

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CLAY ELEMENTARY** SCHOOL

2020-21

37-68338-6039390
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Michaliszyn, Lindsay

Contact Person: Michaliszyn, Lindsay

Position: Principal

Telephone Number: (619) 344-5700

Address: 6506 Solita Ave, Clay Elementary, San Diego, CA, 92115-4244

E-mail Address: lmichaliszyn@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- Evaluation of LCFF and Title I Funded Actions and Activities
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Clay Elementary

SITE CONTACT PERSON: Lindsay Michaliszyn

PHONE: (619)344-5700

FAX: (619) 344-5769

E-MAIL ADDRESS: lmichaliszyn@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP) **CSI School**

The School Site Council (SSC) recommends this school’s site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- English Learner Advisory Committee (ELAC) Date of presentation: 10/1/20
- Community Advisory Committee for Special Education Programs (CAC) Date of presentation: _____
- Gifted and Talented Education Program Advisory Committee (GATE) Date of presentation: _____
- Site Governance Team (SGT) Date of presentation: _____
- Other (list): _____ Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: _____10/1/20_____

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Lindsay Michaliszyn
Type/Print Name of School Principal

/s/Lindsay Michaliszyn 10/5/20
Signature of School Principal /

Date

Emily Medina
Type/Print Name of SSC Chairperson

/s/ Emily Medina
Signature of SSC Chairperson

/ Date

Phan My Ngoc
Type/Print Name of ELAC Chairperson

/s/ Phan My Ngoc
Signature of ELAC Chairperson / Date

Monika Hazel
Type/Print Name of Area Superintendent

Monika Hazel
Signature of Area Superintendent / Date

11/3/20

TABLE OF CONTENTS

1. Introduction
2. Executive Summary
3. SPSA Template
4. Appendix
 - A. Budget Summary
 - B. Parent & Family Engagement Policy
 - C. School Parent Compact
 - D. Data Reports
 - E. 2019-20 SPSA Evaluation of LCFF and Title I Funded Actions and Activities

SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of a school wide Title 1 program.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

STAKEHOLDER INVOLVEMENT (REQUIRED)

At Clay Elementary, our school community engaged in a collaborative process in the development of the SPSA. It is vital to involve all members of our school community to create a plan that supports all of our students. In the 2019-2020 school year, stakeholders were involved in the development of the 2020-2021 budget development process, through multiple meetings.

Lighthouse/ILT:

September 24, 2020-review data and develop professional learning plan for the 19-20 school year

January 28, 2020-review school wide data

SSC:

October 2, 2019-Review and approve the Home School Compact and Parent Involvement Policy. Review data and site budget. Approve SPSA

January 31, 2020-Review data, review budget

February 5, 2020-Present and approve site budget

October 1, 2020- Review and approve the Home School Compact and Parent Involvement Policy. Review and approve SPSA.

ELAC:

October 1, 2020-Review and get input on Home School Compact and Parent Involvement Policy. Review SPSA and get input.

February 5, 2020-Review and get input on site budget.

October 1, 2020-Review and get input on SPSA

RESOURCE INEQUITIES

Clay's root cause analysis involved examining data from CAASPP, CA Dashboard, CA Healthy Kids survey, CA Parent survey, FAST and review of the 2018-2019 SPSA. Due to school closures beginning in March 2020, students across the state/district did not participate in state testing during the 19-20 school year. The latest CAASSP data we have from the 2018-2019 school year was used help build goals for the 20-21 SPSA.

Grade Level	2017 ELA	2018 ELA	2019 ELA
3rd	48.8%	44%	55%
4th	42%	56%	31%
5th	40.4%	45%	55%
Total	43.5%	47.9%	45%
Students with disabilities	10%	11.8%	5.3%
English Learners	22.7%	33.3%	11.8%
African American Students	28.9%	27.3%	33%

When examining our ELA data over the past 3 years, the data showed a need to continue to focus on closing the achievement gap for our Students with disabilities (5.3% proficient) and English Learners (11.8% proficient).

Grade Level	2017 Math	2018 Math	2019 Math
3rd	59.5%	40%	55%
4th	36%	51%	31%
5th	20.8%	37%	36%
Total	37.9%	41.9%	40%
Students with disabilities	30.8%	29.5%	29.7%
English Learners	33%	25%	16.7%
African American Students	30.8%	29.5%	29.7%

When examining our Math data over the past 3 years, the data showed a need to continue to focus on closing the achievement gap for our Students with disabilities (29.7% proficient), English Learners (16.7% proficient) and African American students (29.7%).

FAST data (Winter 2019)

Grade Level/subgroup	Winter 2019 ELA
3rd	75%
4th	64%
5th	55%
Total	64.6%
Students with disabilities	No data
English Learners	20.6%
African American Students	63%

When examining our FAST ELA data, it showed a need to continue to focus on closing the achievement gap for our English Learners (20.6% proficient) and African American students (63%).

Grade Level/subgroup	Winter 2019 Math
3rd	70%
4th	63%
5th	56%
Total	63%
Students with disabilities	No data
English Learners	33%
African American Students	64.6%

When examining our FAST Math data, it showed a need to continue to focus on closing the achievement gap for our English Learners (33% proficient) and African American students (64.6%)

SPSA focus:

To best support student progress, teacher PLC time will focus on strengthening tier 1 instruction, analyzing common student assessments (FAST), and monitoring target students. Our Intervention teacher will support our English Learners, Students with disabilities and other students who are not making progress on grade-level standards.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lindsay Michaliszyn	Principal
Sabrina Young	Classroom Teacher
John Holdeman	Classroom Teacher
Enolia Albanez	Other School Personnel
Jason Santana	Vice Chairperson
Emily Medina	SSC Chairperson
Bernadette Angulo	Parent
Arthur McCanless	Parent
Cody A Leander	Parent
Andrea Loyko	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

According to data from the CA dashboard from 18-19, chronic absenteeism declined 2.3% from the previous school year while suspension rate increased from 2.9% to 3.5%. In an effort to continue to decrease chronic absenteeism and overall suspension rate a goal was created around student leadership. Due to school closures in March 2020, leadership opportunities for students were impacted. School staff made adjustments when possible and feasible. However, the goal of getting 100% of students to hold a leadership role was not achieved in the Spring of 2020.

***Major Differences**

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

We will continue with implementation of the 7 habits, school-wide. Our school leadership team has made adjustments during on-line learning to support more students holding leadership opportunities and feeling connected to school. Some examples include: electronic caught leading slips (raffle every Friday), virtual Leadership award assemblies, virtual Monday morning assemblies hosted by every grade-level and school-wide virtual 'sharpen the saw' events, such as a virtual fun run.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

***Changes**

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 Leader in Me program will continue to be funded under LCFF. Changes were made to adapt to on-line learning circumstances.

***Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	100% of Clay students will hold a leadership position. Progress will be monitored within classrooms and school wide through attendance rosters and participation in classroom and school leadership opportunities.	n/a	100%	Other (Describe in Objective)	monthly

***Identified Need**

According to data from the CA Dashboard, chronic absenteeism declined 2.3% in the 18-19 school year and dashboard data for suspensions has increased from 2.9% to 3.5% overall. In an effort to continue to increase student daily attendance and decrease suspensions a leadership goal was created in an effort to support students feeling connected to school thus wanting to be at school every day.

***Online Learning Implications**

Some systems we have in place to monitor and evaluate supports for students in the areas of mental health and social and emotional well-being are: supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction, restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected, full time school counselor, Leader in Me program (school-wide), North Central Early Prevention Dinosaur School (funded through SDUSD).

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Some systems we have in place to monitor and support Student attendance:

Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) were absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.

-Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.

-Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.

-Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	Increase student attendance	24.1% chronically absent	10% chronically absent	Chronic Absenteeism	monthly
June 2021	TK-5	Black or African American	Increase student attendance	12.6% chronically absent	7% chronically absent	Chronic Absenteeism	monthly
June 2021	TK-5	Students with Disabilities	Increase student attendance	27.8% chronically absent	10% chronically absent	Chronic Absenteeism	monthly
June 2021	TK-5	Hispanic or Latino	Increase student attendance	21% chronically absent	10% chronically absent	Chronic Absenteeism	monthly
June 2021	TK-5	Socioeconomically Disadvantaged	Increase student attendance	20% chronically absent	10% chronically absent	Chronic Absenteeism	monthly
June 2021	TK-5	White	Decrease suspension rate	6.8%	5.8%	Suspension	monthly
June 2021	TK-5	English Learner	Decrease suspension rate	1.2%	0.2%	Suspension	monthly
June 2021	TK-5	Black or African American	Decrease suspension rate	3.4%	2.4%	Suspension	monthly
June 2021	TK-5	Students with Disabilities	Decrease suspension rate	3.7%	2.7%	Suspension	monthly

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	TK-5	Hispanic or Latino	Decrease suspension rate	3.1%	2.1%	Suspension	monthly
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease suspension rate	3.6%	2.6%	Suspension	monthly
June 2021	TK-5	Two or More Races	Decrease suspension rate	4.8%	3.8%	Suspension	monthly

Strategy/Activity 1

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

All students at the school will benefit from the strategy/activity in the area of Chronic absenteeism and decreasing suspension.

***Strategy/Activity - Description**

The school counselor, attendance clerk, nurse and principal will meet monthly to monitor student attendance and suspensions. We will work collaboratively with parents, students, teachers and support staff to implement strategies that will decrease chronic absenteeism and suspension rate (i.e. personal phone calls, home visits, student/family goal setting, and welcome back to school plan). Additionally our Lighthouse Leadership Team will continue to ensure opportunities for student leadership in an effort to engage all students in school.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0065AA	Contracted Svcs Less Than \$25K		\$7,910.00	\$7,910.00	0065-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Leader in Me will support students' engagement in school. The 7 habits teach student skills to be successful in both their academic and personal growth.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

- Visiting teachers to release classroom teachers from the classroom for professional development and PLC in order to design lessons, analyze student work/data and improve instructional strategies.
- Intervention Teacher to support students who are not meeting grade-level standards.
- Software licenses to support students in Reading and EL (i.e. Raz Kids, Scholastic).

Effectiveness of the strategies/activities:

- Visiting teachers were not always available/reliable. Teachers were not able to meet with grade-level teams if a sub was not available. Thus, PLC's had to be canceled or rescheduled or lacked attendance of all team members.
- Due to school closures in March 2020, our Intervention Teacher was not able to complete her work with all of our target students. Many students who needed interventions had difficulty accessing the on-line learning tools in the Spring.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Major Differences

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

Due to school closures in March 2020, our district/state did not participate in standardized assessments in the Spring. We also did not complete the FAST assessment (school-wide) in the Spring. Having additional data from the Spring would help gauge the effectiveness of many of our strategies/activities.

*Changes

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.

Resources were allocated to fund the following:

- .6 Intervention Teacher (increase from .4) to support teachers with Tier I instruction and support struggling students with Tier 2 interventions, support teachers with classroom assessments, in ELA/Math and ELD.
- Visiting teachers from the VAPA program will release classroom teachers and SPED staff for professional development and PLC focused on lesson design, analyzing student data and improving instructional strategies.
- Admin will continue to ensure that guided reading is part of the daily schedule in all classrooms K-5.
- Our site will continue to administer the DRA and FAST during testing windows.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increased student performance	38%	50%	CAASPP ELA	annually
June 2021	3-5	Increased student performance	64%	74%	FAST aReading	3x a year

*Identified Need

According to CAASSP ELA data, there was a decrease of 2.9% overall in grades 3-5. Our 4th and 5th grade scores increased (5th 10% increase) (3rd-11%), while 4th grade scores declined (25%). There is a need to identify students and provide targeted interventions to support 4th grade teachers.

*Online Learning Implications

During on-line instruction, the following structures will be put into practice: daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos teachers will provide both whole group, small group and individual instruction, multiple assessment opportunities will be embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery, and English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction will be provided for English Language Learners.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Black or African American	Increase student performance	63%	75%	FAST aReading	3x year
June 2021	3-5	English Learner	Increase student performance	20.6%	30%	FAST aReading	3x year
June 2021	3-5	Students with Disabilities	Increase student performance	Baseline	15%	FAST aReading	3x year
June 2021	3-5	Socioeconomically Disadvantaged	Increase student performance	Baseline	53%	FAST aReading	3x year
June 2021	3-5	Hispanic or Latino	Increase student performance	59.6%	70%	FAST aReading	3x year

Strategy/Activity 1 - Intervention Supports

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of English Language Arts, specifically the subgroups including English Learners and Students with disabilities.

*Strategy/Activity - Description

Intervention teacher will provide small group instruction to students who are not making progress, including English Learners. Intervention teacher will support and collaborate with classroom teachers to impact teacher effectiveness. Intervention teacher will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). Intervention teacher, SPED support staff, counselor and district ELST will continue to support teachers in implementing curriculum that integrates ELD supports for English Learners and supports students' social/emotional needs inside and outside of the classroom.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00651E	Inschool Resource Tchr - NEW POSN, SBB2520805	0.59747	\$56,811.63	\$88,289.07	0065-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Intervention Teacher will work with small groups of students who are not making grade-level progress in ELA.
F00651F	Inschool Resource Tchr - NEW POSN, SBB2520805	0.00253	\$240.57	\$373.84	0065-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Intervention Teacher will work with small groups of students who are not making grade-level progress in ELA.
N006532	Interprogram Svcs/Paper		\$3,500.00	\$3,500.00	0065-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copies to support student learning
N00653J	Supplies		\$6,502.00	\$6,502.00	0065-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional tools (pencils, crayons, headphones, etc.) to support student learning.
N006542	Interprogram Svcs/Duplicating		\$2,000.00	\$2,000.00	0065-09800-00-5721-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copies to support instruction.
N00656B	Supplies		\$12,697.00	\$12,697.00	0065-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Instructional tools to support student learning
N0065A6	Interprogram Svcs/Field Trip		\$2,000.00	\$2,000.00	0065-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Field trips (physical or virtual) to support ELA curriculum.
N0065A9	Software License		\$6,000.00	\$6,000.00	0065-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Software programs such as Raz Kids and Scholastic to supplement ELA instruction.
N0065AD	Software License		\$1,000.00	\$1,000.00	0065-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Software programs such as Raz Kids and Scholastic to supplement ELA instruction.
N0065AI	Supplies		\$1.00	\$1.00	0065-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional tools (pencils, crayons, headphones, etc.) to support student learning.

Strategy/Activity 2- PLCs

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

All students

***Strategy/Activity - Description**

PLC's will occur at a minimum of 1x per month. While teachers engage in collaborative PLC, students will participate in the VAPA program provided by SDUSD VAPA teachers.

During PLC's teachers work collaboratively with grade-level teams, Intervention Teacher, School Counselor, Ed Specialist and Principal to analyze student data, and create learning plans based on student progress.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0065Z	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,114.50	0065-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Visiting teaches will support during PLC and/or teacher trainings and meetings (such as full day Lighthouse meeting).
N00658O	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,114.50	0065-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teaches will support during PLC and/or teacher trainings and meetings (such as full day Lighthouse meeting).
N00658Q	Conference Local		\$1,000.00	\$1,000.00	0065-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Funding allocated for teachers' professional development.
N0065AC	Interprogram Svcs/VAPA		\$20,000.00	\$20,000.00	0065-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		SDUSD VAPA teachers will be guest teachers as classroom teachers engage in PLC.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

- Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.
- Intervention Teacher to support students who are not meeting grade-level standards.
- Software licenses to support students in Math.

Effectiveness of the strategies/activities:

- Visiting teachers were not always available/reliable. Teachers were not able to meet with grade-level teams if a sub was not available. Thus, PLC has had to be canceled, rescheduled, or lacked attendance of all team members.
- Due to school closures in March 2020, our Intervention Teacher was not able to complete her work with all of our target students. Many students who needed interventions had difficulty accessing the on-line learning tools in the Spring.

*Major Differences

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

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Due to school closures in March 2020, our district/state did not participate in standardized assessments in the Spring. We also did not complete the FAST assessment (school-wide) in the Spring. Having additional data from the Spring would help gauge the effectiveness of many of our strategies/activities.

*Changes

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.

- Resources were allocated to fund the following:
- .6 Intervention Teacher (increase from .4) to support teachers with Tier I instruction and support struggling students with Tier 2 interventions, support teachers with classroom assessments, in ELA/Math and ELD.
- Visiting teachers from the VAPA program will release classroom teachers and SPED staff for professional development and PLC focused on lesson design, analyzing student data and improving instructional strategies.
- Funds will continue to be allocated to support on-line learning (IXL)

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase student achievement	40.3%	50%	CAASPP Math	annually
June 2021	3-5	Increase student achievement	63%	73%	FAST aMath	3x a year

*Identified Need

The school's overall data for the 18-19 school year indicates 40.3% of 3rd-5th grade students met or exceeded standards in Math. Data from the previous school year (17-18) indicates that 41.9% of students met or exceeded standards in math. There was a drop of 1.6% in the area of math in the 18-19 school year. Based on data, we need to continue the focus on student achievement and closing the achievement gap specifically with our population of students who have disabilities. According to CAASPP data, 15% of students with disabilities met or exceeded standards in math in the 18-19 school year. Data from the previous school year (17-18) indicated that 23.5% of students met or exceeded grade level expectations in the area of math. There was a drop of 8.5% in this subgroup.

*Online Learning Implications

During on-line instruction, the following structures will be put into practice: Our school will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments, daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students, weekly assessments will include assessing student writing or student-developed presentation or videos, we will implement structures and digital tools to support student collaboration, teachers will provide both whole group, small group and individual instruction, and multiple

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

assessment opportunities will be embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase student achievement	Baseline	40%	FAST aMath	3x a year
June 2021	3-5	English Learner	Increase student achievement	33%	45%	FAST aMath	3x a year
June 2021	3-5	Black or African American	Increase student achievement	64.6%	75%	FAST aMath	3x a year

Strategy/Activity 1 - Intervention supports

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity in the area of Math, specifically the subgroup of students with disabilities.

*Strategy/Activity - Description

Intervention teacher will support and collaborate with classroom teachers to impact teacher effectiveness. Intervention teacher will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). Intervention teacher will provide small group instruction to students who are not making progress, including English Learners.

Intervention teacher, SPED support staff, Ed Specialist(s), and counselor will continue to support and collaborate with classroom teachers to impact teacher effectiveness. Support staff (including SPED team) will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Ed Specialist(s) and counselor will regularly attend PLC.

Supplies to support Engage NY curriculum (i.e. math manipulatives and tools)

Software licenses to support on-line learning (IXL)

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchr - NEW POSN, SBB2520805				0065-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]	Goal 2 - English Language Arts Ref Id : F00651E	Intervention Teacher will engage with small groups of students who are not making sufficient grade-level progress in math
	Inschool Resource Tchr - NEW POSN, SBB2520805				0065-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : F00651F	Intervention Teacher will engage with small groups of students who are not making sufficient grade-level progress in math
	Interprogram Svcs/Paper				0065-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N006532	Paper copies to support student learning.
	Software License				0065-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0065A9	Software licenses, such as IXL, to support student learning in math
	Software License				0065-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N0065AD	Software licenses, such as IXL, to support student learning in math
	Supplies				0065-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N00653J	Instructional supplies (pencils, crayons, manipulatives, etc.) to support instruction in math.
	Supplies				0065-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : N00656B	Instructional supplies (pencils, crayons, manipulatives, etc.) to support instruction in math.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

- Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.
- Intervention Teacher to support newcomers and EL's.
- Retired Teacher was funded to administer ELPAC testing and facilitate ELAC meetings.

Effectiveness of the strategies/activities:

- Visiting teachers were not always available/reliable. Teachers were not able to meet with grade-level teams if a sub was not available. Thus, PLC has had to be canceled or rescheduled or lacked attendance of all team members.
- Due to school closures in March 2020, our Intervention Teacher was not able to complete her work with all of our target students. Many students who needed interventions had difficulty accessing the on-line learning tools in the Spring.

***Major Differences**

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

Due to school closures in March 2020, our district/state did not participate in standardized assessments in the Spring. We also did not complete the FAST assessment (school-wide) in the Spring. Having additional data from the Spring would help gauge the effectiveness of many of our strategies/activities.

Our Intervention Teacher was not successful in getting all of our English Learners who required extra support connected with on-line learning on a consistent basis.

***Changes**

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.

Resources were allocated to fund the following:

- Intervention teacher (increase from .4 to .6), to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions. Provide support for English Learners in acquiring English and accessing grade level content; collaborate with teachers to impact the effectiveness of the teacher in providing more individualized instruction and supports for students in ELA and other content areas; support professional development. Collaboration includes support in academics, social/emotional, and assessments.
- Retired teacher to administer ELPAC testing and facilitate ELAC meetings will continue.

***Integrated English Language Development**

Teachers will have access to resources to assist them in implementing strategies to support English Learners. Classroom teachers will receive support from our Area 4 ELST resource teacher. Time will be spent during PLC to collaborate and refine strategies the include Quality Teaching for English Learners (QTEL). Classroom walkthroughs will be conducted to show evidence of integrated ELD.

***Designated English Language Development**

Teachers will meet in monthly PLC's to analyze data (with an emphasis on target students, students with disabilities, and English Learners). Classroom teachers will make adjustments to lessons and instructional practices as needed to support student learning. Common assessments will be given (FAST) during each trimester. Teachers will analyze assessment data during PLC. Classroom walkthroughs will be conducted to show evidence of Designated and Integrated ELD. Each classroom will dedicate at least 30 minutes of Designated ELD on the daily schedule.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	Increase student achievement on FAST reading	20.6%	30%	Other (Describe in Objective)	3x a year
June 2021	3-5	English Learner	Increase achievement on CAASPP	11.8%	21.8%	CAASPP ELA	annually
June 2021	3-5	English Learner	Increase achievement on CAASPP	16.7%	26.7%	CAASPP Math	annually
*Identified Need							
As reported during the 18-19 school year, English Learner students make up 29.3% of the overall student population. According to the CA dashboard, 87% of English Learners in grades 3-5 were performing below standard in ELA and 83.4% of English Learners were performing below standard in math.							
*Online Learning Implications							
During on-line instruction, the following structures will be put into practice: students will be provided targeted small group support through a push-in integrated model, the district will provide online professional development modules with iELD (integrated English Language), Formative assessment data will be collected, analyzed and feedback given to students, the English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families, lastly this information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise.							
*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	95% of students who score a 3 or 4 on the ELPAC will be reclassified.	57%	95%	Summative ELPAC	annually

Strategy/Activity 1

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

All students at the school will benefit from this strategy/activity, specifically English Learner students.

***Strategy/Activity - Description**

Ed Specialist(s), SPED support staff, counselor and teachers will continue to collaborate during PLC, in order to help accomplish the following: increase student achievement, analyze meaningful and ongoing formative assessments, monitor student progress, and support students' social/emotional needs. Intervention teacher will provide small group support to EL students who are not making progress on language and/or grade level standards.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00657M	Retired NonClstrm Tchr Hrly		\$6,000.00	\$7,337.40	0065-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Staff member will lead and ensure compliance of ELAC. She will also be responsible for all ELPAC testing. Additionally, she will provide teachers support as needed.
	Inschool Resource Tchr - NEW POSN, SBB2520805				0065-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]	Goal 2 - English Language Arts Ref Id : F00651F	Intervention Teacher will work with small groups of EL's who are not making progress on grade-level or language standards.

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

- Ownership: Principals, teachers and support staff take ownership of all their students, including students with disabilities.
- Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
- Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

According to CAASPP data from the 17-18 school year, 11.8% of Students with disabilities met or exceed grade-level expectations in grades 3-5 in ELA. In the 18-19 school year, there was a decrease in 5.3% of 3-5 grade students with disabilities meeting or exceeding grade-level expectations. In an effort to support the needs of our students with disabilities, Teachers, Ed Specialist(s), SPED support staff, and counselor supported teachers with tier 1 instruction and supported struggling students with tier 2 interventions. Teachers were released for PLC and SPED team and counselor attended when available.

*Major Differences

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

Due to school closures in March 2020, our district/state did not participate in standardized assessments in the Spring. We also did not complete the FAST assessment (school-wide) in the Spring. Having additional data from the Spring would help gauge the effectiveness of many of our strategies/activities.

Our Intervention Teacher and Ed Specialist were not successful in getting all of our Special Ed students who required extra support connected with on-line learning on a consistent basis.

*Changes

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.

Resources were allocated to fund the following:

Intervention teacher (increase from .4 to .6), to support classroom teachers with tier 1 instruction and support struggling students with tier 2 interventions. Provide support to Special Education students not making grade-level progress, language progress and/or progress on goals. This will be in addition to the Ed Specialist.

SPED team members will participate in grade-level PLC's

*Goal 5- Students with Disabilities

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase student achievement	65%	75%	Progress Reports on IEP Goals	3x a year
June 2021	3-5	Increase student achievement on CAASPP ELA	5.3%	15.3%	Other (Describe in Objective)	annually
June 2021	3-5	Increase student achievement on CAASPP Math	15%	25%	Other (Describe in Objective)	annually

*Identified Need

According to the California Dashboard, in the 18-19 school year, students with disabilities were performing 94.7% below standard in ELA and 85% below standard in math.

*Online Learning Implications

During on-line instruction, the following structures will be put into practice: school SPED team will ensure the implementation of IEP Services in Online Learning Setting, educators will receive professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.), and all staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase student achievement	65%	75%	Progress Reports on IEP Goals	3x a year
Strategy/Activity 1							
*Students to be served by this Strategy/Activity							
All students at the school will benefit from this strategy/activity, specifically students with disabilities.							
*Strategy/Activity - Description							
<p>Counselor, Ed Specialist and School Psych will plan and facilitate professional development for teachers. Additional training will be provided to para educators who directly support students with disabilities. Ed Specialist(s) will co teach to best support students who have IEP's as well as students who need tier 2 support in reading and math.</p> <p>Intervention will support SPED students (in addition to Ed Specialist's).</p> <p>Ed Specialist and support providers will attend PLC's on a consistent basis.</p>							

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black or African American students	Decrease suspension rates	3.4%	0	Suspensions (Classroom and School)	3 times a year
June 2021	3-5	Black or African American students	Increase academic achievement on CAASPP ELA	33%	43%	Grades	annually
June 2021	3-5	Black or African American students	Increase academic achievement on CAASPP Math	29%	39%	Grades	annually

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, Clay Elementary site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In 2020-21 school year, Clay Elementary will develop and implement a site-specific system for tracking classroom referrals.
3. Clay Elementary will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. Clay Elementary will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, Clay Elementary will develop and implement a site-specific system for tracking school police detainments.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

6. The staff diversity goal at Clay Elementary is to maintain or increase the percentage of diverse educators from current year to the following year.

***Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

According to CA dashboard data from the 18-19 school year, 3.4% of African-American students were suspended at least once. This is a decline of 2.3% from the 17-18 school year.

CAASPP Data from 18-19 shows a 6% increase in ELA achievement from 27% to 33% and remained static in math at 29%.

***Online Learning Implications**

During on-line instruction, the following structures will be put into practice: Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts. In addition, we will create a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Additionally to increase academic outcomes for students daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos teachers will provide both whole group, small group and individual instruction, multiple assessment opportunities will be embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery.

Strategy/Activity 1

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

All students at the school will benefit from this strategy/activity, specifically Black or African-American students.

***Strategy/Activity - Description**

The Leader in Me program supports student engagement with school. This program will continue to be implemented, school-wide. Students will have leadership opportunities, will set personal and academic goals and will have opportunities to participate in enrichment activities outside of the regular classroom. Our Attendance Clerk, Nurse, School Counselor and Principal will meet monthly to review attendance data and create plans to support families.

Intervention teacher will provide small group instruction to students who are not making progress in both ELA and Math. Intervention teacher will support and collaborate with classroom teachers to impact teacher effectiveness. Intervention teacher will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction).

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Contracted Svcs Less Than \$25K				0065-09800-00-5853-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 1 - Safe, Collaborative and Inclusive Culture Ref Id : N0065AA	The Leader in Me supports student engagement in school and teaches the 7 Habits for Healthy Kids.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Parents need to be provided education as to how they can best support their student at school. The school needs to provided learning opportunities for parents.

*Major Differences

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

Our school provides opportunities for parents to attend many PTA events, but did not have many parent education opportunities.

*Changes

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

This year, three staff members will engage in the 7 habits for families training. Parent/family training will then be made available to families.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent engagement in school decision making	51%	65%	Other - Describe in objective

*Identified Need

According to data on from the CA dashboard, 17.7% of students at Clay were chronically absent in the 18-19 school year. This was a 2.3% decline from the previous year. Families who are engaged with the school community are more likely to attend school. According to the CA Healthy Kids Survey 51% of parents/guardians reported they feel the school actively seeks the input of parents before making important decisions.

*Online Learning Implications

During on-line instruction, the following structures will be put into practice: A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all, all students will receive a district issued device to ensure access to curriculum while in a distance learning format, internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning, SDUSD is also supplying families with training on SEL, Wellness, Health and Safety. These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices and health/safety recommendations. Lastly, for students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process. This process empowered principals and other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
January 2021	Other (Describe in Objective)	Increase parent participation measured by parent sign-in sheets.	17.7%	27%	Other - Describe in Objective

Strategy/Activity 1

*Families to be served by this Strategy/Activity

All families and students at the school will benefit from this strategy/activity.

*Strategy/Activity - Description

Allocate funds for in-service supplies for parent meetings and workshops.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0065Y	In-service supplies		\$1,157.00	\$1,157.00	0065-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies for parent meetings/trainings (books, coffee, paper goods, etc.)
N0065S	Postage Expense		\$200.00	\$200.00	0065-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Postage used to communicate with families via mail, especially during on-line learning.
N0065AB	Interprogram Svcs/Duplicating		\$500.00	\$500.00	0065-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Copies for parent meetings

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Resources were allocated to fund the following:

PLC for teachers and some support staff 1x month. Visiting teachers to release classroom teachers from the classroom for professional development/collaboration in order to design lessons analyze student work/data and improve instructional strategies.

SPED support staff, school counselor, and Ed Specialist(s) collaborated with teachers to impact the effectiveness of the teachers in providing more individualized instruction and supports for students in ELA and other content areas; support professional development.

*Major Differences

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

Support staff, Ed Specialist (s), and counselor were not always in attendance at PLC's.

*Changes

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.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Ed Specialist(s) will attend grade-level PLC's 1x per month. Visiting teachers will continue to release classroom teachers 1x per month for PLC's. Ed Specialist(s), counselor, and SPED support staff will collaborate with teachers to accomplish the following: increase academic achievement, analyze meaningful ongoing formative assessment, monitor student progress, and support social/emotional needs.
Intervention teacher will support tier 2 instruction in grade TK-5

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase student achievement	54%	64%	Grade 3 ELA Reading	3x per year
June 2021	5	Increase student achievement	64%	74%	Grade 5 ELA Reading	3x per year
June 2021	TK-5	Decrease suspensions	3.5%	0	Suspensions	annually

*Identified Need

The CA dashboard indicates that in the 18-19 school year 52.3% of third grade students met or exceeded grade level standards and 55.3% of the fifth graders met or exceeded grade level standards.

According to the FAST Reading assessment in the 19-20 school year (winter) 54% of current 3rd graders met or exceeded grade-level standards and 64% of current 5th graders met or exceeded grade level standards.

The CA dashboard indicates that 3.5% of students were suspended in the 18-19 school year.

*Online Learning Implications

During on-line instruction, the following structures will be put into practice: The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	Increase student achievement (FAST)	Baseline	15%	Grade 3 ELA Reading	3x a year
June 2021	3-5	English Learner	Increase student achievement (FAST)	20.6%	30%	Grade 3 ELA Reading	3x a year

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2021	3-5	Black or African American	Increase student achievement(FAS T)	63%	73%	Grade 3 ELA Reading	3x a year
June 2021	TK-5	Socioeconomically Disadvantaged	Decrease suspension rate	3.6%	0	Suspensions	annually
June 2021	TK-5	Hispanic or Latino	Decrease suspension rate	3.1%	0	Suspensions	annually
June 2021	TK-5	White	Decrease suspension rate	6.8%	0	Suspensions	annually
June 2021	TK-5	Two or More Races	Decrease suspension rate	4.8%	0	Suspensions	annually

PLC

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

All students will benefit from this strategy/activity in the area of ELA.

***Strategy/Activity - Description**

Teachers will continue to collaborate with support staff in PLC. Target students will be identified and interventions will be put into place to best support their individual learning needs. Intervention teacher will support students in grades TK-5 in ELA/Math and ELD.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0065Z	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,114.50	0065-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Visiting teaches will support during PLC and/or teacher trainings and meetings (such as full day Lighthouse meeting).
N00658O	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,114.50	0065-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting teaches will support during PLC and/or teacher trainings and

									meetings (such as full day Lighthouse meeting).
School Counselor									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy/activity in the area of decreasing suspensions.									
*Strategy/Activity - Description									
<p>Data from the CA dashboard indicates that 6.8% of white students were suspended at least one time in the 18-19 school year. In an effort to decrease suspension rates:</p> <p>Staff will continue to receive professional development around Restorative Practices.</p> <p>School-wide implementation of the Leader in Me will continue to be strengthened and the 7 habits will be explicitly taught in every classroom.</p> <p>Our school counselor will provide small group intervention to students needing social-emotional support, will teach weekly lessons in all 3-5 grade classrooms, and will support with tier 1 and tier 1-discipline matters.</p> <p>The SDUSD Early Prevention Program team will support students in grades TK-2 with weekly lessons, will provide parents trainings for all families and will work 1-1 with students needing extra support.</p>									

STEAM

Our Vision

Our work is about widening the sphere of success by engineering equitable learning outcomes for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive educational experiences in order for students to be agents of change and make hope a reality.

STEAM Belief Statement

We believe students grow and thrive in powerful and dynamic STEAM classrooms where they experience a collaborative, interdisciplinary, and inquiry approach to learning. The curriculum is grounded in Next Generation Science Standards with many opportunities for complex, real-world problem seeing and solving. Each day students will experience hands-on, integrated lessons inviting them to design, innovate, and apply their literacy, numeracy, science, engineering, arts, and 21st century skills to non-routine tasks. Students in STEAM classrooms are empowered to see opportunities, build empathy, and create innovations with the potential to impact their world in real and powerful ways.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

STEAM teachers will share out during staff meetings and PD's. STEAM projects will be featured in the school bulletin, parent newsletter, and at other school-wide events.

2-5 grade classrooms will visit TK-1 classrooms to engage in their (STEAM) learning.

Teachers will be provided on-going PD and resources throughout the year.

Admin will engage in classroom observations and feedback to teachers.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

The site administrator will work alongside all members of the Integrated Multi-Tiered System of Support (IMTSS) team to ensure that the following are in place at school:

- A guaranteed and viable curriculum for all
- All teachers are implementing a set of school wide agreed upon instructional expectations and strategies focused on student engagement and learning.
- Create a school culture in which teachers feel safe in making their practice public and are accustomed to visitors and receiving feedback to strengthen their practice.
- Regular classroom observations are conducted with feedback provided, in order to monitor the implementation of the curriculum, school-wide strategies and the quality of student learning.
- All staff knows students' learning needs and can recognize if instruction is impacting learning.
- The site administrator and all staff members will take responsibility in monitoring student learning and providing appropriate support.
- Ensure common formative and summative assessments and utilize the data to lead teacher teams (PLC's) in designing effective lessons and targeted interventions based on student needs.

During on-line learning the site administrator will:

- Ensure teachers are the first point of contact for families who are not engaged with online learning. For situations where the teacher is not having success in communicating with a family, we have created a school team that includes: Attendance Clerk, School Counselor, Intervention Teacher and ESA. The team is responsible for monitoring attendance daily and making daily phone calls to families who are not engaged on-line.
- During staff meetings administrator and counselor will continue to facilitate conversations around student attendance and engagement with students and families. We have used "The Distance Learning Playbook" by Hattie, Frey and Fisher to guide our conversation and learning.
- Student attendance has been discussed at length during staff meetings. Reminders are also included in the weekly bulletin. A flowchart for attendance procedures during on-line learning was created for teachers/staff to reference to ensure consistency.

-Clay's school team has made considerations for our families unique needs and situations. Distribution of materials has been made accessible by walk up

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

or drive thru. We have had several make-up days for families to get materials. Our staff has also made home deliveries/home visits when needed and/or appropriate. School team, including office staff, administrator, teachers and school counselor have provided support and guidance to families who are having internet or technical difficulties. Translation services have been provided to families whenever necessary.

-During online learning, some specific leadership actions I will take include: class visits via zoom, engage with student learning on dojo, seesaw and Google classroom, participation in grade-level PLC, and ensure consistency of school-wide assessments (FAST).

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A
BUDGET SUMMARY

Clay ES Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 90,147.07

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 172,696.31

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 40,185.34
[List federal program here]	[\$Enter amount here]
[List federal program here]	[\$Enter amount here]

Subtotal of additional federal funds included for this school (30106): \$40,185.34

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 42,363.90
[List state or local program here]	[\$Enter amount here]
[List state or local program here]	[\$Enter amount here]

Subtotal of state or local funds included for this school (09800): \$ 42,363.90

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 172,696.31

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Clay Elementary	09800 LCFF Intervention Support		1192	Prof&Curriclm Dev Vist Tchr		\$ 5,000.00		
			1986	Retired NonClstrm Tchr Hrly		\$ 6,000.00		
			3000			\$ 2,451.90		
			4301	Supplies		\$ 6,502.00		
			5209	Conference Local		\$ 1,000.00		
			5721	Interprogram Svcs/Duplicating		\$ 2,000.00		
			5733	Interprogram Svcs/Paper		\$ 3,500.00		
			5735	Interprogram Svcs/Field Trip		\$ 2,000.00		
			5841	Software License		\$ 6,000.00		
			5853	Contracted Svcs Less Than \$25K		\$ 7,910.00		
		09800 LCFF Intervention Support Total						\$ 42,363.90
		30100 Title I Basic Program	Inschool Resource Tchr	Inschool Resource Tchr	1109	Pull/Out Push In	0.5975	\$ 56,811.63
					3000			\$ 31,477.44
4301	Supplies					\$ 1.00		
30100 Title I Basic Program Total					0.5975	\$ 88,290.07		
30103 Title I Parent Involvement			4304	Inservice supplies		\$ 1,157.00		
			5721	Interprogram Svcs/Duplicating		\$ 500.00		
			5920	Postage Expense		\$ 200.00		
30103 Title I Parent Involvement Total						\$ 1,857.00		
30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	Inschool Resource Tchr	1109	Pull/Out Push In	0.0025	\$ 240.57		
			3000			\$ 133.27		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 5,000.00		
			3000			\$ 1,114.50		
			4301	Supplies		\$ 12,697.00		
			5738	Interprogram Svcs/VAPA		\$ 20,000.00		
	5841	Software License		\$ 1,000.00				
30106 Title I Supplmnt Prog Imprvmnt Total					0.0025	\$ 40,185.34		
Grand Total					0.6000	\$ 172,696.31		

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Clay Elementary School
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2020-21

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Clay Elementary School has developed a written Title I parental involvement policy with input from parents. *Clay's School Site Council revises our Title I Parent Involvement policy every year. We review the document, discuss revisions and vote on the final product.*

It is distributed to all parents.

We distribute the policy once a year after revisions are made and voted on.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at *Clay Elementary School* the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. *In the fall we schedule a Title I meeting for Clay families. We share the Title I Parent Involvement Policy, school programs, Title I resources, etc.*
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. *We have many opportunities for parents to visit Clay including, monthly Family Fridays, parent conferences, Back To School Night and Open House, Winter Holiday program, PTA sponsored events, Field Day, Family Barbecues, Lunch at the Park, Watch DOGS, School Site Council, Governance Team and ELAC meetings, parent workshops, Coffee with the Principal, etc.* *during on-line learning opportunities for parent involvement must be modified*
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. *We communicate with parents through the monthly newsletter, parent meetings and/or training, Family Fridays, School-wide events, School Messenger, SSC, school marquee, SGT and ELAC meetings, etc.*
- The school provides parents of Title I students with timely information about Title I programs. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *We provide parents with information through monthly newsletters, Family Fridays, School Messenger, Parent Conferences twice a year, Goal Setting Meetings for English Learners, etc.*
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. *Parent Conferences, SSC, SGT and ELAC meetings, parent/teacher conferences,*

IEPs, parent meetings, etc.

School-Parent Compact

- **Clay Elementary School** distributes to parents of all students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.
- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

School Site Council reviews the Parent Compact and makes any revisions on an annual basis. The Compact is distributed in the fall for parents to sign and return to school. We also list specific information in our Parent/Student Handbook that is revised yearly and sent home for parent signature at the beginning of the year.

Building Capacity for Involvement

Clay Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. ***Back to School Night is held in the fall. Principal and Clay teachers share information on district assessments, required standardized tests, Common Core Standards and strategies to support student learning.***
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. ***Parents are provided materials to support student learning in parent conferences, parent trainings, Family Friday, parent meetings, etc.***
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. ***Principal and staff members discuss the value of parent contributions at professional development trainings, staff meetings, conferences, IEPs, etc.***
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities to encourage and support parents in more fully participating in the education of their children. ***Parents participate in trainings at the site presented by principal, teachers and/or district staff. We have an active and engaged PTA. The school counselor and mental health therapists are available to support families. We have many opportunities for parents to volunteer in classrooms,. We also have a parent volunteer tea at the end of the year to recognize our parents and Partners in***

Education (Sunrise Optimists, Kroc Center, Rolando Community Council) for supporting our school.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

Clay distributes information through newsletters, School Messenger, flyers, assemblies, school-wide events, parent meetings, Family Friday, etc.

- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Clay Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Translation is provided at parent meetings, parent conferences, etc.

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

CLAY ELEMENTARY SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021

Clay Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

Clay Elementary will...

- **Set high expectations for student learning and use a variety of teaching strategies to motivate and encourage all of my students.** [SEP]
- **Provide an enriching academic program based on all of my students achieving the set State Standards for my grade level.** [SEP]
- **Provide students and parent’s timely feedback concerning academic progress and work.** [SEP]

- **Seek out additional resources, such as individual instruction, tutoring, extended day [L] [SEP] programs, etc., to meet my student’s individual needs. [L] [SEP]**
- **Create a welcoming environment for students, families, parents /guardians and [L] [SEP] community members. [L] [SEP]**
- **Provide opportunities for volunteers to assist and/or participate in classroom activities. [L] [SEP]**
- **Suggest ways in which parents can support their child’s learning at home in all academic [L] [SEP] areas. [L] [SEP]**
- **Be available for conferences with parents when needed throughout the school year. [L] [SEP]**

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Work to ensure a positive learning climate at Clay, and hold high expectations for student achievement. [L] [SEP]**
- **Provide staff time and professional development leading them to continue learning and practicing a variety of teaching strategies. [L] [SEP]**
- **Ensure a high quality curriculum that addresses student needs and enable students to meet or exceed common core standards. [L] [SEP]**
- **Effectively use site and community resources to improve student achievement. [L] [SEP]**
- **Foster a safe, positive, and welcoming school environment for students, families, and [L] [SEP] community members. [L] [SEP]**
- **Provide regular and direct communication regarding school and learning issues to [L] [SEP] families. [L] [SEP]**
- **I will provide the community with ways to participate in the planning, reviewing, and [L] [SEP] implementation of the Single Plan for Student Achievement. [L] [SEP]**

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]).

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4])

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]).

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]).

This Compact was adopted by the Clay Elementary SSC on October 1, 2020 and will be in effect for the period of the 20-21 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: November, 2020.

/Lindsay Michaliszyn/

Signature of authorized Official here

October 1, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

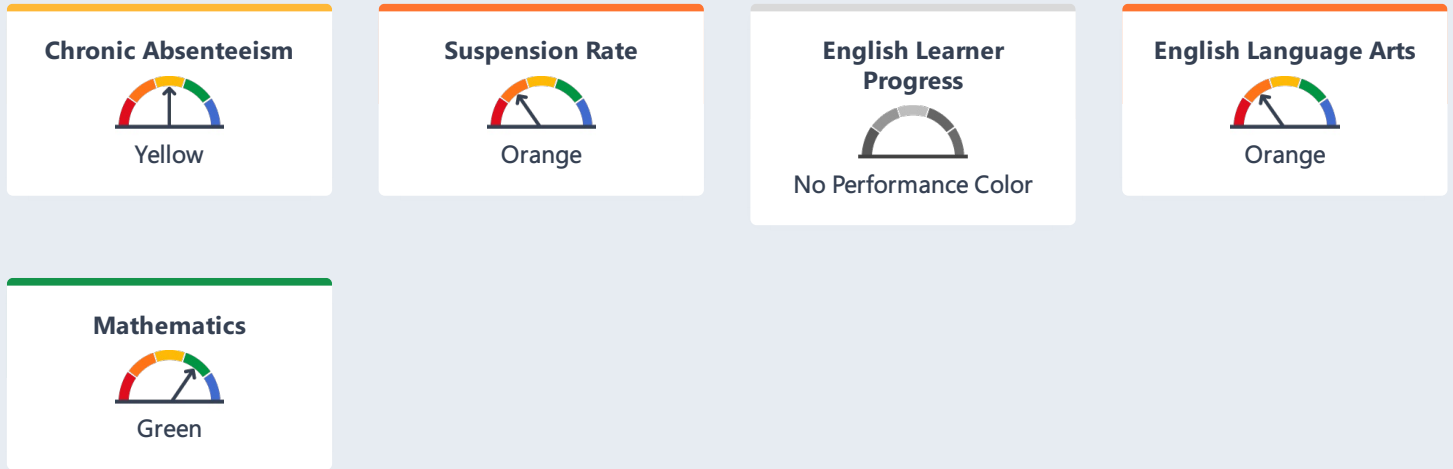
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Clay Elementary

Explore the performance of Clay Elementary under California's Accountability System.

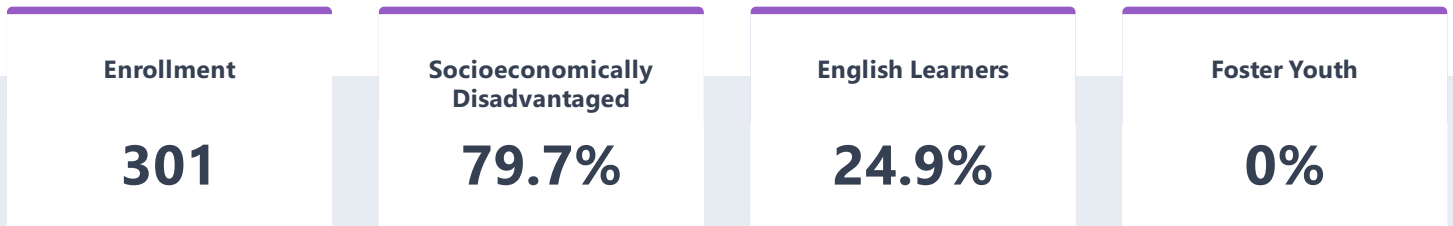


School Details

NAME Clay Elementary	ADDRESS 6506 Solita Avenue San Diego, CA 92115-4244	WEBSITE http://www.sandi.net/clay	GRADES SERVED K-5
--------------------------------	--	---	-----------------------------

Student Population

Explore information about this school's student population.



Academic Performance

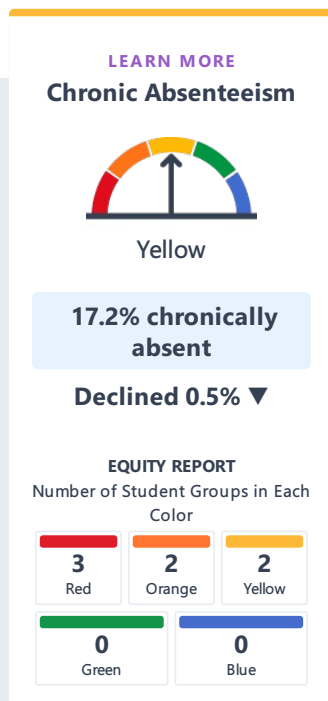
View Student Assessment Results and other aspects of school performance.



CLAY ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Orange

3.5% suspended at least once

Increased 0.6% ▲

EQUITY REPORT

Number of Student Groups in Each Color

1 Red	3 Orange	3 Yellow
0 Green	0 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

10.8 points below standard

Maintained -1.3 Points

Number of Students: 122

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

African American



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

9.5 points below standard

Declined 3.3 Points ▼

Number of Students: 13

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

109.1 points below standard

Declined 33.9 Points ▼

Number of Students: 19

White



No Performance Color

2.5 points below standard

Declined 14.9 Points ▼

Number of Students: 13

English Learners



Orange

15 points below standard

Declined 3.7 Points ▼

Number of Students: 37

Hispanic



Orange

17.6 points below standard

Declined 16.7 Points ▼

Number of Students: 47

Socioeconomically Disadvantaged



Orange

17.8 points below standard

Maintained -2.4 Points

Number of Students: 100

African American



Yellow

33.8 points below standard

Increased 13.5 Points ▲

Number of Students: 34

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2017

2018

2019

All Students

19.8 points below standard

9.4 points below standard

10.8 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.


Current English Learners	Reclassified English Learners	English Only
93 points below standard	38.2 points above standard	12.6 points below standard
Declined 35 Points ▼	Increased 12.1 Points ▲	Maintained 2.8 Points
Number of Students: 15	Number of Students: 22	Number of Students: 78

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students


Green

16.4 points below standard







Increased 3.8 Points ▲

Number of Students: 122

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

 Red No Students	 Orange No Students	 Yellow African American
 Green English Learners Hispanic Socioeconomically Disadvantaged	 Blue No Students	 No Performance Color American Indian Asian Filipino Homeless Two or More Races

**American Indian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

26.1 points below standard

Declined 29.9 Points ▼

Number of Students: 13

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

101.3 points below standard

Declined 22 Points ▼

Number of Students: 19

White

No Performance Color

15.6 points below standard

Declined 27.4 Points ▼

Number of Students: 13

African American

Yellow

41.6 points below standard

Increased 11.7 Points ▲

Number of Students: 34

English Learners

Green

8.5 points below standard

Increased 9.6 Points ▲

Number of Students: 37

Hispanic

Green

16.8 points below standard

Increased 15.9 Points ▲

Number of Students: 47

Socioeconomically Disadvantaged

Green

20.6 points below standard

Increased 6.4 Points ▲

Number of Students: 100

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	20.9 points below standard	20.1 points below standard	16.4 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
67.5 points below standard	31.8 points above standard	23.6 points below standard
Declined 6.5 Points ▼	Increased 15.5 Points ▲	Maintained 1.7 Points
Number of Students: 15	Number of Students: 22	Number of Students: 78

English Learner Progress Indicator

All English Learner Students

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

[LEARN MORE](#)

English Learner Progress

55.3% making progress towards English language proficiency

Number of EL Students: 38

Performance Level High

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

ELs Who Decreased at Least One ELPI Level	18.4%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	26.3%
ELs who Maintained ELPI Level 4	N/A
ELs Who Progressed at Least One ELPI Level	55.2%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

All Students



Yellow

17.2% chronically absent

Declined 0.5% ▼

Number of Students: 332

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

African American

Students with Disabilities



Yellow

Two or More Races

White



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

11.1% chronically absent

Increased 7.3% ▲

Number of Students: 27

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

42.1% chronically absent

Declined 14.1% ▼

Number of Students: 19

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



Red

24.1% chronically absent

Increased 7.1% ▲

Number of Students: 79

Hispanic



Red

21.1% chronically absent

Increased 1.1% ▲

Number of Students: 128

Socioeconomically Disadvantaged



Red

20.6% chronically absent

Increased 1.9% ▲

Number of Students: 267

African American



Orange

12.6% chronically absent

Increased 1% ▲

Number of Students: 87

Students with Disabilities



Orange

27.8% chronically absent

Declined 4.7% ▼

Number of Students: 54

Two or More Races



Yellow

17.9% chronically absent

Declined 6.5% ▼

Number of Students: 39

White



Yellow

18.2% chronically absent

Declined 5.2% ▼

Number of Students: 44

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

All Students



Orange

3.5% suspended at least once

Increased 0.6% ▲

Number of Students: 340

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

White



Orange

Hispanic

Two or More Races

Socioeconomically Disadvantaged



Yellow

African American

English Learners

Students with Disabilities



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 30

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

13% suspended at least once

Increased 13% ▲

Number of Students: 23

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



Red

6.8% suspended at least once

Increased 2.7% ▲

Number of Students: 44

Hispanic



Orange

3.1% suspended at least once

Increased 1.5% ▲

Number of Students: 129

Two or More Races



Orange

4.8% suspended at least once

Increased 2.8% ▲

Number of Students: 42

Socioeconomically Disadvantaged



Orange

3.6% suspended at least once

Increased 1.2% ▲

Number of Students: 275

African American



Yellow

3.4% suspended at least once

Declined 2.3% ▼

Number of Students: 88

English Learners



Yellow

1.2% suspended at least once

Maintained 0.2%

Number of Students: 85

Students with Disabilities



Yellow

3.7% suspended at least once

Declined 3.6% ▼

Number of Students: 54



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	137	40.9	134	49.3	138	43.5	146	47.9	133	45.1	4.2	-2.8	137	32.8	136	39.7	140	37.9	148	41.9	134	40.3	7.5	-1.6
Female	67	52.2	67	59.7	53	52.8	67	43.3	66	43.9	-8.3	0.6	67	32.8	68	38.2	54	33.3	68	30.9	66	36.4	3.6	5.5
Male	70	30.0	67	38.8	85	37.6	79	51.9	67	46.3	16.3	-5.6	70	32.9	68	41.2	86	40.7	80	51.2	68	44.1	11.2	-7.1
African American	37	32.4	40	42.5	38	28.9	44	27.3	36	33.3	0.9	6.0	37	27.0	42	31.0	39	30.8	44	29.5	37	29.7	2.7	0.2
Asian**	0	-	0	-	1	-	1	-	11	54.5	-	-	0	-	0	-	1	-	1	-	11	45.5	-	-
Filipino	1	-	0	-	1	-	1	-	3	-	-	-	1	-	0	-	1	-	1	-	3	-	-	-
Hispanic	50	34.0	50	46.0	51	49.0	49	49.0	51	49.0	15.0	0.0	50	26.0	50	36.0	51	39.2	49	38.8	51	43.1	17.1	4.3
Indochinese**	7	-	3	-	13	53.8	8	-	-	-	-	-	7	-	3	-	13	69.2	8	-	-	-	-	-
Native American	0	-	1	-	1	-	2	-	1	-	-	-	0	-	1	-	1	-	2	-	1	-	-	-
Pacific Islander	2	-	1	-	0	-	1	-	1	-	-	-	2	-	1	-	0	-	1	-	1	-	-	-
White	21	52.4	17	47.1	14	35.7	18	72.2	14	50.0	-2.4	-22.2	21	52.4	17	47.1	14	28.6	19	47.4	14	35.7	-16.7	-11.7
Multiracial	19	68.4	22	68.2	19	52.6	22	50.0	16	37.5	-30.9	-12.5	19	36.8	22	54.5	20	30.0	23	47.8	16	43.8	7.0	-4.0
English Learner	19	0.0	20	20.0	22	22.7	21	33.3	17	11.8	11.8	-21.5	19	15.8	22	31.8	24	33.3	24	25.0	18	16.7	0.9	-8.3
English-Speaking	118	47.5	114	54.4	116	47.4	125	50.4	116	50.0	2.5	-0.4	118	35.6	114	41.2	116	38.8	124	45.2	116	44.0	8.4	-1.2
Reclassified†	14	64.3	10	90.0	21	66.7	25	76.0	22	63.6	-0.7	-12.4	14	50.0	10	60.0	21	57.1	25	60.0	22	54.5	4.5	-5.5
Initially Eng. Speaking	104	45.2	104	51.0	95	43.2	100	44.0	94	46.8	1.6	2.8	104	33.7	104	39.4	95	34.7	99	41.4	94	41.5	7.8	0.1
Econ. Disadv.*	137	40.9	116	49.1	110	42.7	118	44.1	106	41.5	0.6	-2.6	137	32.8	118	39.0	111	36.0	119	38.7	107	36.4	3.6	-2.3
Non-Econ. Disadv.	0	-	18	50.0	28	46.4	28	64.3	27	59.3	-	-5.0	0	-	18	44.4	29	44.8	29	55.2	27	55.6	-	0.4
Gifted	36	61.1	29	75.9	27	74.1	19	78.9	21	81.0	19.9	2.1	36	61.1	29	65.5	27	74.1	19	84.2	21	85.7	24.6	1.5
Not Gifted	101	33.7	105	41.9	111	36.0	127	43.3	112	38.4	4.7	-4.9	101	22.8	107	32.7	113	29.2	129	35.7	113	31.9	9.1	-3.8
With Disabilities	19	0.0	15	13.3	20	10.0	17	11.8	19	5.3	5.3	-6.5	19	0.0	15	6.7	20	20.0	17	23.5	20	15.0	15.0	-8.5
WO Disabilities	118	47.5	119	53.8	118	49.2	129	52.7	114	51.8	4.3	-0.9	118	38.1	121	43.8	120	40.8	131	44.3	114	44.7	6.6	0.4
Homeless	4	-	0	-	0	-	1	-	6	-	-	-	4	-	4	-	0	-	1	-	6	-	-	-
Foster	3	-	4	-	2	-	1	-	1	-	-	-	3	-	4	-	0	-	1	-	1	-	-	-
Military	12	25.0	11	63.6	5	-	4	-	3	-	-	-	12	25.0	11	54.5	0	-	4	-	3	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	51	39.2	50	56.0	41	48.8	50	44.0	44	52.3	13.1	8.3	51	37.3	51	43.1	42	59.5	52	40.4	44	54.5	17.2	14.1
Female	22	63.6	25	64.0	12	41.7	28	35.7	22	54.5	-9.1	18.8	22	36.4	25	44.0	12	50.0	28	28.6	22	59.1	22.7	30.5
Male	29	20.7	25	48.0	29	51.7	22	54.5	22	50.0	29.3	-4.5	29	37.9	26	42.3	30	63.3	24	54.2	22	50.0	12.1	-4.2
African American	15	33.3	18	44.4	9	-	17	23.5	11	27.3	-6.0	3.8	15	26.7	19	26.3	9	-	17	29.4	11	36.4	9.7	7.0
Asian**	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Filipino	0	-	0	-	1	-	0	-	1	-	-	-	0	-	0	-	1	-	0	-	1	-	-	-
Hispanic	18	27.8	17	58.8	11	54.5	14	28.6	26	65.4	37.6	36.8	18	27.8	17	47.1	11	54.5	15	33.3	26	65.4	37.6	32.1
Indochinese**	3	-	0	-	10	50.0	1	-	-	-	-	-	3	-	0	-	10	70.0	1	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	1	-	0	-	-	-	1	-	0	-	0	-	1	-	0	-	-	-
White	7	-	4	-	5	-	9	-	3	-	-	-	7	-	4	-	5	-	10	40.0	3	-	-	-
Multiracial	7	-	11	63.6	4	-	8	-	2	-	-	-	7	-	11	54.5	5	-	8	-	2	-	-	-
English Learner	10	0.0	9	-	11	36.4	7	-	5	-	-	-	10	20.0	10	40.0	12	50.0	9	-	5	-	-	-
English-Speaking	41	48.8	41	58.5	30	53.3	43	51.2	39	56.4	7.6	5.2	41	41.5	41	43.9	30	63.3	43	48.8	39	56.4	14.9	7.6
Reclassified†	3	-	2	-	5	-	4	-	10	50.0	-	-	3	-	2	-	5	-	4	-	10	60.0	-	-
Initially Eng. Speaking	38	47.4	39	56.4	25	44.0	39	48.7	29	58.6	11.2	9.9	38	39.5	39	43.6	25	56.0	39	48.7	29	55.2	15.7	6.5
Econ. Disadv.*	51	39.2	46	56.5	29	51.7	43	37.2	34	47.1	7.9	9.9	51	37.3	47	42.6	29	55.2	44	38.6	34	50.0	12.7	11.4
Non-Econ. Disadv.	0	-	4	-	12	41.7	7	-	10	70.0	-	-	0	-	4	-	13	69.2	8	-	10	70.0	-	-
Gifted	14	57.1	8	-	11	72.7	6	-	9	-	-	-	14	71.4	8	-	11	90.9	6	-	9	-	-	-
Not Gifted	37	32.4	42	52.4	30	40.0	44	38.6	35	45.7	13.3	7.1	37	24.3	43	37.2	31	48.4	46	32.6	35	45.7	21.4	13.1
With Disabilities	5	-	6	-	8	-	6	-	4	-	-	-	5	-	6	-	8	-	6	-	4	-	-	-
WO Disabilities	46	43.5	44	59.1	33	57.6	44	47.7	40	57.5	14.0	9.8	46	41.3	45	46.7	34	64.7	46	39.1	40	60.0	18.7	20.9
Homeless	3	-	0	-	0	-	1	-	1	-	-	-	3	-	2	-	0	-	1	-	1	-	-	-
Foster	3	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-
Military	6	-	2	-	0	-	1	-	0	-	-	-	6	-	2	-	0	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	39	38.5	46	45.7	50	42.0	43	55.8	51	31.4	-7.1	-24.4	39	41.0	46	39.1	50	36.0	43	51.2	51	31.4	-9.6	-19.8
Female	19	47.4	23	56.5	23	56.5	15	66.7	28	28.6	-18.8	-38.1	19	52.6	23	39.1	23	34.8	15	46.7	28	25.0	-27.6	-21.7
Male	20	30.0	23	34.8	27	29.6	28	50.0	23	34.8	4.8	-15.2	20	30.0	23	39.1	27	37.0	28	53.6	23	39.1	9.1	-14.5
African American	10	30.0	11	45.5	16	25.0	10	40.0	17	23.5	-6.5	-16.5	10	40.0	11	36.4	16	18.8	10	50.0	17	29.4	-10.6	-20.6
Asian**	0	-	0	-	0	-	1	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	0	-	0	-	0	-	1	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	14	28.6	17	41.2	21	57.1	13	46.2	15	26.7	-1.9	-19.5	14	28.6	17	35.3	21	47.6	13	30.8	15	13.3	-15.3	-17.5
Indochinese**	1	-	3	-	0	-	7	-	-	-	-	-	1	-	3	-	0	-	7	-	-	-	-	-
Native American	0	-	1	-	0	-	1	-	0	-	-	-	0	-	1	-	0	-	1	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	1	-	-	-
White	7	-	7	-	3	-	5	-	7	-	-	-	7	-	7	-	3	-	5	-	7	-	-	-
Multiracial	6	-	6	-	10	40.0	5	-	9	-	-	-	6	-	6	-	10	40.0	5	-	9	-	-	-
English Learner	5	-	7	-	9	-	8	-	7	-	-	-	5	-	7	-	9	-	8	-	7	-	-	-
English-Speaking	34	44.1	39	53.8	41	48.8	35	54.3	44	36.4	-7.7	-17.9	34	44.1	39	41.0	41	39.0	35	51.4	44	36.4	-7.7	-15.0
Reclassified†	4	-	2	-	8	-	8	-	3	-	-	-	4	-	2	-	8	-	8	-	3	-	-	-
Initially Eng. Speaking	30	40.0	37	51.4	33	42.4	27	44.4	41	36.6	-3.4	-7.8	30	43.3	37	37.8	33	36.4	27	37.0	41	36.6	-6.7	-0.4
Econ. Disadv.*	39	38.5	37	43.2	43	41.9	31	51.6	41	26.8	-11.7	-24.8	39	41.0	37	35.1	43	37.2	31	45.2	41	29.3	-11.7	-15.9
Non-Econ. Disadv.	0	-	9	-	7	-	12	66.7	10	50.0	-	-16.7	0	-	9	-	7	-	12	66.7	10	40.0	-	-26.7
Gifted	9	-	12	66.7	7	-	8	-	5	-	-	-	9	-	12	50.0	7	-	8	-	5	-	-	-
Not Gifted	30	26.7	34	38.2	43	39.5	35	45.7	46	26.1	-0.6	-19.6	30	30.0	34	35.3	43	32.6	35	40.0	46	26.1	-3.9	-13.9
With Disabilities	7	-	15	13.3	6	-	7	-	8	-	-	-	7	-	4	-	6	-	7	-	8	-	-	-
WO Disabilities	32	46.9	42	50.0	44	45.5	36	66.7	43	34.9	-12.0	-31.8	32	50.0	42	42.9	44	38.6	36	61.1	43	30.2	-19.8	-30.9
Homeless	0	-	0	-	0	-	1	-	4	-	-	-	0	-	2	-	0	-	1	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	6	-	0	-	1	-	2	-	-	-	2	-	6	-	0	-	1	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	47	44.7	38	44.7	47	40.4	53	45.3	38	55.3	10.6	10.0	47	21.3	39	35.9	48	20.8	53	35.8	39	35.9	14.6	0.1
Female	26	46.2	19	57.9	18	55.6	24	37.5	16	56.3	10.1	18.8	26	15.4	20	30.0	19	21.1	25	24.0	16	25.0	9.6	1.0
Male	21	42.9	19	31.6	29	31.0	29	51.7	22	54.5	11.6	2.8	21	28.6	19	42.1	29	20.7	28	46.4	23	43.5	14.9	-2.9
African American	12	33.3	11	36.4	13	23.1	17	23.5	8	-	-	-	12	16.7	12	33.3	14	14.3	17	17.6	9	-	-	-
Asian**	0	-	0	-	0	-	0	-	8	-	-	-	0	-	0	-	0	-	0	-	8	-	-	-
Filipino	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	0	-	2	-	-	-
Hispanic	18	44.4	16	37.5	19	36.8	22	63.6	10	40.0	-4.4	-23.6	18	22.2	16	25.0	19	21.1	21	47.6	10	30.0	7.8	-17.6
Indochinese**	3	-	0	-	3	-	0	-	-	-	-	-	3	-	0	-	3	-	0	-	-	-	-	-
Native American	0	-	0	-	1	-	1	-	1	-	-	-	0	-	0	-	1	-	1	-	1	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	7	-	6	-	6	-	4	-	4	-	-	-	7	-	6	-	6	-	4	-	4	-	-	-
Multiracial	6	-	5	-	5	-	9	-	5	-	-	-	6	-	5	-	5	-	10	20.0	5	-	-	-
English Learner	4	-	4	-	2	-	6	-	5	-	-	-	4	-	5	-	3	-	7	-	6	-	-	-
English-Speaking	43	48.8	34	50.0	45	42.2	47	46.8	33	60.6	11.8	13.8	43	23.3	34	38.2	45	22.2	46	37.0	33	39.4	16.1	2.4
Reclassified†	7	-	6	-	8	-	13	69.2	9	-	-	-	7	-	6	-	8	-	13	38.5	9	-	-	-
Initially Eng. Speaking	36	47.2	28	42.9	37	43.2	34	38.2	24	50.0	2.8	11.8	36	19.4	28	35.7	37	18.9	33	36.4	24	33.3	13.9	-3.1
Econ. Disadv.*	47	44.7	33	45.5	38	36.8	44	45.5	31	54.8	10.1	9.3	47	21.3	34	38.2	39	20.5	44	34.1	32	31.3	10.0	-2.8
Non-Econ. Disadv.	0	-	5	-	9	-	9	-	7	-	-	-	0	-	5	-	9	-	9	-	7	-	-	-
Gifted	13	53.8	9	-	9	-	5	-	7	-	-	-	13	38.5	9	-	9	-	5	-	7	-	-	-
Not Gifted	34	41.2	29	31.0	38	28.9	48	45.8	31	48.4	7.2	2.6	34	14.7	30	23.3	39	10.3	48	35.4	32	25.0	10.3	-10.4
With Disabilities	7	-	15	13.3	20	10.0	4	-	7	-	-	-	7	-	5	-	20	20.0	4	-	8	-	-	-
WO Disabilities	40	52.5	33	51.5	41	46.3	49	46.9	31	67.7	15.2	20.8	40	25.0	34	41.2	42	23.8	49	36.7	31	45.2	20.2	8.5
Homeless	1	-	0	-	0	-	1	-	1	-	-	-	1	-	0	-	0	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	4	-	3	-	4	-	2	-	1	-	-	-	4	-	3	-	0	-	2	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.
 † All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.
 ** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

Clay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CLAY ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The school counselor, attendance clerk, nurse and principal will meet monthly to monitor student attendance. We will work collaboratively with parents, students, teachers and support staff to implement strategies that will decrease chronic absenteeism (i.e personal phone calls, home visits, student/family goal setting, welcome back to school plan). Additionally our Lighthouse Leadership Team will continue to ensure opportunities for student leadership in an effort to engage all students in school.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Conference Local		\$3,000.00	09800-5209	Leader in Me PD	Professional development is essential for staff members professional growth. This year we had several new staff members who attended the Leader in Me onboarding training.	We will continue to pursue more opportunities for professional development in various areas to support teachers.	Less money was allocated as we had a surplus.

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Intervention teacher will support and collaborate with classroom teachers to impact teacher effectiveness. Intervention teacher will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). Intervention teacher, SPED support staff, counselor and district ELST will continue to support teachers in implementing curriculum that integrates ELD supports for English Learners and supports students social/emotional needs inside and outside of the classroom.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$6,480.00	09800-4301	paper, supplies, etc. for classrooms	Supplies support classroom instruction.	n/a	No modifications

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Intervention teacher, SPED support staff, Ed Specialist(s), and counselor will continue to support and collaborate with classroom teachers to impact teacher effectiveness. Support staff (including SPED team) will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Ed Specialist(s) and counselor will regularly attend PLC.
Supplies to support Engage NY curriculum (i.e. math manipulatives and tools)

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrm Tch Hrly		\$3,660.60	09800-1957	Curriculum planning/writing	Planning and collaboration time are essential to ensuring student progress. We achieve this through monthly PLC's.	We were able to cover the cost of PLC's using Title 1 funds. On several occasions teachers were not able to participate in PLC because they did not have a sub.	Next year, we will be participating in the VAPA program to ensure coverage for teacher and give students the opportunity to engage with the VAPA curriculum.

Note/Reminders (optional):

Goal 4- English Learners							
Strategy/Activity 1							
*Strategy/Activity - Description							
Ed Specialist(s), SPED support staff, counselor and teachers will continue to collaborate during PLC, in order to help accomplish the following: increase student achievement, analyze meaningful and ongoing formative assessments, monitor student progress, and support students social/emotional needs.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$6,101.00	09800-1192	PLC	Planning and collaboration time are essential to ensuring student progress. We achieve this through monthly PLC's.	On several occasions teachers were not able to participate in PLC because they did not have a sub.	Next year, we will be participating in the VAPA program to ensure coverage for teacher and give students the opportunity to engage with the VAPA curriculum.
Retired NonClstrm Tchr Hrly		\$7,321.20	09800-1986	ELD coordinator	Our ELD coordinator is responsible for planning and leading all ELAC meetings. The coordinator is also responsible for all ELPAC testing.	n/a	No change

Clay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Paper		\$3,500.00	09800-5733	paper	Paper is essential in supporting effective and engaging instruction.	n/a	No change
----------------------------	--	------------	------------	-------	--	-----	-----------

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Engage parents through a “parent participation reward system.” Additional parent events will be planned this year such events will be: Lunch at the Park, coffee with a cop and the 7 habits training for families. The school counselor will work with the principal to support new initiatives for family engagement.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Lease of Printer/Duplicator		\$6,750.00	09800-5614	to make copies for parent events	Copies are necessary for classroom instruction as well as communication to parents and families.		Cost of the lease of Printer/duplicator was moved to discretionary funding.

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will continue to collaborate with support staff in PLC. Intervention teacher will support students in grades TK-5 in both ELA and Math. Our school counselor will work with students and families to increase family engagement which will positively impact attendance, school culture and academic progress.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Travel Conference		\$100.00	09800-5207	Local conferences	Professional development is essential for staff members professional growth.	Conferences were paid for using a different budget string.	Money placed in different budget string.
Interprogram Svcs/Duplicating		\$2,000.00	09800-5721	parent flyers	Copies are necessary for classroom instruction as well as communication to parents and families.		No change

Note/Reminders (optional):

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CLAY ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The school counselor, attendance clerk, nurse and principal will meet monthly to monitor student attendance. We will work collaboratively with parents, students, teachers and support staff to implement strategies that will decrease chronic absenteeism (i.e personal phone calls, home visits, student/family goal setting, welcome back to school plan). Additionally our Lighthouse Leadership Team will continue to ensure opportunities for student leadership in an effort to engage all students in school.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Field Trip		\$2,000.00	30100-5735	Field trips	Field trips provide students with an opportunity to engage in learning outside of the classroom. Field trips are engaging and allow students to learn from real life, hand on experiences. Each	n/a	No change

Clay Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					class is allowed 2 trips per school year. The school pays for one and our PTA pays for the other.		
Contracted Svcs Less Than \$25K		\$9,000.00	30100-5853	Leader in Me annual membership	The Leader in Me program supports our staff in teaching student's positive leadership and life skills. We have seen positive gains in student's social/emotional growth with this program.	n/a	No change
Supplies		\$5,736.00	30106-4301	Flyers for parents.	Parent participation and communication is essential to student's success. This year, we have seen more parent participation than in years past.	We will continue to develop positive strategies to encourage parent involvement at school.	No change

Note/Reminders (optional):

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Intervention teacher will support and collaborate with classroom teachers to impact teacher effectiveness. Intervention teacher will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (Tier I instruction). Intervention teacher, SPED support staff, counselor and district ELST will continue to support teachers in implementing curriculum that integrates ELD supports for English Learners and supports students' social/emotional needs inside and outside of the classroom.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Regular Teacher - NEW POSN, SBB2512222	0.40000	\$41,881.54	30100-1107	Supporting interventions in ELA.	Our Intervention Teacher is supporting students in ELD, Reading and Math. We have data to support student's growth.	We are aware that some students require more intervention that we are currently able to provided.	We will increase this FTE to 3 days a week.
Software License		\$7,500.00	30100-5841	ELA software licenses	Our school utilizes on-line programs such as Raz Kids, Scholastic and Mystery Science. These programs supplement the classroom curriculum.	Based on staff feedback, we plan to purchase an additional software program to support students.	Additional money will be allocated to purchase the software license.

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$28,064.60	30106-1192	Visiting teachers to support PLC	Planning and collaboration time are essential to ensuring student progress. We achieve this through monthly PLC's	On several occasions teachers were not able to participate in PLC because they did not have a sub.	Next year, we will be participating in the VAPA program to ensure coverage for teachers and give students the opportunity to engage with the VAPA curriculum.
--------------------------------	--	-------------	------------	-------------------------------------	--	--	--

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Intervention teacher, SPED support staff, Ed Specialist(s), and counselor will continue to support and collaborate with classroom teachers to impact teacher effectiveness. Support staff (including SPED team) will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). Ed Specialist(s) and counselor will regularly attend PLC.
Supplies to support Engage NY curriculum (i.e. math manipulatives and tools)

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$12,246.00	30100-4301	supplies to support tier 1 instruction	Supplies support classroom instruction.	n/a	No modifications
Regular Teacher - NEW POSN, SBB2512222	--	--	30100-1107	Intervention support for math.	Our Intervention Teacher is supporting students in ELD, Reading and Math. We have data to support student's growth.	We are aware that some students require more intervention that we are currently able to provided.	We will increase this FTE to 3 days a week.

Note/Reminders (optional):

Goal 4- English Learners							
Strategy/Activity 1							
*Strategy/Activity - Description							
Ed Specialist(s), SPED support staff, counselor and teachers will continue to collaborate during PLC, in order to help accomplish the following: increase student achievement, analyze meaningful and ongoing formative assessments, monitor student progress, and support students social/emotional needs.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
In-service supplies		\$1,440.00	30103-4304	Family communication/family events	Our ELST (retired teacher) plans 4 ELAC meetings per year (at minimum) as required. Communication to parents in the form of paper reminders as well as supplies for meetings are essential. Additionally, we have goal setting conferences with our EL students who are eligible to be reclassified.	n/a	No change

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>We provide a goal setting worksheet and invite families to attend. We also have a celebration at the end of the school year, for the EL students who are reclassified.</p>		
--	--	--	--	--	---	--	--

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Engage parents through a “parent participation reward system.” Additional parent events will be planned this year such events will be: Lunch at the Park, coffee with a cop and the 7 habits training for families. The school counselor will work with the principal to support new initiatives for family engagement.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Non Clsrn Tch Hrly		\$2,440.40	30100-1957	ELAC meeting coordinator	Our ELST (retired teacher) coordinates all of our ELAC meetings as required.	We are always looking to increase parent participation.	No change
Interprogram Svcs/Paper		\$500.00	30100-5733	copies for fliers for parent meetings.	Copies are required to communicate events to parents.	We are always looking to increase parent participation	No change
Postage Expense		\$124.00	30103-5920	postage to provided communication to parents.	Postage is occasionally needed to communicate with parents.	n/a	No change

Note/Reminders (optional):

Goal 7- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers will continue to collaborate with support staff in PLC. Intervention teacher will support students in grades TK-5 in both ELA and Math. Our school counselor will work with students and families to increase family engagement which will positively impact attendance, school culture and academic progress.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Classroom Teacher Hrly		\$1,220.20	30100-1157	Extra support	Our ELST (retired teacher) coordinates all of our ELAC meetings as required. Additionally, she does all of our ELPAC testing.	We are always looking to increase parent participation	No change

Note/Reminders (optional):