



# Clairmont Elementary

## Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clairmont Elementary School	39685856104426	May 15, 2024	June 18, 2024

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

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

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

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

cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Clairmont Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

**Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities**

- To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

**Strategies to Address Goal #1 for ESSA Compliance:**

- Regularly review and align curriculum with state standards.
- Provide targeted professional development opportunities for teachers to enhance their instructional practices..

**Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency**

- Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

**Strategies to Address Goal #2 for ESSA Compliance:**

- Implement data-driven instructional practices to monitor student progress in ELA and Math.
- Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**

- We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

**Strategies to Address Goal #3 for ESSA Compliance:**

- Conduct regular climate surveys to gather feedback from students, families, and staff.
- Analyze attendance and behavioral data to identify trends and implement interventions as needed.
- Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

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

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

**Identification of Stakeholders:** The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

- Parents/guardians
- Students
- School faculty and staff
- Community members
- Advisory committees (e.g., English Learner Advisory committee, student advisory groups.)

**Communication Plan:** A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

- Communication channels (e.g., newsletters, emails, school website, social media)
- Meeting schedules and agendas
- Opportunities for feedback and input

**Consultation Meetings:** Consultation meetings scheduled to gather input from various stakeholder groups include:

- Parent and community forums
- Faculty and staff meetings
- Advisory committee meetings (ELAC 4/25/2024, SSC 4/29/2024)

**Data Review and Analysis:** Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

- Brainstorming and idea generation
- Goal setting and action planning
- Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

- School Site Council
- District administration
- Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

- Data analysis
- Stakeholder consultation
- Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

## Resource Inequities

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

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

Based upon the California School Dashboard state indicators, Clairmont Elementary School has been identified for Additional Targeted Support and Improvement (ATSI). The following subgroups, Black/African American students entered ATSI due to meeting the criteria based on the following indicator: chronic absenteeism as reported on the 2023 CA Dashboard release. In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through collaborative efforts involving staff, students, parents, and the community, ensuring that resources are allocated effectively to enhance the educational environment and support student success. Clairmont Elementary School professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Based on the needs assessment, we have identified the following performance indicators that need significant improvement based on a review of the California School Dashboard and local data:

1. English Language Arts (Orange)
2. Mathematics (Orange)

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

Referring to the Dashboard we have identified that English Language Arts and Mathematics overall performance was in the "Orange" performance category. African American students (Red) performed two performance levels below the "all student" (Yellow) performance level in the area of Chronic Absenteeism. The Suspension rate for English Learners

(Orange), African American (Orange), and Asian (Orange) students performed two performance levels below the "all student" (Green) performance level.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Clairmont Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

- K-2 DIBELS Assessment
- 2nd-6th Grade STAR Scale Score
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

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

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicator not met for the 2023-2024 school year is the K-2 DIBELS assessment. In addition, we have identified notable performance gaps among our Socioeconomically Disadvantaged, Students with Disabilities, Asian, English Learners, and Hispanic students on the CA Dashboard.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd - 6th CAASPP ELA Assessment
- The 2023 California Dashboard: ELA
- The 2023-2024 3rd-6th iReady MOY ELA Assessment
- The 2023-2024 K-2 MOY DIBELS Assessment
- The 2023-2024 3-6 MOY Reading Inventory (RI) Assessment

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 32% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 20% Grade 1- 36% Grade 2- 40%	During the 2024-2025 school year, 37% of kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- 25% Grade 1- 41% Grade 2- 45%
2023 California Dashboard: ELA	The All student group as demonstrated on the 2023 California Dashboard report scored 69.5 points below standard.  The performance color for the All student group is orange.	The All student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.  The performance color for the All student group will remain orange.
2023-2024 3rd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 20% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 3- 48% Grade 4- 8% Grade 5- 10% Grade 6- 13%	During the 2024-2025 school year, 25% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 3- 53% Grade 4- 13% Grade 5- 15% Grade 6- 18%
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 17.61% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 20% Grade 4- 20% Grade 5- 22% Grade 6- 28%	During the 2023-2024 school year, 23% or more of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 3- 25% Grade 4- 25% Grade 5- 27% Grade 6- 33%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.  Modeling Lessons and Small Group Instruction:	All Students	0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA



	<ul style="list-style-type: none"> <li>• Available to model or co-teach SIPPS or Amplify lessons.</li> <li>• Support teachers in delivering effective lessons.</li> <li>• Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> <li>• Work with site administrators to give input on professional development based on needs.</li> <li>• Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.</li> <li>• Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>• Assist in DIBELS and SIPPS testing as needed.</li> <li>• Progress monitor own intervention students every 3 to 6 weeks.</li> <li>• Provide assistance to teachers with testing timelines.</li> </ul>		
<b>1.2</b>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers and throughout the year during scheduled PLC meetings to:</p> <ul style="list-style-type: none"> <li>• Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>• Collaborate, plan, and respond with best practices.</li> <li>• Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>• Tailor instructional practices based on data insights to address diverse student needs.</li> <li>• Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>• Use Data Collection Sheets to track individual student progress.</li> <li>• Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>	All Students	<p>2100 Title I 1150 Teacher Sub Subs for MTSS Data Conferences 523 Title I 3000 Benefits Sub Benefits</p>
<b>1.3</b>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies, Devices</p> <p>Ensure students have access to supplemental books, duplicating services, study trips, assemblies, and software licenses to support instruction aligned with Common Core standards and interventions.</p>	All Students	<p>7505 Title I 4300 Materials AVID Supplies: Binders Dividers Pencils Pens Notebooks Binder Paper</p>

	<p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p> <p>Access to Resources: Increase the availability of reading materials, providing students with more options to explore various subjects and interests.</p> <p>Supporting Literacy: Books are fundamental tools for literacy development. Invest in a diverse range of books, educators can support students in improving their reading skills, vocabulary, and comprehension.</p> <p>Promoting Learning: A well-stocked library encourages curiosity and a love for learning. When students have access to engaging books, they are more likely to spend time reading, which can enhance their academic performance across subjects.</p> <p>Meeting Curriculum Needs: Library books will supplement classroom instruction and align with the school curriculum. Purchasing books that relate to topics being studied in class allows students to delve deeper into subjects and reinforces learning outside the classroom.</p> <p>Fostering Equity: Invest in library books, particularly those that reflect diverse cultures and perspectives, schools promote equity by ensuring all students have access to quality reading materials regardless of their background.</p> <p>Boosting Confidence and Engagement: When students have access to a variety of books that cater to their interests and reading levels, they are more likely to engage with reading and feel confident in their abilities. This increased engagement can lead to higher academic achievement and a greater sense of empowerment.</p>		<p>Folders Whiteboards Dry Erase Markers Chart Paper Additional classroom organizational materials and supplies</p> <p>2000 Title I 5715 Print Shop Duplicating 5000 Title I 4200 Books Library Books Leveled Readers High Interest Books Culturally Relevant Books</p> <p>500 Title I 4328 Warehouse Supplies Supplemental Copy Paper 4000 Title I 5875 Technology Licenses Supplemental Curriculum &amp; Software Licenses 8226 Title I 4375 Technology (under \$500) Chromebooks &amp; Headphones</p>
<p><b>1.4</b></p>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>• CORE/SIPPS Support</li> <li>• Accelerated Reader and STAR Reading</li> </ul> <p>Site ELA Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>• Science of Reading/Language Comprehension</li> <li>• Writing Instruction K-6</li> </ul>	<p>All Students</p>	<p>0 Title I</p> <p>See PD 5.1 for Funding Allocation</p>

1.5	Kindergarten bags will be made to enhance learning of our youngest students.	Kindergarten Students	500 Title I 4200 Books Chica Chica Boom Boom 2000 Title I 4300 Materials Bags Include: Dry Erase Marker Pencil Crayons Scissors Playdoh Puzzle Paint Name page in sheet protector Tote bag  600 Title I 5715 Print Shop Practice Packets and Information for Parents
1.6	All K-2 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-2 students three times per year (BOY, MOY, EOY) to determine the students readiness to read. 3rd through 6th grade students scoring well below benchmark will also be given the DIBELS assessment to ascertain their specific intervention needs.	All K-2 Students	1000 Title I 1150 Teacher Sub Certificated Sub Pay- release time for teachers 250 Title I 3000 Benefits Certificated Sub Benefits
1.7	Grant Funded Literacy Teacher  As a school literacy grant-funded teacher, the primary responsibility is to implement literacy programs and interventions funded by the grant within the school. This includes designing and delivering targeted instruction to improve reading and writing skills among students. They will collaborate with other teachers and literacy specialists to assess student needs, develop curriculum, and monitor progress. Additionally, they may be involved in organizing professional development opportunities for staff to enhance their literacy instruction skills. Their role also involves collecting data and reporting on the effectiveness of the literacy programs to ensure compliance with grant requirements and to inform future initiatives.	All 4-6 Students	

## Annual Review

## SPSA Year Reviewed: 2023-24

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
DIBELS	Increase the percent of student composite scores Above Benchmark or At Benchmark by 5% over the 2023-2024 school year.	Our middle of the year DIBELS assessment shows an increase of 4% on the composite score for our kindergarten through 2nd grade students.
Reading Inventory	Increase the percent of students scoring Advanced or Proficient by 5% over the 2023-2024 school year.	Our middle of the year reading inventory assessment shows an increase of 13% of our 3rd through 6th grade students meeting or exceeding the proficiency standards.
ELA iReady Universal Screener	Increase the percent of students overall placement in Mid or Above Grade Level and Early on Grade Level by 5% over the 2023-2024 school year.	Our middle of the year iReady Reading assessment shows an increase of 8% of our 3rd through 6th grade students early on grade level or mid or above grade level.

### Analysis

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

Employing a full time reading intervention teacher to provide support for our students in grades 4-6 has increased the proficiency in reading and comprehension of the students. In addition our reading intervention teachers are participating in an 8 session science of reading course that they are being time carded to enhance their understanding of how best to intervene and instruct students. All teachers K-6 participated in MTSS data conferences along with admin to delve into student data after the MOY and EOY assessments.

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

Due to the composition of our Special Day Classes and lack of proper staffing, we were unable to have our special education teachers released from the classroom to participate in the onsite CORE training. All other strategies/activities were implemented and the budgeted expenditures matched the actuals.

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.

For the 2024-2025 school year, our reading intervention for students in grades K-6 will focus on the science of reading. Progress monitoring will happen three times throughout the school year, BOY, MOY, and EOY. We will continue the work with data conferences and including our district coaches and curriculum supports in the discussion and professional development.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Clairmont Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

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

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are the California Dashboard, as our distance from standard increased 2.9 points. In addition, we have identified notable low performance among all students and student groups on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

- The 2022-2023 3rd-6th CAASPP Math Assessment
- The 2023 California Dashboard: Mathematics
- The 2023-2024 K-6th grade iReady MOY Mathematics Assessment

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 15.1% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 28% Grade 4- 15% Grade 5- 15% Grade 6- 24%	During the 2023-24 school year, 20% of 3rd-6th grade students will meet or exceed the standards on CAASPP/SBAC Assessments in Math. Grade 3- 33% Grade 4- 20% Grade 5- 20% Grade 6- 29%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 16% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K- 9% Grade 1- 5% Grade 2- 6% Grade 3- 36% Grade 4- 18% Grade 5- 13% Grade 6- 26%	During the 2024-25 school year, 21% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-14% Grade 1- 10% Grade 2- 11% Grade 3- 41% Grade 4- 23% Grade 5- 18% Grade 6- 31%
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 79.2 points below standard.  The performance color for the ALL student group is orange.	The ALL-student group as demonstrated on the 2024 CA Dashboard report will increase by 10 points towards standard.  The performance color for the ALL-student group will move from Orange to Yellow.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers and throughout the year during selected PLC meetings to:</p> <ul style="list-style-type: none"> <li>Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>Collaborate, plan, and respond with best practices.</li> <li>Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>Tailor instructional practices based on data insights to address diverse student needs.</li> <li>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered</li> </ul>	All Students	<p>0</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Subs for MTSS Data Conferences- See ELA Goal 1.2</p> <p>0</p> <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits- See ELA Goal 1.2</p>

	<p>approach while considering the whole child.</p> <ul style="list-style-type: none"> <li>• Use Data Collection Sheets to track individual student progress.</li> <li>• Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>		
<b>1.2</b>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>All resources must be specific in detail.</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	All Students	<p>0 Title I 4300 Materials AVID Supplies- See ELA Goal 1.3</p>
<b>1.3</b>	<p>After School Math tutoring to provide intervention and enrichment for students.</p> <p>Teacher(s) will take roll for each session.</p> <p>There will be a pre and post assessment to determine the effectiveness of the intervention.</p>	4th-6th Grade Students	<p>5000 Title I 1120 Teacher Temp Certificated Time Card Hours 1250 Title I 3000 Benefits Certificated Benefits</p>
<b>1.4</b>	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Math Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>• iReady Training</li> </ul> <p>Site Math Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>• iReady Co-Plan/Co-Teach</li> </ul>	All Students	<p>0 Title I</p> <p>See PD 5.1 for Funding Allocation</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

**Metric/Indicator****Expected Outcomes****Actual Outcomes**

K-6 Mathematics iReady Universal Screener

Increase the percent of students overall placement in Mid or Above Grade Level and Early on Grade Level by 5% over the 2023-2024 school year.

Our middle of the year iReady Math assessment shows an increase of 10% of our kindergarten through 6th grade students early on grade level or mid or above grade level.

## Analysis

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

Working with the iReady consultants to provide professional development, support, and coaching yielded good growth for our MOY data. All teachers K-6 participated in MTSS data conferences along with admin to delve into student data after the MOY and EOY assessments.

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 implementation and budgeted expenditures to meet the articulated 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.

During the 2024-2025 school year, Clairmont will increase the time spent utilizing the co-planning and co-teaching model with the iReady consultants. We will continue to build our data culture and look at student data on a weekly basis. We will not continue to partner with SJCOE for the Lodi Math Network for the 2024-2025 school year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### English Learners

By December 2024, 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 following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified ELA and Math. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	44.9% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	50% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	ELD 3.1 Bilingual Paraeducators will participate in, and implement evidence based reading procedures and routines, including SIPPS. Professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS.	English Learners	570 Title I 2120 Para Temp Classified Time Cards 225 Title I 3000 Benefits Classified Benefits

	Bilingual Paraeducators will provide push-in support to English Learners.		
<b>1.2</b>	ELD 3.2 Provide Rosetta Stone for students who score level 1 on the ELPAC.	English Learners	0 Title III Rosetta Stone- Technology License
<b>1.3</b>	ELD 3.3 All kindergarten through 6th grade students who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journeys ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.  Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.	English Learners	0 Title III District ELD Coach
<b>1.4</b>	ELD 3.4 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected each trimester. Teachers will 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.	All Students	0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences- See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits- See ELA Goal 1.2
<b>1.5</b>	ELD 3.5 Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Teachers will also 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	English Learners	0
<b>1.6</b>	ELD 3.6 Provide release time for teachers and throughout the school year during scheduled PLC meetings to:	All Students	

	<ul style="list-style-type: none"> <li>Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>Collaborate, plan, and respond with best practices.</li> <li>Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>Tailor instructional practices based on data insights to address diverse student needs.</li> <li>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>Use Data Collection Sheets to track individual student progress.</li> <li>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator reported the on California Dashboard	Increase the percent of students making progress toward English language proficiency by 5% over the 2023-2024 school year.	Based on the CA Dashboard our English Learner Progress increased 6.6%.
Reclassified Fluent English Proficient	Increase the percent of students being reclassified by 5% over the 2023-2024 school year.	9% of our English Learners were reclassified during the 2023-2024 school year.

## Analysis

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

Rosetta Stone was provided for our level 1 English Learners, whom the support was appropriate for. All teachers completed the MTSS data collection and reflection sheets and participated in conversations during the data conferences. ELD was expected of all teachers 30 minutes per day, which also helped with the growth our EL students made on the ELPI.

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

We made the decision to not have our EL paraeducators provide SIPPS instruction. They focused on vocabulary development.

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.

Clairmont will continue to work to increase the proficiency levels of our English learners. We will refer to CAASPP, iReady, and DIBELS data as a means of progress monitoring. We will continue to build the capacity of our bilingual educators to meet the needs of our English learners. We will provide an uninterrupted English block to support our early literacy efforts. Administration, teachers, and staff will continue to receive professional development and make data based decisions to meet the needs of our students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night	115 parents (31%) attended the Back to School Night during the 2023-2024 school year.	Increase the number of parents attending Back to School Night by 5% for the 2024-2025 school year.
Parent Teacher Conference	87% of parents attended the parent-teacher conferences during the 2023-2024 school year.	Maintain or increase the 87% of parents attending Parent Teacher Conferences for the 2024-2025 school year.
Jump Into English	7 parents completed 1 or more levels of Jump Into English classes during the 2023-2024 school year.	Maintain or increase the number of parents participating in Jump Into English classes for the 2024-2025 school year.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	School-Community Organized Events/Activities  Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer	All Students	500 Title I: Parent Involvement 4325 Food For Meetings  970 Title I

	opportunities to facilitate parent participation in the school community.		2120 Para Temp Classified Time Cards 386 Title I 3000 Benefits Classified Benefits
1.2	Communication  Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.	All Students	712 Title I 2920 Other Class Temp Classified Time Cards 283 Title I 3000 Benefits
1.3	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.	All Students	2560 Title I: Parent Involvement 5800 Prof and Operating/Consultants
1.4	Student planners will be provided for two way home and school communication.	All Students	3000 Title I 5800 Prof and Operating/Consultants Custom Student Planners

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Back to School Night Attendance	Increase the number of parents attending Back to School Night by 5% for the 2023-2024 school year.	31% of parents attended Back to School Night during the 2023-2024 school year.
Parent Teacher Conference Attendance	Maintain or increase 90% of parents attending Parent Teacher Conferences for the 2023-2024 school year.	87% of parents attended Parent Teacher Conferences for the 2023-2024 school year.
Jump Into English Participation	Increase the number of parents participating in Jump Into English Classes to 5 for the 2023-2024 school year.	6 parents participated in level 1 and 2 of Jump Into English classes. 4 of those parents also participated in level 3.
Parenting Partners Participation	10 parents/families will participate in the Parenting Partners program for the 2023-2024 school year.	Due to the lack in staffing, we were unable to offer the Parenting Partners program for the 2023-2024 school year.

# Analysis

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

We had a record number of parents complete levels 1, 2, and 3 of Jump Into English (level 1- 7 parents, level 2- 5 parents, and currently 4 parents are signed up for level 3 during quarter 4. Providing translation assisted in parent involvement in meetings and events. Planners were extremely helpful with two way communication and to provide important information to parents and students.

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

We were unable to offer Parenting Partners for the 2023-2024 school year due to the lack of staffing. Our attendance at Back to School Night was much lower than expected, which we believe was attributed to the feeder middle school and nearby elementary schools hosting their Back to School Night at the same time.

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

We will work on ways to increase attendance at our night events and work closely with the district office to ensure that no school in our feeder pattern has their events on the same night. We will continue to have themed nights for our students and parents including STEM night, math night, literacy night, Parent Cafe and other activities and meetings.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Clairmont Elementary School will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

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

LCAP goal to which this school goal is aligned.

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standards. (Compensatory Education: 18)

LUSD LCAP GOALS:

1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
2. All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
3. All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified Math, ELA, and Chronic Absenteeism and notable performance gaps among student groups on Dashboard indicators such as socioeconomically disadvantaged students and students with disabilities.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-6 Caring School Community Training	75% of Clairmont teachers for the 2023-2024 school year have been trained in Caring School Community.	100% of Clairmont teachers for the 2024-2025 school year have participated in Caring School Community professional development opportunities.
K-6 iReady Mathematics Training	100% of Clairmont teachers for the 2023-2024 school year have been trained in iReady Mathematics.	100% of Clairmont teachers for the 2024-2025 school year have been trained in iReady Mathematics.



K-3 Consortium on Reading Excellence Training	100% of Clairmont teachers for the 2023-2024 school year have participated in CORE professional development opportunities.	100% of Clairmont teachers for the 2024-2025 school year have participated in CORE professional development opportunities.
STAR Reading and Accelerated Reader Training	0% of Clairmont teachers for the 2023-2024 school year have been trained in STAR Reading and AR.	100% of Clairmont teachers for the 2024-2025 school year will be trained in STAR Reading and AR.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>• iReady Mathematics</li> <li>• Consortium on Reading Excellence (CORE)</li> <li>• Caring School Community</li> <li>• STAR Reading &amp; Accelerated Reader</li> </ul> <p>Site Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>• Restorative Practices</li> <li>• Science of Reading</li> <li>• English Language Development</li> <li>• Professional Learning Communities</li> <li>• Writing Training</li> </ul>	All Students	<p>35000 Title I 5800 Prof and Operating/Consultants Professional Development 12000 Title I 5220 Conference</p> <p>2116 Title I 1120 Teacher Temp Certificated Time Cards 529 Title I 3000 Benefits Certificated Benefits 485 Title I 2120 Para Temp Classified Time Cards 193 Title I 3000 Benefits Classified Benefits</p>
1.2	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <ul style="list-style-type: none"> <li>• Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</li> <li>• Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</li> </ul>	All Students	

	<ul style="list-style-type: none"> <li>• Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</li> <li>• Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</li> <li>• Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</li> <li>• Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</li> <li>• Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</li> </ul> <p>Collaborative Team Meetings: Grade-level teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <ul style="list-style-type: none"> <li>• Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</li> <li>• Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</li> </ul> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p><b>1.3</b></p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p>	<p>All Students</p>	<p>8000 Title I 5800 Prof and Operating/Consultants Assemblies</p>

	<ul style="list-style-type: none"> <li>• <b>Real-World Connections:</b> Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</li> <li>• <b>Community Building:</b> Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</li> <li>• <b>Inspiration and Motivation:</b> Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</li> <li>• <b>Addressing Important Topics:</b> Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</li> <li>• <b>Skill Development:</b> Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</li> <li>• <b>Celebration of Achievements:</b> Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</li> <li>• <b>Positive Behavior Reinforcement:</b> Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</li> </ul>		
<p><b>1.4</b></p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <ul style="list-style-type: none"> <li>• <b>Pre-Trip Preparation:</b> Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</li> </ul>	<p>All Students</p>	<p>7500 Title I 5872 Field Trips Grade Level Study Trips 2500 Title I 5712 Transportation Buses</p>

	<ul style="list-style-type: none"> <li>• Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level. Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</li> <li>• Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</li> <li>• Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</li> <li>• Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</li> <li>• Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</li> <li>• Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-6 Caring School Community	100% of Clairmont staff will participate in Caring School Community training.	75% of staff participated in Caring School Community training.
K-6 iReady Mathematics Training	100% of Clairmont teachers will participate in iReady training.	100% of Clairmont teachers participated in iReady training.
K-3 Consortium on Reading Excellence Training	100% of Clairmont K-3 teachers will participate in CORE training.	100% of Clairmont K-3 teachers participated in CORE training.

# Analysis

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

Clairmont implemented all strategies/activities to achieve our articulated goal of 100% of teachers and administrators participating in professional development in the areas of MTSS, the new iReady Math curriculum adoption, SIPPS for literacy, ELD, SEL curriculum (75%) and best practices in education. These professional development opportunities were done during the summer, after school, and during the school day with the use of teacher subs and time cards.

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

There were no major differences between the intended implementation and expenditures. We welcomed new staff to our site throughout the school year and were unable to train them as they onboarded.

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.

Clairmont will continue to provide professional development opportunities to administrators, teachers, and classified staff in the areas of MTSS, SEL, ELA, Math, ELD, PLC's and best practices.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Social-Emotional Behavioral

Clairmont Elementary School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

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

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among [name orange and red student groups within this indicator] on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group is Yellow with 37.1% chronically absent. Which is a decrease of 3.1%.	ALL Student Group will remain Yellow with 35% chronically absent. Which is an increase of 2.1 points.
CA Dashboard - Suspension Rate	ALL Student Group is Green with 2.6% suspended at least one day. Which is a decrease of 3.4%	ALL Student Group will remain Green with 2.6% suspended at least one day. Which is no difference in points.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 83% Tier 2 TFI Score 96% Tier 3 TFI Score 91%	2024-2025 Local Data: Tier 1 TFI Score 90% Tier 2 TFI Score maintain 96% or higher Tier 3 TFI Score maintain 91% or higher
PBIS Recognition	Gold for the 2023-2024 School Year	Platinum for the 2024-2025 School Year
Panorama Survey	Sense of Belonging for 3rd-5th grade students 62%, which is a 6% decrease and 6th grade students 35%, which is an 18% decrease.	Sense of Belonging for the 3rd-5th grade students will increase to 65%, and 6th grade students will increase to 40%.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	All Students	
1.2	<p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination:</p> <ul style="list-style-type: none"> <li>• Lead the implementation of PBIS within the school.</li> <li>• Coordinate efforts across the school community including administrators, teachers, staff, students, and families.</li> <li>• Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</li> </ul> <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> <li>• Collect and analyze behavior data to identify trends and areas of concern.</li> <li>• Use data to make informed decisions about interventions and supports.</li> <li>• Monitor the effectiveness of PBIS strategies and interventions over time.</li> </ul> <p>Developing and Implementing PBIS Systems:</p> <ul style="list-style-type: none"> <li>• Establish clear behavioral expectations (behavioral matrix) for all areas of the school.</li> <li>• Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.</li> <li>• Design and implement proactive strategies to prevent challenging behaviors.</li> </ul> <p>Training and Professional Development:</p> <ul style="list-style-type: none"> <li>• Provide training to staff on PBIS principles, strategies, and practices.</li> <li>• Support staff in implementing PBIS strategies in their classrooms and across the school environment.</li> <li>• Collaborate with outside experts and resources to improve staff training.</li> </ul> <p>Supporting Staff and Students:</p> <ul style="list-style-type: none"> <li>• Offer guidance and resources to teachers and staff for implementing behavior interventions.</li> <li>• Provide direct support and guidance to students who require additional behavioral support.</li> </ul>	All Students	1000 Title I 5715 Print Shop PBIS Posters 500 Title I 5800 Prof and Operating/Consultants BARK Bucks 700 Title I 1150 Teacher Sub Certificated sub pay- release time to visit PBIS schools. 175 Title I 3000 Benefits Certificated sub benefits

	<ul style="list-style-type: none"> <li>• Foster a positive and inclusive school culture through PBIS initiatives.</li> </ul> <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> <li>• Involve families in PBIS activities and initiatives.</li> <li>• Communicate PBIS principles and expectations to families and gather their input and support.</li> <li>• Collaborate with community organizations</li> </ul> <p>Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> <li>• Regularly evaluate the effectiveness of PBIS practices and interventions.</li> <li>• Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.</li> <li>• Ensure ongoing fidelity and sustainability of PBIS implementation.</li> </ul> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
<p><b>1.3</b></p>	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts</p>	<p>All Students</p>	



	students' self-esteem and encourages them to excel. Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.		
1.4	Provide support for students experiencing behavior, social/emotional, and academic challenges through additional adult support. <ul style="list-style-type: none"> <li>Additional work will be completed on a time card for classified employees.</li> <li>Classified assistance will be provided 3-4 days per week.</li> <li>Length of time will be no more than 3 hours per day.</li> <li>Certificated substitutes will be as needed throughout the school year.</li> </ul>	All Students	5000 Title I 1950 Other Cert Subs Certificated Additional Adult Support 1251 Title I 3000 Benefits Certificated Benefits 10000 Title I 2920 Other Class Temp Classified Additional Adult Support 3988 Title I 3000 Benefits Certificated Benefits

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Annual Measurable Outcomes

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

## Analysis

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

New Goal for the 2024/2025 school year.

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

New Goal for the 2024/2025 school year.

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

New Goal for the 2024/2025 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

#### Additional Targeted Support and Improvement

The educational outcomes of our Black/African American students will mirror that of the general population (All Students group on the dashboard).

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

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

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

CDE CA Dashboard Data for the 2022-23 school year indicates that Clairmont Elementary School is either in the red or orange in each of the following indicators for the following student groups: \*Black/African American - Chronic Absenteeism (Red)

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	37.1% of Clairmont Elementary School students were chronically absent as reported on the 2023 CA Dashboard (Yellow)  55.6% of Black/African American students were chronically absent as reported on the 2023 CA Dashboard (Red)	Clairmont Elementary School will reduce the chronic absenteeism rate by 10% for the following student groups: Black/African American

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide professional development opportunities to administration, teachers, and staff. This will include attending conferences related to classroom engagement strategies and targeted differentiated instruction, school culture/climate, and additional professional development opportunities.	All Students	

1.2	Provide enrichment opportunities to students including afterschool clubs and SEL.	All Students	1500 Title I 4300 Materials Afterschool club/SEL supplies 5000 Title I 1120 Teacher Temp Certificated Time Cards 1251 Title I 3000 Benefits Certificated Benefits
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## Annual Review

SPSA Year Reviewed: 2023-24

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

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism	High	Yellow (Medium)
Suspension Rate	High	Green (Low)
English Language Arts	Low	Orange (High)
Mathematics	Low	Orange (High)

### Analysis

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

Professional development has been offered and based on the CA Dashboard data our indicators are as follows: Chronic Absenteeism- yellow (was red); Suspension Rate- green (was orange); ELPI- yellow (was orange); ELA- orange (same); Math- orange (same). Clairmont has been identified as an ATSI school for the next year with our sole sub group being our Black/African American students.

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

There were no major differences between the intended implementation and budgeted 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.

Clairmont will continue to use PBIS, counseling staff and building the capacity of the classified and certificated staff as it relates to academics, SEL, and behavior. 8 staff members will be attending the PLC Institute this summer to enhance our knowledge of and ability to best use our PLC time.

# Goals, Strategies, & Proposed Expenditures

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

## Budget Summary

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

### Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$148,348.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,348.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

### Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$145,288.00
Title III	\$0.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$145,288.00

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 (\$)
	\$0.00
Central Title I	\$0.00
Title I: Parent Involvement	\$3,060.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$3,060.00

Total of federal, state, and/or local funds for this school: \$148,348.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
	0.00
Central Title I	0.00
Title I	145,288.00
Title I: Parent Involvement	3,060.00
Title III	0.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1120 Teacher Temp	12,116.00
1150 Teacher Sub	3,800.00
1900 Other Cert Salaries	0.00
1950 Other Cert Subs	5,000.00
2120 Para Temp	2,025.00
2920 Other Class Temp	10,712.00
3000 Benefits	10,304.00
4200 Books	5,500.00
4300 Materials	11,005.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
4375 Technology (under \$500)	8,226.00
5220 Conference	12,000.00

5712 Transportation	2,500.00
5715 Print Shop	3,600.00
5800 Prof and Operating/Consultants	49,060.00
5872 Field Trips	7,500.00
5875 Technology Licenses	4,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1900 Other Cert Salaries	Central Title I	0.00
	Title I	0.00
1120 Teacher Temp	Title I	12,116.00
1150 Teacher Sub	Title I	3,800.00
1950 Other Cert Subs	Title I	5,000.00
2120 Para Temp	Title I	2,025.00
2920 Other Class Temp	Title I	10,712.00
3000 Benefits	Title I	10,304.00
4200 Books	Title I	5,500.00
4300 Materials	Title I	11,005.00
4328 Warehouse Supplies	Title I	500.00
4375 Technology (under \$500)	Title I	8,226.00
5220 Conference	Title I	12,000.00
5712 Transportation	Title I	2,500.00
5715 Print Shop	Title I	3,600.00
5800 Prof and Operating/Consultants	Title I	46,500.00
5872 Field Trips	Title I	7,500.00
5875 Technology Licenses	Title I	4,000.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,560.00

**Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
Goal 1	34,204.00
Goal 2	6,250.00
Goal 3	795.00
Goal 4	8,411.00
Goal 5	68,323.00
Goal 6	22,614.00
Goal 7	7,751.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Shaunte Shorter	Principal
Elaine Williams	Classroom Teacher
Julie Childress	Classroom Teacher
Nichole MacLatchie	Classroom Teacher
Doris Cunningham	Other School Staff
Lester Haines	Parent or Community Member
Savelin Chit	Parent or Community Member
Celena Frazier	Parent or Community Member
Jaqueline Campos de Rodriguez	Parent or Community Member
Minerva Ojeda	Parent or Community Member

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



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2024.

Attested:



Principal, Shaunte Shorter on May 15, 2024



SSC Chairperson, Julie Childress on May 15, 2024