

School Year: **2021-22**

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.

School Name	Clairmont Elementary
Address	8282 Le Mans Ave Stockton, Ca. 95210
County-District-School (CDS) Code	Lodi Unified School District
Principal	Shaunte Shorter
District Name	Lodi Unified School District
SPSA Revision Date	10/21/2021
Schoolsite Council (SSC) Approval Date	10/26/2021
Local Board Approval Date	12/14/2021

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.

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 2
- School Vision and Mission 3
- Purpose and Description..... 3
- School Profile 3
- Stakeholder Involvement 4
- Resource Inequities 4
- Annual Review and Update 5
 - Goal 1..... 5
 - Goal 2..... 7
 - Goal 3..... 9
 - Goal 4..... 11
 - Goal 5..... 13
 - Goal 6..... 15
 - Goal 7..... 17
- Goals, Strategies, & Proposed Expenditures..... 19
 - Goal 1 19
 - Goal 2..... 24
 - Goal 3..... 27
 - Goal 4..... 30
 - Goal 5..... 34
 - Goal 6..... 37
 - Goal 7 38
- Form C: Budget Summary and Consolidation 41
 - Budget Summary 41
 - Allocations by Funding Source..... 41
 - Expenditures by Funding Source 42
 - Expenditures by Budget Reference and Funding Source 43
- FORM D: School Site Council Membership..... 44
- FORM E: Recommendations and Assurances 45

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:

381- 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 October 21, 2021. On October 26, 2021 the SSC met and approved the preliminary school plan for student achievement for the 2021-2022 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: 2020-21

Goal 1

English Language Arts: During the 2020/2021 school year, Clairmont students' proficiency levels on the ELA Benchmark tests will improve by 5%. Clairmont will increase the percentage of students scoring at the proficient level in the ELA CAASPP assessment by 5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmark Data 2019/2020	5% growth	Data Not Available Due TO COVID-19
CAASPP Data 2018/2019	5% growth	There was a 6% decrease in students scoring level 3 or 4 on the ELA Smarter Balanced Assessments, therefore goal was not met.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1.1 Hold Academic Conferences for K-6 teachers. Collect and analyze data. Create SMART goals to devise appropriate interventions for students and monitor those interventions for academic growth.	Academic conferences were not conducted during the 2020-21 school year.	No Additional Cost 0	N/A 0
ELA 1.2 ELA Coaches will be utilized for ELA support and for Professional Development.	Clairmont teachers did not participate in professional development.	District Coaches LCFF	
ELA 1.3 Read-180 teacher will provide ELA intervention support for students in grades 4-6 who are reading two or more levels below their grade level. The Read-180 teacher will be monitoring students' assessment data to determine if students are making adequate growth and are ready to be exited	Read 180 teacher provided ELA intervention support for students in grades 4-6.	Read-180 teacher 1100 Teacher Title I 125,892	Read-180 teacher 1100 Teacher Title I 140,047.37

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
from the program. The Principal will meet with the Read-180 teacher every quarter to review this data. Read 180 teacher will provide Professional Development in ELA strategies to target and differentiate instruction.			
ELA 1.4 Teachers will have students practice taking the SBAC Interim and Practice tests to help to prepare them to take the upcoming SBAC test.	Due to distance learning, teachers did not have students practice SBAC interim and practice tests.	District Funded	0
ELA 1.5 We will be time-carding Teachers to run ELA tutorials for students who are in need of intervention.	Due to COVID-19 teachers were unable to run ELA tutorials for students.	LCFF intervention funds LCFF	0

Analysis

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

Due to COVID-19 many activities were not completed. The Read 180 teacher did provide ELA intervention support for students in grades 4-6.

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

Due to COVID-19 there were no strategies or activities completed to achieve the goal.

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

There was a \$14,155.37 increase in the cost for the Read 180 teacher for the 2020-2021 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.

For the 2021-2022 school year, DIBELS and SBA data will be used as the baseline to determine the baseline and effectiveness of the strategies and activities used. There will be quarterly progress monitoring using varied data points. We will take time to learn the processes for academic conferences, that will be implemented beginning the 2022-2023 school year. We will work with the district ELA coaches to support the teachers in professional development.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

Mathematics goal during the 2020/2021 school year, Clairmont students' proficiency levels on the Math Benchmark tests will increase by 5%. Our goal is to continue incremental growth to a goal of 63% Math Benchmark proficiency in 2020/2021. Clairmont students' proficiency levels on CAASPP will increase by 5%, continuing incremental growth to a goal of 29% proficiency.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmark Tests 2019/2020	5% growth	Due to COVID-19 there was no complete benchmark data.
CAASPP Test 2018/2019	5% growth	There was a 7% decrease in students scoring level 3 or 4 on the Math Smarter Balanced Assessments.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math 1.1 Hold Academic Conference to analyze data, to discuss implementing appropriate interventions for students and monitor those interventions for academic growth.	Academic conferences were not held during the 2020-2021 school year.	Substitutes See ELA 1 Title I 0	0
Math 1.2 Math Coaches will be utilized for support with the math curriculum and for Professional Development.	Due to COVID-19 the math coaches did not work with teachers to provide professional development.	District Coaches LCFF	
Math 1.3 We will also be using intervention programs such as Dream Box, Timez Attack and Fasts Math with our students to try to help improve their math scores.	Teachers used Dreambox and other math supplemental programs/websites to help students improve their math scores. However, it was not done with fidelity.	District funded programs LCFF	District funded programs LCFF
Math 1.4 We will be using district funding through categorical programs to run our Math tutorials. Our Math tutorials will begin for 3rd through 6th graders starting on	Due to COVID-19 math tutorials were not conducted from October 2020 through March 2021.	Timecards Additional time beyond LCFF funding. LCFF	LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
October 2020 and running through March 2021			
Professional Development provided by the San Joaquin County Office of Education (SJCOE) Math Network.	Professional development was not provided by the SJCOE math network during the 2020-2021 school year.	District provided. LCFF	

Analysis

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

Due to COVID-19 many strategies and activities were not implemented. Based on the data, Dreambox was used, but it was not done with fidelity.

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

Due to Covid-19 there was no effectiveness or implementation of strategies/activities to address and support the goal articulated.

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

There were no material differences noted pertaining to this 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.

The goal will be changed to reflect the current data available, which includes SBAC data. We will continue to work to increase students' proficient by 5% each year in the area of math on the math SBAC due to the lack of availability of benchmark data, we are unable to use it as a data point. Clairmont has begun discussions with the SJCOE Professional Development personnel to discuss how to best support the teachers in the area of math.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

Clairmont will increase the percentage of EL students that reach proficiency by 5%. We have had an increase in newcomers enrolled at site in the 2018/2019 and 2019/2020 year thus affecting overall scores as evident in a 3% decrease in proficiency from 2017/2018 to 2018/2019.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Benchmark Data 2019/2020	ELA Benchmark increase to 38% standard proficiency. Math Benchmark increase to 57% proficiency.	Due to COVID-19 there is no available benchmark data.
CAASPP Data 2018/2019	ELA CAASPP increase to 17.5% standard proficiency. Math CAASPP increase to 13.2% proficiency.	ELA CAASPP increased from 4% to 9% proficiency. Math CAASPP proficiency remained the same.
ELPAC Data 2018/2019	2020/2021 increase to 10% reclassified.	Goal not met.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.1 Teachers will continue to monitor students during designated and integrated ELD instruction.	Teachers did monitor EL students and ELD instruction was embedded in the lessons taught.	ELD Monitoring	ELD Monitoring
3.2 Academic Conferences. Administrators will meet with teachers to analyze and monitor ELD students' assessment data.	Academic conferences were not held during the 2020-2021 school year due to COVID-19	Substitutes, See ELA goal 1 1150 Teacher Sub Title I 0	0
3.3 We will continue to hold Academic Conferences to review data and to provide adequate interventions for our students.	Academic conferences were not held during the 2020-2021 school year due to COVID-19	Substitutes See ELA 1 1150 Teacher Sub Title I 0	Substitutes See ELA 1 1150 Teacher Sub Title I 0
3.4 We will be having professional development training through SJCOE. There will be speakers from the SJCOE who will come to our staff meetings to speak with our teachers about	Due to COVID-19 the teachers did not participate in professional development in the areas of ELD and math strategies.	Professional Development LCFF	Professional Development LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
different ELD and math strategies they can use in the classroom. They will also provide teachers with different resources that they can use.			
AVID supplies	Supplies were purchased through Staples, Rochester 100 Inc. and Scholastic Book Clubs.	Materials and supplies 4300 Materials Title I 41,344	Materials and supplies 4300 Materials Title I 15,051.24

Analysis

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

Due to COVID-19 there was a lack in implementation of the strategies/activities mentioned to achieve the goal.

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

Due to COVID-19 there was a lack of implementation and therefore a lack of effectiveness to achieve the goal.

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

There is a discrepancy in the amount of money spent on AVID materials from the 4300 materials budget. The amount budgeted was \$41,344.00 and the amount spent was \$15,051.24, which is a material difference of \$26,292.76.

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 SBAC data and DIBELS data as means of progress monitoring.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

Clairmont will increase parental involvement by having 15 parents participate in parent classes as measured by sign in sheets.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent sign-in sheets from activities on campus throughout the year.	15 parents participate in parent classes.	Goal Not Met Due To COVID-19

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.1 Parent Conferences: In an effort to align and collaborate with parents as stakeholders teachers and administrators will meet regularly to discuss individual, site, and district concerns and suggestions.	Parent conferences were held in the fall of 2020	No additional cost 0	No additional cost
PI 4.2 Parent events: We will host Back to School night, Open House, Lunch on the Lawn, and Literacy Events such as Cozy Read In and Book Fair.	Due to COVID-19 the only events held during the 2020-2021 school year were back to school night and open house.	Materials and supplies 4300 Materials Title I: Parent Involvement 0 Refreshments 4325 Food For Meetings Title I: Parent Involvement 0	Materials and supplies 4300 Materials Title I: Parent Involvement 0 Refreshments 4325 Food For Meetings Title I: Parent Involvement 0
PI 4.3 Academic Awards Assemblies	Due to COVID-19 there were no academic award assemblies during the 2020-2021 school year.	Materials and supplies 4300 Materials Title I 0	Materials and supplies 4300 Materials Title I 0
PI 4.4 Communicate information to parents using student planners and the school marquee.	The school marquee was used to communicate upcoming dates with parents.	student planners 4300 Materials Title I: Parent Involvement 2,864	student planners 4300 Materials Title I: Parent Involvement 1,274.64
PI 4.5 Use Blackboard Connect calls to communicate information to parents	Blackboard connect calls were made on occasion to communicate information with families.	No additional funding necessary	No additional funding necessary

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.6 Parent Meetings: Held quarterly facilitated by administrators to communicate events, resources, and information as well as discuss concerns and suggestions.	Due to COVID-19 there were no quarterly parent meetings to discuss information and concerns	Materials and supplies 4300 Materials Title I: Parent Involvement 0	Materials and supplies 4300 Materials Title I: Parent Involvement 0
		Light Refreshments for parents 4325 Food For Meetings Title I: Parent Involvement 0	Light refreshments for parents 4325 Food For Meetings Title I: Parent Involvement 0
7. School Newsletter	There was not a school newsletter	Materials and supplies 4300 Materials Title I: Parent Involvement 0	Materials and supplies 4300 Materials Title I: Parent Involvement 0
8. ELAC Meetings	Current principal is unsure if ELAC meetings were held during the 2020-2021 school year.	Materials and supplies 4300 Materials Title I: Parent Involvement 0	Materials and supplies 4300 Materials Title I: Parent Involvement 0
		Refreshments 4300 Materials Title I: Parent Involvement 0	Refreshments 4300 Materials Title I: Parent Involvement 0

Analysis

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

Due to the change in leadership, it is unknown

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

The use of blackboard and the marquee were somewhat effective means to communicate with parents families..

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

There was a \$1,589.36 difference in the amount budgeted for the student planners and how much was spent. In addition there was \$1,794.00 spent on Jump Into English parent classes.

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.

The use of blackboard connect emails, phone calls, and text messages will be used to communicate with families. We will also offer our parents the opportunity to participate in Jump into English classes. We will hold a virtual back to school night, open house, as well as use the marquee to share upcoming events.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

Professional Development: 100% of staff will participate in professional development opportunities. The PD opportunities will be provided to teachers to support them in increasing their skills so that they can effectively meet the diverse learning needs of all students. Staff meetings will be used to provide teachers with Professional Development opportunities and teachers will be allowed to work in their PLC's and grade level teams to collaborate with the grade level teachers. Vertical planning opportunities during Common Planning Days and staff meetings will also be implemented. This will be measured by sign in sheets.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Participation rate/Staff sign-in sheets	All teachers will attend on-going Professional Development training during the 2020/2021 school year. This will be measured by staff sign-in sheets.	Due to Covid-19 there were no professional developments trainings during the 2020-2021 school year.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 5.1 On-going Professional Development for Administrators and Teachers focused on targeted and differentiated instruction for diverse learning needs.	Due to COVID-19 teachers and administrators were unable to participate in target professional development on differentiated instruction.		
PD 5.2 Principal and teachers will attend Professional Development Conferences related to students' diverse learning needs both academic and social/emotional.	Due to COVID-19 professional development conferences were not attended.	No additional funding needed/See ELA 1	
PD 5.3 We will utilize the ELA, Math Coaches and Read 180 intervention teacher to do professional development during staff meetings.	Teachers and administration did not participate in the professional development offered by the district coaches.	District Coaches LCFF Read 180 teacher	District Coaches LCFF Read 180 teacher
PD 5.4. Teachers on AVID team will attend the AVID Training Conference	There were no AVID team teachers who attended	Summer Institute/No substitute cost LCFF	LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	the AVID training conference		
PD 5.5 We will be securing a speakers from SJCOE to provide Professional Development for teachers in the areas of differentiation, targeted instruction and social/emotional.	Due to Covid-19 there were no speakers to provide professional development in the areas of differentiation, targeted instruction, and social/emotional.	Professional Development LCFF	Professional Development LCFF

Analysis

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

Due to COVID-19 there was a lack of implementation of the professional development activities.

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

Due to COVID-19 there was a lack of implementation of the professional development activities which therefore led to a lack of effectiveness.

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

There were no known material differences.

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 continue to provide professional development opportunities to administrators and teachers in the areas of social emotional learning math, and ELA

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Restorative Practices	Due to school closures, Restorative Practices were not used.		
Caring Communities (Social Emotional Program)	Due to school closures, staff were not trained on the Caring School Community program, nor was it utilized.	LCFF	
PBIS strategies including Check In Check Out program (CICO), Lunch Bunch, and positive behavior intervention programs/activities.	Two students participated in CICO. There were positive behavior incentives provided to students when in person learning began.		

Analysis

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

Due to Covid-19, there was a lack of implementation of the strategies and activities listed. There were 2 students who participated in CICO when students returned to in person learning.

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

There was no effectiveness in the the strategies because they were not implemented. School closures due to Covid-19 were a major factor in the lack of implementation and effectiveness.

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

There were no material differences.

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 begin work with the Caring School Community program and implement regularly. We will continue to provide SEL support to students through personnel and tier 1, 2, and 3 interventions and supports under our PBIS framework. Our PBIS team will meet regularly to discuss student concerns and the effectiveness of the interventions.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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
<p>CSI 7.1 Professional Development</p> <p>Provide professional development opportunities to administration, teachers, and staff. This will include attending conferences related to classroom engagement strategies and targeted differentiated instruction.</p>	<p>Implementation status unknown due to change in Principal.</p>	<p>Conferences 5220 Conference Comprehensive Support and Improvement 25,000</p> <p>Substitute teachers for conferences, professional development, and vertical and grade level collaboration. 1150 Teacher Sub Comprehensive Support and Improvement 10,000</p> <p>Material and supplies to support engagement and on going professional development. 4300 Materials Comprehensive Support and Improvement 5,000</p>	
<p>CSI 7.2 Collaboration</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 it's</p>	<p>Implementation status unknown due to change in Principal.</p>	<p>Substitute Teachers 1150 Teacher Sub Comprehensive Support and Improvement 10,000</p>	

**Planned
Actions/Services**

effectiveness on each of the four indicators.

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

Implementation status unknown due to change in Principal.

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

There is no goal stated for the new Principal to evaluate effectiveness.

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

It is unknown by the current Principal if the funds were spent. It does not appear that there were any conferences attended the last 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.

A goal will be developed to address the California Dashboard data. The goal will address the suspension data, and large achievement gaps.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English/Language Arts

Goal Statement

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%.

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

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	24% Above Benchmark 18% At Benchmark 11% Below Benchmark 47% Well Below Benchmark	5% growth
Reading Inventory	1.5% Advanced 13.9% Proficient 34.8% Basic 17.5% Below Basic 32.3% Far Below Basic	5% growth
CAASPP	5.7% Standard Exceeded 11.5% Standard Met 26.2% Standard Nearly Met 56.6% Standard Not Met	5% Growth

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1

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 2021-June 2022

Person(s) Responsible

Administration
Intervention Teacher
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	99,109
Source	Title I
Budget Reference	1100 Teacher
Description	4-6 Read 180 Intervention Teacher
Amount	31,698
Source	Title I
Budget Reference	3000 Benefits
Description	4-6 Read 180 Intervention Teacher

Strategy/Activity 2

ELA 1.2

Provide coaching and support to teachers in the regular classroom for core ELA curriculum and instruction, focusing specifically on early literacy. Use of retired teachers and current classified staff to support small group early literacy instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021 - June 2022

Person(s) Responsible

Administration
Classroom Teachers
District ELA Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF

Description	District ELA Coaches
Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See Math 1.3

Strategy/Activity 3

ELA 1.3
 Bilingual Paraeducators will provide additional classroom support for English Learners in Language Arts.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021 - June 2022

Person(s) Responsible

Administration
 Classroom Teachers
 Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Bilingual Paraeducators

Strategy/Activity 4

ELA 1.4
 Pay certificated staff to provide before/after school intervention including reading support.

Students to be Served by this Strategy/Activity

All Students

Timeline

November 2021 - June 2022

Person(s) Responsible

Administration
 Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Tutoring

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

All K-2 Students

Timeline

November 2021 - June 2022

Person(s) Responsible

Administration
 Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Amplify

Strategy/Activity 6

ELA 1.6
 Students will have access to needed materials and supplies to support instruction and interventions.

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

Amount	3500
Source	Title I

Budget Reference

5715 Print Shop

Description

Duplicating of materials

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

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

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	1.6% Standard Exceeded 6.6% Standard Met 23.8% Standard Nearly Met 68% Standard Not Met	5% growth

Planned Strategies/Activities

Strategy/Activity 1

Math 1.1

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

January 2022 - June 2022

Person(s) Responsible

Administration
Classroom Teachers

SJCOE

Proposed Expenditures for this Strategy/Activity

Amount	3019
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes

Strategy/Activity 2

Math 1.2

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

November 2021 - June 2022

Person(s) Responsible

Administration
Classroom Teachers
District Math Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Math Coaches
Amount	6040
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time card staff for additional professional development.

Strategy/Activity 3

Math 1.3

Use of Dreambox, a district adopted math supplemental curriculum to address learning gaps and increase student proficiency.

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

Amount	0
Source	LCFF
Description	District funded supplemental curriculum

Strategy/Activity 4

Math 1.4

Pay certificated staff to provide before/after school small group intervention in mathematics.

Students to be Served by this Strategy/Activity

All Students

Timeline

November 2021 - June 2022

Person(s) Responsible

Administration
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6040
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

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.

LCAP Goal

- A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan)
- B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

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
Reclassification Data	Due to COVID-19 school closure, we do not have a baseline.	3% reclassification
CAASPP	0% Standard Exceeded 7.1% Standard Met 28.6% Standard Nearly Met 64.3% Standard Not Met	3% growth
ELPAC	2% Level 4 36% Level 3 40% Level 2 22% Level 1	3% growth

Planned Strategies/Activities

Strategy/Activity 1

EL's 3.1

Bilingual Paraeducators will work with small groups of students to translate and assist with curriculum and supplemental activities.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021 – June 2022

Person(s) Responsible

Administration
Bilingual Paraeducators
Classroom Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	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

EL's 3.2

Provide Rosetta Stone program for all students scoring level 1 and 2 on the ELPAC

Students to be Served by this Strategy/Activity

English Learners

Timeline

November 2021 - June 2022

Person(s) Responsible

Administration
Bilingual Paraeducators
Classroom Teachers
Educational Support Services

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Description	Rosetta Stone funded by the district

Strategy/Activity 3

EL's 3.3

Classroom teachers will implement ELD instruction to EL students, 30 minutes daily.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2021 - June 2022

Person(s) Responsible

Administration
Classroom Teachers
Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District funded

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent & Family Engagement/Involvement

Goal Statement

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

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LCAP Goal B)

Basis for this Goal

Attendance at school-wide events during the 2019-2020 and 2020-2021 school year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Back to School Night Attendance	Due to COVID-19 school closure, we do not have a baseline.	5% growth
Parent Teacher Conference Attendance	Due to COVID-19 school closure, we do not have a baseline.	5% growth
Open House Attendance	Due to COVID-19 school closure, we do not have a baseline.	5% growth
Jump Into English	Due to the change in leadership, it is unknown how many parents participated in Jump Into English.	10 parents to participate in Jump Into English Classes

Planned Strategies/Activities

Strategy/Activity 1

PI 4.1

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

October 2021 - June 2022

Person(s) Responsible

Administration
Community Liaison

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Budget Reference	5800 Prof and Operating/Consultants
Description	Level 1 and 2 district funded
Amount	1575
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Level 3 Jump Into English

Strategy/Activity 2

PI 4.2

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 2021 - June 2022

Person(s) Responsible

Administration
Classroom Teachers
Community Liaison
Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	224
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	Refreshments
Amount	599

Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Translation
Amount	1330
Source	Title I
Budget Reference	2120 Para Temp
Description	Translation

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

Amount	0
Source	Title I
Description	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

Amount	3000
Source	Title I
Budget Reference	4300 Materials
Description	Student planners

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

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

LCAP Goal

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 standard. (Compensatory Education: 18)

Basis for this Goal

CAASPP, DIBELS, Reading Inventory and Panorama data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff meetings will focus on professional development and collaboration.	Due to COVID-19 school closure, we do not have a baseline.	75% of staff meetings will focus on professional development and collaboration.

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 - June 2022

Person(s) Responsible

Administration
Teachers
Staff
District

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Title I
Budget Reference	5220 Conference
Description	Virtual or In Person professional development
Amount	1000
Source	Title I
Budget Reference	4200 Books
Description	Book Study
Amount	521
Source	Title I
Budget Reference	4325 Food For Meetings
Description	Refreshments

Strategy/Activity 2

5.2
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

July 2021 - June 2022

Person(s) Responsible

Administration
Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Caring School Community

Strategy/Activity 3

5.3
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 2021 - June 2022

Person(s) Responsible

Administration
District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Coaches

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Comprehensive Support and Improvement (CSI).

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 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 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

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 standard. (Compensatory Education: 18)

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 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.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2021 - June 2022

Person(s) Responsible

Administration
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	30,000
Source	Comprehensive Support and Improvement
Budget Reference	5220 Conference
Description	Conferences
Amount	10,000
Source	Comprehensive Support and Improvement
Budget Reference	1150 Teacher Sub
Description	Substitute teachers for conferences, professional development, and vertical and grade level collaboration.
Amount	5,000
Source	Comprehensive Support and Improvement
Budget Reference	4300 Materials
Description	Material and supplies to support engagement and on going professional development.

Strategy/Activity 2

CSI 7.2

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 2021 - June 2022

Person(s) Responsible

Administration
Teachers
Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Comprehensive Support and Improvement

Budget Reference	1150 Teacher Sub
Description	Substitute Teachers - See CSI 7.1 \$10,000
Amount	5000
Source	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	211,155.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	158,757	0.00
Title I: Parent Involvement	2,398	0.00
Comprehensive Support and Improvement	50,000	0.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	50,000.00
LCFF	0.00
Title I	158,757.00
Title I: Parent Involvement	2,398.00
Title III	0.00

Preliminary Plan

 10/26/2021 03:30 pm


Principal

Date

 10/26/2021 03:30 pm

SSC Chairperson

Date

 11/02/2021 02:15 pm

Program Manager

Date

Final Plan

Principal

Date

SSC Chairperson

Date

Program Manager

Date

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
1150 Teacher Sub	Comprehensive Support and Improvement	10,000.00
4300 Materials	Comprehensive Support and Improvement	5,000.00
4475 Technology (\$500-\$9,999)	Comprehensive Support and Improvement	5,000.00
5220 Conference	Comprehensive Support and Improvement	30,000.00
	LCFF	0.00
	LCFF	0.00
	Title I	0.00
1100 Teacher	Title I	99,109.00
1120 Teacher Temp	Title I	12,080.00
1150 Teacher Sub	Title I	3,019.00
2120 Para Temp	Title I	1,330.00
3000 Benefits	Title I	31,698.00
4200 Books	Title I	1,000.00
4300 Materials	Title I	3,000.00
4325 Food For Meetings	Title I	521.00
5220 Conference	Title I	3,500.00
5715 Print Shop	Title I	3,500.00
2120 Para Temp	Title I: Parent Involvement	599.00
4325 Food For Meetings	Title I: Parent Involvement	224.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,575.00
	Title III	0.00
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



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 10/26/2021 03:30 pm.

Attested:

Preliminary Plan

Final Plan



10/26/2021 03:30 pm

Principal

Date

Principal

Date



10/26/2021 03:30 pm

SSC Chairperson

Date

SSC Chairperson

Date



11/02/2021 02:15 pm

Program Manager

Date

Program Manager

Date