

School Year: **2021-22**



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	June 7, 2021	September 28, 2021

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.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

SLT met 53 times and voiced concern about the challenges that Distance Learning brought and the

intensive supports our students and families desperately still need.

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

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

All throughout the summer and 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 nine times throughout the year 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 four times 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, and now the switch to a hopeful return to full-time in-person instruction for 2021-22, we recognize that our SPSA may need to be revisited and refined based on the ever-changing needs that come from our state, local, and District health and safety guidelines. Therefore, we will continue to involve and engage our stakeholders frequently through the use of surveys, check-ins, focus groups, and stakeholder meetings.

Resource Inequities

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

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

Intervention: Though all students have learned something this year that they wouldn't have had the pandemic not have hit, there are definite academic gaps that many students will have, and these will vary according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency, special needs, and environmental factors. Intervention will be critical to helping close those opportunity gaps that have been experienced by some of our students this year.

Technology: While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided Chromebooks, not all families have been provided the training they need in order to use the technology effectively. Additionally, we gave out all our devices to ensure families all had access to technology, and now that we're moving back to full-time instruction for 2021-22 and not collecting the chromebooks back, we will need to purchase devices for in-class instructional support.

Attendance & Engagement: Attendance and Engagement have decreased since instruction shifted to a hybrid learning format this past year. It will be essential to help stay connected with families and reengage students and parents back into the mode of full-time instruction on campus. This includes working to reduce barriers that are preventing attendance and engagement, provide opportunities to continue building community within and across classrooms, and create meaningful and engaging

ways to support families and build partnerships with them.

Therefore, our 2021-21 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.
4. Providing digital materials or platforms to support instruction.
5. Providing hands on materials for students to use from home and at childcare.
6. Providing prizes and incentives for student attendance and engagement.
7. Providing virtual opportunities to deepen conceptual knowledge and build community with our students and families.
8. Providing instruction and engagement opportunities that are inclusive, culturally-responsive, equitable, and trauma-informed.

Goal 1 Ideas: Connected School Communities

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

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

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

- ELD Teachers/ BIAs
- Instructional Assistants in K-2 and supports in grades 3-5
- Online Instructional Programs
- Supplemental Materials
- Home Kits
- Professional Learning

Goal 4: Clear Pathways to Brighter Futures

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2020-21

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.

Strategies and activities implemented were around the goal of engaging students, families and the community within the safety guidelines necessary due to the COVID-19 pandemic. Despite the challenges of the virtual format the school was still able to meet with families to meet their needs and host events to engage the school community.

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

Any differences in expenditures were due to the nature of the pandemic and the changes in learning format as well as a response to identified community needs.

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.

Changes in actions are largely related to addressing learning loss and re-engaging families in in-person learning after the school closures due to the COVID-19 pandemic.

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 2020-21	Expected Outcome 2021-22
Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	2019-20 Data: 92% of Parents (maintained) 89% of Students (increased) 90% of Staff (increase)	maintain or increase
Winter 2020-21 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	2019-20 Data: 93% of Parents (increase) 80% of Students (decrease) 100% of Staff (maintained)	maintain or increase
K-2 Text Level	44% Proficient (Spring 2020)	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
1.1	Utilize our parent liaison to support and encourage families to help	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Parent Involvement	4,000 5,000	School year 2021-22

	navigate and engage in the return to full site-based instruction. Help increase opportunities for parent voice and input.			Title I Part A Site Allocation		
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	School year 2021-22
1.3	Partner with Mutual Assistance Network to work with families that are experiencing	X All Students English Learners Low-Income Students Foster Youth Other	Administration	Title I Part A Site Allocation	20,000	School year 2021-22

extreme
barriers.

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: 2020-21

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 school closures and transition to hybrid learning were a challenge for all involved: staff, students and families. During the different instructional methods (distance learning and hybrid) some classrooms continued practices such as listening circles or class meetings. Much of the focus shifted to establishing routines and structures that both engaged learners in this new virtual/hybrid 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.

Changed that occurred throughout the year were due to the change in learning style allowable due to the COVID-19 pandemic and school closures. As learning shifted from full distance learning to hybrid this changed the way practices were able to be implemented and the way in which families were able to receive supports needed.

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, re-engaging students with in-person learning and continuing to increase student sense of belonging and equity will be an ongoing focus. Staff will continue to be trained in Restorative Practices and culturally responsive teaching 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

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Home suspension data	0% (2020-21), 1.6 % (2019-20)	Maintain or decrease from 2019-20
In school suspension data	0% (2020-21), 2.7% (2019-20)	Maintain or decrease from 2019-20
Chronic Absenteeism	35.2%	Maintain or decrease
Attendance	90.02%	Maintain or decrease
Winter Parent, Student, Staff survey	92%	95%

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

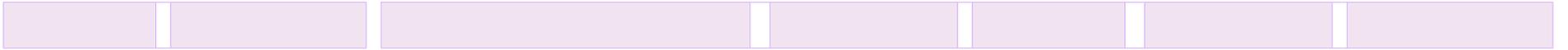
Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	<p>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.</p> <p>Neighborhood Learning Project SCIS Support Service Providers Project Based Learning</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administration & Teachers	<p>LCFF Supplemental Site Allocation</p> <p>Title I Part A Site Allocation</p> <p>Other</p>	<p>4,000</p> <p>130,500</p> <p>4,000</p>	School year 2021-22
2.2	Provide social skills instruction for students through the use of small groups and classroom lessons.	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Administration & Teachers	LCFF Supplemental Site Allocation	2,000	School year 2021-22
2.3	Provide professional	<p>X All Students English Learners</p>	Administration	LCFF Supplemental	3,000	School year 2021-22

	development opportunities for staff, students, and parents to help support positive behavioral and academic development.	Low-Income Students Foster Youth Other		tal Site Allocation Title I Part A Parent Involvement Title I Part A Site Allocation	2,786 10,000	
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	School year 2021-22
2.5	Support student positive engagement and behaviors through positive recognition programs and support of clubs and	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	LCFF Supplemental Site Allocation	9,932	School year 2021-22

	activities, including PBL.					
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 Other	2,000 3,000	School year 2021-22
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	School year 2021-22
2.8	Supplemental recreational aides to help with campus supervision and social skills instruction during recess and unstructured times.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	3000	School year 2021-22



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: 2020-21

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 nature of the COVID-19 pandemic and school transitioning from distance learning to hybrid-learning not all goals outlined in the 2020-21 plan were met. A focus on relevant and rigorous instruction was a focus for all staff as well as meeting with students in alignment with current safety protocols to ensure their unique needs were met. Internal assessment data gathered during the school closures is difficult to not all students completing the tests and due to questions of validity drawn from students completing the assessments 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.

Plans outlined in the 2020-21 SPSA were forced to change due to the restrictions in place because of the pandemic. All professional development plans, technology needs, etc had to be adjusted to ensure we were meeting the unique needs of our students and supporting staff needs within the safety guidelines of the time.

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.

Items such as substitutes for professional development and peer observation were not achievable due to the pandemic- based on the current guidelines of the time these practices were not considered safe. It is the desire of the school to bring these practices back as soon as allowable to support staff professional growth.

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 2020-21	Expected Outcome 2021-22
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.

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	5,000	School year 2021-22
3.2	Substitute services for classroom teachers to engage in peer observations, data conversations, and professional development, focused on ELA/ELD	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation	3,000	School year 2021-22
3.3	Technology, equipment, student materials, web-enabled programs, and classroom library materials to	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation LCFF Supplemental Site Allocation	50,000 2,000	School year 2021-22

	support and expand student growth and experiences with instruction in supplemental ELA/ELD					
3.4	Supplemental intervention tutoring and instructional materials for students.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers & Instructional Assistants	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	5,000 10,000	School year 2021-22
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	7,500	School year 2021-22
3.6	Substitute for classroom teachers to engage in peer	X All Students English Learners Low-Income Students Foster Youth	Administration & Teachers	Title I Part A Site Allocation	3,000	School year 2021-22

	observations, data conversations, and professional development, focused on math	Other				
3.7	Technology, equipment, student materials and classroom library materials to support and expand student growth and experiences with instruction in math	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	48,352 2,000	School year 2021-22
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	232,934	School year 2021-22
3.9	Provide primary language	All Students X English Learners Low-Income Students	Administration, Teachers, Bilingual	LCFF Supplemental English	95,948	School year 2021-22

	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	Foster Youth Other	Instructional Assistant/Instructional Assistant	Learner Central		
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,	X All Students English Learners Low-Income Students Foster Youth Other	Counselor	Title I Part A Site Allocation Title I Part A Site Allocation	63,531 38,119	School year 2021-22

	personal and social relations, and parent and 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,	X All Students English Learners Low-Income Students Foster Youth Other	Administrative Instructional Specialist/ VP	LCFF Supplemental Centralized Services (District Only)	131,010	School year 2021-22

	readiness to learn, and 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;	X All Students English Learners Low-Income Students Foster Youth Other	Teachers with Intervention Responsibilities (1.4)	Other Title I Part A Site Allocation	100,309 41,298	School year 2021-22

	formative and summative 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. K-2 Instructional Assistants (ELO) 3 SCIS positions	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teacher, Instructional Assistants	Other Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	71,353 125,000	School year 2021-22
3.14	Technology, equipment, student materials, and classroom materials to support and	X All Students English Learners Low-Income Students Foster Youth Other	Administration & Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	3,000 1,000	School year 2021-22

	expand student growth and enrichment with instruction in the arts and sciences.			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
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 2021-22

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: 2020-21

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 nature of the pandemic the implementation of strategies were altered to meet the safety guidelines of the time.

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

Any changes or differences in implementation were due to the ever changing COVID-19 safety protocols such as moving from distance learning to hybrid learning models.

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.

Any changes will be to address current COVID-19 safety guidelines, to accelerate student learning to to reconnect our school community.

**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 2020-21	Expected Outcome 2021-22
Winter 2020-21 Survey- College and Career- Students know what classes to pass to graduate high school	2019-20 Data: Parents: 70.2% Students: 53.3%	Maintain or Increase
Winter 2020-21 Survey- College and Career- Parents are informed about career pathways and programs available	2019-20 Data: Parents 78.7%	Maintain or Increase
Winter 2020-21 Survey- Meaningful participation Overall rating based on these questions: * Students are prepared for the next step of their educational experience * Quality classes/activities offered that meet each student's interests and talents * Students are motivated/engaged in what they are learning Percent strongly agree/agree	2019-20 Data: 89.1% of Parents 75.2% of Students 87% of Parents 81.2% of Students	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	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	20,000 5,000 2,000	School year 2021-22

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	\$1,330,944.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$134,010.00
LCFF Supplemental English Learner Central	\$328,882.00
LCFF Supplemental Site Allocation	\$74,304.00
Other	\$180,662.00
Title I Part A Parent Involvement	\$6,786.00
Title I Part A Site Allocation	\$606,300.00

Subtotal of state or local funds included for this school: \$1,330,944.00

Total of federal, state, and/or local funds for this school: \$1,330,944.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	74,304	0.00
LCFF Supplemental English Learner Central	328,882	0.00
LCFF Supplemental Centralized Services (District Only)	134,010	0.00
Title I Part A Site Allocation	606,300	0.00
Title I Part A Parent Involvement	6,786	0.00
Title I Part A Centralized Services (District Only)	0	0.00
Comprehensive Support and Improvement (CSI)	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	134,010.00
LCFF Supplemental English Learner Central	328,882.00
LCFF Supplemental Site Allocation	74,304.00
Other	180,662.00
Title I Part A Parent Involvement	6,786.00
Title I Part A Site Allocation	606,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,099,572.00
1000-1999: Certificated Personnel Salaries	7,000.00
2000-2999: Classified Personnel Salaries	168,372.00
4000-4999: Books And Supplies	33,000.00
5000-5999: Services And Other Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	131,010.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,000.00
	LCFF Supplemental English Learner Central	328,882.00
	LCFF Supplemental Site Allocation	30,932.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	35,372.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	8,000.00
	Other	3,000.00
	Other	175,662.00
4000-4999: Books And Supplies	Other	2,000.00
	Title I Part A Parent Involvement	6,786.00
	Title I Part A Site Allocation	426,300.00
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	130,000.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	23,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	20,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,000.00
Goal 2	217,590.00
Goal 3	1,040,354.00
Goal 4	27,000.00

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
Deana Hegland	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



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:



Principal, Amy Rovai Gregory on June 7th, 2021



SSC Chairperson, Martha Boggs on June 7th, 2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Greer Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$134,010.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplemental recreational aides to help with campus supervision and social skills instruction during recess and unstructured times.	2000-2999: Classified Personnel Salaries	\$3,000.00	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		\$131,010.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$134,010.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$328,882.00 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		\$232,934.00	Engaging Academic Programs	

Greer Elementary School

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

\$95,948.00 Engaging Academic Programs

LCFF Supplemental English Learner Central Total Expenditures: \$328,882.00

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	\$2,000.00	Engaging Academic Programs	
		\$2,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Providing additional supports, materials, and resources on and off campus to assist students with social and emotional development towards peers and adults, as well as connectedness to school.		\$4,000.00	Healthy Environments for Social-Emotional Growth	
Neighborhood Learning Project SCIS Support Service Providers Project Based Learning Provide social skills instruction for students through the use of small groups and classroom lessons.		\$2,000.00	Healthy Environments for Social-Emotional Growth	

Greer Elementary School

Provide professional development opportunities for staff, students, and parents to help support positive behavioral and academic development.		\$3,000.00	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
Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities, including PBL.		\$9,932.00	Healthy Environments for Social-Emotional Growth
Materials and supplies to promote, monitor, and communicate safety information to students, staff, and community		\$2,000.00	Healthy Environments for Social-Emotional Growth
Campus representative to monitor campus, connect with students and families virtually, and ensure safety of all students and staff.	2000-2999: Classified Personnel Salaries	\$35,372.00	Healthy Environments for Social-Emotional Growth
	4000-4999: Books And Supplies	\$5,000.00	Clear Pathways to Bright Futures

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
	4000-4999: Books And Supplies	\$2,000.00	Clear Pathways to Bright Futures	
		\$3,000.00	Healthy Environments for Social-Emotional Growth	

Greer Elementary School

	\$4,000.00	Healthy Environments for Social-Emotional Growth
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 1.4 FTE Intervention Teachers	\$100,309.00	Engaging Academic Programs
Provide instructional assistant support to classes to facilitate student readiness and development of positive academic practices.	\$71,353.00	Engaging Academic Programs
K-2 Instructional Assistants (ELO)		
3 SCIS positions		

Other Total Expenditures: \$180,662.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$6,786.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize our parent liaison to support and encourage families to help navigate and engage in the return to full site-based instruction. Help increase opportunities for parent voice and input.		\$4,000.00	Connected School Communities	

Greer Elementary School

\$2,786.00 Healthy Environments for Social-Emotional Growth

Title I Part A Parent Involvement Total Expenditures: \$6,786.00

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

Funding Source: Title I Part A Site Allocation

\$606,300.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies, materials and services to support family training opportunities and engagement on and off campus. Partner with Mutual Assistance Network to work with families that are experiencing extreme barriers.	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities	
		\$20,000.00	Connected School Communities	
		\$5,000.00	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	
		\$10,000.00	Healthy Environments for Social-Emotional Growth	
Professional development focused on ELA/ELD framework and implementation of standards, including supplies and materials Substitute services for classroom teachers to engage in peer observations, data conversations, and professional development, focused on ELA/ELD		\$5,000.00	Engaging Academic Programs	
		\$3,000.00	Engaging Academic Programs	

Greer Elementary School

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		\$50,000.00	Engaging Academic Programs
Supplemental intervention tutoring and instructional materials for students.	1000-1999: Certificated Personnel Salaries	\$5,000.00	Engaging Academic Programs
Professional development focused on the CA math framework and implementation of standards, including supplies and materials.		\$7,500.00	Engaging Academic Programs
Substitute for classroom teachers to engage in peer observations, data conversations, and professional development, focused on math		\$3,000.00	Engaging Academic Programs
Technology, equipment, student materials and classroom library materials to support and expand student growth and experiences with instruction in math		\$48,352.00	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
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
		\$130,500.00	Healthy Environments for Social-Emotional Growth

Greer Elementary School

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	\$20,000.00	Clear Pathways to Bright Futures
	4000-4999: Books And Supplies	\$10,000.00	Engaging Academic Programs
		\$38,119.00	Engaging Academic Programs
		\$41,298.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$125,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$606,300.00

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

Greer Elementary School Total Expenditures: \$1,330,944.00