



Clairmont *Elementary*

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clairmont School	Elementary	39685856104426	April 24, 2025	June 17, 2025

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 Additional Targeted Support and Improvement (ATSI) 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 Additional Targeted Support and Improvement (ATSI) 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

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 30 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

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 subgroup, Black/African American students entered ATSI due to meeting the criteria based on the following indicator: Chronic Absenteeism as reported on the 2024 CA Dashboard release. In order to move the performance level on the indicator 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. Suspension Rate (Red)
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 (a) Suspension Rate and Mathematics overall performance was in the Red and Orange performance category. African American students performed two performance levels below the all student Yellow performance level in the area of Chronic Absenteeism. Hispanic students performed two performance levels below the all student Yellow performance level in the area of English Language Arts.

To address these identified needs comprehensively, a multi-tiered approach involving targeted intervention, 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.

Academic Growth and Achievement

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Clairmont Elementary School aims to enhance academic 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, Mathematics, and Science:

- K-2 DIBELS Assessment
- 2nd-6th Grade Reading Inventory (RI)
- 3rd-6th Grade ELA iReady Universal Screener
- 3rd-6th Grade CAASPP English Language Arts
- K-6th Grade Math iReady Universal Screener
- 3rd-6th Grade CAASPP Mathematics
- 5th Grade California Science Test (CAST)
- California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

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 #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

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.

LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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, Mathematics, & Science that need improvement based on a review of the California School Dashboard and local data. The ELA, Mathematics, & Science indicators not met for the 2024-2025 school year are [Identify any ELA, Mathematics, & Science metrics/indicators not met from last school year]. In addition, we have identified notable performance gaps among [name orange and red student groups within this indicator] 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 2023-2024 3rd - 6th CAASPP ELA Assessment
- The 2024 California Dashboard: ELA
- The 2024-2025 2nd-6th iReady MOY ELA Assessment
- The 2024-2025 K-2 MOY DIBELS Assessment
- The 2024-2025 2-6 MOY Reading Inventory (RI) Assessment
- The 2023-2024 3rd-6th CAASPP Math Assessment
- The 2024 California Dashboard: Mathematics
- The 2024-2025 K-6th grade iReady MOY Mathematics Assessment
- The 2023-2024 California Science Test (CAST)
- The 2024 California Dashboard: Science
- The 2024 California Dashboard: English Learner Progress Indicator (ELPI)

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	<p>During the 2024-2025 school year, 36% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 34% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year, 41% of kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 39% of kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p>
California Dashboard: ELA	<p>All Students were Yellow on the 2024 California Dashboard. This was 66.3 points below standard.</p> <p>English Learners were Yellow on the 2024 California Dashboard. This was 57 points below standard.</p>	<p>The All-Students group will perform at the yellow level and score at or above 61.3 points below standard on the 2025 California Dashboard.</p> <p>The English Learner student group will perform at the yellow level and score at or above 52 points below standard on the 2025 California Dashboard.</p>
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 24.29% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 29.29% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.

	During the 2023-2024 school year, 12.31% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.	During the 2024-2025 school year, 17.31% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.
2nd-6th iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 26% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 13% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 31% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 18% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 24.29% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 15.39% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 29.29% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 20.39% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 15% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 8% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 20% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 13% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	<p>All Students were Orange on the 2024 California Dashboard for Mathematics. This was 80.1 points below standard.</p> <p>English Learners were Yellow on the 2024 California Dashboard for Mathematics. This was 73.6 points below standard.</p>	<p>The All-Students group will perform at the orange level and score at or above 75.1 points below standard on the 2025 California Dashboard for Mathematics.</p> <p>The English Learner student group will perform at the yellow level and score at or above 68.6 points below standard on the 2025 California Dashboard for Mathematics.</p>
5th Grade California Science Test CAST	During the 2023-2024 school year, 5.66% of 5th grade students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 10.66% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.

	During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.	During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.
California Dashboard: Science	<p>All Students: No Performance Color in 2024</p> <p>This was 30.4 points below standard.</p> <p>English Learners: No Performance Color in 2024.</p> <p>This was 30.4 points below standard.</p>	<p>All Students will perform Orange and at/above 25.4 points below standard on the 2025 California Dashboard for Science.</p> <p>English Learners will perform Orange and at/above 25.4 points below standard on the 2025 California Dashboard for Science.</p>
California Dashboard: English Learner Progress Indicator	61.5% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	65.5% will be making progress towards English language proficiency as demonstrated by the 2025 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	<p>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.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> Available to model or co-teach SIPPS or Amplify lessons. Support teachers in delivering effective lessons. Provide flexible, short-term small group instruction <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> Work with site administrators to give input on professional development based on needs. Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. Maintain consistent communication and interaction with administrators. <p>Assessment Support:</p> <ul style="list-style-type: none"> Assist in DIBELS and SIPPS testing as needed. 	All Students	<p>\$</p> <p>Central Title I</p> <p>1900 Other Cert Salaries</p> <p>District Funded ELA TOSA</p>

	<ul style="list-style-type: none"> Progress monitors own intervention students every 3 to 6 weeks. Provide assistance to teachers with testing timelines. 		
1.2	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement. 	All Students	<p>\$4000</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Subs for MTSS Data Conferences</p> <p>\$999</p> <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits</p>
1.3	<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/Math/Science/SS Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> CORE/SIPPS Accelerated Reader/ STAR Reading <p>Site ELA/Math/Science/SS Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> Science of Reading Heggerty Learning Without Tears English Language Development iReady Lesson Studies 	All Students	<p>\$1000</p> <p>Title I</p> <p>1120 Teacher Temp</p> <p>Teacher Time Card</p> <p>\$500</p> <p>Title I</p> <p>2120 Para Temp</p> <p>Paraeducator Time Card</p> <p>\$2000</p> <p>Title I</p> <p>1150 Teacher Sub</p> <p>Teacher Release Time</p> <p>\$948</p> <p>Title I</p> <p>3000 Benefits</p> <p>Classified and Certificated Benefits</p> <p>\$20000</p> <p>Title I</p> <p>5220 Conference</p> <p>\$26000</p> <p>Title I</p> <p>5800 Prof and</p> <p>Operating/Consultants</p> <p>Consultant</p>
1.4	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, study trips,</p>	All Students	<p>\$10000</p> <p>Title I</p> <p>4300 Materials</p> <p>List AVID Supplies:</p> <p>-Binders</p>

	<p>assemblies, 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> <p>Promote rigorous, evidence-based instruction aligned with CALL Survey practices (Domains 1.1, 1.4, and 3.2), fostering continuous improvement and instructional clarity.</p> <ul style="list-style-type: none"> Kindergarten bags will be made to enhance the learning of our youngest students. Integrate the Learning without Tears (LWT) curriculum into instruction for grades 5 and 6 to support rigorous, aligned literacy development. 		<p>-Dividers -Pencils -Pens -Notebooks -Binder Paper -Folders -Whiteboards -Chart Paper -Dry Erase Markers</p> <p>List Kindergarten Bag Supplies: -Dry Erase Marker -Pencil -Crayons -Scissors -Playdoh -Puzzle -Paint -Name page in sheet protector -Tote Bag</p> <p>-Additional classroom organizational materials</p> <p>\$2115 Title I 4300 Materials Learning Without Tears Materials- grades 5 and 6 \$2500 Title I 4200 Books -Classroom Books -Chica Chica Boom Boom for kindergarten bags</p> <p>\$2500 Title I 5715 Print Shop Duplication \$500 Title I 4328 Warehouse Supplies Copy Paper \$2500 Title I 4375 Technology (under \$500) Headphones</p>
1.5	<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>	All Students	<p>\$10000 Title I 5800 Prof and Operating/Consultants Team Based Modeling Coaching and Support</p>

	<ul style="list-style-type: none"> • 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. • Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth. • 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. • 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. • 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. • 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. • Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation. • Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students. • Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and 		
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	<p>technology, to optimize support for students at different tiers of the MTSS framework.</p> <ul style="list-style-type: none"> Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making. Employ team-based modeling and peer-to-peer coaching to improve instructional practices, focusing on intermediate grade-level collaboration and site-based TOSA support. <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>		
1.6	<p>ELD instruction</p> <p>Ensure that students are provided 30 minutes of designated EL instruction on a consistent basis.</p>	English Learners	
1.7	<p>Instructional Support</p> <p>District ELD Coaches will provide support to classrooms teachers of EL Students.</p>	English Learners	
1.8	<p>Bilingual Para-educators</p> <p>Certificated Staff, Para educators and additional Classified staff will provide support for instruction of the core for identified EL students on a more consistent basis.</p>	English Learners	<p>\$2000</p> <p>Title I</p> <p>4300 Materials</p> <p>Frames for Fluency</p>
1.9	<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> <ul style="list-style-type: none"> 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. 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. 	All Students	<p>\$7500</p> <p>Title I</p> <p>5800 Prof and Operating/Consultants Assemblies</p>

	<ul style="list-style-type: none"> • 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. • 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. • 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. • Celebration of Achievements: 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. • 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. 		
1.10	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <ul style="list-style-type: none"> • Study trips to supplement grade-level core curriculum are 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: • Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards. • 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 	All Students	\$6000 Title I 5872 Field Trips Study Trips \$5000 Title I 5712 Transportation Bus Transportation

	<p>activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <ul style="list-style-type: none"> 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. <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <ul style="list-style-type: none"> 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. 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. 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. 		
1.11	Implement WIN (What I Need) time using additional support staff to provide targeted instruction to small groups of students based on skill level and academic need.	All Students	
1.12	Administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) progress monitoring three times a year (BOY, MOY, EOY) for all K–2 students and for 3rd–6th grade students scoring well below benchmark to determine readiness to read and inform early literacy interventions.	K-2 Students	\$1200 Title I 1150 Teacher Sub Release Time for DIBELS Administration \$299 Title I 3000 Benefits
1.13	<p>Grant Funded Literacy Teacher:</p> <p>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</p>	All Students	

	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.		
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Annual Review

SPSA Year Reviewed: 2024-25

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-2 DIBELS Assessment	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.	During the 2024-2025 school year, 36% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
California Dashboard: ELA	All Students will be Yellow on the 2024 California Dashboard.	All Students performed Yellow on the 2024 California Dashboard.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 25% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 26% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 23% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 24.29% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	All Students will be Orange on the 2024 California Dashboard.	All Students performed Orange on the 2024 California Dashboard.
K-6th iReady MOY Mathematics Assessment	During the 2024-2025 school year, 21% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.	During the 2024-2025 school year, 15% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.
3rd- 6th Grade CAASPP Mathematics	During the 2023-2024 school year, 20% of 3rd-6th grade students will meet or exceed standards on	During the 2023-2024 school year, 24.29% of 3rd-6th grade students met/exceeded standards on

Metric/Indicator	Expected Outcomes	Actual Outcomes
	CAASPP/SBAC Assessments in Mathematics.	CAASPP/SBAC Assessments in Mathematics.
California Science Test: CAST	New metric for the 2024-2025 school year.	New metric for the 2024-2025 school year.
CA Dashboard: English Learner Progress Indicator	50% will be making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	61.5% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Analysis

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

Through the consistent implementation of the strategies and activities outlined in our 2024 SPSA, we met or exceeded all but two of our performance metrics. The support of ELA TOSAs providing K–6 intervention played a pivotal role in our students' academic growth. Teachers who participated in iReady lesson studies also experienced significant professional learning and development. All K–6 teachers engaged in MTSS data conferences each trimester, setting academic and behavioral/social-emotional goals to support student progress. In addition, all staff participated in on-site professional learning opportunities focused on standards, reading, writing, and math. The use of kindergarten readiness bags contributed to our youngest students arriving more prepared for school. Furthermore, intentional planning and effort were devoted to strengthening English Language Development in the classroom to better support our English learners.

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. We believe that part of the reason for our limited progress on the iReady MOY mathematics assessment is that our kindergarten students did not take the assessment at the beginning of the school year, making the MOY their first experience with this type of assessment.

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 2025–2026 school year, we will increase the number of iReady lesson studies to four in order to deepen our understanding of the program and improve implementation.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional 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.

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.

Chronic Absenteeism and Suspension Rates at Clairmont Elementary

A review of Dashboard and local data identifies chronic absenteeism and suspension rates as significant areas for improvement at Clairmont Elementary.

Chronic absenteeism remains high at 31.2% despite a 5.8% year-over-year decline. African American students are particularly impacted, with 57.5% chronically absent (Red performance band).

The suspension rate rose to 5.9% overall (Red), with African American students suspended at a rate of 20.5%, and Red-level suspension rates also observed among Hispanic students, English Learners, and Socioeconomically Disadvantaged students.

Steps Taken:

- **Family Engagement:** The school is working to strengthen communication with families through tools like ClassDojo and expanded outreach efforts, aiming to build stronger home-school partnerships to support attendance and behavior improvement.
- **Positive Behavior Supports:** Clairmont is reinforcing PBIS strategies, focusing on recognizing and rewarding positive behavior and fostering a safe, supportive environment.
- **Targeted Support:** Staff are collaborating to identify students at risk and implement interventions, including increased parent communication, personalized supports, and professional development focused on student engagement and behavior management.

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 31.2% chronically absent. Which is a decrease of 5.8%.	ALL Student Group will remain Yellow with 26.2% chronically absent. Which is a decrease of 5%.
CA Dashboard - Suspension Rate	ALL Student Group is Red with 5.9% suspension rate. Which is an increase of 3.3%.	ALL Student Group will improve to Yellow with 3% suspension rate. Which is a decrease of 2.9%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 93% Tier 2 TFI Score 96% Tier 3 TFI Score 88%	2025-2026 Local Data: Tier 1 TFI Score 95% Tier 2 TFI Score 95% Tier 3 TFI Score 93%
PBIS Recognition	Silver for the 2024-2025 School Year	Platinum for the 2025-2026 School Year
Panorama Survey	Student Competency & Well-Being Grades: [3-5] / [6] -Positive Feelings 62% / 51% -Sense of Belonging 53% / 48% -Social Awareness 50% / 41% -Challenging Feelings 43% / 53% -Emotional Regulation 36% / 32% -Self-Efficacy 33% / 31%	Student Competency & Well-Being Grades: [3-5] / [6] -Positive Feelings 67% / 56% -Sense of Belonging 58% / 53% -Social Awareness 55% / 46% -Challenging Feelings 48% / 58% -Emotional Regulation 41% / 37% -Self-Efficacy 38% / 36%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<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> <ul style="list-style-type: none"> • Leadership and Coordination: • Lead the implementation of PBIS within the school. • Coordinate efforts across the school community including administrators, teachers, staff, students, and families. • Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. <p>Data Collection and Analysis:</p> <ul style="list-style-type: none"> • Collect and analyze behavior data to identify trends and areas of concern. • Use data to make informed decisions about interventions and supports. 	All Students	

	<ul style="list-style-type: none"> • Monitor the effectiveness of PBIS strategies and interventions over time. <p>Developing and Implementing PBIS Systems:</p> <ul style="list-style-type: none"> • Establish clear behavioral expectations (behavioral matrix) for all areas of the school. • Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. • Design and implement proactive strategies to prevent challenging behaviors. <p>Training and Professional Development:</p> <ul style="list-style-type: none"> • Provide training to staff on PBIS principles, strategies, and practices. • Support staff in implementing PBIS strategies in their classrooms and across the school environment. • Collaborate with outside experts and resources to improve staff training. <p>Supporting Staff and Students:</p> <ul style="list-style-type: none"> • Offer guidance and resources to teachers and staff for implementing behavior interventions. • Provide direct support and guidance to students who require additional behavioral support. • Foster a positive and inclusive school culture through PBIS initiatives. <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> • Involve families in PBIS activities and initiatives. • Communicate PBIS principles and expectations to families and gather their input and support. • Collaborate with community organizations <p>Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> • Regularly evaluate the effectiveness of PBIS practices and interventions. • Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. • Ensure ongoing fidelity and sustainability of PBIS implementation. <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>		
2.2	Assemblies to support the school's curriculum and culture.	All Students	\$2500 Title I

	<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 students' self-esteem and encourages them to excel.</p> <p>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.</p>		5800 Prof and Operating/Consultants Assemblies
2.3	<p>Supplemental Services:</p> <p>School Counselor- Deliver coordinated supports to students that integrate social-emotional learning, targeted academic interventions, and individualized services to address the holistic needs of each student as needed. Supports may include small groups based on identified student needs, such as transition support, academic guidance, and/or grief counseling, as well as one-on-one individualized support.</p>	All Students	<p>\$325 Title I 5220 Conference Restorative Practices Training \$10000 Title I 2920 Other Class Temp Non Instructional Classroom Assistant Time Cards \$3947</p>

	<p>Mental Health Counseling- Students will have access to on-site mental health professionals who provide individualized support through one-on-one counseling, crisis intervention, and small group sessions. These services aim to promote emotional well-being, strengthen coping skills, and ensure students feel supported academically and personally.</p> <p>Implement trauma-informed practices to support students' emotional and behavioral needs, including structured Check-In/Check-Out systems and re-entry meetings following absences or disciplinary actions. These strategies foster a sense of safety, belonging, and continuity for students, while also strengthening adult-student relationships and promoting self-regulation.</p> <p>Host SEL-focused parent workshops designed to deepen families' understanding of social-emotional learning, equip them with tools to support their child's well-being at home, and strengthen school-family partnerships that promote a positive school climate.</p> <ul style="list-style-type: none"> • Provide support for students experiencing behavior, social/emotional, and academic challenges through additional adult support. Additional work will be completed on a time card for classified employees. Classified assistance will be provided 3-4 days per week. Length of time will be no more than 3 hours per day. Certificated substitutes will be as needed throughout the school year. 		<p>Title I 3000 Benefits</p> <p>\$1000 Title I 4300 Materials</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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
CA Dashboard - Chronic Absenteeism	ALL Student Group will remain Yellow with 35% chronically absent. Which is an decrease of 2.1%	ALL Student Group remained Yellow with 31.2% chronically absent. This was a decrease of 5.8%
CA Dashboard - Suspension Rate	ALL Student Group will remain Green with 2.6% suspended at least one day.	ALL Student Group was Red with a 5.9% of suspension rate. This was an increase of 3.3%
PBIS Implementation Fidelity	2024-2025 Local Data:	2024-2025 Local Data:

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Tier 1 TFI Score 90% Tier 2 TIF Score 96% Tier 2 TIF Score 91%	Tier 1 TFI Score 93% Tier 2 TIF Score 96% Tier 2 TIF Score 88%
PBIS Recognition	Platinum for the 2024-2025 School Year	Silver for the 2024-2025 School Year
Panorama Survey	Sense of Belonging for the 3rd-5th grade students will increase to 65% and 6th grade students will increase to 40%.	Sense of Belonging for the 3rd-5th grade students is at 53% and 6th grade students 48%.

Analysis

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

There was a strong schoolwide focus on Tier 1 PBIS efforts, with staff consistently recognizing appropriate student behavior and using common language for redirection and corrections. We also provided non-instructional classroom support for students exhibiting behavioral challenges. Despite these efforts, we encountered some difficult situations that contributed to a significant increase in our suspension rate. While we partially met several of our identified metrics, they were not achieved in full. However, we did fully meet our goal related to reducing chronic absenteeism.

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.

For the 2025–2026 school year, we will prioritize providing consistent and targeted professional development for our support staff around PBIS. Additionally, we aim to increase family engagement in PBIS initiatives and activities to foster a stronger school-community connection. To further support student well-being, we will incorporate more social-emotional learning (SEL) opportunities during the school day, including “family meetings” to build community and address areas of concern identified in the Panorama survey. Moving forward, all areas of the Panorama survey will be included in our metrics to measure progress and guide continuous improvement.

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.

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	43.67% of parents attended the Back to School Night during the 2024-2025 school year.	Increase the number of parents attending Back to School Night by 5% for the 2025-2026 school year.
Parent Teacher Conferences	90.5% of parents attended the Parent Teacher Conferences during the 2024-2025 school year.	Maintain or increase the 90% of parents attending Parent Teacher Conferences for the 2025-2026 school year.
Jump Into English	12 parents completed 1 or more levels of Jump Into English classes during the 2024-2025 school year.	Maintain or increase the number of parents participating in Jump Into English classes for the 2025-2026 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
3.1	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	All Students	\$500 Title I: Parent Involvement 4325 Food For Meetings Refreshments

	events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.		
3.2	<p>Communication</p> <p>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.</p>	All Students	
3.3	<p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.</p> <p>Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided.</p> <p>"Parent Cafés" & Listening Circles – Organize informal gatherings where EL parents can share their experiences, voice concerns, and collaborate on school initiatives in a welcoming, culturally affirming space.</p> <p>Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making.</p> <p>Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.</p> <p>Provide access to Jump Into English classes for Clairmont parents. This will allow our parents to learn to speak English, learn to use technology and get involved at school.</p>	English Learners	<p>\$1000 Title I: Parent Involvement 2120 Para Temp Classified Time Cards- Translation \$396 Title I: Parent Involvement 3000 Benefits Classified Benefits \$110 Title I: Parent Involvement 4300 Materials</p>
3.4	<p>Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation.</p> <p>Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.</p>	All Students	<p>\$3000 Title I 5800 Prof and Operating/Consultants Custom Student Planners \$1000 Title I: Parent Involvement 1120 Teacher Temp \$251 Title I: Parent Involvement</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-2025 school year.	43.67% of parents attended Back to School Night for the 2024-2025 school year.
Parent Teacher Conference Attendance	Maintain or increase the 87% of parents attending Parent Teacher Conferences for the 2024-2025 school year.	90.5% of parents attended Parent Teacher Conferences during the 2024-2025 school year.
Jump Into English Participation	Maintain (7) or increase the number of parents participating in Jump Into English classes for the 2024-2025 school year	12 parents completed 1 or more levels of Jump Into English classes during the 2024-2025 school year.

Analysis

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

Student planners proved to be a valuable tool for two-way communication and for sharing important information with parents. Our site also hosted Jump Into English classes, welcoming families from our school as well as neighboring sites. In response to parent requests, we began offering Parent Cafés to create a welcoming space for dialogue, learning, and support. Additionally, we hosted regular Coffee with the Principal events to strengthen relationships and maintain open lines of communication with families. Throughout the year, we provided multiple opportunities to engage our school community, including Back to School Night, Parent-Teacher Conferences, Science Night, Lunch on the Lawn, and our Fall Festival. These collective efforts contributed to successfully meeting our stated family and community engagement goal.

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 or the budget expenditures to implement the strategies/activities to meet the 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.

We will continue our efforts to increase attendance at academically focused community events, ensuring greater family engagement in student learning.

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.

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 2023-2024 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	31.2% of Clairmont Elementary School students were chronically absent as reported on the 2024 CA Dashboard (Yellow) 57.5% of Black/African American students were chronically absent as reported on the 2024 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
4.1	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	

4.2	<p>Facilitate parent workshops that build meaningful home-school partnerships, empowering families to support student engagement and academic success.</p> <p>Monitor attendance trends through consistent data tracking, followed by personalized outreach and support for students and families experiencing chronic absenteeism.</p> <p>Deliver coordinated wraparound supports that integrate social-emotional learning and targeted academic interventions to address the holistic needs of each student.</p>	All Students	<p>\$277 Title I 4300 Materials Resources to support chronic absenteeism needs</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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- CA Dashboard	Clairmont Elementary School will reduce the chronic absenteeism rate by 10% for the following student groups: Black/African American	Clairmont Elementary Schools chronic absenteeism rate is 57.5% for our Black/African American subgroup, which is a 1.9% increase.

Analysis

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

Professional development has been offered to staff. There was not as much professional learning done by our classified staff as it relates to school culture and climate. We offered after school clubs including STEAM/Maker Space, Volleyball, Running, and Photography. There were a large number of students who participated in the clubs. We also attempted before school interest based groups targeting our chronically absent and tardy 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 SEL and behavior. We will increase our outreach to our educational partners to building their capacity through workshops and address the root of the chronic absenteeism issue.

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	\$131,867.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$131,867.00
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	\$128,610.00
Title I: Parent Involvement	\$3,257.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$131,867.00

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$131,867.00

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
Title I	128,610.00
Title I: Parent Involvement	3,257.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	2,000.00
1150 Teacher Sub	7,200.00
2120 Para Temp	1,500.00
2920 Other Class Temp	10,000.00
3000 Benefits	6,840.00
4200 Books	2,500.00
4300 Materials	15,502.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	500.00
4375 Technology (under \$500)	2,500.00
5220 Conference	20,325.00
5712 Transportation	5,000.00
5715 Print Shop	2,500.00
5800 Prof and Operating/Consultants	49,000.00
5872 Field Trips	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1120 Teacher Temp	Title I	1,000.00
1150 Teacher Sub	Title I	7,200.00
2120 Para Temp	Title I	500.00
2920 Other Class Temp	Title I	10,000.00
3000 Benefits	Title I	6,193.00
4200 Books	Title I	2,500.00
4300 Materials	Title I	15,392.00
4328 Warehouse Supplies	Title I	500.00
4375 Technology (under \$500)	Title I	2,500.00
5220 Conference	Title I	20,325.00
5712 Transportation	Title I	5,000.00
5715 Print Shop	Title I	2,500.00
5800 Prof and Operating/Consultants	Title I	49,000.00
5872 Field Trips	Title I	6,000.00
1120 Teacher Temp	Title I: Parent Involvement	1,000.00
2120 Para Temp	Title I: Parent Involvement	1,000.00
3000 Benefits	Title I: Parent Involvement	647.00
4300 Materials	Title I: Parent Involvement	110.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,561.00
Goal 2	17,772.00
Goal 3	6,257.00
Goal 4	277.00

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

Name of Members	Role
Shaunte Shorter	Principal
Elaine Williams	Classroom Teacher
Lynn Locke	Classroom Teacher
Julie Childress	Classroom Teacher
Doris Cunningham	Other School Staff
Andrea Manzo	Parent or Community Member
Minerva Ojeda	Parent or Community Member
Ya Chang	Parent or Community Member
Natalia Videla	Parent or Community Member
Nith Thammeuangkhun	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 4-24-2025.

Attested:



Principal, Shaunte Shorter on 4-24-2025



SSC Chairperson, Lynn Locke on 4-24-2025