



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vernon E. Greer Elementary School	34 67348 0119420	May 14, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Vernon E. Greer Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Vernon E. Greer Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

## Educational Partner Involvement

How, when, and with whom did Vernon E. Greer Elementary 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

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for learners failing to meet growth targets. Ongoing consultation with the site advisory group about student performance data, learner needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

No resource inequities were identified.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

RED - Suspension

Steps Taken:

- 1) Set a goal to decrease the number of learners suspended by 10%
- 2) Mental Health Clinician support for families and students
- 3) School Counselor support for families and students
- 4) Learner Supports Team (MTSS) support for all students
- 5) Implement Restorative Practices Strategies/Activities: Building collaboration, respect, and positive behavior
- 6) Implement Clifton Strengths Strategies/Activities: Building upon what learners naturally do best
- 7) Implement Caring School Community Circles Strategies/Activities: Building a climate of kindness and caring
- 8) Implement Second Step Curriculum Strategies/Activities: Building a healthy community
- 9) Implement Fostering Resilient Learners Strategies/Activities: Creating a Trauma-Sensitive Classroom
- 10) Implement Relationship, Responsibility, and Regulation Strategies/Activities: Trauma-invested practices for fostering resilient learners
- 11) Implement Permission To Feel Strategies/Activities: Building an emotionally and psychologically safe learning environment
- 12) Implement Calming Corners Strategies/Activities: Integrating checking in and reflecting to support well being

- 13) Implement Service Learning Strategies/Activities: Community-based activities with structured preparation and reflection
- 14) Implement Digital Citizenship Strategies/Activities: Helping learners take ownership of their digital lives
- 15) PBIS Strategies/Activities: Improving effectiveness, efficiency, and equity

**ORANGE - English Language Arts**

**Steps Taken:**

- 1) Set a goal to increase NWEA MAP Reading winter to winter cohort performance growth by 5%.
- 2) Set a goal to increase DRA Reading winter to winter cohort performance growth by 10%
- 3) Provide instructional assistant support in intermediate classrooms
- 4) Provide SIPPS Challenge training and support whole-class implementation in all fourth grade classrooms
- 5) Recognize the impact of independent reading: Greer Problem of Practice
- 6) Implement 50% whole class and 50% small group Benchmark instruction
- 7) Implement whole class SIPPS instruction in grades K-4 with Tier 2 small group instruction
- 8) Decrease the number of learners who score below standard on the writing claim
- 9) Implement consistent writing strategies to improve students' ability to independently produce clear and coherent writing appropriate to task, purpose, and audience
- 10) Utilize the TOSA for Tier 2 instructional support

**ORANGE - English Learner Progress**

**Steps Taken:**

- 1) Set a goal to increase the number of learners who RFEP by 5%
- 2) Implement Integrated and Designated ELD instruction to develop the language needed to engage in grade-level literacy
- 3) Provide ELPAC practice test questions to students
- 4) Monitor English Learners for reclassification using MAP and SBAC
- 5) Utilize the TOSA for Tier 2 instructional support

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

No state indicators for performance were two or more performance levels below the “all student” performance.

**Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

CalSCHLS 2023 and 2024 Survey Growth Results  
 Goal: 80% Reporting “Yes, most or all of the time.”

Grade 5 Students Reporting “Yes, most or all of the time.”

- Students feel connected to school 66% to 70%
- Caring adults in school 52% to 67%
- Facilities upkeep 74% to 68%
- Social and emotional learning supports 64% to 70%
- Anti Bullying climate 66% to 74%
- Feel safe at school 67% to 72%

Grade 6 Students Reporting “Yes, most or all of the time.”

- Students feel connected to school 55% to 65%
- Caring adults in school 57% to 60%
- High expectations from adults 76% to 77%
- Facilities upkeep 53% to 75%
- Social and emotional learning supports 59% to 63%
- Anti Bullying climate 63% to 66%
- Feel safe at school 53% to 69%
- Students treated with respect 73% to 68%

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Vernon E. Greer Elementary is fortunate to house a full-time School Based Mental Health and Wellness Clinician: Our clinician provides mental health and wellness services that foster pro-social skills and appropriate behavior; identifies the mental health and behavioral needs of students; assists in the development and delivery of school-wide mental health and wellness interventions, programs, and trainings.

The Vernon E. Greer Elementary school counselor develops, plans, and implements a school counseling and guidance program that includes academic, personal and social development.

Though school dropouts are rare in the elementary grades, enough knowledge exists to be able to identify the children who are at-risk of dropping out of school at a later age. Our school counselor is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our school counselor provides support to staff, families, and learners. There is a focus on attendance intervention and supporting PBIS.

Vernon E. Greer Elementary is a recipient of state funds which provide for an after-school program. The Greer Extended Learning Program services learners Monday through Friday from 2:30 p.m.- 6:00 p.m.

Health services are provided under the supervision of a qualified district school nurse. Vision screening, dental screening, hearing tests, first aid, and health counseling are among the services. The district nurse, along with our school health clerk, are available to address health problems that interfere with the learning process.

The Bright Future Learning Center (BFLC) technician provides enriching activities when learners and families visit. Learners may check out library books during their scheduled library time or during open library time.

Teachers and administration communicate regularly through face-to-face conversations, phone calls, emails, newsletters, and the site website. Additionally, a phone messaging system provides current school information to families.

We welcome volunteers in the classrooms and the school office. There are opportunities for families or community volunteers to assist.

During the 2022-2023 school year:

52% of Greer families used the Synergy ParentVue Portal in order to access information about their child's progress including class grades, attendance, and assessments.

We are honored to be a CalHOPE Focal School. This year, we have approximately \$16,000 to enhance site SEL practices.

The increase in adverse childhood experiences is due to a combination of factors:

- Isolation from peers and trusted adults
- Unmitigated exposure to bullying through social channels
- Extreme family stress due to stay-at-home orders, unemployment, and social unrest
- Premature autonomy and child neglect as families navigate competing priorities during school closures
- Fear of illness for oneself and the worry of losing a loved one

Goals:

Develop a plan for implementing social emotional learning school wide

Promote the development of students' social emotional learning competencies and nurture their sense of identity, agency, and belonging

Promote the development of adult SEL skills and capacity to implement SEL practices

To promote positive learning conditions that are safe, welcoming, inclusive, and restorative

Improve academic achievement

Reduce suspension

Reduce chronic absenteeism,

Reduce the need for Tier 2 and Tier 3 supports in school because of more robust Tier 1 supports

## Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Board Policies reinforce that parents play vital roles in the education of the children of Galt. The District Advisory Committee (DAC) meets on a monthly basis to provide input on LEA programs, policies, and operations. The school elects a School Site Council (SSC) to develop this School Plan and budget in order to meet the needs of the school. The English Learner Advisory Committee (ELAC) is made up of parents and facilitated by administration to advise the school on the program for English Learner students. The SSC is responsible for monitoring the parent involvement policies and practices and understands that in order for children to be successful in school, parents need to be actively involved in their children's education. That is formalized in our school compact.

The parent portion of our school compact reads as follows:

As a parent, I understand that my participation in my child's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- Make sure my child is on time and prepared every day for school
- Monitor my child's homework and make sure study time is in a quiet place
- Support the school's/district's homework, discipline, and attendance policies
- Know how my child is doing in school by communicating with teachers, especially if I have concerns
- Celebrate my child's achievements, and help my child accept consequences for negative behavior
- Ask my child about his/her school day and review all information sent home from school
- Attend Back to School Night, Parent-Teacher Conferences, Open House and other school events

## Funding

### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

School Wide Program (SWP) funds will be utilized to provide support for all learners by providing for supplemental support and overall improvement of the school's educational program. Learners not meeting standards, including learners from the English Learner subgroup, Socioeconomically Disadvantaged subgroup, and Students with Disabilities benefit from the resources provided by state and federal funds including Supplemental Concentration, Title I, and Title III. Instructional assistants and bilingual instructional assistants support learners that need intervention in literacy and mathematics.

### Fiscal support (EPC)

All categorical and targeted funds are aligned to LCAP and site goals. See site SPSA goals.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Vernon E. Greer Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.1%	0.64%	0.4%	5	3	2
African American	1.3%	1.27%	2%	6	6	10
Asian	2.3%	2.12%	3.99%	11	10	20
Filipino	2.1%	1.91%	2.2%	10	9	11
Hispanic/Latino	57.1%	58.26%	57.09%	273	275	286
Pacific Islander	0.2%	0.21%	0.2%	1	1	1
White	33.3%	32.42%	30.54%	159	153	153
Multiple/No Response	2.7%	3.18%	3.19%	13	15	16
<b>Total Enrollment</b>				478	472	501

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	71	89	66
Grade 1	70	64	84
Grade 2	63	68	77
Grade3	63	73	70
Grade 4	56	61	86
Grade 5	76	55	61
Grade 6	79	62	57
<b>Total Enrollment</b>	478	472	501

#### Conclusions based on this data:

1. Site boundaries changed to ensure continued growth.
2. Overall enrollment increased.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	115	109	99	24.10%	23.1%	19.8%
Fluent English Proficient (FEP)	19	15	14	4.0%	3.2%	2.8%
Reclassified Fluent English Proficient (RFEP)	15	21	33	2.5%	4.4%	6.6%

### Conclusions based on this data:

1. Overall English Learner enrollment has decreased..
2. The number of Fluent English Proficient learners decreased.
3. The number of R-FEP learners in 2022-23 increased by 2.2%.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	71	67	0	71	67	0	71	67	0.0	100.0	100.0
Grade 4	55	63	85	0	63	85	0	63	85	0.0	100.0	100.0
Grade 5	73	57	59	0	57	58	0	57	58	0.0	100.0	98.3
Grade 6	85	62	55	0	62	55	0	62	54	0.0	100.0	100.0
All Grades	276	253	266	0	253	265	0	253	264	0.0	100.0	99.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2401.	2420.		21.13	20.90		18.31	34.33		28.17	19.40		32.39	25.37
Grade 4		2455.	2452.		15.87	17.65		26.98	25.88		19.05	20.00		38.10	36.47
Grade 5		2506.	2463.		21.05	12.07		26.32	20.69		31.58	22.41		21.05	44.83
Grade 6		2498.	2532.		3.23	16.67		32.26	35.19		33.87	27.78		30.65	20.37
All Grades	N/A	N/A	N/A		15.42	17.05		25.69	28.79		28.06	21.97		30.83	32.20

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		16.90	16.42		54.93	59.70		28.17	23.88
<b>Grade 4</b>		15.87	12.94		77.78	70.59		6.35	16.47
<b>Grade 5</b>		19.30	10.34		66.67	63.79		14.04	25.86
<b>Grade 6</b>		16.13	20.37		58.06	64.81		25.81	14.81
<b>All Grades</b>		17.00	14.77		64.03	65.15		18.97	20.08

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		15.49	13.43		47.89	61.19		36.62	25.37
<b>Grade 4</b>		7.94	11.76		65.08	63.53		26.98	24.71
<b>Grade 5</b>		14.04	8.62		63.16	43.10		22.81	48.28
<b>Grade 6</b>		1.61	9.26		53.23	64.81		45.16	25.93
<b>All Grades</b>		9.88	10.98		56.92	58.71		33.20	30.30

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		12.68	11.94		69.01	77.61		18.31	10.45
<b>Grade 4</b>		11.11	9.41		74.60	72.94		14.29	17.65
<b>Grade 5</b>		7.02	15.79		84.21	71.93		8.77	12.28
<b>Grade 6</b>		11.29	5.56		77.42	83.33		11.29	11.11
<b>All Grades</b>		10.67	10.65		75.89	76.05		13.44	13.31

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.45	17.91		60.56	61.19		30.99	20.90
Grade 4		6.35	8.24		76.19	76.47		17.46	15.29
Grade 5		14.04	12.07		78.95	58.62		7.02	29.31
Grade 6		11.29	18.52		80.65	77.78		8.06	3.70
All Grades		9.88	13.64		73.52	68.94		16.60	17.42

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**Conclusions based on this data:**

1. The data shows not all learners are mastering grade-level standards in the area of English Language Arts/literacy.
2. The data shows we have the greatest percentage of learners at or near standard.
3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	71	67	0	71	67	0	71	67	0.0	100.0	100.0
Grade 4	55	63	85	0	63	85	0	63	85	0.0	100.0	100.0
Grade 5	73	57	59	0	57	58	0	57	58	0.0	100.0	98.3
Grade 6	85	62	55	0	62	55	0	62	55	0.0	100.0	100.0
All Grades	276	253	266	0	253	265	0	253	265	0.0	100.0	99.6

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2417.	2422.		16.90	14.93		21.13	37.31		33.80	20.90		28.17	26.87
Grade 4		2446.	2473.		11.11	16.47		22.22	25.88		33.33	36.47		33.33	21.18
Grade 5		2497.	2462.		15.79	12.07		26.32	13.79		24.56	22.41		33.33	51.72
Grade 6		2499.	2528.		12.90	18.18		17.74	18.18		24.19	43.64		45.16	20.00
All Grades	N/A	N/A	N/A		14.23	15.47		21.74	24.53		29.25	30.94		34.78	29.06

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		23.94	13.43		46.48	62.69		29.58	23.88
<b>Grade 4</b>		11.11	25.88		53.97	48.24		34.92	25.88
<b>Grade 5</b>		15.79	18.97		54.39	32.76		29.82	48.28
<b>Grade 6</b>		11.29	16.36		43.55	58.18		45.16	25.45
<b>All Grades</b>		15.81	19.25		49.41	50.57		34.78	30.19

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		18.31	14.93		53.52	55.22		28.17	29.85
<b>Grade 4</b>		14.29	16.47		49.21	60.00		36.51	23.53
<b>Grade 5</b>		10.53	6.90		66.67	44.83		22.81	48.28
<b>Grade 6</b>		9.68	14.55		54.84	61.82		35.48	23.64
<b>All Grades</b>		13.44	13.58		55.73	55.85		30.83	30.57

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		21.13	25.37		54.93	55.22		23.94	19.40
<b>Grade 4</b>		19.05	20.00		57.14	57.65		23.81	22.35
<b>Grade 5</b>		12.28	10.34		61.40	48.28		26.32	41.38
<b>Grade 6</b>		12.90	10.91		62.90	72.73		24.19	16.36
<b>All Grades</b>		16.60	17.36		58.89	58.11		24.51	24.53

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**Conclusions based on this data:**

1. The data shows not all learners are mastering grade-level standards in the area of Mathematics.
2. The data shows we have the greatest percentage of learners at or near standard.
3. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1435.9	1422.4	1418.1	1457.2	1442.4	1423.2	1385.6	1375.7	1406.0	25	21	17
<b>1</b>	1455.9	1446.3	1455.9	1474.4	1464.1	1472.5	1436.9	1427.8	1439.0	19	19	15
<b>2</b>	1494.3	1504.1	1479.7	1522.3	1510.3	1481.6	1465.8	1497.2	1477.4	12	18	18
<b>3</b>	1482.4	1483.9	1502.3	1488.8	1484.8	1507.4	1475.5	1482.5	1496.6	17	14	16
<b>4</b>	*	1530.4	1527.6	*	1543.8	1524.4	*	1516.4	1530.3	9	14	18
<b>5</b>	1519.9	*	*	1512.3	*	*	1526.9	*	*	16	6	9
<b>6</b>	1547.6	1541.4	*	1547.1	1536.5	*	1547.4	1546.1	*	14	14	4
<b>All Grades</b>										112	106	97

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	12.00	9.52	17.65	40.00	33.33	35.29	40.00	47.62	23.53	8.00	9.52	23.53	25	21	17
<b>1</b>	10.53	5.26	6.67	42.11	21.05	46.67	36.84	63.16	33.33	10.53	10.53	13.33	19	19	15
<b>2</b>	16.67	16.67	0.00	50.00	61.11	72.22	33.33	16.67	22.22	0.00	5.56	5.56	12	18	18
<b>3</b>	29.41	0.00	6.25	17.65	42.86	62.50	35.29	50.00	31.25	17.65	7.14	0.00	17	14	16
<b>4</b>	*	28.57	33.33	*	57.14	44.44	*	14.29	16.67	*	0.00	5.56	*	14	18
<b>5</b>	6.25	*	*	43.75	*	*	50.00	*	*	0.00	*	*	16	*	*
<b>6</b>	28.57	21.43	*	50.00	42.86	*	21.43	28.57	*	0.00	7.14	*	14	14	*
<b>All Grades</b>	17.86	15.09	12.37	40.18	41.51	54.64	34.82	36.79	23.71	7.14	6.60	9.28	112	106	97

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	32.00	28.57	23.53	36.00	19.05	29.41	24.00	42.86	23.53	8.00	9.52	23.53	25	21	17
<b>1</b>	31.58	31.58	26.67	52.63	15.79	46.67	15.79	52.63	20.00	0.00	0.00	6.67	19	19	15
<b>2</b>	41.67	50.00	16.67	58.33	33.33	55.56	0.00	16.67	27.78	0.00	0.00	0.00	12	18	18
<b>3</b>	47.06	7.14	43.75	23.53	71.43	56.25	17.65	14.29	0.00	11.76	7.14	0.00	17	14	16
<b>4</b>	*	64.29	55.56	*	28.57	33.33	*	7.14	11.11	*	0.00	0.00	*	14	18
<b>5</b>	31.25	*	*	56.25	*	*	12.50	*	*	0.00	*	*	16	*	*
<b>6</b>	50.00	42.86	*	50.00	42.86	*	0.00	14.29	*	0.00	0.00	*	14	14	*
<b>All Grades</b>	40.18	37.74	36.08	42.86	33.02	42.27	12.50	26.42	15.46	4.46	2.83	6.19	112	106	97

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.00	0.00	11.76	24.00	23.81	29.41	40.00	52.38	35.29	28.00	23.81	23.53	25	21	17
<b>1</b>	0.00	5.26	0.00	26.32	0.00	33.33	47.37	47.37	46.67	26.32	47.37	20.00	19	19	15
<b>2</b>	0.00	11.11	0.00	50.00	44.44	55.56	16.67	22.22	22.22	33.33	22.22	22.22	12	18	18
<b>3</b>	11.76	0.00	6.25	17.65	35.71	37.50	47.06	28.57	43.75	23.53	35.71	12.50	17	14	16
<b>4</b>	*	7.14	11.11	*	35.71	44.44	*	35.71	33.33	*	21.43	11.11	*	14	18
<b>5</b>	12.50	*	*	12.50	*	*	62.50	*	*	12.50	*	*	16	*	*
<b>6</b>	14.29	7.14	*	35.71	50.00	*	42.86	28.57	*	7.14	14.29	*	14	14	*
<b>All Grades</b>	8.04	5.66	5.15	27.68	31.13	39.18	41.96	35.85	37.11	22.32	27.36	18.56	112	106	97

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	24.00	33.33	23.53	72.00	61.90	58.82	4.00	4.76	17.65	25	21	17
<b>1</b>	36.84	36.84	53.33	63.16	63.16	46.67	0.00	0.00	0.00	19	19	15
<b>2</b>	50.00	44.44	33.33	50.00	55.56	66.67	0.00	0.00	0.00	12	18	18
<b>3</b>	41.18	28.57	12.50	41.18	71.43	87.50	17.65	0.00	0.00	17	14	16
<b>4</b>	*	57.14	55.56	*	42.86	44.44	*	0.00	0.00	*	14	18
<b>5</b>	18.75	*	*	75.00	*	*	6.25	*	*	16	*	*
<b>6</b>	28.57	21.43	*	64.29	64.29	*	7.14	14.29	*	14	14	*
<b>All Grades</b>	34.82	36.79	32.99	58.93	60.38	61.86	6.25	2.83	5.15	112	106	97

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	36.00	19.05	23.53	48.00	66.67	52.94	16.00	14.29	23.53	25	21	17
<b>1</b>	15.79	10.53	6.67	84.21	84.21	80.00	0.00	5.26	13.33	19	19	15
<b>2</b>	41.67	61.11	16.67	58.33	38.89	83.33	0.00	0.00	0.00	12	18	18
<b>3</b>	47.06	21.43	68.75	41.18	71.43	31.25	11.76	7.14	0.00	17	14	16
<b>4</b>	*	78.57	55.56	*	21.43	38.89	*	0.00	5.56	*	14	18
<b>5</b>	62.50	*	*	31.25	*	*	6.25	*	*	16	*	*
<b>6</b>	85.71	71.43	*	14.29	21.43	*	0.00	7.14	*	14	14	*
<b>All Grades</b>	48.21	43.40	41.24	44.64	50.94	51.55	7.14	5.66	7.22	112	106	97

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.00	0.00	11.76	80.00	80.95	58.82	16.00	19.05	29.41	25	21	17
<b>1</b>	5.26	5.26	13.33	57.89	47.37	53.33	36.84	47.37	33.33	19	19	15
<b>2</b>	25.00	22.22	11.11	41.67	55.56	66.67	33.33	22.22	22.22	12	18	18
<b>3</b>	17.65	0.00	6.25	29.41	57.14	62.50	52.94	42.86	31.25	17	14	16
<b>4</b>	*	7.14	11.11	*	71.43	72.22	*	21.43	16.67	*	14	18
<b>5</b>	18.75	*	*	62.50	*	*	18.75	*	*	16	*	*
<b>6</b>	14.29	7.14	*	35.71	57.14	*	50.00	35.71	*	14	14	*
<b>All Grades</b>	13.39	7.55	9.28	54.46	62.26	61.86	32.14	30.19	28.87	112	106	97

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.00	9.52	35.29	40.00	61.90	52.94	44.00	28.57	11.76	25	21	17
<b>1</b>	10.53	5.26	0.00	68.42	78.95	86.67	21.05	15.79	13.33	19	19	15
<b>2</b>	0.00	27.78	22.22	66.67	61.11	61.11	33.33	11.11	16.67	12	18	18
<b>3</b>	17.65	7.14	25.00	64.71	78.57	62.50	17.65	14.29	12.50	17	14	16
<b>4</b>	*	21.43	38.89	*	57.14	50.00	*	21.43	11.11	*	14	18
<b>5</b>	12.50	*	*	75.00	*	*	12.50	*	*	16	*	*
<b>6</b>	35.71	14.29	*	64.29	85.71	*	0.00	0.00	*	14	14	*
<b>All Grades</b>	14.29	16.98	24.74	63.39	66.98	63.92	22.32	16.04	11.34	112	106	97

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. ELPAC and SBAC data are closely aligned.
2. Further analysis of the data is needed in order to successfully utilize this information to inform instructional practices.
3. All learners with an overall score of Level 4 were reclassified.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>501</b>	<b>60.9</b>	<b>19.8</b>	<b>0.4</b>
Total Number of Students enrolled in Vernon E. Greer Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	99	19.8
Foster Youth	2	0.4
Homeless	14	2.8
Socioeconomically Disadvantaged	305	60.9
Students with Disabilities	71	14.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2
American Indian	2	0.4
Asian	20	4
Filipino	11	2.2
Hispanic	286	57.1
Two or More Races	16	3.2
Pacific Islander	1	0.2
White	153	30.5

### Conclusions based on this data:

1. Socioeconomically Disadvantaged student group increased to 60%.
2. English Learners student group dropped to below 25%.

# School and Student Performance Data

## Overall Performance






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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Suspension rate is RED and steps for improvement will be added.
2. English Language Arts is ORANGE and steps for improvement will be added.
3. English Learner Progress is ORANGE and steps for improvement will be added.

# School and Student Performance Data

## Academic Performance English Language Arts

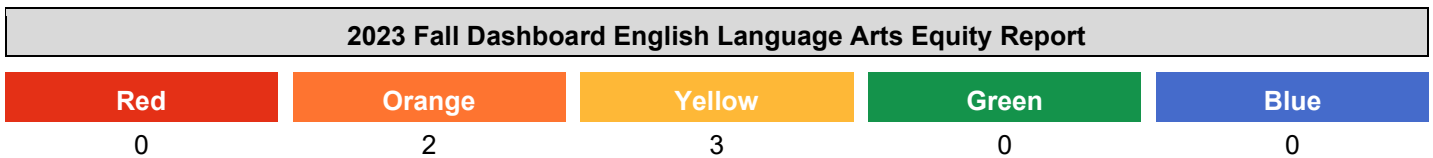
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 17.8 points below standard Maintained +0.8 points 256 Students	<b>English Learners</b>  Yellow 37.9 points below standard Increased +5.7 points 70 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Orange 30.8 points below standard Maintained +2.1 points 160 Students	<b>Students with Disabilities</b>  Yellow 36.3 points below standard Increased Significantly +52.8 points 39 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 26.1 points below standard Increased +12.1 points 137 Students	Less than 11 Students  9 Students	Less than 11 Students  1 Student	 Orange 7.9 points below standard Decreased Significantly - 16.2 points 82 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
73 points below standard Increased +9.6 points 36 Students	0.7 points below standard Decreased -9.7 points 34 Students	13 points below standard Decreased -4.2 points 172 Students

**Conclusions based on this data:**

1. The Students with Disabilities group increased significantly by +52.8 points, but is still below standard.
2. All student groups will be monitored for progress and performance during Academic Team Meetings.

# School and Student Performance Data

## Academic Performance Mathematics

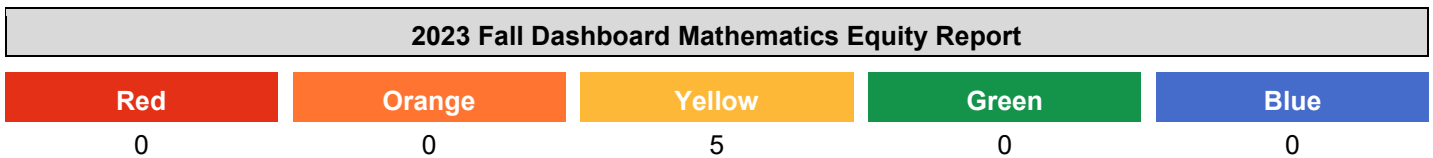
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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













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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group															
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">25.1 points below standard</td> </tr> <tr> <td>Increased +8.5 points</td> </tr> <tr> <td>256 Students</td> </tr> </tbody> </table>	All Students	 Yellow	25.1 points below standard	Increased +8.5 points	256 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">49.9 points below standard</td> </tr> <tr> <td>Increased +9.3 points</td> </tr> <tr> <td>70 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	49.9 points below standard	Increased +9.3 points	70 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students</td> </tr> <tr> <td>1 Student</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	1 Student
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Homeless															
Less than 11 Students															
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Students with Disabilities															
 Yellow															
41.3 points below standard															
Increased Significantly +54.2 points															
39 Students															

**2023 Fall Dashboard Mathematics Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.2 points below standard Increased Significantly +16.9 points 137 Students	Less than 11 Students  9 Students	Less than 11 Students  1 Student	 Yellow 6.6 points below standard Maintained -1.5 points 82 Students

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

**2023 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
81 points below standard Increased +9.8 points  36 Students	16.9 points below standard Maintained -0.2 points  34 Students	16.5 points below standard Increased +6.7 points  172 Students

**Conclusions based on this data:**

1. The Students with Disabilities group increased significantly by +54.2 points, and is still below standard.
2. All student groups will be monitored for progress and performance during Academic Team Meetings.

# School and Student Performance Data

## Academic Performance English Learner Progress

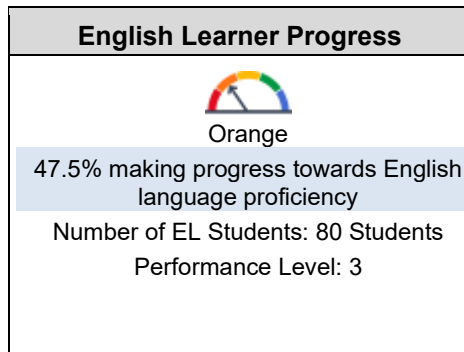
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	28	0	38

#### Conclusions based on this data:

1. Over 50% of learners progressed towards proficiency.
2. All learners will continue to set goals in one or more of the four domains assessed.
3. We will continue to provide ELPAC practice test questions to students during Designated ELD.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 33.3% Chronically Absent Declined Significantly -24 526 Students	 Orange 31.8% Chronically Absent Declined -25.5 107 Students	Less than 11 Students 2 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
60% Chronically Absent Increased 1.7 15 Students	 Yellow 33.6% Chronically Absent Declined Significantly -28.2 333 Students	 Orange 35.4% Chronically Absent Declined -19.6 99 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  10 Students	Less than 11 Students  2 Students	40% Chronically Absent  Increased 1.5  20 Students	36.4% Chronically Absent  0  11 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 35.5% Chronically Absent Declined Significantly -25.5  299 Students	31.6% Chronically Absent Declined -21.4  19 Students	Less than 11 Students  1 Student	 Yellow 29.3% Chronically Absent Declined Significantly -22  164 Students

**Conclusions based on this data:**

1. Chronic Absenteeism for all student groups decreased.
2. Homeless students were suspended at a higher percentage rate than the other student groups.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

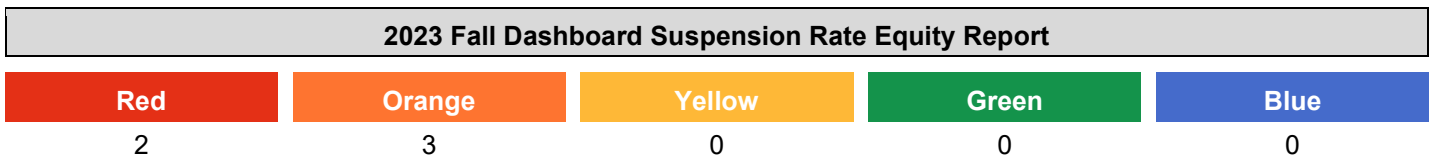
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 3.3% suspended at least one day Increased Significantly 2.8 539 Students	 Orange 2.7% suspended at least one day Increased 1.9 111 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
13.3% suspended at least one day Increased 13.3 15 Students	 Red 4.3% suspended at least one day Increased Significantly 4 345 Students	 Orange 4% suspended at least one day Increased 2.7 101 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 10 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>5% suspended at least one day  Increased 5 20 Students</p>	<p>0% suspended at least one day  11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Red</p> <p>3.6% suspended at least one day  Increased Significantly 2.6 306 Students</p>	<p>4.8% suspended at least one day  Increased 4.8 21 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange</p> <p>2.4% suspended at least one day  Increased Significantly 2.4 168 Students</p>

**Conclusions based on this data:**

1. Suspensions for all student groups increased.
2. Homeless students were suspended at a higher percentage rate than the other student groups.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Engagement

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Meeting the diverse needs of every learner through impactful teaching practices, high standards, and equitable resources.

#### Learner Achievement Goals

Reading and Mathematics SBAC: Decreasing the number of learners who score below standard

Reading and Mathematics MAP: 100% of all learners will meet their growth goal

Reading and Mathematics MAP: 5% winter to winter cohort performance growth

District Reading Assessments: 10% winter to winter cohort performance growth

ELPAC: 100% of all learners will increase one level or maintain criterion (Level 4)

Based on Winter to Winter DRA data listed below, there is a continued need to increase student access to meaningful intervention and the provision of increased teacher opportunities to participate in professional development.

Based on Winter to Winter MAP data in the area of reading, there is a need to provide professional development to support the effective use of core curriculum. Deeper understanding of the connection between reading and writing, along with cycles of coaching/improvement are needed to take place at all grade levels. Additionally, release time will be needed to help teachers improve their craft. Professional development in the use of effective differentiation strategies are also needed. Additional support may be needed in 4th grade with an emphasis on how the ELA standards shift from primary grades to intermediate. Additional support is needed with the analysis of reading data and the instructional implications that be drawn from data sets. Refreshers of reading standards and writing standards are needed at all grade levels.

Based on Winter to Winter MAP data in the area of mathematics, there is a need to provide professional development to support the effective use of core curriculum; deeper understanding of the mathematical practices; current research on effective strategies and identification of support materials for learners, teachers, families, and administration. Additional support is needed with the analysis of math data and the instructional implications that are drawn from data sets. Refreshers of math standards, math practices, and both Eureka/CPM pacing guides are needed at all grade levels.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year until 80% proficiency is reached.</p>	<p>2020-2021 Grade-Level Baseline Spring DRA:            Transitional Kindergarten: 5/12=42%            Kindergarten: 17/55=31%            First Grade: 36/68=53%            Second Grade: 27/58=47% (12 of the learners that did not meet have been here since kindergarten.)            Third Grade: 39/60=65%</p> <p>2021-2022 Grade-Level Actual Outcome Winter DRA:            Kindergarten: 29%            First Grade: 42%            Second Grade: 41%            Third Grade: 61%</p> <p>2022-2023 Grade-Level Winter Actual Outcome Winter DRA:            Kindergarten: 58%            First Grade: 67%            Second Grade: 44%            Third Grade: 69%</p> <p>2023-2024 Grade-Level Winter Actual Outcome Winter DRA:            Kindergarten: 34%            First Grade: 68%            Second Grade: 33%            Third Grade: 40%</p>	<p>2024-2025 Grade-Level Winter DRA            Expected Outcome: 80%            Kindergarten: 44%            First Grade: 78%            Second Grade: 43%            Third Grade: 50%</p>
<p>The number of 1st-6th grade students in each student group meeting/exceeding the 60th percentile for math on winter MAP will increase at least 5% each year.</p>	<p>2020-2021 Grade-Level Baseline Spring MAP:            First Grade: 49%            Second Grade: 42%            Third Grade: 61%            Fourth Grade: 70%            Fifth Grade: 23%            Sixth Grade: 37%</p> <p>2021-2022 Grade-Level Actual Outcome Winter MAP:            All Learners: 33%            First Grade: New 28%            Second Grade: 39%            Third Grade: 38%            Fourth Grade: 34%            Fifth Grade: 40%            Sixth Grade: 20%</p> <p>2022-2023 Grade-Level Actual Outcome Winter MAP:            All Learners: 37%            First Grade: New 41%            Second Grade: 34%            Third Grade: 41%</p>	<p>2024-2025 Grade-Level Winter MAP            Expected Outcome 60th percentile            All Learners: 50%            First Grade: 40%            Second Grade: 57%            Third Grade: 50%            Fourth Grade: 68%            Fifth Grade: 44%            Sixth Grade: 40%</p>

	<p>Fourth Grade: 49%</p> <p>Fifth Grade: 24%</p> <p>Sixth Grade: 33%</p> <p>2023-2024 Grade-Level Actual Outcome Winter MAP:</p> <p>All Learners: 45%</p> <p>First Grade: 35%</p> <p>Second Grade: 52%</p> <p>Third Grade: 45%</p> <p>Fourth Grade: 63%</p> <p>Fifth Grade: 39%</p> <p>Sixth Grade: 35%</p>	
<p>The number of 1st-6th grade students in each student group meeting/exceeding the 60th percentile for reading on winter MAP will increase at least 5% each year.</p>	<p>2020-2021 Grade-Level Baseline Spring MAP:</p> <p>First Grade: 23%</p> <p>Second Grade: 50%</p> <p>Third Grade: 69%</p> <p>Fourth Grade: 63%</p> <p>Fifth Grade: 29%</p> <p>Sixth Grade: 49%</p> <p>2021-2022 Grade-Level Actual Outcome Winter MAP:</p> <p>All Learners: 40%</p> <p>First Grade: 35%</p> <p>Second Grade: 41%</p> <p>Third Grade: 44%</p> <p>Fourth Grade: 39%</p> <p>Fifth Grade: 53%</p> <p>Sixth Grade: 36%</p> <p>2022-2023 Grade-Level Actual Outcome Winter MAP:</p> <p>All Learners: 41%</p> <p>First Grade: New 40%</p> <p>Second Grade: 32%</p> <p>Third Grade: 54%</p> <p>Fourth Grade: 41%</p> <p>Fifth Grade: 31%</p> <p>Sixth Grade: 51%</p> <p>2023-2024 Grade-Level Actual Outcome Winter MAP:</p> <p>All Learners: 39%</p> <p>First Grade: 32%</p> <p>Second Grade: 40%</p> <p>Third Grade: 40%</p> <p>Fourth Grade: 47%</p> <p>Fifth Grade: 42%</p> <p>Sixth Grade: 29%</p>	<p>2024-2025 Grade-Level Winter MAP Expected Outcome 60th percentile</p> <p>All Learners: 44%</p> <p>First Grade: 37%</p> <p>Second Grade: 45%</p> <p>Third Grade: 45%</p> <p>Fourth Grade: 52%</p> <p>Fifth Grade: 47%</p> <p>Sixth Grade: 34%</p>
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.</p>	<p>2022-2023 California Dashboard:</p> <p>All Students: 17.8 points below standard</p> <p>English Learners: 37.9 points below standard</p> <p>Socioeconomically Disadvantaged: 30.8 points below standard</p>	<p>2023-2024 California Dashboard:</p> <p>All Students: 7.8 points below standard</p> <p>English Learners: 27.9 points below standard</p> <p>Socioeconomically Disadvantaged: 20.8 points below standard</p> <p>Students With Disabilities: 26.3 points below standard</p>

	<p>Students With Disabilities: 36.3 points below standard  Hispanic: 26.1 points below standard  White: 7.9 points below standard</p>	<p>Hispanic: 16.1 points below standard  White: 2.1 points above standard</p>
<p>All student groups, on the CA School Dashboard, will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.</p>	<p>2022-2023 California Dashboard:  All Students: 25.1 points below standard  English Learners: 49.9 points below standard  Socioeconomically Disadvantaged: 39.1 points below standard  Students With Disabilities: 41.3 points below standard  Hispanic: 38.2 points below standard  White: 6.6 points below standard</p>	<p>2023-2024 California Dashboard:  All Students: 15.1 points below standard  English Learners: 39.9 points below standard  Socioeconomically Disadvantaged: 29.1 points below standard  Students With Disabilities: 31.3 points below standard  Hispanic: 28.2 points below standard  White: .4 points above standard</p>
<p>English Learners making Annual Progress in Learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.</p>	<p>2019 California Dashboard:  60% making progress towards English language proficiency</p> <p>2021-2022:  70% making progress towards English language proficiency</p> <p>2022-2023  48% making progress towards English language proficiency</p>	<p>2023-2024 Expected Outcome:  53% making progress towards English language proficiency</p>
<p>English Learner reclassification rate will increase at least 3% each year.</p>	<p>2019-2020 Baseline:  15/115 Reclassification rate = 13%</p> <p>2021-2022 Actual Outcome:  22/115 Reclassification rate = 19%</p> <p>2022-2023 Actual Outcome:  17/94 Reclassification rate = 18%</p>	<p>2023-2024 Expected Outcome:  Reclassification rate = 21%</p>
<p>Students taught with CCSS aligned ELA, Math, ELD &amp; NGSS curriculum and supplemental bridge resources will be maintained at 100%.</p>	<p>2020-2021 Baseline:100%</p> <p>2021-2022 Actual Outcome:  Maintained 100%</p> <p>2022-2023 Actual Outcome:  Maintained 100%</p>	<p>2024-2025 Expected Outcome:  Maintained 100%</p>
<p>Parent CalSCHL survey will increase of 10% each year with the goal of 80 families.</p>	<p>2020-2021 Baseline:  136 families responded</p> <p>2021-2022 Actual Outcome:  46 families responded</p> <p>2022-2023 Actual Outcome:  58 families responded</p> <p>2023-2024 Actual Outcome:  24 families responded</p>	<p>2024-2025 Expected Outcome:  80 families</p>



All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2023-2024 100% of teachers will have access to professional development that focuses on literacy, well-being and equitable practices.	2024-2025 100% of teachers will have access to professional development that focuses on literacy, well-being and equitable practices.
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Reading Strategies/Activities: Recognizing the impact of independent reading Greer Problem of Practice Implementing 50% whole class and 50% small group Benchmark instruction Implementing whole class SIPPS instruction in grades K-4 with Tier 2 small group instruction	All Learners	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants  LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants and Bilingual Instructional Assistants  LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants  Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
1.2	Mathematics Strategies/Activities: Implementing Building Thinking Classrooms Implementing Tier 2 small group instruction	All Learners	
1.3	Writing Strategies/Activities: Decreasing the number of learners who score below standard on the writing claim Implementing consistent writing strategies to improve students’ ability to independently produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	All Learners	
1.4	ELD Strategies/Activities: Increasing the number of learners who RFEP Implementing Integrated and Designated ELD instruction to develop the language needed to engage in grade-level literacy Completing the ELPAC Practice Test	All Learners	
1.5	Professional Learning Community Strategies/Activities:	All Learners	

	<p>Strengthening collective efficacy using tools to support the Achievement Teams process</p> <p>Implementing consistent analysis of data to support instruction</p> <p>Using meaningful evaluation and self-reflection to continuously improve classroom instruction</p> <p>Providing, supporting, and participating in improvement opportunities</p>		<p>1000-1999: Certificated Personnel Salaries</p> <p>Fred Jones Training</p>
1.6	Supplemental Curriculum Technology	All Learners	
1.7	Learner Supports	All Learners	

# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Both District and site professional development provided to improve classroom instruction using research-based strategies have supported a continuous path of improvement in all academic areas.

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

We increased spending to support Building Thinking Classrooms with the goal being to get more of our learners thinking, and thinking for longer periods of time, within the context of curriculum, which leads to longer and deeper 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.

None

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Social Emotional Learning

Promoting whole learner development through social and emotional learning opportunities in a variety of environments.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promoting whole learner development through social and emotional learning opportunities in a variety of environments.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Meeting the diverse needs of every learner for motivation, social connectedness, and self-regulation as prerequisites for learning.

#### Learner Achievement Goals

Chronic Absenteeism: Increase the number of learners attending 95% or more school days

Suspension Rate: Decrease the number of learners suspended by 10%

CaSCHLS Survey: Increase the number of learners, families, and staff responding positively on items related to safety, belonging, and engagement

Based on the data listed below, Vernon E. Greer will continue to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism and habitual truancy rates, including suspension and expulsion. Most importantly early identification, family notification, and access to appropriate support personnel. A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) of students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal-setting, positive relationships and responsible decisions. Our site school counselor and mental health clinician will continue to provide service to learners, families, and staff.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance rate will increase to 94% or greater.	2018-2019 Daily Attendance Rate Outcome: 94.5%  2022-April 2023 Daily Attendance Rate Outcome: 91.47%  2023-2024 Daily Attendance Rate Outcome: 94%	2024-2025 Daily Attendance Rate Expected Outcome: daily attendance rate
Chronic absenteeism rate will decrease by 1% or greater for every student subgroup.	2021-2022 California Dashboard Actual Outcome for Greer: All Students: 57.3% Chronically Absent	2023-2024 California Dashboard Expected Outcome: All Students: 32.3% Chronically Absent

	<p>English Learners: 57.3% Chronically Absent  Homeless: 58.3% Chronically Absent  Socioeconomically Disadvantaged: 61.9% Chronically Absent  Students With Disabilities: 55% Chronically Absent  Hispanic: 61% Chronically Absent  White: 51.2% Chronically Absent</p> <p>2022-2023 California Dashboard  Expected Outcome:  All Students: 33.3% Chronically Absent  English Learners: 31.8% Chronically Absent  Homeless: 60% Chronically Absent  Socioeconomically Disadvantaged: 33.6% Chronically Absent  Students With Disabilities: 35.4% Chronically Absent  Hispanic: 35.5% Chronically Absent  White: 31.6% Chronically Absent</p>	<p>English Learners: 30.8% Chronically Absent  Homeless: 59% Chronically Absent  Socioeconomically Disadvantaged: 32.6% Chronically Absent  Students With Disabilities: 34.4% Chronically Absent  Hispanic: 34.5% Chronically Absent  White: 30.6% Chronically Absent</p>
<p>Overall suspension rate will decrease by 1% or greater for every student subgroup.</p>	<p>2021-2022 California Dashboard  Actual Outcome for Greer:  All Students: 0.6% suspended at least one day  English Learners: 0.8% suspended at least one day  Homeless: 0% suspended at least one day  Socioeconomically Disadvantaged: 0.3% suspended at least one day  Students With Disabilities: 1.2% suspended at least one day  Hispanic: 1% suspended at least one day  White: 0% suspended at least one day</p> <p>2022-2023 California Dashboard  Actual Outcome for Greer:  All Students: 3.3% suspended at least one day  English Learners: 2.7% suspended at least one day  Homeless: 13.3% suspended at least one day  Socioeconomically Disadvantaged: 4.3% suspended at least one day  Students With Disabilities: 4% suspended at least one day  Hispanic: 3.6% suspended at least one day  White: 2.4% suspended at least one day</p>	<p>2023-2024 California Dashboard  Expected Outcome:  All Students: 2.3% suspended at least one day  English Learners: 1.7% suspended at least one day  Homeless: 12.3% suspended at least one day  Socioeconomically Disadvantaged: 3.3% suspended at least one day  Students With Disabilities: 3% suspended at least one day  Hispanic: 2.6% suspended at least one day  White: 1.4% suspended at least one day</p>
<p>Overall expulsion rate will decrease by 1% or greater for every subgroup.</p>	<p>2021-2022 California Dashboard  Actual Outcome for Greer:  All Students: 0  English Learners: 0  Socioeconomically Disadvantaged: 0</p>	<p>2023-2024 California Dashboard  Expected Outcome:  All Students: 0  English Learners: 0  Socioeconomically Disadvantaged: 0</p>

	<p>Students With Disabilities:0 Hispanic: 0 White: 0</p> <p>2022-2023 California Dashboard Actual Outcome for Greer: All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 0 White: 0</p>	<p>Students With Disabilities:0 Hispanic: 0 White: 0</p>
<p>Percentage of parents responding "Strongly agree" on the annual CalSCHLS Survey will increase at least 5% in areas that are below 50%.</p>	<p>2023-2024 Survey Results Actual Outcome: Participation = 24 Parents Reporting "Strongly agree" Parents feel welcome to participate 27% Supportive student learning environment 22% School is a safe place for my child 32% School has adults who really care about students 32% Communication with parents about school 26% School treats all students with respect 23% Facilities upkeep 23% Teachers responsive to child's social/emotional needs 71%</p>	<p>2024-2025 Survey Results Expected Outcome: Parents Reporting "Strongly agree" Parents feel welcome to participate 32% Supportive student learning environment 27% School is a safe place for my child 37% School has adults who really care about students 37% Communication with parents about school 31% School treats all students with respect 28% Facilities upkeep 28%</p>
<p>Percentage of students in grades 5 and 6 responding, "Yes, most or all of the time" on the annual CalSCHLS Survey will increase/decrease at least 5% in areas that are below 80%.</p>	<p>2022-2024 Fall Survey Results Actual Outcome:</p> <p>Grade 5 Students Reporting "Yes, most or all of the time" Students feel connected to school 66% to 70% Caring adults in school 52% to 67% Facilities upkeep 74% to 68% Social and emotional learning supports 64% to 70% Anti Bullying climate 66% to 74% Feel safe at school 67% to 72%</p> <p>Grade 6 Students Reporting "Yes, most or all of the time" Students feel connected to school 55% to 65% Caring adults in school 57% to 60% High expectations from adults 76% to 77% Facilities upkeep 53% to 75% Social and emotional learning supports 59% to 63% Anti Bullying climate 63% to 66% Feel safe at school 53% to 69% Students treated with respect 73% to 68%</p>	<p>2024-2025 Fall Survey Results Expected Outcome:</p> <p>Grade 5 Students Reporting "Yes, most or all of the time" Students feel connected to school 75% Caring adults in school 72% Facilities upkeep 73% Social and emotional learning supports 80% Anti Bullying climate 79% Feel safe at school 77%</p> <p>Grade 6 Students Reporting "Yes, most or all of the time" Students feel connected to school 70% Caring adults in school 65% High expectations from adults 82% Facilities upkeep 53% to 75% Social and emotional learning supports 68% Anti Bullying climate 71% Feel safe at school 74% Students treated with respect 73%</p>

Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.	2022-2023 Actual Outcome: FAIR  2023-2024 Actual Outcome: GOOD	2024-2025 Expected Outcome: GOOD
Williams Facilities Complaints will be maintained at ZERO (0).	2023-2024 There are zero (0) Williams Facilities Complaints.	2024-2025 Maintain zero (0) Williams Facilities Complaints.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Restorative Practices Strategies/Activities: Building collaboration, respect, and positive behavior	All Learners	
2.2	PBIS Strategies/Activities: Improving effectiveness, efficiency, and equity	All Learners	2,500.00 PBIS Behavior Incentives
2.3	Caring School Community Circles Strategies/Activities: Building a climate of kindness and caring	All Learners	Caring School Community Kits
2.4	Second Step Curriculum Strategies/Activities: Building a healthy community	All Learners	Second Step Materials
2.5	Fostering Resilient Learners Strategies/Activities: Creating a Trauma-Sensitive Classroom	All Learners	Fostering Resilient Learners Book Study
2.6	Relationship, Responsibility, and Regulation Strategies/Activities: Trauma-invested practices for fostering resilient learners	All Learners	Relationship, Responsibility, and Regulation Book Study
2.7	Permission To Feel Strategies/Activities: Building an emotionally and psychologically safe learning environment Adult Social Emotional Learning	All Learners	Permission To Feel Book Study
2.8	Poor Students, Rich Teaching Strategies/Activities: Making a difference in students' lives with richer teaching.	All Learners	Poor Students, Rich Teaching Book Study
2.9	Calming Corners Strategies/Activities: Integrating checking in and reflecting to support well being	All Learners	Calming Corner Tools
2.10	Clifton Strengths Strategies/Activities: Building upon what learners naturally do best	All Learners	

2.11	Service Learning Strategies/Activities: Community-based activities with structured preparation and reflection		Service Learning Materials
2.12	Digital Citizenship Strategies/Activities: Helping learners take ownership of their digital lives		

# Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Site professional development provided to improve classroom instruction using research-based strategies have supported a continuous path of improvement in PBIS and SEL.

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

There were no major differences. We were fortunate to use CalHOPE funding to support PBIS and SEL.

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.

None

# Goals, Strategies, & Proposed Expenditures

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

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$67,745.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,500.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$2,500.00

Subtotal of state or local funds included for this school: \$2,500.00

Total of federal, state, and/or local funds for this school: \$2,500.00



# 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
Title I	67,283.30	67,283.30
Title I Part A: Parent Involvement	1,178	1,178.00
LCFF - Supplemental	154,904.90	154,904.90
Title III	5,956.21	5,956.21

## Expenditures by Funding Source

Funding Source	Amount
	2,500.00

## Expenditures by Budget Reference

Budget Reference	Amount
	2,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		2,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	2,500.00

# 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
- 4 Classroom Teachers
- 2 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Stephanie Simonich	Principal
Leah Wheeler	Other School Staff
Laura Corwin	Parent or Community Member
Sofia Flores	Other School Staff
Melissa Wilson	Classroom Teacher
Stacey Finley	Classroom Teacher
Amber Coupe	Classroom Teacher
Ingrid Carrillo	Parent or Community Member
Sarah Giglia	Classroom Teacher

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, Stephanie Simonich on 6-4-24

SSC Chairperson, Laura Corwin on 6-4-24

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

**Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

## Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

### **Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

### **Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported

in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.



- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it’s LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>



## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023