

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Vernon E. Greer Elementary School	34 67348 0119420	May 5, 2023	

Purpose and Description

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

Schoolwide Program

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

The 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.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

At Vernon E. Greer Elementary, staff, families, and learners completed the California School Climate, Health, and Learning Surveys. Here is a summary of the April 2023 Main Reports:

Anti-Bullying Climate

82% of 5th grade learners and 94% of 6th grade learners indicated that grown-ups make it clear that bullying is not allowed.

79% of 5th grade learners and 70% of 6th grade learners indicated that if they tell a teacher, the teacher will do something to help.

School Environment, School Connectedness, and Academic Motivation

66% of 5th grade learners and 60% of 6th grade learners indicated that teachers and grown-ups at school care about them.

44% of 5th grade learners and 57% of 6th grade learners indicated that teachers and grown-ups at school listen when they have something to say.

46% of 5th grade learners and 53% of 6th grade learners indicated that teachers and grown-ups at school make an effort to get to know them.

62% of 5th grade learners and 56% of 6th grade learners indicated that adults who work at this school tell them they do a good job.

74% of 5th grade learners and 85% of 6th grade learners indicated that adults who work at this school believe that every student can be a success.

70% of 5th grade learners and 43% of 6th grade learners indicated that they feel like they are part of this school.

67% of 5th grade learners and 53% of 6th grade learners indicated that they feel safe at this school.

Social Emotional Health

72% of 5th grade learners and 72% of 6th grade learners indicated that they have belief in self.

64% of 5th grade learners and 68% of 6th grade learners indicated that they have belief in others.

77% of 5th grade learners and 72% of 6th grade learners indicated that they are persistent.

59% of 5th grade learners and 63% of 6th grade learners indicated that they have school supports.

68% of 5th grade learners and 72% of 6th grade learners indicated that they have peer supports.

63% of 5th grade learners and 68% of 6th grade learners indicated that they have the strength of empathy.

54% of 5th grade learners and 50% of 6th grade learners indicated that they feel optimistic.

74% of 5th grade learners and 57% of 6th grade learners indicated that they are thankful regarding school.

76% of 5th grade learners and 76% of 6th grade learners indicated that they have a growth mindset.

25% of 5th grade learners and 32% of 6th grade learners indicated that they have social emotional distress.

Promotion of Parent Involvement

90% of parents indicate this school promptly responds to phone calls, messages, or emails.

88% of parents indicate this school is welcoming to and facilitates parent involvement.

84% of parents indicate this school encourages parents to be active partners in educating their child.

98% of parents indicate that school staff treat parents with respect.
92% of parents indicate teachers at this school communicate with parents about what their children are expected to learn in class.
90% of parents indicate school staff take parents' concerns seriously.
96% of parents indicate this school is a safe place for their children.

Staff Working Environment

87% of staff indicate this is a supportive and inviting place for staff to work.
81% of staff indicate this school promotes trust and collegiality among staff.
94% of staff indicate this is a safe place for staff.
88% of staff indicate adults who work at this school have close professional relationships with one another.
94% of staff indicate adults who work at this school support and treat each other with respect.
97% of staff indicate adults who work at this school feel a responsibility to improve this school.

Based on the results of this survey and the results of local and state assessments, the following SPSA goals have been selected:

Vernon E. Greer Academic & Social Goals

"When planning lessons, we craft two types of goals — academic and social. Having dual goals ensure that we value how learners are working together and what they are learning are given equal attention during our teaching."

LCAP Goal 1:

Engaging the learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

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)

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

Mathematics Strategies/Activities:

Implementing Building Thinking Classrooms
Implementing Tier 2 small group instruction

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

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

Achievement Team Strategies/Activities:

Strengthening collective efficacy using tools to support the Achievement Teams process

Implementing consistent analysis of data to support instruction

Using meaningful evaluation and self-reflection to continuously improve classroom instruction

Providing, supporting, and participating in improvement opportunities

LCAP Goal 2:

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

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%

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

PBIS Strategies/Activities:

Improving effectiveness, efficiency, and equity

Restorative Practices Strategies/Activities:

Building collaboration, respect, and positive behavior

Clifton Strengths Strategies/Activities:

Building upon what learners naturally do best

Caring School Community Circles Strategies/Activities:

Building a climate of kindness and caring

Second Step Curriculum Strategies/Activities:

Building a healthy community

Fostering Resilient Learners Strategies/Activities:

Creating a Trauma-Sensitive Classroom

Relationship, Responsibility, and Regulation Strategies/Activities:

Trauma-invested practices for fostering resilient learners

Permission To Feel Strategies/Activities:

Building an emotionally and psychologically safe learning environment

Calming Corners Strategies/Activities:

Integrating checking in and reflecting to support well being

Service Learning Strategies/Activities:

Community-based activities with structured preparation and reflection

Digital Citizenship Strategies/Activities:

Helping learners take ownership of their digital lives

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted twice a year through mini observations for non-evaluation teachers, and six times a year through mini observations for teachers who are going through the evaluation cycle. Teachers participating in our continuous learning cycle utilize a self-evaluation rubric with peer and administrative observations. Teachers and administration meet after each mini observation for feedback related to instructional practices.

During the 2022-2023 school year:

94 in-person teacher observations were completed.

11 teacher summary evaluations were completed.

3 self-evaluation rubrics were completed.

In addition, classified staff also receive a performance report:

23 performance reports were completed.

Three, CORE, classroom observations were completed in the area of SIPPS for each new teacher. Teachers and the CORE lead met after each observation for feedback related to routines and procedures.

4 teachers participated in this continuous learning cycle.

Three, CORE, classroom observations were completed in the area of SIPPS for each fourth grade teacher. Teachers and the CORE lead met after each observation for feedback related to routines and procedures.

3 teachers participated in this continuous learning cycle.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Galt Joint Union Elementary School District measures content standards growth and achievement using several measures. The NWEA Measures of Academic Progress (MAP) is a computer-adaptive assessment that measures the growth and achievement of English Language Arts and mathematics. Each learner has a personalized path based on the Learning Continuum of skills embedded in the California Common Core State Standards. District reading, writing, and mathematics assessments are used to provide formative data. The California Assessment of Student Performance and Progress (CAASPP) is also used to monitor English Language Arts/literacy and mathematics to ensure that all learners are prepared for college and career. ELPAC is used to monitor English language proficiency progress.

GJUESD Organizational Consistencies:

- 1) Core reading instruction is provided by a credentialed teacher.
- 2) All learners receive Tier 1, grade-level reading and mathematics instruction.
- 3) All teachers will teach Benchmark Universe and Eureka Mathematics.
- 4) Some learners will receive Tier 2, targeted intervention.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use formative and summative assessment data from a variety of sources to make instructional decisions for each learner. In addition, formative and summative data are used to make decisions about school climate and safety, and professional development needs. Each Wednesday, grade-level teachers meet as a professional learning community (PLC) to monitor each learner's growth toward standards.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers meet Highly Qualified Teacher requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Vernon E. Greer Elementary utilizes services of the District in advertising for vacancies. The District screens applicants in order to determine if applicants meet the definition of highly qualified. Only those candidates meeting that requirement will be recruited to interview. Teachers have had specialized training in the area of language development and literacy that supports our English Learners. Teachers provide designated and integrated ELD to all English Learners using research-based routines and strategies from CRLP Results: Academic Language and Literacy Instruction (RALLI). Greer teachers are also involved in the Next Generation Science Standards (NGSS) Early Implementation Initiative.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development supports the successful implementation of the California Common Core State Standards with a focus on personalization. Teachers and support staff are encouraged to attend Learning Events that cater to their personal learning needs. Learning Events are determined by needs and held monthly. Our site Leadership Team, which consists of all staff members, plays an important part in the implementation of the personalization model and for increasing professional capacity. The District provides strategic release days, Take-Away Tuesdays, and early release Wednesdays for capacity building.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Principals are responsible for the ongoing monitoring and evaluation of effective instruction. Site administration conducts on-going mini observations. Mini-observations include written feedback and a face-to-face follow-up conversation. Teachers on Special Assignment foster a culture of collaboration and provide specific support designed to meet the needs of all Learners. Teachers in need of support may utilize the Peer Assistance Review (PAR) process by referral or on a voluntary basis.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers participate in Professional Learning Community Meetings which focus on learner outcomes. A range of work is completed during the early release Wednesdays, including: looking at and analyzing learner performance data; lesson planning; developing learning supports with identified learner needs; and monitoring pacing guides in relation to the California Common Core Standards grade level expectations.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned with the California Common Core Standards and Next Generation Science Standards. District Curriculum Coaches provide continued unit and lesson development training to help calibrate grade-level expectations across the school district. Learners are provided differentiated instruction and support through the development and implementation of their Personalized Learning Plans.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes for reading/language arts, mathematics, and physical education are met. Teachers submit daily schedules which are shared with administration and the District Office.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Learning supports are built into the school day and adjusted as needed throughout the year. Research-based interventions are based on formative assessments. Along with teachers, a cadre of eight instructional assistants (IAs) provide learning supports. Each K-3rd grade classroom receives an average of 90 minutes of instructional support per day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-aligned textbooks and instructional materials are available to all learners in every classroom.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All learners have access to the SBE adopted materials. Currently, learners have access to Benchmark Advance, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Eureka Math, California Reading & Literature Project RALLI materials, Next Generation Science Standards (NGSS) learning sequences, and blended learning programs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Learners that do not meet benchmarks receive assistance in the classroom through differentiated instruction and support from instructional assistants. Learners in need of support outside of the classroom have access to after school programs through the Extended Learning Program and Teacher Acceleration Blocks.

A comprehensive Multi-tiered System of Supports (MTSS) process is in place. The Greer Learner Supports Team is comprised of administration, teachers, and support staff. The team, along with the referring teacher, develop strategic supports that range from environmental and instructional accommodations to instruction of specific skills. Developing and providing learning supports is based on the whole child. The learner's strengths, talents, and interests are used to determine how best to meet individual needs. The teacher and team develop goals specific to outcomes desired. A team member is assigned as case manager to monitor and support the teacher and the learner. An actions grid is used for accountability.

During the 2022-2023 school year:

50 Learner Support meetings were completed.

70 Learner Student Study Team and Follow-Up SST meetings were completed.

80 School Attendance Review Team meetings were completed.

10 School Attendance Review Board meetings were completed.

2 Truancy Court hearings were completed.

16 Learner 504 Accommodation Plans were completed.

Evidence-based educational practices to raise student achievement

High impact instructional strategies are used to support personalized learning efforts.

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.

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

Vernon E. Greer Elementary is currently interviewing for a full-time social worker. Our social worker implements programs which support all learners. 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 social worker is responsible for various programs aimed at reducing or eliminating the high risk factors that interfere with learning. Our social worker provides support to staff, families, and learners. There is a focus on attendance intervention, developing behavior contracts, and providing on-going workshops for families and staff.

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 Single 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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.

No resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment 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
Total Enrollment	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

Student Enrollment English Learner (EL) Enrollment

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	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 slightly.
2. The number of Fluent English Proficient learners increased by 1.8%
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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	63	71		0	71		0	71		0.0	100.0	
Grade 4	55	63		0	63		0	63		0.0	100.0	
Grade 5	73	57		0	57		0	57		0.0	100.0	
Grade 6	85	62		0	62		0	62		0.0	100.0	
All Grades	276	253		0	253		0	253		0.0	100.0	

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			% Standard Met			% Standard Nearly			% Standard Not		
	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.			21.13			18.31			28.17			32.39	
Grade 4		2455.			15.87			26.98			19.05			38.10	
Grade 5		2506.			21.05			26.32			31.58			21.05	
Grade 6		2498.			3.23			32.26			33.87			30.65	
All Grades	N/A	N/A	N/A		15.42			25.69			28.06			30.83	

Reading Demonstrating understanding of literary and non-fictional texts									
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		16.90			54.93			28.17	
Grade 4		15.87			77.78			6.35	
Grade 5		19.30			66.67			14.04	
Grade 6		16.13			58.06			25.81	
All Grades		17.00			64.03			18.97	

Writing Producing clear and purposeful writing									
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		15.49			47.89			36.62	
Grade 4		7.94			65.08			26.98	
Grade 5		14.04			63.16			22.81	
Grade 6		1.61			53.23			45.16	
All Grades		9.88			56.92			33.20	

Listening Demonstrating effective communication skills									
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		12.68			69.01			18.31	
Grade 4		11.11			74.60			14.29	
Grade 5		7.02			84.21			8.77	
Grade 6		11.29			77.42			11.29	
All Grades		10.67			75.89			13.44	

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			60.56			30.99	
Grade 4		6.35			76.19			17.46	
Grade 5		14.04			78.95			7.02	
Grade 6		11.29			80.65			8.06	
All Grades		9.88			73.52			16.60	

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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	63	71		0	71		0	71		0.0	100.0	
Grade 4	55	63		0	63		0	63		0.0	100.0	
Grade 5	73	57		0	57		0	57		0.0	100.0	
Grade 6	85	62		0	62		0	62		0.0	100.0	
All Grades	276	253		0	253		0	253		0.0	100.0	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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.			16.90			21.13			33.80			28.17	
Grade 4		2446.			11.11			22.22			33.33			33.33	
Grade 5		2497.			15.79			26.32			24.56			33.33	
Grade 6		2499.			12.90			17.74			24.19			45.16	
All Grades	N/A	N/A	N/A		14.23			21.74			29.25			34.78	

Concepts & Procedures Applying mathematical concepts and procedures									
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		23.94			46.48			29.58	
Grade 4		11.11			53.97			34.92	
Grade 5		15.79			54.39			29.82	
Grade 6		11.29			43.55			45.16	
All Grades		15.81			49.41			34.78	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
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		18.31			53.52			28.17	
Grade 4		14.29			49.21			36.51	
Grade 5		10.53			66.67			22.81	
Grade 6		9.68			54.84			35.48	
All Grades		13.44			55.73			30.83	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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		21.13			54.93			23.94	
Grade 4		19.05			57.14			23.81	
Grade 5		12.28			61.40			26.32	
Grade 6		12.90			62.90			24.19	
All Grades		16.60			58.89			24.51	

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

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
K	1435.9	1422.4		1457.2	1442.4		1385.6	1375.7		25	21	
1	1455.9	1446.3		1474.4	1464.1		1436.9	1427.8		19	19	
2	1494.3	1504.1		1522.3	1510.3		1465.8	1497.2		12	18	
3	1482.4	1483.9		1488.8	1484.8		1475.5	1482.5		17	14	
4	*	1530.4		*	1543.8		*	1516.4		9	14	
5	1519.9	*		1512.3	*		1526.9	*		16	6	
6	1547.6	1541.4		1547.1	1536.5		1547.4	1546.1		14	14	
All Grades										112	106	

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
K	12.00	9.52		40.00	33.33		40.00	47.62		8.00	9.52		25	21	
1	10.53	5.26		42.11	21.05		36.84	63.16		10.53	10.53		19	19	
2	16.67	16.67		50.00	61.11		33.33	16.67		0.00	5.56		12	18	
3	29.41	0.00		17.65	42.86		35.29	50.00		17.65	7.14		17	14	
4	*	28.57		*	57.14		*	14.29		*	0.00		*	14	
5	6.25	*		43.75	*		50.00	*		0.00	*		16	*	
6	28.57	21.43		50.00	42.86		21.43	28.57		0.00	7.14		14	14	
All Grades	17.86	15.09		40.18	41.51		34.82	36.79		7.14	6.60		112	106	

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
K	32.00	28.57		36.00	19.05		24.00	42.86		8.00	9.52		25	21	
1	31.58	31.58		52.63	15.79		15.79	52.63		0.00	0.00		19	19	
2	41.67	50.00		58.33	33.33		0.00	16.67		0.00	0.00		12	18	
3	47.06	7.14		23.53	71.43		17.65	14.29		11.76	7.14		17	14	
4	*	64.29		*	28.57		*	7.14		*	0.00		*	14	
5	31.25	*		56.25	*		12.50	*		0.00	*		16	*	
6	50.00	42.86		50.00	42.86		0.00	14.29		0.00	0.00		14	14	
All Grades	40.18	37.74		42.86	33.02		12.50	26.42		4.46	2.83		112	106	

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
K	8.00	0.00		24.00	23.81		40.00	52.38		28.00	23.81		25	21	
1	0.00	5.26		26.32	0.00		47.37	47.37		26.32	47.37		19	19	
2	0.00	11.11		50.00	44.44		16.67	22.22		33.33	22.22		12	18	
3	11.76	0.00		17.65	35.71		47.06	28.57		23.53	35.71		17	14	
4	*	7.14		*	35.71		*	35.71		*	21.43		*	14	
5	12.50	*		12.50	*		62.50	*		12.50	*		16	*	
6	14.29	7.14		35.71	50.00		42.86	28.57		7.14	14.29		14	14	
All Grades	8.04	5.66		27.68	31.13		41.96	35.85		22.32	27.36		112	106	

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
K	24.00	33.33		72.00	61.90		4.00	4.76		25	21	
1	36.84	36.84		63.16	63.16		0.00	0.00		19	19	
2	50.00	44.44		50.00	55.56		0.00	0.00		12	18	
3	41.18	28.57		41.18	71.43		17.65	0.00		17	14	
4	*	57.14		*	42.86		*	0.00		*	14	
5	18.75	*		75.00	*		6.25	*		16	*	
6	28.57	21.43		64.29	64.29		7.14	14.29		14	14	
All Grades	34.82	36.79		58.93	60.38		6.25	2.83		112	106	

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
K	36.00	19.05		48.00	66.67		16.00	14.29		25	21	
1	15.79	10.53		84.21	84.21		0.00	5.26		19	19	
2	41.67	61.11		58.33	38.89		0.00	0.00		12	18	
3	47.06	21.43		41.18	71.43		11.76	7.14		17	14	
4	*	78.57		*	21.43		*	0.00		*	14	
5	62.50	*		31.25	*		6.25	*		16	*	
6	85.71	71.43		14.29	21.43		0.00	7.14		14	14	
All Grades	48.21	43.40		44.64	50.94		7.14	5.66		112	106	

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
K	4.00	0.00		80.00	80.95		16.00	19.05		25	21	
1	5.26	5.26		57.89	47.37		36.84	47.37		19	19	
2	25.00	22.22		41.67	55.56		33.33	22.22		12	18	
3	17.65	0.00		29.41	57.14		52.94	42.86		17	14	
4	*	7.14		*	71.43		*	21.43		*	14	
5	18.75	*		62.50	*		18.75	*		16	*	
6	14.29	7.14		35.71	57.14		50.00	35.71		14	14	
All Grades	13.39	7.55		54.46	62.26		32.14	30.19		112	106	

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
K	16.00	9.52		40.00	61.90		44.00	28.57		25	21	
1	10.53	5.26		68.42	78.95		21.05	15.79		19	19	
2	0.00	27.78		66.67	61.11		33.33	11.11		12	18	
3	17.65	7.14		64.71	78.57		17.65	14.29		17	14	
4	*	21.43		*	57.14		*	21.43		*	14	
5	12.50	*		75.00	*		12.50	*		16	*	
6	35.71	14.29		64.29	85.71		0.00	0.00		14	14	
All Grades	14.29	16.98		63.39	66.98		22.32	16.04		112	106	

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

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
472	61.4	23.1	Students whose well being is the responsibility of a court.
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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	109	23.1
Foster Youth		
Homeless	9	1.9
Socioeconomically Disadvantaged	290	61.4
Students with Disabilities	68	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3
American Indian	3	0.6
Asian	10	2.1
Filipino	9	1.9
Hispanic	275	58.3
Two or More Races	15	3.2
Pacific Islander	1	0.2
White	153	32.4

Conclusions based on this data:

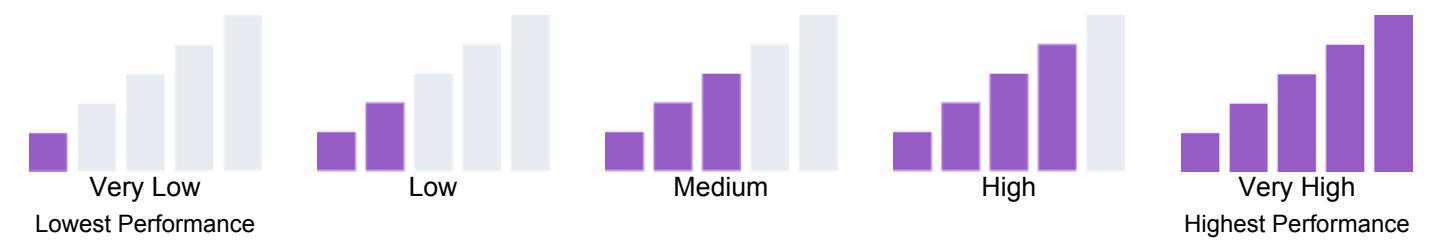
1. Socioeconomically Disadvantaged student group increased to 60%.
2. English Learners student group dropped to below 25%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Low</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>High</div>		

Conclusions based on this data:

- English Language Arts overall results are Low.
- Mathematics overall results are Low.

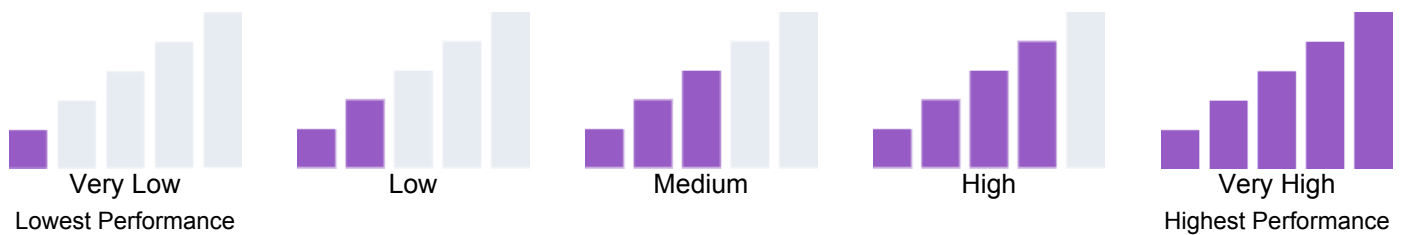
3. Chronic Absenteeism overall results are Very High which may account for overall Low performance in ELA and mathematics.

School and Student Performance Data

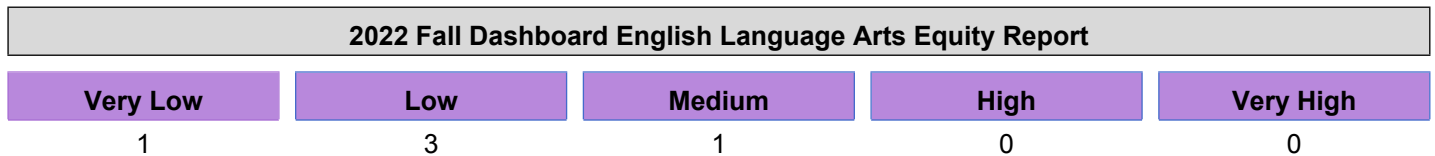
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

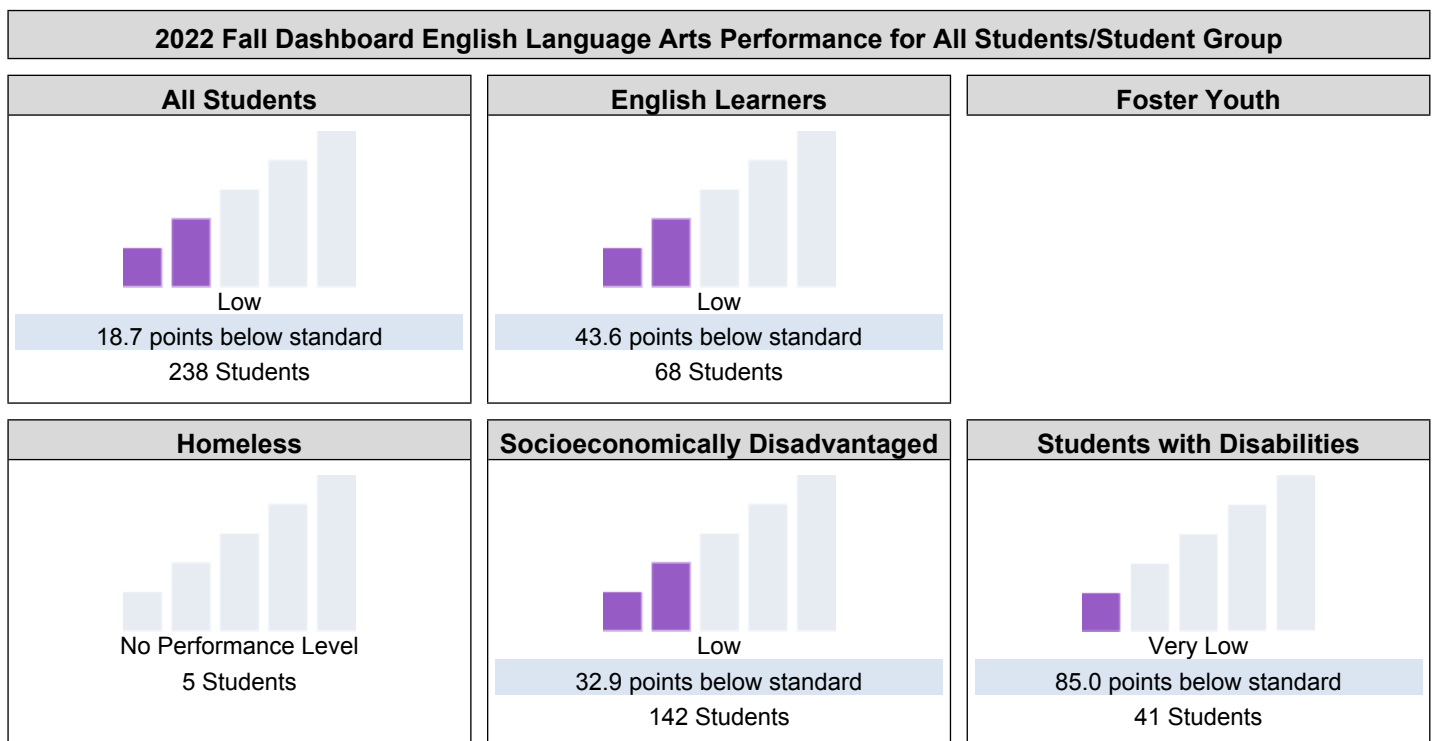
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



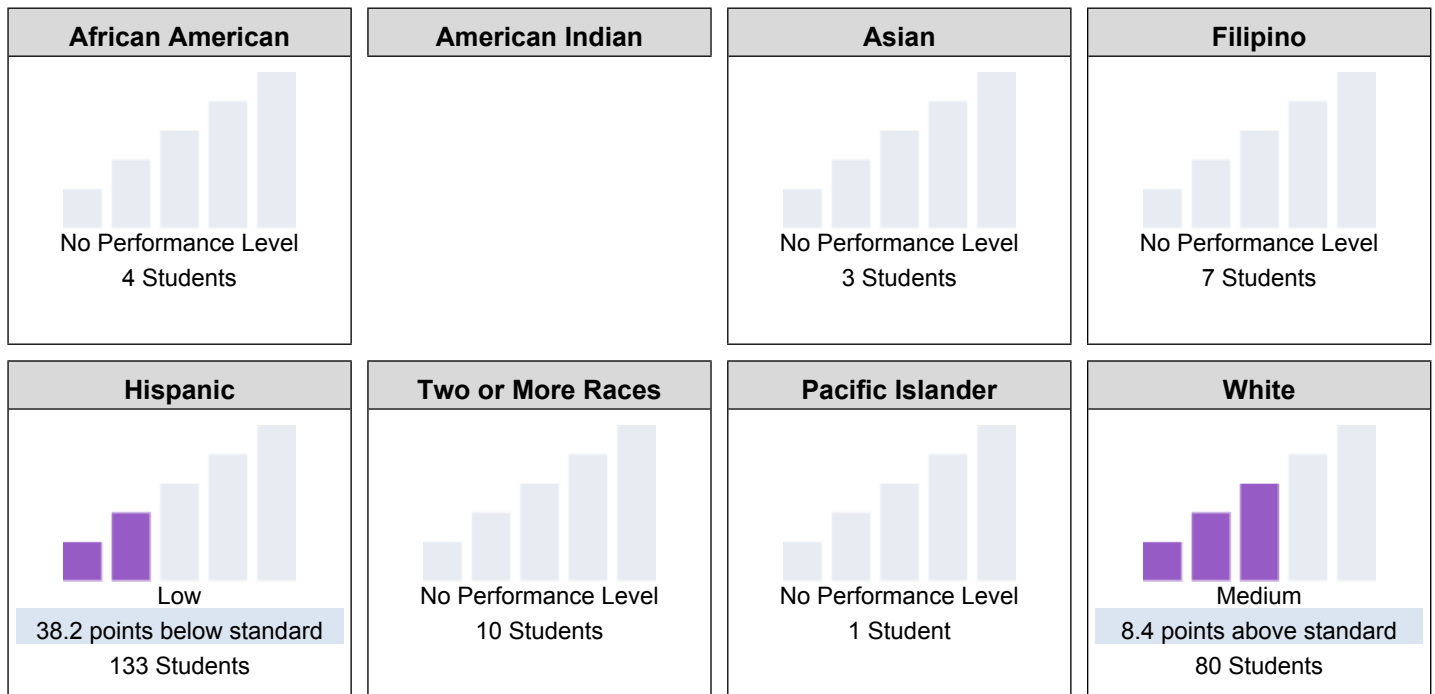
This section provides number of student groups in each level.



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.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
82.6 points below standard 39 Students	9.0 points above standard 29 Students	8.8 points below standard 162 Students

Conclusions based on this data:

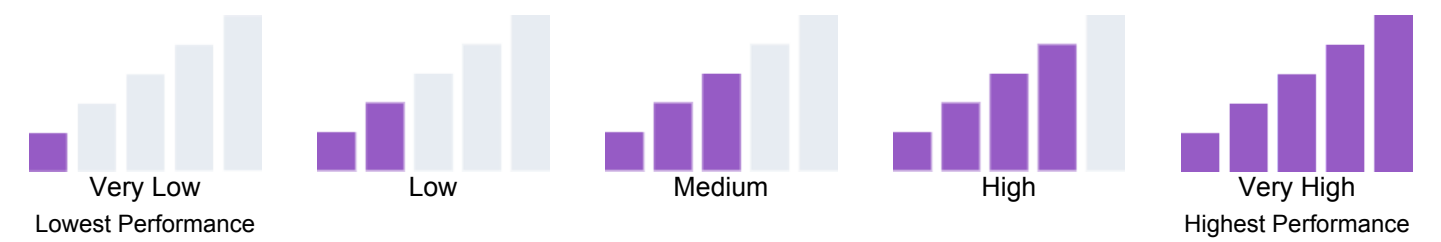
1. The Students with Disabilities group is Very Low.
2. All other student groups are Low.

School and Student Performance Data

Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



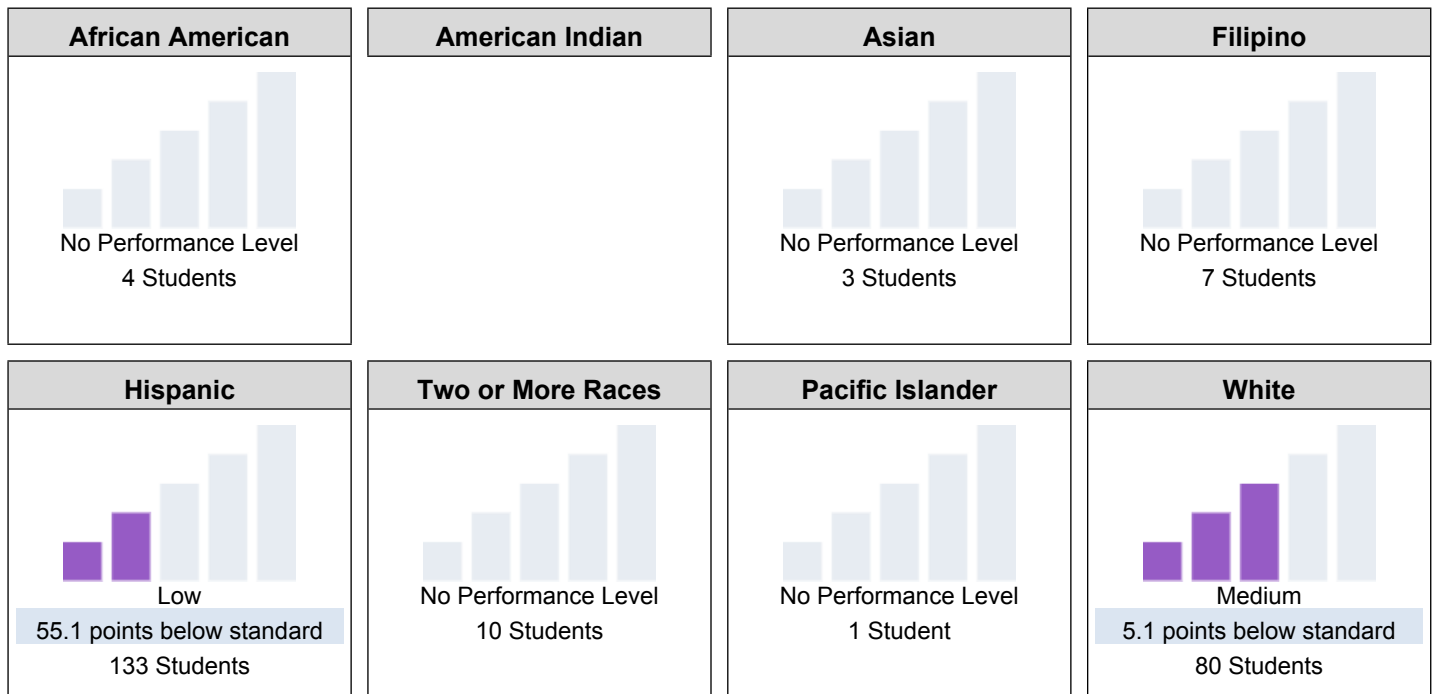
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	4	1	0	0

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students <p>Low</p><p>33.6 points below standard</p><p>238 Students</p></div>	<div>English Learners <p>Low</p><p>59.2 points below standard</p><p>68 Students</p></div>	<div>Foster Youth</div>
<div>Homeless <p>No Performance Level</p><p>5 Students</p></div>	<div>Socioeconomically Disadvantaged <p>Low</p><p>48.9 points below standard</p><p>142 Students</p></div>	<div>Students with Disabilities <p>Low</p><p>88.0 points below standard</p><p>41 Students</p></div>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
90.8 points below standard 39 Students	16.7 points below standard 29 Students	23.2 points below standard 162 Students

Conclusions based on this data:

1. The English Learner Student Group increased.
2. The Socioeconomically Disadvantaged Student Group increased.
3. All Students increased 13 points, but are 11 points below the standard.

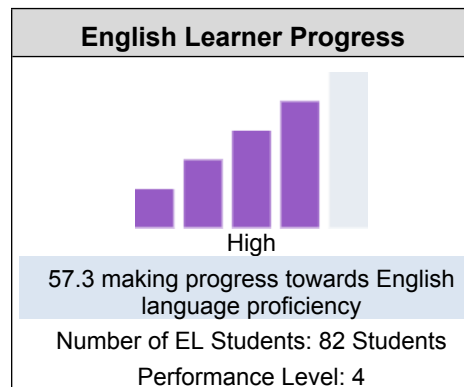
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 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.

2022 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
18.3%	24.4%	0.0%	57.3%

Conclusions based on this data:

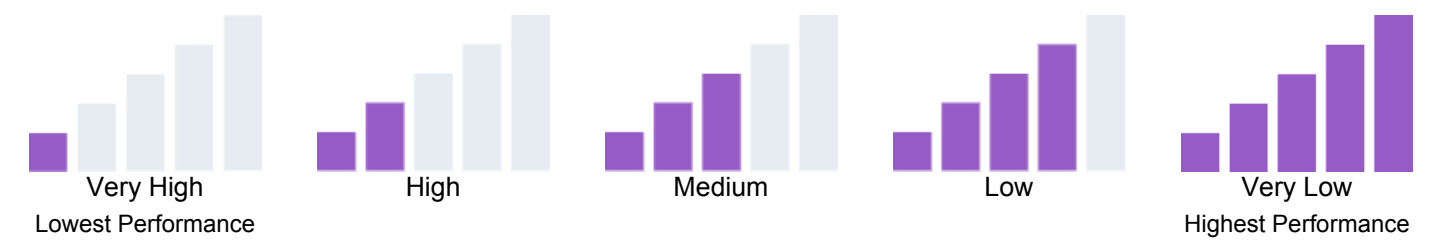
1. Over 50% of learners progressed towards proficiency.
2. All learners will continue to set goals in one or more of the four domains.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



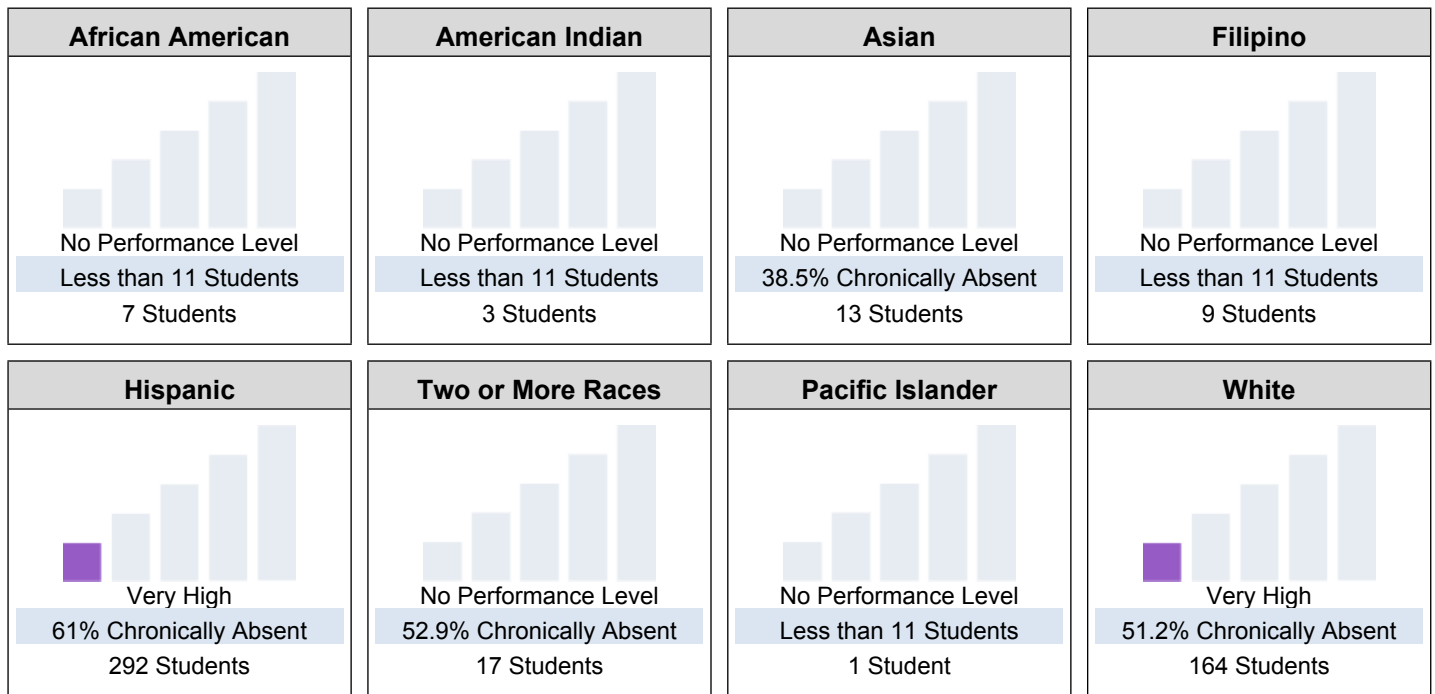
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>57.3% Chronically Absent</p> <p>506 Students</p>	<p>Very High</p> <p>57.3% Chronically Absent</p> <p>124 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>58.3% Chronically Absent</p> <p>12 Students</p>	<p>Very High</p> <p>61.9% Chronically Absent</p> <p>320 Students</p>	<p>Very High</p> <p>55% Chronically Absent</p> <p>80 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

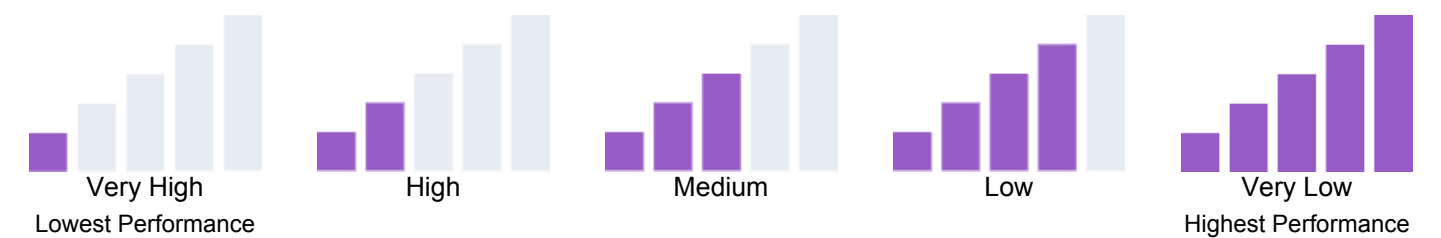
1. There is an overall increase in Chronic Absenteeism for All Students.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



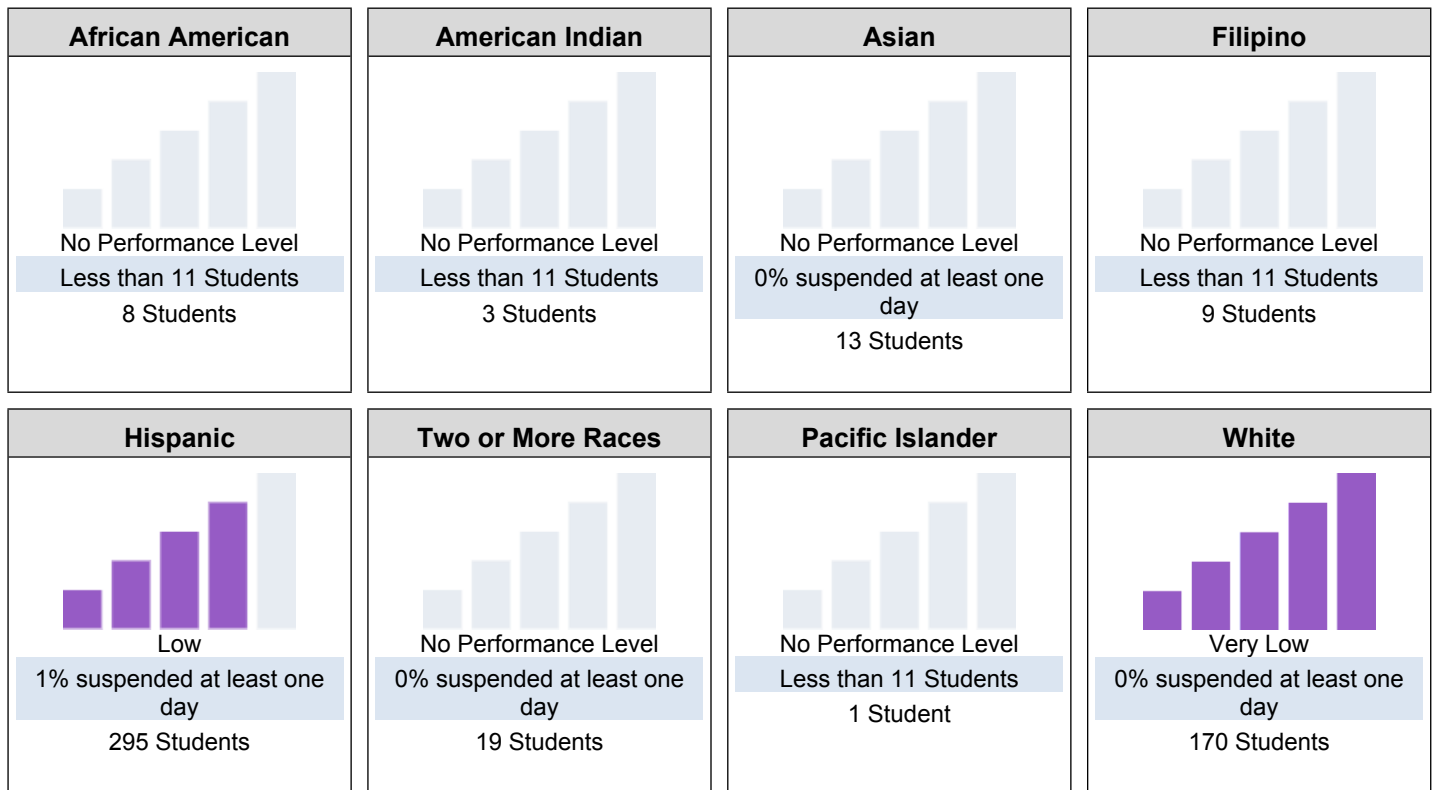
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	1	2	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div><p>Low</p><p>0.6% suspended at least one day</p><p>518 Students</p></div>	<div>English Learners</div> <div><p>Low</p><p>0.8% suspended at least one day</p><p>125 Students</p></div>	<div>Foster Youth</div>
<div>Homeless</div> <div><p>No Performance Level</p><p>0% suspended at least one day</p><p>12 Students</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>Very Low</p><p>0.3% suspended at least one day</p><p>328 Students</p></div>	<div>Students with Disabilities</div> <div><p>Medium</p><p>1.2% suspended at least one day</p><p>82 Students</p></div>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. The White Student Group and the Hispanic Student Group remained very low or low.
2. The suspension rate for Students with Disabilities was higher overall at "Medium".

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

Engaging the learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Goal 1

Engaging the learner through a focus on equity, access, and academic rigor with inclusive practices in a variety of environments.

Identified Need

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of K-3rd grade students, in all student groups, meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year.	<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>	2023-2024 Grade-Level Winter DRA Expected Outcome: 80% Kindergarten: First Grade: 68% Second Grade: 77% Third Grade: 54%
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Mathematics on Winter MAP will increase at least 5% each year.	<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%</p>	2023-2024 Grade-Level Winter MAP Expected Outcome 60th percentile All Learners: 46% First Grade: New Second Grade: 46% Third Grade: 39% Fourth Grade: 46% Fifth Grade: 29% Sixth Grade: 38%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Second Grade: 34% Third Grade: 41% Fourth Grade: 49% Fifth Grade: 24% Sixth Grade: 33%	
The number of 1st-6th grade students, in all student groups, meeting/exceeding the 60th percentile for Reading on Spring MAP will increase at least 5% each year.	2020-2021 Grade-Level Baseline Spring MAP: First Grade: 23% Second Grade: 50% Third Grade: 69% Fourth Grade: 63% Fifth Grade: 29% Sixth Grade: 49% 2021-2022 Grade-Level Actual Outcome Winter MAP: All Learners: 40% First Grade: 35% Second Grade: 41% Third Grade: 44% Fourth Grade: 39% Fifth Grade: 53% Sixth Grade: 36% 2022-2023 Grade-Level Actual Outcome Winter MAP: All Learners: 41% First Grade: New 40% Second Grade: 32% Third Grade: 54% Fourth Grade: 41% Fifth Grade: 31% Sixth Grade: 51%	2023-2024 Grade-Level Winter MAP Expected Outcome 60th percentile All Learners: 42% First Grade: New Second Grade: 45% Third Grade: 37% Fourth Grade: 59% Fifth Grade: 46% Sixth Grade: 36%
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.	2018-2019 California Dashboard: All Students: YELLOW 0.1 point above standard Maintained -1.7 points English Learners: YELLOW 10.8 points below standard Increased 5.9 points Socioeconomically Disadvantaged: ORANGE 13.9 points below standard	2023-2024 California Dashboard: All Students: 8.7 points below standard English Learners: 33.6 points below standard Socioeconomically Disadvantaged: 22.9 points below standard Students With Disabilities:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Declined 3 points</p> <p>Students With Disabilities: ORANGE 52 points below standard Maintained -2 points</p> <p>Hispanic: GREEN 1.9 points above standard Increased 3.1 points</p> <p>White: YELLOW 4.3 points below standard Declined 7.1 points</p> <p>2021-2022 California Dashboard:</p> <p>All Students: 18.7 points below standard</p> <p>English Learners: 43.6 points below standard</p> <p>Socioeconomically Disadvantaged: 32.9 points below standard</p> <p>Students With Disabilities: 85.0 points below standard</p> <p>Hispanic: 38.2 points below standard</p> <p>White: 8.4 points above standard</p>	<p>75.0 points below standard</p> <p>Hispanic: 28.2 points below standard</p> <p>White: 18.4 points above standard</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>2018-2019 California Dashboard:</p> <p>All Students: YELLOW 16.9 points below standard Declined 5.6 points</p> <p>English Learners: ORANGE 33.5 points below standards Declined 9.7 points</p>	<p>2023-2024 California Dashboard:</p> <p>All Students: 23.6 points below standard</p> <p>English Learners: 49.2 points below standards</p> <p>Socioeconomically Disadvantaged: 38.9 points below standard</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Socioeconomically Disadvantaged: ORANGE 31.3 points below standard Declined 9.7 points</p> <p>Students With Disabilities: YELLOW 44.2 points below standard Increased 10.9 points</p> <p>Hispanic: YELLOW 18.7 points below standard Declined 3.6 points</p> <p>White: YELLOW 14.5 points below standard Declined 6.7 points</p> <p>2021-2022 California Dashboard:</p> <p>All Students: 33.6 points below standard</p> <p>English Learners: 59.2 points below standards</p> <p>Socioeconomically Disadvantaged: 48.9 points below standard</p> <p>Students With Disabilities: 24.2 points below standard</p> <p>Hispanic: 55.1 points below standard</p> <p>White: 5.1 points below standard</p>	<p>Students With Disabilities: 14.2 points below standard</p> <p>Hispanic: 45.1 points below standard</p> <p>White: 4.9 points above standard</p>
The participation rate of 3rd-8th grade Students With Disabilities taking the the Mathematics & ELA CAASPP will meet or exceed 95%.	<p>2018-2019 California Dashboard: ELA Participation Rate: 88% Math Participation Rate: 88%</p> <p>2021-2022 California Dashboard: ELA Participation Rate: 88% Math Participation Rate: 88%</p>	<p>2023-2024 Expected Outcome: ELA Participation Rate: 95% Math Participation Rate: 95%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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>2019 California Dashboard: 49.4/81=60% making progress towards English language proficiency</p> <p>2021-2022: 70% making progress towards English language proficiency</p>	2022-2023 Expected Outcome: 70% making progress towards English language proficiency
English Learner reclassification rate will increase at least 1% each year.	<p>2019-2020 Baseline: 15/115 Reclassification rate = 13%</p> <p>2021-2022 Actual Outcome: 22/115 Reclassification rate = 19%</p>	2023-2024 Expected Outcome: 20% reclassified
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	<p>2020-2021 Baseline: 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2023 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%
Students utilizing technological resources in order to support academic growth will be maintained at 100%.	<p>2020-2021 Baseline: 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2023 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%
Misassignments of teachers will remain at 0.	<p>2020-2021 Baseline: 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2022 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Site administrators and teachers using the current employee evaluation system to develop and reflect upon professional growth goals and teaching practice will be maintained at 100%.	<p>2020-2021 Baseline: 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2023 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%
Parents of unduplicated students will be represented at 100% of all stakeholder meetings (DAC,ELAC, DELAC, Listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated.	<p>2020-2021 Baseline: Maintained 100%</p> <p>2021-2022 Actual Outcome: Maintained 100%</p> <p>2022-2023 Actual Outcome: Maintained 100%</p>	2023-2024 Expected Outcome: Maintained 100%
Parent CalSCHL survey will be completed by a minimum of 120 families with an increase of 10% each year.	<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>	2023-2024 Expected Outcome: 120 families
Parent use of SIS Parent View will increase 10% annually.	<p>2020-2021:0% (New SIS System Fall 2021)</p> <p>2021-2022 Baseline: 57% of families</p> <p>2022-2023 Actual Outcome: 52% of families</p>	2023-2024 Expected Outcome: 62% of families
Facilities Inspection Tool (FIT) rating provided by the CDE will be increased and maintained at "GOOD" for all sites.	<p>2020-2021 Baseline: FAIR</p> <p>2021-2022 Actual outcome: GOOD</p> <p>2022-2023 Actual Outcome: FAIR</p>	2023-2024 Expected Outcome: GOOD

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
29,135.00	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants
2,300.00	Title I 4000-4999: Books And Supplies Independent Reading Books - Classroom Libraries
300.00	LCFF - Supplemental 4000-4999: Books And Supplies Independent Reading Books - Classroom Libraries
87,889.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Assistants and Bilingual Instructional Assistants
51,732	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
10,640.00	Title III 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistants
2000.00	LCFF - Supplemental 4000-4999: Books And Supplies SIPPS 4th Edition
7000.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Mathematics Strategies/Activities:
Implementing Building Thinking Classrooms
Implementing Tier 2 small group instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

2400.00

Title I
4000-4999: Books And Supplies
K-1 Happy Numbers

1,000.00

Title I
4000-4999: Books And Supplies
Building Thinking Classrooms

200.00

Title I
4000-4999: Books And Supplies
Math Manipulatives

300.00

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Math Talk Observations Substitute

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 4 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) All Learners

Strategy/Activity 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
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Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
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Strategy/Activity 5 Students to be Served by this Strategy/Activity (Identify either All Students or one or more specific student groups) All Learners

Strategy/Activity Achievement Team Strategies/Activities: Strengthening collective efficacy using tools to support the Achievement Teams process Implementing consistent analysis of data to support instruction Using meaningful evaluation and self-reflection to continuously improve classroom instruction Providing, supporting, and participating in improvement opportunities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
100.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subitizing Training
300.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

	Fred Jones Training
1200.00	LCFF - Supplemental 4000-4999: Books And Supplies Academic Conversations
100.00	LCFF - Supplemental 2000-2999: Classified Personnel Salaries PBIS Training

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Vernon E. Greer classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Vernon E. Greer met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment

Briefly 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 differences between the intended and budgeted expenditures to implement this strategy/activity.

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

This goal and strategies/activities will continue in 2023-2024. Staff will be provided with the resources and tools to support an increase in reading, writing, and mathematics performance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Learning

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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%

CalSCHLS 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall daily attendance rate will increase to 96% or greater.	2018-2019 Daily Attendance Rate: 94.5% 2022-April 2023 Daily Attendance Rate Outcome: 91.47%% daily attendance rate	2023-2024 Daily Attendance Rate Expected Outcome: 96% daily attendance rate
Chronic absenteeism rate will decrease by 1% or greater for every student subgroup.	2019-2020 California Dashboard:	2023-2024 California Dashboard Expected Outcome:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>All Students: ORANGE 16.7% - Increased 1%</p> <p>English Learners: YELLOW 17.9% - Declined 1.9%</p> <p>Socioeconomically Disadvantaged: RED 21.8 - Maintained +0.3%</p> <p>Students With Disabilities: RED 26.7% - Increased 2%</p> <p>Hispanic: ORANGE 17.2% - Increased 1.2%</p> <p>White: ORANGE 16.3% - Increased 1.6%</p> <p>2021-2022 California Dashboard: District Data All Students: 169/504=34%</p> <p>2021-2022 California Dashboard Actual Outcome for Greer: All Students: 57.3% Chronically Absent 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>All Students: 56.3% Chronically Absent</p> <p>English Learners: 56.3% Chronically Absent</p> <p>Homeless: 57.3% Chronically Absent</p> <p>Socioeconomically Disadvantaged: 60.9% Chronically Absent</p> <p>Students With Disabilities: 54% Chronically Absent</p> <p>Hispanic: 60% Chronically Absent</p> <p>White: 50.2% Chronically Absent</p>
Overall suspension rate will decrease by 1% or greater for every student subgroup.	<p>2019-2020 California Dashboard Actual Outcome: All Students: ORANGE 2.8% - Increased 0.7%</p> <p>English Learners: ORANGE 2.6% - Increased 0.9%</p> <p>Socioeconomically Disadvantaged: RED 3.8% - Increased 2.2%</p> <p>Students With Disabilities: YELLOW 2.6% - Maintained - 0.2%</p>	<p>2023-2024 California Dashboard Expected Outcome: All Students: 0% suspended at least one day</p> <p>English Learners: 0% suspended at least one day</p> <p>Homeless: 0% suspended at least one day</p> <p>Socioeconomically Disadvantaged: 0% suspended at least one day</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Hispanic: ORANGE 2.9% - Increased 1.5%</p> <p>White: ORANGE 3.4% - Maintained -0.2%</p> <p>2021-2022 California Dashboard: Actual Outcome- District Data</p> <p>All Students: 3</p> <p>English Learners: 0</p> <p>Socioeconomically Disadvantaged: 2</p> <p>Students With Disabilities: 1</p> <p>Hispanic: 3</p> <p>White: 0</p> <p>2021-2022 California Dashboard Actual Outcome for Greer:</p> <p>All Students: 0.6% suspended at least one day</p> <p>English Learners: 0.8% suspended at least one day</p> <p>Homeless: 0% suspended at least one day</p> <p>Socioeconomically Disadvantaged: 0.3% suspended at least one day</p> <p>Students With Disabilities: 1.2% suspended at least one day</p> <p>Hispanic: 1% suspended at least one day</p> <p>White: 0% suspended at least one day</p>	<p>Students With Disabilities: 0.2% suspended at least one day</p> <p>Hispanic: 0% suspended at least one day</p> <p>White: 0% suspended at least one day</p>
Overall expulsion rate will decrease by 1% or greater for every subgroup.	<p>2019-2020 District Data Baseline</p> <p>All Students: 0</p> <p>English Learners: 0</p> <p>Socioeconomically Disadvantaged: 0</p> <p>Students With Disabilities: 0</p> <p>Hispanic: 0</p> <p>White: 0</p> <p>2021-2022 District Data Actual Outcome:</p> <p>All Students: 1</p>	<p>2023-2024 California Dashboard Expected Outcome:</p> <p>All Students: 0</p> <p>English Learners: 0</p> <p>Socioeconomically Disadvantaged: 0</p> <p>Students With Disabilities: 0</p> <p>Hispanic: 0</p> <p>White: 0</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 1 White: 0</p> <p>2021-2022 California Dashboard Actual Outcome for Greer: All Students: 0 English Learners: 0 Socioeconomically Disadvantaged: 0 Students With Disabilities:0 Hispanic: 0 White: 0</p>	
Percentage of parents responding Strongly Agree and Agree on the annual CalSCHLS Survey will increase at least 5% in areas that are below 85%.	<p>2021-2022 Fall Survey Results: 84% indicate clean and well-maintained facilities and properties. 32% of families indicate promotion of parental involvement. 48% of families indicate communication with parents at school. 27% indicate parent involvement in school.</p> <p>2022-2023 Fall Survey Results Actual Outcome: 67% of families indicate the school actively seeks the input of parents before making important decisions. 75% of families indicate all students are given opportunities to help other people, the school, or the community. 68% of families indicate that the school provides quality counseling or other ways to help students with social and emotional needs. 64% of families indicate that the school communicates the</p>	<p>2023-2024 Fall Survey Results Expected Outcome: 72% of families indicate the school actively seeks the input of parents before making important decisions. 80% of families indicate all students are given opportunities to help other people, the school, or the community. 73% of families indicate that the school provides quality counseling or other ways to help students with social and emotional needs. 69% of families indicate that the school communicates the importance of respecting different cultural beliefs and practices. 66% of families indicate that the school provides instructional materials that reflect their child's culture, ethnicity, and identity. 81% of families indicate that the school enforces school rules equally. 62% of families indicate that the school has quality</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>importance of respecting different cultural beliefs and practices.</p> <p>61% of families indicate that the school provides instructional materials that reflect their child's culture, ethnicity, and identity.</p> <p>76% of families indicate that the school enforces school rules equally.</p> <p>57% of families indicate that the school has quality programs for their child's talents, gifts, or special needs.</p> <p>77% of families indicate that the school has support staff available if needed.</p> <p>64% of families indicate that the school provides parents with advice and resources to support their child,s social and emotional needs.</p>	<p>programs for their child's talents, gifts, or special needs.</p> <p>82% of families indicate that the school has support staff available if needed.</p> <p>69% of families indicate that the school provides parents with advice and resources to support their child,s social and emotional needs.</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 85%.</p>	<p>2021-2022 Fall Survey Results</p> <p>Actual Outcome:</p> <p>67% of 5th grade learners and 67% of 6th grade learners indicate there are caring adults in school.</p> <p>81% of 5th grade learners and 84% of 6th grade learners indicate high expectations from adults.</p> <p>32% of 5th grade learners and 27% of 6th grade learners indicate meaningful participation at school.</p> <p>62% of 5th grade learners and 64% of 6th grade learners indicate school connectedness.</p> <p>81% of 5th grade learners and 76% of 6th grade learners indicate academic motivation.</p> <p>62% of 5th grade learners and 78% of 6th grade learners indicate social and emotional learning supports.</p>	<p>2023-2024 Fall Survey Results</p> <p>Expected Outcome:</p> <p>57% of 5th grade learners and 62% of 6th grade learners indicate there are caring adults in school.</p> <p>83% of 5th grade learners and 81% of 6th grade learners indicate high expectations from adults.</p> <p>42% of 5th grade learners and 40% of 6th grade learners indicate meaningful participation at school.</p> <p>71% of 5th grade learners and 70% of 6th grade learners indicate school connectedness.</p> <p>81% of 5th grade learners and 77% of 6th grade learners indicate academic motivation.</p> <p>69% of 5th grade learners and 64% of 6th grade learners indicate social and emotional learning supports.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>65% of 5th grade learners and 68% of 6th grade learners indicate fairness.</p> <p>21% of 5th grade learners and 33% of 6th grade learners indicate violence victimization.</p> <p>78% of 5th grade learners and 74% of 6th grade learners indicate an anti-bullying climate.</p> <p>76% of 5th grade learners and 76% of 6th grade learners indicate parent involvement in schooling.</p> <p>2022-2023 Fall Survey Results Actual Outcome:</p> <p>52% of 5th grade learners and 57% of 6th grade learners indicate there are caring adults in school.</p> <p>78% of 5th grade learners and 76% of 6th grade learners indicate high expectations from adults.</p> <p>37% of 5th grade learners and 35% of 6th grade learners indicate meaningful participation at school.</p> <p>66% of 5th grade learners and 65% of 6th grade learners indicate school connectedness.</p> <p>76% of 5th grade learners and 72% of 6th grade learners indicate academic motivation.</p> <p>64% of 5th grade learners and 59% of 6th grade learners indicate social and emotional learning supports.</p> <p>64% of 5th grade learners and 59% of 6th grade learners indicate fairness.</p> <p>37% of 5th grade learners and 29% of 6th grade learners indicate violence victimization.</p> <p>66% of 5th grade learners and 63% of 6th grade learners indicate an anti-bullying climate.</p>	<p>69% of 5th grade learners and 65% of 6th grade learners indicate fairness.</p> <p>42% of 5th grade learners and 34% of 6th grade learners indicate violence victimization.</p> <p>71% of 5th grade learners and 68% of 6th grade learners indicate an anti-bullying climate.</p> <p>73% of 5th grade learners and 82% of 6th grade learners indicate parent involvement in schooling.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	68% of 5th grade learners and 77% of 6th grade learners indicate parent involvement in schooling.	
At least 65% of the students served in Summer will be students from the unduplicated students' group (Low SES, EL, foster).	<p>2021 Summer Unduplicated Student Group Participation: English Learners: 59/199=30% Foster/Homeless: 10/199=5% Socioeconomically Disadvantaged: 77/199=39%</p> <p>2022 Summer Unduplicated Student Group Participation: To Be Determined</p> <p>2022-2023 Unduplicated Student Group Participation: 33/40=83%</p>	2023-2024 Unduplicated Student Group Participation Expected Outcome: 65%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

PBIS Strategies/Activities:
Improving effectiveness, efficiency, and equity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
200.00	Title I 4000-4999: Books And Supplies Behavior Incentives
2500.00	LCFF - Supplemental 4000-4999: Books And Supplies Attendance Incentives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Restorative Practices Strategies/Activities:
Building collaboration, respect, and positive behavior

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Clifton Strengths Strategies/Activities:
Building upon what learners naturally do best

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

1000.00

LCFF - Supplemental
4000-4999: Books And Supplies
Strengths Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Caring School Community Circles Strategies/Activities:
Building a climate of kindness and caring

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000.00	LCFF - Supplemental 4000-4999: Books And Supplies Caring School Community Kits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Second Step Curriculum Strategies/Activities:
Building a healthy community

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
500.00	Title I 4000-4999: Books And Supplies Second Step Curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Fostering Resilient Learners Strategies/Activities:
Creating a Trauma-Sensitive Classroom

Relationship, Responsibility, and Regulation Strategies/Activities:
Trauma-invested practices for fostering resilient learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
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500.00

LCFF - Supplemental
4000-4999: Books And Supplies
Relationship, Responsibility, and Regulation
Book Study

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Permission To Feel Strategies/Activities:
Building an emotionally and psychologically safe learning environment
Adult Social Emotional Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Calming Corners Strategies/Activities:
Integrating checking in and reflecting to support well being

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

500.00

LCFF - Supplemental
4000-4999: Books And Supplies
Calming Corner Tools

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Service Learning Strategies/Activities:
Community-based activities with structured preparation and reflection

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500.00

Source(s)

Title I
4000-4999: Books And Supplies
Grade-Level Project Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Learners

Strategy/Activity

Digital Citizenship Strategies/Activities:
Helping learners take ownership of their digital lives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Vernon E. Greer classified and certificated staff members, in conjunction with district level staff, were appropriately trained and provided resources to achieve this articulated goal. Vernon E. Greer met many aspects of the stated goal and will continue to allocate access to professional development for staff and resources for further goal attainment.

Briefly 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 differences between the intended and budgeted expenditures to implement the strategies/activities.

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

This goal and strategies/activities will continue in 2023-2024. Staff will be provided with the resources and tools to support a decrease in chronic absenteeism, suspensions, and expulsions.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$67,745.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$204,296.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$43,235.00
Title III	\$10,640.00

Subtotal of additional federal funds included for this school: \$53,875.00

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$150,421.00

Subtotal of state or local funds included for this school: \$150,421.00

Total of federal, state, and/or local funds for this school: \$204,296.00

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	55,940.00	12,705.00
Title I Part A: Parent Involvement	1,165.00	1,165.00
LCFF - Supplemental	126,376.00	-24,045.00
Title III	10,640.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	150,421.00
Title I	43,235.00
Title III	10,640.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	100.00
2000-2999: Classified Personnel Salaries	180,096.00
4000-4999: Books And Supplies	24,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	100.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	140,321.00
4000-4999: Books And Supplies	LCFF - Supplemental	10,000.00
2000-2999: Classified Personnel Salaries	Title I	29,135.00

4000-4999: Books And Supplies	Title I	14,100.00
2000-2999: Classified Personnel Salaries	Title III	10,640.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	196,596.00
Goal 2	7,700.00

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
Kim Silveria	Classroom Teacher
Laura Corwin	Parent or Community Member
Sofia Flores	Other School Staff
Melissa Wilson	Classroom Teacher
Stacey Finley	Classroom Teacher
Tiffani Talbott	Parent or Community Member
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 5-22-2023

SSC Chairperson, Laura Corwin on 5-22-2023