff (maintain)

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Utilize our parent liaison	X All Students English Learners	Administration & Teachers	Title I Part A Parent	4,000	August 2020-June 2021

		to support and encourage families to help navigate and engage in Distance Learning, hybrid instruction, and return to full site-based instruction. Help increase opportunities for parent voice and input.	Low-Income Students Foster Youth Other		Involvement		
1.2		Supplies, materials and services to support family training opportunities and engagement on and off campus.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10,000 5,000 2,000	August 2020-June 2021

1.3	Partner with Mutual Assistance Network to work with families that are experiencing extreme barriers.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation	15,000	October 2020-June 2021
1.4	Provide virtual ESL classes to our English Learner families.	All Students X English Learners Low-Income Students Foster Youth Other	Administration & ELD Team	Comprehensive Support and Improvement (CSI)	500	September 2020-June 2021

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2019-20

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

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. Prior to school building closure, staff continued to implement Restorative Practices and PBIS strategies to support student social and emotional growth and well-being. During distance learning, some classrooms continued listening circles in live synchronous instruction. Much of the focus shifted to establishing routines and structures that both engaged learners in this new virtual format. We found the overall effectiveness to be high, leading to a reduced volume of referrals, increased time in classrooms and reduced suspensions.

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

Some resources were reallocated to help meet the increased social-emotional needs of students, especially as sudden school closure hit and we shifted to Distance Learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, continuing to increase student sense of belonging and equity will be an ongoing focus. Staff will continue to be trained in Restorative Practices to align staff together on the shared philosophy, which in turn supports students with preventative community building and a structure to respond when difficulty arises within the community. In addition, surveying students and continuing listening circles will be emphasized to continue to involve students in their community and increase student voice. Lastly, continued focus on Chronically Absent students will increase through discussions in grade level and administrative meetings, leading to intervention meetings with parents and families of students who are Chronically Absent earlier in the school year.

2020-21
Identified Need

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. Current needs are evident in both synchronous and asynchronous engagement in distance learning. We will continue to increase targeted interventions and supports, using restorative practices and cultural-responsiveness, to meet the growing need of mental health support and school connectedness.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Home Suspension Data	1.6%	Maintain or decrease
In School Suspension Data	2.7%	Maintain or decrease
Chronic Absenteeism Data	18.8%	Maintain or decrease
Attendance Data	94.2%	Maintain or increase

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Providing additional supports, materials, and resources on and off campus to assist students with social and emotional development towards peers and adults, as well as connectedness to school.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	LCFF Supplemental Site Allocation Title I Part A Site Allocation Other	5,000 7,500 4,000	September 2020-June 2021
2.2	Provide social skills instruction for students through the use of small groups and classroom lessons.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	LCFF Supplemental Site Allocation	1,000	September 2020-June 2021
2.3	Provide professional development opportunities for staff, students, and parents to help support positive behavioral and	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation Title I Part A Parent Involvement	2,000 1,841 3,000	August 2020-June 2021

	academic development.			Title I Part A Site Allocation		
2.4	Provide additional support to identify student attendance patterns, families that may be in need of supports, and to increase family awareness of attendance patterns.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	8,000	August 2020-June 2021
2.5	Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	8,000 5,000 7,432	August 2020-June 2021

				LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
2.6	Materials and supplies to promote, monitor, and communicate safety information to students, staff, and community	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other	2,500 3,000	August 2020-June 2021
2.7	Campus representative to monitor campus, connect with students and families virtually, and ensure safety of all students and staff.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	35,372	August 2020-June 2021
2.8	Supplemental recreational aides to help with campus supervision and social skills instruction	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only)	5,944 5,000	January 2020-June 2021

during recess and unstructured times.			2000-2999: Classified Personnel Salaries Other 2000-2999: Classified Personnel Salaries		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2019-20

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

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. Prior to March, student performance on local assessment measures, such as Text Level and MAP, showed similar patterns of steady growth. The use of instructional assistants to push into classrooms to support students in small groups and one-on-one, was found to be a strong academic support by providing students more time and attention focused on learning areas in which they were struggling. It also allowed teachers to work with smaller cohorts of students to also provide small group and one-on-one supports more frequently for those who need more time to learn. During distance learning, instructional assistants were actively engaged in following up with students to support engagement in learning. In addition, funds spent to use Lexia, Nearpod, Flocabulary, Reflex, Splash Math, Generation Genius, and Moby Max online became a key support for students learning at home during distance learning. Staff, students, and families expressed that our online resources were a helpful and effective tool for targeted intervention and supporting students at home.

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

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Some of the actions were shifted slightly in approach due to the pandemic. Resources were re-allocated to supporting students and families through distance learning to increase learning engagement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21
Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure every effort is made to engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded. Instructional assistants and grade level teams will have a higher prioritized focus on student engagement in learning as distance learning is more challenging for many students than in person learning. In order to support learning, students must participate and have access. We will do this through the use of increased targeted supports and collaborative opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
K-2 Text Level from Spring 2020	44% Proficient (14% increase from Trimester 1)	Maintain or increase
iReady Diagnostic Math from September 2020 (only 74.6% students completed)	56% of 1st & 2nd grade students are performing at or above grade level in iReady Math. (Note: Only 74.6% of 1st-2nd grade students competed the Diagnostic and it was completed at home)	Increase percentage of completion by 10% and proficiency by 10% next assessment date.
iReady Diagnostic Reading from September 2020 (only 77.5% students completed)	56% of 1st & 2nd grade students are performing at or above grade level in iReady reading. (Note: Only 77.5% of 1st-2nd grade students completed the Diagnostic and it was completed at home)	Increase percentage of completion by 10% and proficiency by 10% next assessment date.

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019 Survey Data	High Expectations/Caring Relationships Overall ratings: 95.1% parents (increase of 3.5%) 90.2% students (increase of 5%) 96.8% of staff (increase of 4%) Meaningful Participation Overall ratings: 91.8% of parents (maintained) 88.8% of students (1.5% increase) 90% of staff (5% increase)	Maintain or increase

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Professional development focused on ELA/ELD framework and implementation of standards, including supplies and materials	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers, ELA/ ELD TOSAs	Title I Part A Site Allocation	2,000	School year 2020-21
3.2	Substitute services for classroom teachers to engage in peer observations, data conversations,	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation	1,000	School year 2020-21

		and professional development, focused on ELA/ELD				
3.3		Technology, equipment, student materials, web-enabled programs, and classroom library materials to support and expand student growth and experiences with instruction in supplemental ELA/ELD	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	17,950 15,000 1,000	School year 2020-21
3.4		Supplemental intervention tutoring and instructional materials for students.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers & Instructional Assistants	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5,000 10,000	School year 2020-21

				Title I Part A Site Allocation 4000-4999: Books And Supplies		
3.5	Professional development focused on the CA math framework and implementation of standards, including supplies and materials.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers, ELA/ELD TOSAs	Title I Part A Site Allocation	2,000	School year 2020-21
3.6	Substitute for classroom teachers to engage in peer observations, data conversations, and professional development, focused on math	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation	1,000	School year 2020-21
3.7	Technology, equipment, student materials and classroom library materials to	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 5800: Professional/Consulting Services	10,000 10,000 1,000	School year 2020-21

				And Operating Expenditures Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.8	Ensure all English learners receive designated and integrated English Language Development daily (ELD). 2.0 FTE ELD teachers	All Students X English Learners Low-Income Students Foster Youth Other	Administration, Teachers, ELD Teachers (2)	LCFF Supplemental English Learner Central	195,624	School year 2020-21
3.9	Provide primary language support to EL students, and/or the targeted	All Students X English Learners Low-Income Students Foster Youth Other	Administration, Teachers, Bilingual Instructional Assistant/Instructional Assistant	LCFF Supplemental English Learner Central	95,053	School year 2020-21

	student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 1.875 FTE BIAs					

3.10	Provide additional high school, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Counselor	Title I Part A Centralized Services (District Only)
				
				Title I Part A Site Allocation
					63,531
					
					38,119
						School year 2020-21

	family relationships. .8 FTE Counselor				
3.11	Provide assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accordance with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and	X All Students English Learners Low-Income Students Foster Youth Other	Administrative Instructional Specialist/ VP	LCFF Supplemental Centralized Services (District Only)	137,323	School year 2020-21

	readiness to act. 1.0 FTE AIS				

3.12	Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Teachers with Intervention Responsibilities (1.4)	Title I Part A Centralized Services (District Only)
				
				Title I Part A Site Allocation
					100,309
					
					41,298
						School year 2020-21

	data collection, analysis and goal setting). 1.4 FTE Intervention Teachers					
3.13	Provide instructional assistant support to classes to facilitate student readiness and development of positive academic practices. 4 FTE Instructional Assistants from January-June	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teacher, Instructional Assistants	Title I Part A Site Allocation	71,353	School year 2020-21
3.14	Technology, equipment, student materials, and classroom materials to support and expand student growth and enrichment with instruction in the arts and sciences.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000 1,000	School year 2020-21

3.15	Substitutes for certificated teachers to engage in peer observations and professional development, focused on arts and sciences.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation	1,000	School year 2020-21

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

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

Annual Review

SPSA Year Reviewed: 2019-20

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

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. This specific goal is new this year, but used to be included in previous LCAP Goal 2.

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

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction. This specific goal is new this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21
Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	Parents: 70.2% Students: 53.3%	Maintain or increase
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	Parents: 78.7%	Maintain or increase
Winter 2019-20 School Survey- Meaningful Participation Overall rating based on these questions: * Students are prepared for the next step of their educational experience * Quality classes/activities offered that meet each student's interests and talents * Students are motivated/engaged in what they are learning Percent strongly agree/agree	89.1% of parents (1% increase from 2019)/ 75.2% of students (maintained) 87% of parents (4% increase)/ 81.2% of students (3% increase) 94% of parents (increase of 2%)/ 90.5% of students (3% increase)	Maintain or Increase

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Virtual and on campus student experiences and materials to support content knowledge and deepen conceptual understanding of instructional topics, including, but not limited to, ELA, ELD, math, arts, sciences, and college and career pathways.	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Other 4000-4999: Books And Supplies	10,000 5,000 2,000	September 2020-June 2021

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	$981,649.00

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 ($)
Comprehensive Support and Improvement (CSI)	$8,500.00

Subtotal of additional federal funds included for this school: $8,500.00

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

State or Local Programs	Allocation ($)
LCFF Supplemental Centralized Services (District Only)	$143,267.00
LCFF Supplemental English Learner Central	$290,677.00
LCFF Supplemental Site Allocation	$74,304.00
Other	$14,000.00
Title I Part A Centralized Services (District Only)	$163,840.00
Title I Part A Parent Involvement	$5,841.00
Title I Part A Site Allocation	$281,220.00

Subtotal of state or local funds included for this school: $973,149.00

Total of federal, state, and/or local funds for this school: $981,649.00

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	74304	0.00
LCFF Supplemental English Learner Central	290,677	0.00
LCFF Supplemental Centralized Services (District Only)	143,267	0.00
Title I Part A Site Allocation	281220	0.00
Title I Part A Parent Involvement	5841	0.00
Title I Part A Centralized Services (District Only)	163,840	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	8,500.00
LCFF Supplemental Centralized Services (District Only)	143,267.00
LCFF Supplemental English Learner Central	290,677.00
LCFF Supplemental Site Allocation	74,304.00
Other	14,000.00
Title I Part A Centralized Services (District Only)	163,840.00
Title I Part A Parent Involvement	5,841.00
Title I Part A Site Allocation	281,220.00

Expenditures by Budget Reference

Budget Reference	Amount
	801,451.00
1000-1999: Certificated Personnel Salaries	7,000.00
2000-2999: Classified Personnel Salaries	51,316.00
4000-4999: Books And Supplies	75,932.00
5000-5999: Services And Other Operating Expenditures	15,000.00

5800: Professional/Consulting Services And Operating Expenditures	27,950.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Comprehensive Support and Improvement (CSI)	500.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	8,000.00
	LCFF Supplemental Centralized Services (District Only)	137,323.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	5,944.00
	LCFF Supplemental English Learner Central	290,677.00
	LCFF Supplemental Site Allocation	16,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	35,372.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	17,932.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
	Other	3,000.00
	Other	4,000.00
2000-2999: Classified Personnel Salaries	Other	5,000.00
4000-4999: Books And Supplies	Other	2,000.00
	Title I Part A Centralized Services (District Only)	163,840.00
	Title I Part A Parent Involvement	5,841.00
	Title I Part A Site Allocation	183,270.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	7,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	48,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	27,950.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	36,500.00
Goal 2	104,589.00
Goal 3	823,560.00
Goal 4	17,000.00

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
Amy Rovai Gregory	Principal
Martha Boggs	Classroom Teacher
Ashley Penney	Classroom Teacher
Beth Cervantes	Classroom Teacher
David Calvillo	Other School Staff
Debbie Perdue	Parent or Community Member
Erica Greene	Parent or Community Member
Genevieve Edwards	Parent or Community Member
Danielle Moore	Parent or Community Member
Elizabeth Schopp	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
Lilia Rilea	English Learner Advisory Committee

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

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

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

Attested:

Signature	
Amy K Rovai Gregory	Principal, Amy Rovai Gregory on October 27, 2020
Martha Boggs	SSC Chairperson, Martha Boggs on October 27, 2020

Budget By Expenditures

Greer Elementary School

Funding Source: Comprehensive Support and Improvement (CSI) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide virtual ESL classes to our English Learner families.		$500.00	Connected School Communities	
Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities.	4000-4999: Books And Supplies	$8,000.00	Healthy Environments for Social-Emotional Growth	

Comprehensive Support and Improvement (CSI) Total Expenditures:		$8,500.00		
Comprehensive Support and Improvement (CSI) Allocation Balance:		$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only) **$143,267.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental recreational aides to help with campus supervision and social skills instruction during recess and unstructured times.	2000-2999: Classified Personnel Salaries	$5,944.00	Healthy Environments for Social-Emotional Growth	
Provide assistance to administration and staff in developing, monitoring, and evaluating comprehensive school reform in accordance with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE AIS		$137,323.00	Engaging Academic Programs	

Greer Elementary School

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$143,267.00
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00

Funding Source: LCFF Supplemental English Learner Central   **$290,677.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English learners receive designated and integrated English Language Development daily (ELD). 2.0 FTE ELD teachers		$195,624.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA). 1.875 FTE BIAs		$95,053.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures:	$290,677.00
LCFF Supplemental English Learner Central Allocation Balance:	$0.00

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

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$5,000.00	Clear Pathways to Bright Futures	
	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	

	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$7,432.00	Healthy Environments for Social-Emotional Growth
Materials and supplies to promote, monitor, and communicate safety information to students, staff, and community	4000-4999: Books And Supplies	$2,500.00	Healthy Environments for Social-Emotional Growth
Campus representative to monitor campus, connect with students and families virtually, and ensure safety of all students and staff.	2000-2999: Classified Personnel Salaries	$35,372.00	Healthy Environments for Social-Emotional Growth
	5000-5999: Services And Other Operating Expenditures	$5,000.00	Healthy Environments for Social-Emotional Growth
Providing additional supports, materials, and resources on and off campus to assist students with social and emotional development towards peers and adults, as well as connectedness to school.		$5,000.00	Healthy Environments for Social-Emotional Growth
Provide social skills instruction for students through the use of small groups and classroom lessons.		$1,000.00	Healthy Environments for Social-Emotional Growth
Provide professional development opportunities for staff, students, and parents to help support positive behavioral and academic development.		$2,000.00	Healthy Environments for Social-Emotional Growth
Provide additional support to identify student attendance patterns, families that may be in need of supports, and to increase family awareness of attendance patterns.		$8,000.00	Healthy Environments for Social-Emotional Growth

Greer Elementary School

LCFF Supplemental Site Allocation Total Expenditures: $74,304.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		$3,000.00	Healthy Environments for Social-Emotional Growth	
	2000-2999: Classified Personnel Salaries	$5,000.00	Healthy Environments for Social-Emotional Growth	
		$4,000.00	Healthy Environments for Social-Emotional Growth	
	4000-4999: Books And Supplies	$2,000.00	Clear Pathways to Bright Futures	

Other Total Expenditures: $14,000.00

Other Allocation Balance: $0.00

Funding Source: Title I Part A Centralized Services (District Only) $163,840.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Greer Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high school, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relationships. .8 FTE Counselor		$63,531.00	Engaging Academic Programs	
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 1.4 FTE Intervention Teachers		$100,309.00	Engaging Academic Programs	

Title I Part A Centralized Services (District Only) Total Expenditures: $163,840.00

Title I Part A Centralized Services (District Only) Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $5,841.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize our parent liaison to support and encourage families to help navigate and engage in Distance Learning, hybrid instruction, and return to full site-based instruction. Help increase opportunities for parent voice and input.		$4,000.00	Connected School Communities	
		$1,841.00	Healthy Environments for Social-Emotional Growth	

Title I Part A Parent Involvement Total Expenditures: $5,841.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation $281,220.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Virtual and on campus student experiences and materials to support content knowledge and deepen conceptual understanding of instructional topics, including, but not limited to, ELA, ELD, math, arts, sciences, and college and career pathways.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Clear Pathways to Bright Futures	
Supplies, materials and services to support family training opportunities and engagement on and off campus.	4000-4999: Books And Supplies	$10,000.00	Connected School Communities	
Partner with Mutual Assistance Network to work with families that are experiencing extreme barriers.		$15,000.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	$5,000.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	$2,000.00	Connected School Communities	
		$3,000.00	Healthy Environments for Social-Emotional Growth	
		$7,500.00	Healthy Environments for Social-Emotional Growth	

Greer Elementary School

Description	Category	Amount	Program
Provide instructional assistant support to classes to facilitate student readiness and development of positive academic practices. 4 FTE Instructional Assistants from January -June		$71,353.00	Engaging Academic Programs
Technology, equipment, student materials, and classroom materials to support and expand student growth and enrichment with instruction in the arts and sciences.	4000-4999: Books And Supplies	$3,000.00	Engaging Academic Programs
Substitutes for certificated teachers to engage in peer observations and professional development, focused on arts and sciences.		$1,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$15,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$10,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$10,000.00	Engaging Academic Programs
		$38,119.00	Engaging Academic Programs
		$41,298.00	Engaging Academic Programs
Professional development focused on ELA/ELD framework and implementation of standards, including supplies and materials		$2,000.00	Engaging Academic Programs
Substitute services for classroom teachers to engage in peer observations, data conversations, and professional development, focused on ELA/ELD		$1,000.00	Engaging Academic Programs
Technology, equipment, student materials, web-enabled programs, and classroom library materials to support and expand student growth and experiences with instruction in supplemental ELA/ELD	5800: Professional/Consulting Services And Operating Expenditures	$17,950.00	Engaging Academic Programs

Greer Elementary School

Supplemental intervention tutoring and instructional materials for students.	1000-1999: Certificated Personnel Salaries	$5,000.00	Engaging Academic Programs
Professional development focused on the CA math framework and implementation of standards, including supplies and materials.		$2,000.00	Engaging Academic Programs
Substitute for classroom teachers to engage in peer observations, data conversations, and professional development, focused on math		$1,000.00	Engaging Academic Programs
Technology, equipment, student materials and classroom library materials to support and expand student growth and experiences with instruction in math	5800: Professional/Consulting Services And Operating Expenditures	$10,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: $281,220.00

Title I Part A Site Allocation Allocation Balance: $0.00

Greer Elementary School Total Expenditures: $981,649.00