

School Year: **2022-23**



## School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Clairmont Elementary School
<b>Address</b>	8282 Le Mans Ave Stockton, Ca. 95210
<b>County-District-School (CDS) Code</b>	Lodi Unified School District
<b>Principal</b>	Shaunte Shorter
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	05/09/2022
<b>Schoolsite Council (SSC) Approval Date</b>	05/09/2022
<b>Local Board Approval Date</b>	06/14/2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Mission Statement - The Mission of our learning community is to nurture our children intellectually, physically, socially and emotionally to their fullest potential. Excellence in learning will be promoted through standards-based curriculum utilizing high quality, interactive, in-depth, differentiated and engaging instructional approaches. The staff is committed to creating and maintaining a safe and caring environment where teaching and learning are exciting and students are supported as they develop responsibility and demonstrate respect for themselves and other members of our diverse learning community. All aspects of the school's organization are child-centered and designed to accommodate various learning styles so that all may experience success. The Learning Community will put the interest of the children at the heart of every decision.

Vision Statement - Our vision is that Clairmont will become a community of lifelong learners who lead fulfilling lives as productive, responsible, involved citizens in today's global society.

## 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  
Comprehensive Support and Improvement

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) outlines all site goals and actions to raise the academic performance of all students and support our mission and vision. California Education Codes sections 41507, 41572, and 64002 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.

## School Profile

Clairmont Elementary School serves students preschool through sixth grade, located in Stockton, California. Our School is made up of the following student populations:

400- Total Enrollment  
89.8%- Socioeconomically Disadvantaged/ Free or Reduced Lunch  
189- Male  
190- Female  
37.80%- English Learners  
16.54%- Students with Disabilities  
36.22%- Asian  
35.70% - Hispanic or Latino  
13.91 %- African American  
11:29%- Multi-Ethnic  
1.31% - White  
0.79%- Unknown  
0.52%- Filipino  
0.26%- Pacific Islander

At Clairmont, we encourage our students to do their very best on a daily basis and we provide them with the necessary tools to succeed. We are fostering a positive community by teaching our students our core values, which are to be respectful, act responsibly, remember safety, and kindness matters. Our Clairmont pledge is: 'We are Clairmont Bulldogs. We have good manners. We always do our personal best. We are Respectful, Responsible, Safe and Kind to

ourselves and others.' We encourage our students to seek higher learning opportunities by striving to go to college or choose a career pathway.

We have 24 highly qualified teachers who serve our students daily. We share our Speech Therapist, School Psychologist, and School Counselor with other school sites. We currently have additional SEL support for our students through the SAFE program's Family Advocate and Clinician, a Mental Health Therapist, and a Community Liaison whom is provided through the district's Positive School Climate and Culture department. We are committed to nurturing the whole child by providing students with the necessary resources in order to successfully reach their goals and their highest potential.

## Stakeholder Involvement

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

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

Clairmont Elementary School reviewed schoolwide data and made preliminary recommendations to the School Site Council on May 5, 2022. On May 11, 2022 the SSC met and approved the preliminary school plan for student achievement for the 2022-2023 school year. The SPSA was reviewed with the English Language Advisory Committee on October 29, 2021. The written Title 1 parent involvement policy was developed with input from Title 1 parents and staff. The parent involvement policies were reviewed and approved by SSC on October 26, 2021.

The school convenes an annual meeting in conjunction with Back to School Night to provide information about the Title 1 program.

Stakeholders involved in the SPSA annual review and updates are as follows:

- Ongoing review and input from Clairmont Staff
- School Site Council
- English Language Advisory Committee

## Resource Inequities

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

Based upon the California School Dashboard state indicators Clairmont has been identified as a Comprehensive Support and Improvement site. In order to move the levels on each of the indicators it is necessary to address the needs of our students, staff and school community. The greatest needs include SEL (Social Emotional Learning) and Trauma Informed practices. All students, and especially our targeted subgroups (African American, English Learners and Students with Disabilities) often come to school without their basic needs being met (Maslow's hierarchy of needs) thus creating barriers to learning. Training staff to identify deficiencies in a student's basic needs and the ability to strategically address those needs based on proven practices and strategies (Social Emotional Learning and Trauma Informed Education) will help to address deficiencies so that all students are able to learn. Training will be done through professional development opportunities to further enhance teachers in cultivating a positive learning environment. Implementing these strategies and activities will support positive student behaviors thus increasing the engagement of students in and out of the classroom by using social emotional learning curriculum and strategies. This approach will also support the progress toward closing the achievement gap between subgroups including socio-economically disadvantaged students and non socio-economically disadvantaged students.

# Annual Review and Update

**SPSA Year Reviewed: 2021-22**

## Goal 1

Clairmont Elementary will increase the number of students scoring met or exceeded grade level standard on the 2021-2022 CAASPP by 5%, and increase the percentage of students scoring at or above the proficiency levels on the K-2 DIBELS assessments and 3-6 Reading Inventory by 5%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DIBELS	5% growth	Due to the changes in the Title One Approval process, Clairmont School is on track to meet the End of Year goal of 5% growth of K-2 students proficient as measured on DIBELS Diagnostic. At this reporting time (MOY) Clairmont has 33% of K-2 students proficient on DIBELS Diagnostic.
Reading Inventory	5% growth	Due to the changes in the Title One Approval process, Clairmont School is on track to meet the End of Year goal of 5% growth of
CAASPP	5% Growth	CAASPP Data update not available due to changes in the Title One approval timeline.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<b>ELA 1.1</b>  Full-time teacher to support our students in 4th-6th grade Read 180 intervention. The intervention teacher will use the Reading Inventory to determine independent reading levels, progress monitor using the Read 180 software and teach Read 180.	Action/service fully implemented	4-6 Read 180 Intervention Teacher 1100 Teacher Title I 99,109	4-6 Read 180 Intervention Teacher 1100 Teacher Title I 99,109
		4-6 Read 180 Intervention Teacher 3000 Benefits Title I 38,861	4-6 Read 180 Intervention Teacher 3000 Benefits Title I 38,861
<b>ELA 1.2</b>  Provide coaching and support to teachers in the regular classroom for core ELA curriculum and	Action/service fully implemented	District ELA Coaches LCFF 0	District ELA Coaches LCFF 0
		Release and Professional Development time for	Release and Professional Development time for

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction, focusing specifically on early literacy. Use of retired teachers and current classified staff to support small group early literacy instruction.		teachers. 1150 Teacher Sub Title I 7,500	teachers. 1150 Teacher Sub Title I 5,000
ELA 1.3 Bilingual Paraeducators will provide additional classroom support for English Learners in Language Arts.	Action/service fully implemented	Teacher timecards 1120 Teacher Temp Title I 1,500	Teacher timecards 1120 Teacher Temp Title I 1,000
ELA 1.4 Pay certificated staff to provide before/after school intervention including reading support.	Action/service was not fully implemented due to lack of staff.	Bilingual Paraeducators LCFF 0	Bilingual Paraeducators LCFF 0
ELA 1.5 Use of Amplify for all K-2 students, 20 minutes per day, 5 days per week. Classroom teachers will progress monitor student growth.	Action/service partially implemented	Tutoring LCFF 0	Tutoring LCFF 0
ELA 1.6 Students will have access to needed materials and supplies to support instruction and interventions.	Action/service fully implemented	Amplify LCFF 0	Amplify LCFF 0
		Duplicating of materials 5715 Print Shop Title I 3,500	Duplicating of Materials 5715 Print Shop Title I 750
		Materials to supplement class activities, including SIPPS organization. 4300 Materials Title I 2,000	Materials to supplement class activities, including SIPPS organization 4300 Materials Title I 0
		SIPPS Book Libraries 4200 Books Title I 7,500	SIPPS Book Libraries 4200 Books Title I 6,130

## Analysis

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

In English Language Arts, Clairmont School's overall implementation of strategies or activities was successful at this reporting time period MOY because Clairmont school is working toward meeting all of the articulated goals. Clairmont school had trouble implementing the following strategies: providing before and after school intervention due to impacts

and effects of staffing due to COVID-19. All other actions or services were fully implemented with fidelity including: full time teacher to support our students 4th-6th grade students in Read 180, coaching from the ELA coaches and CORE consultants, and use of bilingual paraeducators.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the DIBELS and Reading Inventory Data points, our site's plan was effective. Clairmont students in grades K-2 increased the percent of students scoring proficient on DIBELS by 6% from the BOY to MOY, and grades 3-6 increased the percentage of students scoring proficient or advanced on the Reading Inventory by 10% from BOY to MOY. The EOY goals were to increase proficiency by 5% and we have met the goals at the MOY. Due to a change in the Title One approval timelines, the CAASPP assessment had not been completed at the time of this program evaluation. We did not have data to report.

Overall, the strategies were extremely effective, especially utilizing our intervention teacher by supporting our neediest 4th-6th grade students daily reading intervention instruction. Providing professional development in the area of early literacy and purchasing a supplemental curriculum and implementing it systematically will increase student achievement outcomes.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Clairmont, we set a threshold of \$5,000 for material differences. For this ELA goal, there were not any actions that had a material difference.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide more additional professional development in early literacy using the Multi-Tiered System of Support framework. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our sub groups of students. We will also support our K-3 students who are not proficient with a reading intervention teacher who will work with students through small group push-in and pull-out services.



# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 2

Clairmont Elementary will increase the number of students scoring met or exceeded grade level standard on the 2021-2022 CAASPP by 5%.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	5% growth	CAASPP Data update not available due to changes in the Title One approval timeline.

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p><b>Math 2.1</b></p> <p>Partner with SJCOE to provide professional learning experiences focused on implementing mathematical instruction that is fun, interactive and leads to increasing students' academic achievement.</p>	Action/service fully implemented	<p>Substitutes 1150 Teacher Sub Title I 6000</p> <p>Materials to support math strategies 4300 Materials Title I 2500</p>	<p>Substitutes 1150 Teacher Sub Title I 3500</p> <p>Materials to support math strategies 4300 Materials Title I 465</p>
<p><b>Math 2.2</b></p> <p>Provide coaching and support to teachers in the regular classroom for core Mathematics curriculum and instruction. Staff will also receive professional development opportunities during staff meetings.</p>	Action/service fully implemented	<p>District Math Coaches LCFF 0</p> <p>Time card staff for additional professional development. 1120 Teacher Temp Title I 1500</p>	<p>District Math Coaches LCFF 0</p> <p>Time card staff for additional professional development. 1120 Teacher Temp Title I 500</p>
<p><b>Math 2.3</b></p> <p>Use of Dreambox, a district adopted math supplemental curriculum to address learning gaps and increase student proficiency.</p>	Action/service fully implemented	District funded supplemental curriculum LCFF 0	District funded supplemental curriculum LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 2.4  Pay certificated staff to provide before/after school small group intervention in mathematics.	Action/service partially implemented	Timecards 1120 Teacher Temp Title I 1500	Timecards 1120 Teacher Temp Title I 0

## Analysis

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

In Mathematics, Clairmont Elementary school's overall implementation of strategies or activities was successful because at this reporting time period (MOY) Clairmont school has implemented most of our actions/services at this reporting time. Since our Title 1 approval timeline was changed, Clairmont school is on target for meeting all EOY goals. The following action/service was not fully implemented due to the impacts and effects of staffing due to COVID-19 on school sites: before/after school tutoring/intervention.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the Dreambox data points, our site's plan was effective. For our K-6 students who completed 5 or more lessons weekly of Dreambox have grown 71%. Students who have completed 2 to 5 lessons have grown 27%, and students who complete 0-2 lessons per week have grown 9%. Our End of the Year goal is to increase the percentage of students scoring proficient on the CAASPP assessment by 5%. Due to the change in the Title One approval timeline, the CAASPP assessment has not been completed at the time of the program evaluation. We do not have the data to report.

Overall, the strategies were extremely effective, especially our math lesson study work done with the San Joaquin County Office of Education. This provided professional development in the area of math literacy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Clairmont Elementary, we set a threshold of \$5,000 for material differences. For this Math goal, there were not any actions that had a material difference of \$5,000.

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.

After careful analysis of the plan for math, we need to continue the strategies that are outlined in the plan. In addition, we need to effectively implement the new math curriculum, iReady Math, support teacher capacity by providing professional development using Multi-Tiered System of Support framework, and continue strategies that are outlined in the SPSA for math. In addition, we will be enlisting the assistance of Americorps to provide targeted support to our 4-6 students in mathematics.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 3

Clairmont Elementary will increase the percentage of English Learner students that met or exceeded grade level standards on the ELA CAASPP by 3%. In addition, 3% of our EL students will be the criteria to be reclassified.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Data	3% reclassification	7.5% of Clairmont students have been reclassified thus far during the 2021-2022 school year.
CAASPP	3% growth	CAASPP Data update not available due to changes in the Title One approval timeline.
ELPAC	3% growth	ELPAC Data update not available due to changes in the Title One approval timeline.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>EL's 3.1</p> <p>Bilingual Paraeducators will work with small groups of students to translate and assist with curriculum and supplemental activities.</p>	Action/service fully implemented	Use of bilingual paraeducators in small group and supplemental support to help meet the grade level standards in both ELA and Mathematics. LCFF 0	Use of bilingual paraeducators in small group and supplemental support to help meet the grade level standards in both ELA and Mathematics. LCFF 0
<p>EL's 3.2</p> <p>Provide Rosetta Stone program for all students scoring level 1 and 2 on the ELPAC</p>	Action/service fully implemented	Rosetta Stone funded by the district Title III 0	Rosetta Stone funded by the district Title III 0
<p>EL's 3.3</p> <p>Classroom teachers will implement ELD instruction to EL students, 30 minutes daily.</p>	Action/service fully implemented	District funded LCFF 0	District funded LCFF 0

## Analysis

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

In English Language Development, Clairmont Elementary School's overall implementation of strategies or activities was successful because at this reporting time period (MOY) Clairmont Elementary school has implemented all of our actions/services. Since our Title 1 approval timeline was changed, Clairmont school is on target for meeting all EOY goals.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the Reclassification Data points, our site's plan was effective. The End of the Year goal was reclassifying 3% of our English Learners. Thus far this school year we have reclassified 7.5% of our EL's. We also had a goal to increase proficiency by 3% for or EL students on the CAASPP and ELPAC assessments. Due to a change in the Title One approval time lines, the CAASPP and ELPAC assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

Overall, the strategies were extremely effective, especially utilizing our bilingual paraeducators to support our neediest students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Clairmont, our material differences threshold is \$5,000. There were no material differences as it relates to our expenditures for the ELD goal.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching literacy skills and provide additional professional development in early literacy and English language development using the multi-tiered system of support framework and the district ELD department resources. The implementation of an evidence based supplemental reading program for all students K-3 will give continued and targeted support for our sub groups of students.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 4

Clairmont will increase parent involvement in school events and activities by 5%

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Back to School Night Attendance	5% growth	Clairmont Elementary School met the goal to increase parent attendance for back to school night by 5%. There were approximately 100 parents in attendance via Zoom for Back to School Night.
Parent Teacher Conference Attendance	5% growth	Clairmont Elementary School met the goal to increase parent attendance for parent teacher conferences. 91% of families attended PTC conferences.
Open House Attendance	5% growth	Open House attendance data not available due to the changes in the Title One approval timeline.
Jump Into English	10 parents to participate in Jump Into English Classes	Clairmont has met the end of year goal of 10 parents participating in Jump Into English classes. At this reporting time (MOY) 13 parents completed JIE level 1, 5 parents completed JIE level 2, and 1 parent completed JIE level 3.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PI 4.1</p> <p>Provide access to Jump Into English classes for Clairmont parents. This will allow our parents to learn to speak English, learn to use technology and get involved at school.</p>	<p>Activities/services fully implemented</p>	<p>Level 1 and 2 district funded 5800 Prof and Operating/Consultants Title III 0</p> <p>Level 3 Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 350</p>	<p>Level 1 and 2 district funded 5800 Prof and Operating/Consultants Title III 0</p> <p>Level 3 Jump Into English 5800 Prof and Operating/Consultants Title I: Parent Involvement 315</p>
<p>PI 4.2</p> <p>Support and translation for parent involvement</p>	<p>Activities/services fully implemented</p>	<p>Refreshments 4325 Food For Meetings Title I 224</p>	<p>Refreshments 4325 Food For Meetings Title I 224</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and engagement at activities including, but not limited to: Back to School Night, Open House, ELAC, SSC, Parent Teacher Conferences, etc.			I: Parent Involvement 300
PI 4.3 Communicate information to parents about upcoming events via fliers, Blackboard Connect emails, phone calls, and text messages, and use of the school marquee.	Action/services fully implemented	Translation 2120 Para Temp Title I 1500	Translation 2120 Para Temp Title I 0
PI 4.4 Student planners will be provided for two way home and school communication.	Action/services fully implemented	Materials and supplies 4300 Materials Title I 0	Materials and supplies 4300 Materials Title I 0
		Student planners 4300 Materials Title I: Parent Involvement 2705	Student Planners 4300 Materials Title I: Parent Involvement 2430.84

## Analysis

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

In Parent Involvement, Clairmont school's overall implementation of strategies or activities was successful because at this reporting time period (MOY) Clairmont school has implemented all of our actions/services at this reporting time. Since our Title One approval time line was changed, Clairmont Elementary school is on target for meeting all EOY goals, however data is not available for Open House.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The End of Year goal was to have 10 parents participate in Jump Into English classes. Clairmont had 14 parents complete 1 or more levels of Jump Into English. We had approximately 100 parents attend our virtual Back to School Night. Our parent teacher conferences were offered both in person and virtually, and we were able to get 91% of our parents to participate.

Overall, the strategies were extremely effective, especially offering multiple modalities for parents to participate in parent teacher conferences. There were limited parent engagement opportunities available due to COVID-19.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Clairmont Elementary, we set a threshold of \$5000 for material differences. For this parent involvement goal, there were not any actions that had a material difference.

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.

After considering all information, we need to continue to offer and solicit family engagement and involvement in their students education. We will continue to provide opportunities for parents and families to share their needs and how the school can best support them in assisting their students. We will work through our Community Liaison to provide outreach, connect families to resources, and provide informative nights around ELA, Math, Science, STEM, and other educationally relevant topics. We will continue to provide learning opportunities for our parents such as Jump Into English and Math literacy nights.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 5

Clairmont Elementary staff will participate in high quality professional development to improve instruction, student engagement, academic rigor, and social emotional learning.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff meetings will focus on professional development and collaboration.	75% of staff meetings will focus on professional development and collaboration.	During the 2021-20222 school year, Clairmont Elementary is on target to meet the goal.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PD 5.1 On-going Professional Development for Administrators and Teachers focused on targeted and differentiated instruction for diverse learning needs. Including speakers, virtual conferences, release time for teachers to observe other teachers on and offsite, and book studies.</p>	<p>Action/service was not fully implemented due to impacts of COVID-19 and lack of staff.</p>	<p>Virtual or In Person professional development 5220 Conference Title I 3500</p> <p>Book Study 4200 Books Title I 1000</p> <p>Refreshments 4325 Food For Meetings Title I 521</p>	<p>Virtual or In Person professional development 5220 Conference Title I 0</p> <p>Book Study 4200 Books Title I 911.21</p> <p>Refreshments 4325 Food For Meetings Title I 0</p>
<p>5.2 Clairmont staff will receive on-going professional development focused on SEL through our Caring School Community program.</p>	<p>Action/service was partially implemented</p>	<p>Caring School Community LCFF 0</p>	<p>Caring School Community LCFF 0</p>
<p>5.3 We will utilize the district's ELA and Math Coaches to provide professional development on high quality first instruction and supplemental programs.</p>	<p>Action/service fully implemented</p>	<p>District Coaches LCFF 0</p>	<p>District Coaches LCFF 0</p>



## Analysis

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

In professional development, Clairmont's overall implementation of strategies or activities was moderately successful at this reporting time period because Clairmont school as not met all of the articulated goals. We had trouble providing release time for staff to attend conferences and professional development opportunities around Caring School Community due to staffing and COVID-19. Clairmont had successfully implemented the use of the districts ELA and Math coaches to provide professional development on high quality first instruction and supplemental programs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19 and ramifications of staff absences, the effectiveness of our implementation appears to be limited at the MOY.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Clairmont Elementary school, we set a threshold of \$5000 for material differences. For this professional development goal, there were not any actions that had material difference.

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.

It is evident that Clairmont school will need to provide professional development opportunities for our administration, certificated and classified staff members to increase their capacity. We need to fully implement the strategies that are outlined in the plan and use the Multi-Tiered System of Support framework to increase outcomes for our students. We will continue to work with our district instructional coaches and use a portion of each staff meeting to provide professional development that is relevant to the current needs of the school.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 6

Clairmont will improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs Clairmont will provide trainings, materials, and professional development opportunities for administration, teachers and school staff to further enhance their repertoire of strategies and techniques to engage students in the classroom in order to positively affect each of the indicators

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism 2018-2019	Yellow	California School Dashboard data not available until December 2022
Suspension Rate 2018-2019	Orange	California School Dashboard data not available until December 2022
English Language Arts 2018-2019	Yellow	California School Dashboard data not available until December 2022
Mathematics 2018-2019	Yellow	California School Dashboard data not available until December 2022

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CSI 7.1 Provide professional development opportunities to administration, teachers, and staff. This will include attending conferences related to classroom engagement strategies and targeted differentiated instruction, Caring School Community Training, and additional professional development opportunities.	Action/service will be fully implemented	Conferences 40,000	Conferences 5220 Conference Comprehensive Support and Improvement 40,000
		Substitute teachers for conferences, professional development, and vertical and grade level collaboration. 2500	Substitute teachers for conferences, professional development, and vertical and grade level collaboration. 1150 Teacher Sub Comprehensive Support and Improvement 0
		Material and supplies to support engagement and on going professional development. 2500	Material and supplies to support engagement and on going professional development. 4300 Materials Comprehensive Support and Improvement 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>CSI 7.2</p> <p>Provide time for administrators, teachers and staff to collaborate during the work day to plan and review data based on implemented engagement strategies and analyze its effectiveness on each of the four indicators. Teachers will also be given opportunities to collaborate and analyze data in each of the indicators.</p>	<p>Action/service was not fully implemented due to impacts and effects of COVID-19 and lack of staff.</p>	<p>Substitute Teachers - See CSI 7.1 \$10,000 0</p> <p>Technology 5000</p>	<p>Substitute Teachers - See CSI 7.1 \$2500 1150</p> <p>Teacher Sub Comprehensive Support and Improvement 0</p> <p>Technology 4475</p> <p>Technology (\$500-\$9,999) Comprehensive Support and Improvement 4031.05</p>

## Analysis

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

In Comprehensive Support and Improvement, Clairmont's overall implementation of strategies/activities have not been successful because at this reporting time period, because Clairmont school as not met all of the articulated goals. Clairmont had trouble implementing release time for administration and teacher to collaborate and work during the school day due to impacts and effects of staffing due to COVID-19. Clairmont will successfully implement providing professional development through 10 staff members attending the Ron Clark Academy over the summer break.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The California Dashboard will not be available until December 2022, therefore we are unable to analyze the dashboard data. However, in reviewing our attendance, behavior, and academic data points, it is evident the ramifications due to COVID-19 have negatively impacted our implementation and effectiveness to meet the articulated goal. Our 2020-2021 ADA% was 92.24% and for the 2021-2022 school year it is 89.64%. Student suspension data has increased in the 2021-2022 school year, in comparison to the 2020-2021 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Clairmont Elementary, we set a threshold of \$5000 for material differences. During our final budget allocation, adjustments were made in expenditures to account for any material differences with a threshold of \$5000.

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.

During the 2022-2023 school year, Clairmont will work to implement all strategies or activities to achieve the articulated goal. We will look into bringing professional development opportunities to the school site as well as offsite professional development that will enrich and enhance engagement strategies. Teacher will be given release time to vertically align with one another, including 6th grade teachers with the feeder middle school team. Teachers will be given additional opportunities to collaborate with one another to review data. Staff will use the Multi-Tiered System of Support framework to address academic, behavioral, and social-emotional learning of our students. During the 2022-2023 school year we intend to send another group of staff to the Ron Clark Academy to participate in the rich professional learning opportunity. Clairmont will work with our parents and families to decrease absenteeism and off campus suspensions. The PBIS Team at Clairmont will work diligently to create a positive community for all and enlist targeted supports for our tier 2 and 3 needs. In addition we will increase our professional development opportunities for our SEL curriculum, Caring School Community. We will continually monitor our Panorama data and adjust our approach accordingly.

# Annual Review and Update

SPSA Year Reviewed: 2021-22

## Goal 7

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

### Strategies/Activities for Goal 7

Planned  
Actions/Services

Actual  
Actions/Services

Proposed  
Expenditures

Estimated Actual  
Expenditures

## Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English/Language Arts

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Clairmont Elementary School will show a minimum of 5% increase in proficiency on the following common diagnostic measures in English Language Arts:

K-2 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

2021-2022 DIBELS, Reading Inventory, and CAASPP data from the 2019-2020 and 2020-2021 school year were reviewed.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DIBELS	28% Above Benchmark 15% At Benchmark 10% Below Benchmark 47% Well Below Benchmark	Increase the proficiency levels by 5% over the 2022-2023 school year.
Reading Inventory	4% Advanced 19% Proficient 35% Basic 17% Below Basic 24% Far Below Basic	Increase the proficiency levels by 5% over the 2022-2023 school year.
CAASPP	5.7% Standard Exceeded 11.5% Standard Met 26.2% Standard Nearly Met 56.6% Standard Not Met	Increase the proficiency levels by 5% over the 2022-2023 school year.
ELA iReady Universal Screener	Baseline will be created at beginning of year assessment	Increase the proficiency levels by 5% over the 2022-2023 school year.

### Planned Strategies/Activities

## Strategy/Activity 1

ELA 1

Full-time teacher to support our students in 4th-6th grade Read 180 intervention. The intervention teacher will use the Reading Inventory to determine independent reading levels, progress monitor using the Read 180 software and teach Read 180.

### Students to be Served by this Strategy/Activity

4th-6th grade students who score below grade level on the Reading Inventory

### Timeline

August 2022 - March 2023

### Person(s) Responsible

Administration  
Intervention Teacher  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	99,109
<b>Source</b>	Title I
<b>Budget Reference</b>	1100 Teacher
<b>Description</b>	4-6 Read 180 Intervention Teacher
<b>Amount</b>	36304
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	4-6 Read 180 Intervention Teacher

## Strategy/Activity 2

ELA 2

Add 1.0 FTE to our existing staff to support our K-3 students who need additional support with early reading skills-phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS assessments. The intervention teacher will work with small group in a pull-out and push-in model.

### Students to be Served by this Strategy/Activity

K-3 students who need tier 2 and/or tier 3 support

### Timeline

August 2022 - March 2023

### Person(s) Responsible

Administration  
Classroom Teachers

Reading Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	K-3 Reading Intervention Teacher

### Strategy/Activity 3

ELA 3

All 2nd - 6th grade teachers will administer the Reading Inventory (RI) to all 2nd - 6th grade students to obtain an independent reading Lexile level.

### Students to be Served by this Strategy/Activity

All 2nd - 6th grade students

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

Administration  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Administration of assessment

### Strategy/Activity 4

ELA 4

All 3rd - 6th grade teachers will administer the Universal Screener - English Language Arts i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Standards.

### Students to be Served by this Strategy/Activity

All 3rd - 6th grade students

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

Administration  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Administration of assessment

### Strategy/Activity 5

ELA 5

Use of Amplify for all students kindergarten - 5th grade, 20 minutes per day. Beginning kindergarten students and those newly acquiring the English language will use iRead.

### Students to be Served by this Strategy/Activity

All K-5 Students

### Timeline

August 2022 - March 2023

### Person(s) Responsible

Administration  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Amplify

### Strategy/Activity 6

ELA 6

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022 - March 2023

### Person(s) Responsible



Administration  
Classroom Teachers  
Coaches

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	777
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Timecards
<b>Amount</b>	197
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	1120 benefits
<b>Amount</b>	720
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Release time for teachers
<b>Amount</b>	183
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	1150 benefits

### Strategy/Activity 7

ELA 7

All K-2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times a year to determine the students readiness to read.

### Students to be Served by this Strategy/Activity

All K-2 students

### Timeline

August 2022, January 2023, May 2023

### Person(s) Responsible

Administration  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1795
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Release Time
<b>Amount</b>	457
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	1150 benefits
<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	Administration of assessment

### Strategy/Activity 8

ELA 8

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected at BOY and MOY. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice.
3. Specialist such as Speech and Language Therapist, Resource Specialists, Intervention Teacher(s), Counselor, Nurse, and others will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

### Students to be Served by this Strategy/Activity

All students

### Timeline

August 2022  
January 2023

### Person(s) Responsible

Administrator  
Classroom Teachers  
Multidisciplinary Team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	795
<b>Source</b>	Title I

<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Data Conferences
<b>Amount</b>	203
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	1150 benefits

## Strategy/Activity 9

ELA 9

K-3 teachers will use the program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice.

SIPPS instruction will be given at the specific grade level

Kinder: Beginning Lesson 40

First Grade: Extension

Second Grade: Finish Extension

Third Grade: Challenge

The intervention teacher will support students who need a Tier 2 level of support in Grade 3.

### Students to be Served by this Strategy/Activity

All K-3 students

### Timeline

August 2022 - March 2023

### Person(s) Responsible

Administration

Classroom Teachers

Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	Use of supplemental curriculum

## Strategy/Activity 10

ELA 10

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines (SIPPS). Professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS.

## Students to be Served by this Strategy/Activity

K-3 students

## Timeline

August 2022 - March 2023

## Person(s) Responsible

Administration  
Teachers  
Paraeducators

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	557
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Timecards
<b>Amount</b>	216
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	2120 benefits

## Strategy/Activity 11

ELA 11

AVID supplies- Teachers will implement the organizational component of AVID to support all learners.  
Every Student will have:

Binders 4th-6th  
Dividers 4th-6th  
Pencil boxes 1st-6th  
Notebooks  
Journals  
Organizational materials

## Students to be Served by this Strategy/Activity

All students

## Timeline

August 2022 - March 2023

## Person(s) Responsible

Administration  
Classroom Teachers

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1600
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	AVID Supplies

### Strategy/Activity 12

ELA 12  
 Kindergarten will assess students letter naming and letter sounds three times a year (Illuminate)

### Students to be Served by this Strategy/Activity

Kindergarten students

### Timeline

August 2022  
 January 2023  
 March 2023

### Person(s) Responsible

Administration  
 Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	639
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	Costs per class

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Clairmont Elementary School will show a minimum of 5% increase in proficiency on the following common diagnostic measures in Mathematics:  
K- 6th Grade Mathematics iReady Universal Screener  
3rd-6th Grade CAASPP Mathematics

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

CAASPP data from the 2019-2020 and 2020-2021 school year were reviewed.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	2020-2021 CAASPP Data: 1.6% Standard Exceeded 6.6% Standard Met 23.8% Standard Nearly Met 68% Standard Not Met	Increase the proficiency levels by 5% over the 2022-2023 school year.
K-6th Grade Mathematics iReady Universal Screener	Baseline will be created at beginning of year assessment	Increase the proficiency levels by 5% over the 2022-2023 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

Math 1

Partner with SJCOE to provide professional learning experiences focused on implementing mathematical instruction that is fun, interactive and leads to increasing students' academic achievement.

#### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022 - June 2023

### Person(s) Responsible

Administration  
Classroom Teachers  
SJCOE

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	3190
<b>Source</b>	Title I
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitutes
<b>Amount</b>	810
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	1150 benefits
<b>Amount</b>	1000
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials to support math strategies

### Strategy/Activity 2

Math 2

MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze universal screeners, iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice.
3. Specialist like Speech and Language Therapist, Resource Specialist, Intervention teacher, Counselor, Nurse, and others, will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022  
January 2023  
May 2023

### Person(s) Responsible

Administration  
Classroom Teachers  
District Math Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Release time for teachers. See Goal 1 ELA.
Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card staff for additional professional development. See Goal 1 ELA.

### Strategy/Activity 3

Math 3

All K-6 students will have access to LUSD's adopted supplemental math curriculum- Dreambox. Teachers will set and monitor goals of 5-8 lessons per week.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022 - March 2023

### Person(s) Responsible

Administration  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District funded supplemental curriculum

### Strategy/Activity 4

Math 4

All K-6 teachers will administer the Universal Screener, Math i-Ready Assessment, to all 3-6 grade students to measure the students proficiency to the California State Common Core Math Standards.

### Students to be Served by this Strategy/Activity



All Students

### Timeline

August 2022, January 2023, and May 2023

### Person(s) Responsible

Administration  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	Administration of assessment.

### Strategy/Activity 5

Mathematics 5

Implement LUSD newly adopted math curriculum iReady in all K-6 classrooms.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022 - March 2023

### Person(s) Responsible

Administration  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District funded curriculum.

### Strategy/Activity 6

Math 6

Add a Math Corps tutor to support our students in 4th - 6th grade. The tutor will:

1. Work with students who need some extra help with math.
2. Help students learn to work through math problems and find solutions.
3. Track student progress and regularly meet with coaches to assess data and work toward learning targets.

### Students to be Served by this Strategy/Activity

4th - 6th grade students

**Timeline**

August 2022 - March 2023

**Person(s) Responsible**

Administration  
Teachers  
Tutors

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	Math Corps tutor

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Language Development

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Clairmont Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal

1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready.

### Basis for this Goal

To provide adequate interventions and to measure academic growth for EL students to reach level 4 on ELPAC by 5% in the 2020/2021 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
English Learner Progress reported on California Dashboard	48.4% of students making progress towards English language proficiency, based on Dashboard data.	Increase the percent of students making progress toward English language proficiency by 5% over the 2022-2023 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

ELD 1

Bilingual Paraeducators will participate and implement evidence based reading procedures and routines (SIPPS). Professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS.

#### Students to be Served by this Strategy/Activity

English Learners

#### Timeline

August 2022 – March 2023

#### Person(s) Responsible

Administration  
Bilingual Paraeducators  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	Use of bilingual paraeducators in small group and supplemental support to help meet the grade level standards in both ELA and Mathematics.

### Strategy/Activity 2

ELD 2  
Provide Rosetta Stone for students who score level 1 on the ELPAC.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2022 – March 2023

### Person(s) Responsible

Administration  
Bilingual Paraeducators  
Classroom Teachers  
Educational Support Services

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	District funded.

### Strategy/Activity 3

ELD 3  
All kindergarten through 6th grade students who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2022 - March 2023

### Person(s) Responsible

Administration  
Classroom Teachers  
Bilingual Paraeducators

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District funded

### Strategy/Activity 4

ELD 4

Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August 2022  
January 2023

### Person(s) Responsible

Administration

### Proposed Expenditures for this Strategy/Activity

### Strategy/Activity 5

ELD 5

Universal Access time will be scheduled and protected for 1 hour to 1 1/2 hours daily to support K-3 students at their reading level.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

August 2022 - June 2023

### Person(s) Responsible

Administration  
Classroom Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	See ELA Goal.

### Strategy/Activity 6

ELD 6

K-3 teachers will use the supplemental reading program, Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

### Students to be Served by this Strategy/Activity

K-3 students, plus students who need additional Tier 2 support in early reading development

### Timeline

August 2022 - March 2023

### Person(s) Responsible

Administration  
Classroom Teachers  
Reading Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	District funded K-3 early reading intervention teacher.

### Strategy/Activity 7

ELD 7

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. Objective posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

### Students to be Served by this Strategy/Activity

English Learners

**Timeline**

August 2022 - March 2023

**Person(s) Responsible**

Administration  
Classroom Teachers

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Description**

Embedded in ELD time.

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent Involvement

### Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Clairmont Elementary School will show a 5% increase in parent involvement on the following measures:

Back to School Night

Parent /Teacher Conferences

Jump Into English Enrollment

### LCAP Goal

3. LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

### Basis for this Goal

Attendance at school-wide events during the 2021-2022 school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Back to School Night Attendance	Approximately 25% of parents attended the virtual Back to School Night during the 2021-2022 school year.	Increase the number of parents attending Back to School Night by 5% for the 2022-2023 school year.
Parent Teacher Conference Attendance	91% of parents attended the parent teacher conferences during the 2021-2022 school year.	Maintain or increase 90% of parents attending Parent Teacher Conferences for the 2022-2023 school year.
Jump Into English	13 Parents participated in a level of Jump Into English during the 2021-2022 school year.	Increase the number of parents participating in Jump Into English Classes by 5% for the 2022-2023 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

PI 4

Provide access to Jump Into English classes for Clairmont parents. This will allow our parents to learn to speak English, learn to use technology and get involved at school.



## Students to be Served by this Strategy/Activity

English Learners

## Timeline

August 2022 - March 2023

## Person(s) Responsible

Administration  
Community Liaison

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title III
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Level 1 and 2 district funded
<b>Amount</b>	630
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Level 3 Jump Into English

## Strategy/Activity 2

PI 2

Support and translation for parent involvement and engagement at activities including, but not limited to: Back to School Night, Open House, ELAC, SSC, Parent Teacher Conferences, etc.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2022 - March 2023

## Person(s) Responsible

Administration  
Classroom Teachers  
Community Liaison  
Bilingual Paraeducators

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	373
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4325 Food For Meetings

<b>Description</b>	Refreshments
<b>Amount</b>	1082
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Translation
<b>Amount</b>	418
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	2120 benefits

### Strategy/Activity 3

PI 4.3  
 Communicate information to parents about upcoming events via fliers, Blackboard Connect emails, phone calls, and text messages, and use of the school marquee.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2021 - June 2022

#### Person(s) Responsible

Administration  
 Office Staff  
 Classroom Teachers  
 Community Liaison

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials and supplies

### Strategy/Activity 4

PI 4.4  
 Student planners will be provided for two way home and school communication.

#### Students to be Served by this Strategy/Activity

All Students

**Timeline**

August 2021 - June 2022

**Person(s) Responsible**

Administration  
Classroom Teachers

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	2000
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Student planners

# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

By March 31, 2023, Clairmont Elementary School will have 100% of their teachers participating in the following professional development:

K-6- MTSS Framework - Novak Consulting  
K-6- iReady Mathematics  
K-3- Consortium on Reading Excellence CORE

### LCAP Goal

1. LUSD will promote and create learning environments with highly qualified personnel that will maximize access to the academic core for all, including Low Income, English Learners, Reclassified, Foster Youth and Special Education students, as well as provide enrichment opportunities to prepare our students to be college and career ready.

### Basis for this Goal

CAASPP, DIBELS, Reading Inventory and Panorama data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-6 MTSS Framework - Novak Consulting	0% of Clairmont staff have been trained in the MTSS framework.	100% of Clairmont administration will participate in MTSS framework professional development.
K-6 iReady Mathematics Training	0% of Clairmont staff have been trained in iReady.	100% of Clairmont teachers will participate in iReady training.
K-3 Consortium on Reading Excellence Training	All K-3 teachers have participate in 1 or more CORE professional development opportunities.	100% of Clairmont K-3 teachers will participate in CORE training.

### Planned Strategies/Activities

#### Strategy/Activity 1

PD 1

On-going Professional Development for Administrators and Teachers focused on targeted and differentiated instruction for diverse learning needs. Including speakers, virtual conferences, release time for teachers to observe other teachers on and offsite, and book studies.

#### Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2022 - March 2023

## Person(s) Responsible

Administration  
Teachers  
Staff  
District Office

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Source</b>	Comprehensive Support and Improvement
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	See CSI Goal 6
<b>Amount</b>	797
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Book Study
<b>Amount</b>	203
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	1120 benefits

## Strategy/Activity 2

PD 2

Clairmont staff will receive on-going professional development focused on SEL through our Caring School Community program.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2022 - March 2023

## Person(s) Responsible

Administration  
Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	1176
<b>Source</b>	Title I
<b>Budget Reference</b>	1120 Teacher Temp
<b>Description</b>	Caring School Community
<b>Amount</b>	299
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	1120 benefits
<b>Amount</b>	361
<b>Source</b>	Title I
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Caring School Community - time card hours
<b>Amount</b>	139
<b>Source</b>	Title I
<b>Budget Reference</b>	3000 Benefits
<b>Description</b>	2120 benefits

**Strategy/Activity 3**

PD 3

We will utilize the district's ELA and Math Coaches to provide professional development on high quality first instruction and supplemental programs.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

August 2022 - March 2023

**Person(s) Responsible**

Administration  
District Coaches

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Source</b>	LCFF
<b>Description</b>	District Coaches



# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Comprehensive School Improvement

### Goal Statement

Clairmont will improve on one or more indicators, from red to orange or orange to yellow, on the California Department of Education Dashboard for the 2021-2022 school year. Administration and teachers will be given opportunities to collaborate and analyze data in each of the indicators. Based upon the needs Clairmont will trainings, materials, and professional development opportunities for administration, teachers and school staff to further enhance their repertoire of strategies and techniques to engage students in the classroom in order to positively affect each of the indicators.

### LCAP Goal

2. All students including targeted students will demonstrate proficiency in literacy, mathematics and technology to prepare students to be college and career ready.

### Basis for this Goal

CDE Dashboard Data for the 2018-2019 school year indicates that Clairmont is in the red or orange in each of the four indicators. Due to COVID-19, the goal will be continued with 2018-2019 data.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism 2018-2019	Orange	Yellow
Suspension Rate 2018-2019	Red	Orange
English Language Arts 2018-2019	Orange	Yellow
Mathematics 2018-2019	Orange	Yellow

### Planned Strategies/Activities

#### Strategy/Activity 1

CSI 1

Provide professional development opportunities to administration, teachers, and staff. This will include attending conferences related to classroom engagement strategies and targeted differentiated instruction, Caring School Community Training, and additional professional development opportunities.

#### Students to be Served by this Strategy/Activity

All Students

#### Timeline

August 2022 - March 2023



## Person(s) Responsible

Administration  
Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	40,000
<b>Source</b>	Comprehensive Support and Improvement
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	Conferences
<b>Amount</b>	2500
<b>Source</b>	Comprehensive Support and Improvement
<b>Budget Reference</b>	1150 Teacher Sub
<b>Description</b>	Substitute teachers for conferences, professional development, and vertical and grade level collaboration.
<b>Amount</b>	2500
<b>Source</b>	Comprehensive Support and Improvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials and supplies to support engagement and on going professional development.

## Strategy/Activity 2

CSI 2

Provide time for administrators, teachers and staff to collaborate during the work day to plan and review data based on implemented engagement strategies and analyze it's effectiveness on each of the four indicators. Teachers will also be given opportunities to collaborate and analyze data in each of the indicators.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2022 - March 2023

## Person(s) Responsible

Administration  
Staff

## Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	5000
<b>Source</b>	Comprehensive Support and Improvement

**Budget Reference**

4475 Technology (\$500-\$9,999)

**Description**

Technology

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	211,155
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	206,030.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	153,027	0.00
Title I: Parent Involvement	3003	0.00
Comprehensive Support and Improvement	50,000	0.00

# Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement	50,000.00
LCFF	0.00
Title I	153,027.00
Title I: Parent Involvement	3,003.00
Title III	0.00

## Preliminary Plan

## Final Plan

 05/11/2022 12:00 am

*Principal*

*Date*

*Principal*

*Date*



05/11/2022 12:00 am

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*



05/20/2022 10:45 am

*Program Manager*

*Date*

*Program Manager*

*Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
		0.00
1150 Teacher Sub	Comprehensive Support and Improvement	2,500.00
4300 Materials	Comprehensive Support and Improvement	2,500.00
4475 Technology (\$500-\$9,999)	Comprehensive Support and Improvement	5,000.00
5220 Conference	Comprehensive Support and Improvement	40,000.00
	LCFF	0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
1100 Teacher	Title I	99,109.00
1120 Teacher Temp	Title I	2,750.00
1150 Teacher Sub	Title I	6,500.00
2120 Para Temp	Title I	2,000.00
3000 Benefits	Title I	39,429.00
4300 Materials	Title I	2,600.00
5875 Technology Licenses	Title I	639.00
4300 Materials	Title I: Parent Involvement	2,000.00
4325 Food For Meetings	Title I: Parent Involvement	373.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	630.00
5800 Prof and Operating/Consultants	Title III	0.00

# FORM D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Shaunte Shorter	Principal
Bethany Harris	Classroom Teacher
Gina Vitale	Classroom Teacher
Jenny Alford	Classroom Teacher
Martina Hernandez	Other School Staff
Jhoy Anderson	Parent or Community Member
Erika Razo	Parent or Community Member
Maria Castellon	Parent or Community Member
Andrea Manzo	Parent or Community Member
Crystal Lucero	Parent or Community Member

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

# FORM E: 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**

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 05/11/2022 12:45 pm.

Attested:

**Preliminary Plan**

**Final Plan**

05/11/2022 12:00 am

*Principal*

*Date*

*Principal*

*Date*

05/11/2022 12:00 am

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*

05/20/2022 10:45 am

*Program Manager*

*Date*

*Program Manager*

*Date*