



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CLAIREMONT CANYONS ACADEMY SCHOOL

2022-23

37-68338-6039887
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: Peterson, Victoria
Contact Person: Peterson, Victoria
Position: Principal
Telephone Number: 619/605-1350;
Address: 4133 Mount Albertine Ave, Clairemont Canyons Academy, San Diego, CA, 92111-3128,
E-mail Address: vpeterson@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent&Family Engagement Policy
- School Parent Compact

Board Approval: January 24, 2023

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.*

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Clairemont Canyons Academy PHONE: 619 - 605 - 1350 FAX: _____

SITE CONTACT PERSON: Victoria Peterson E-MAIL ADDRESS: vpeterson@sandinet

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

- Title I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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:


- | | | |
|-------------------------------------|-------------------------------------------------------------------|---------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: 9/15/2022 |
| <input checked="" type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: 9/15/2022 |
| <input checked="" type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: 9/15/2022 |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: 9/15/2022 |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/15/22

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.




Type/Print Name of School Principal

 10/7/2022

Signature of School Principal / Date

Dominica Rodriguez Adams


Type/Print Name of SSC Chairperson

 10-07-2022

Signature of SSC Chairperson / Date

Bonnie Breese-McInney

Type/Print Name of ELAC Representative

 10-7-22

Signature of ELAC Representative / Date

Mitzi Menno

Type/Print Name of Area Superintendent

 10/7/22

Signature of Area Superintendent / Date

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title I Schoolwide Program. This School Plan for Student Achievement includes goals and strategies that will improve student achievement, increase attendance, and decrease suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders. The mission of Clairemont Canyons Academy is to foster an environment that demands academic excellence and global responsibility. We are a school that promotes strong critical thinking and communication skills and prepares our students for a life of continued learning.

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 a 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.

ENGAGING EDUCATIONAL PARTNERS

The principal involved Instructional Leadership Team and School Site Council monthly by looking at data and areas of need throughout the 2022-23 school year. School Site Council and Site Governance team connected with constituents for feedback on budget priorities via verbal connections. The principal also met with Parent Teacher Association monthly and the Site Governance Team monthly. A focus on the school site needs to be based on data and budget development was the focus of portions of the meetings with various stakeholder groups.

09/15/2022 ELAC provided feedback on SPSA

09/15/2022 Met with the Community Advisory Committee for Special Education Programs (CAC)

09/15/2022 Met with the Gifted and Talented Program Advisory Committee (GATE)

09/15/2022 Met with the Site Governance Team (SGT)

09/15/2022 SSC Reviewed and Approved 2022-23 SPSA

RESOURCE INEQUITIES

Clairemont Canyons' root cause analysis involved examining data from CAASPP, the California Dashboard, the California Healthy Kids Survey, the California Parent Survey, site data; and a review of the 2022-2023 SPSA. An analysis of the student groups (3rd-5th) using CAASPP results and site data indicates overall growth in the area of ELA.

The 2022-23 SPSA was focused on ELA and Math funding and supported by our targeted students, ELs, AA, socioeconomically disadvantaged, and students who receive special education services.

Data indicated that there are inequities in the area of literacy and math. When examining the groups of students as they move from 3rd to 5th grade specific groups of students dropped in met or exceeded grade-level standards. To support student progress in both ELA and Math, professional development will focus on studying and gaining an in-depth understanding of common core standards, Quality Teaching Practices, Quality Learning Interactions, and key elements in a comprehensive literacy framework. Teachers and education specialists will participate in monthly PLCs strengthening tier-one instruction by integrating lesson studies and lesson design throughout the school year. They will also be administering common formative assessments PK/TK-5 and monitoring student progress as grade-level teams on a bi-weekly basis.

Based on the California Dashboard (2019, last updated), there are also inequities in the areas of chronic absenteeism and suspension rates. (Data shows improvement however students who identify as Hispanic are still in the red). ELs have made slight progress but we will have to continue focusing on this sub-group of students. The school community will continue to work on Trauma Informed Care and have put systems and structures in place to address and decrease chronic absenteeism and suspension rates. The attendance team will work collaboratively and closely with the principal, school counselor, guidance attendance, and certificated staff to monitor attendance and student needs. There will be home visits and communication with families to support daily student attendance. In addition, we will work to increase parent engagement and strengthen the home-school relationships with families. There will be a school counselor, guidance assistant, TKF, and nursing staff on-site to support students with social and emotional needs. The school community recognizes the importance of a positive, safe, supportive, and inclusive school environment and will continue to implement PBIS school-wide to cultivate a positive school culture for all stakeholders.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
1. Victoria Peterson	Principal
2. Ellen Riffenbergh	Classroom Teacher
3. Caye Baxter	Classroom Teacher
4. Jan Garon	Classroom Teacher
5. Hope Mitchell	Other School Representative
6. Safia Khalif	Parent /ELAC
7. DeAndra McDougal-Schimelfeig	Parent
8. Yomna Nassar / DAC	Parent
9. Yasmine Smith	Parent
10. Dominica Rodriguez-Adams	Community Member / Chair

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

The overall implementation and use of strategies resulted in positive outcomes. To support this goal, the school counselor, guidance assistant, or TKF mentor facilitated: attendance groups, community circles, friendship groups, Peace mentoring activities, and meetings with individuals, small groups, or whole class groups for conflict resolution.

One or more staff members met with individuals and or small groups of students to promote safe/healthy choices and a safe and inclusive environment for all students.

The principal, school counselor, attendance clerk, and attendance team met regularly to review attendance data. They also followed up with students/families to promote daily attendance.

The Clairemont Canyons Academy staff participated in professional development time to create an environment that promotes positive relationships, risk-taking, cultural awareness, community, high expectations, and meaningful engagement. The staff grew in their understanding of how their own experiences, responses, and biases, shape their planned actions and reactions to student behaviors. The staff focused on relationships with students in

their own classrooms. They built more engaging classrooms and school environments with the intention of creating environments that support students wanting to be at school daily and on time. We brought families into the school setting through academic and social functions to continue to build positive relationships. We also offered district resources to make connections and support the other needs of our families.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

No major changes

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

The principal, school counselor, attendance clerk, and attendance team will meet twice a month to review attendance data, contact families, and use district resources, including parent classes, to support student attendance. They will also follow up with students/families to provide messages about improved attendance as well as a check-in to determine if additional supports are appropriate.

The Clairemont Canyons Academy staff will participate in professional development that includes time dedicated to creating environments and routines that promote relationship building, cultural awareness and celebration, community engagement, and meaningful parent engagement. The staff will also participate in reading about neurodiverse learners to support diverse ways of thinking, learning, processing, and behaving.

The teachers and staff will also invite parents to get to know us better. Newsletters that include articles about staff members and their lives away from the school campus will be shared with parents and students in schoolwide messages and newsletters.

***Identified Need**

On the California Dashboard Clairemont Canyons is in the orange in the following indicators: Chronic Absenteeism for ELs, Socioeconomically disadvantaged, students with disabilities, and African American students. The overall school chronic absenteeism rate is 54% chronically absent.

Chronic Absenteeism Rates (subgroups):

Students with disabilities = 25.7%

Hispanic students = 25.5%

Socioeconomically Disadvantaged 16.9% (Over 76% of Clairemont Canyons Academy's student population is considered socioeconomically disadvantaged (SARC 2018). This group is addressed in the goals for all students as well.)

African American students=17.1%

English Learners= 9.7%

According to the California Dashboard (2019 -last reported), Clairemont Canyons's suspension rate reports 0.6% of students were suspended at least one time.

Suspension Rates (subgroups):

African American = 1.2 %

Students with Disabilities = 1 %

English Learners= 0.8 %

Socioeconomically Disadvantaged students= 0.7 % (Over 76% of Clairemont Canyon's student population is considered socioeconomically disadvantaged (SARC 2018). This group is addressed in the goal for all students.

According to the 2022 California School Parent Survey (CSPS), the average parent involvement rate is at 49% (with the response of "strongly agree" in each of the indicators under 4.1 School Encourages Parental Involvement, 149 parents (46%) completed the survey in a population of 320 students TK-5 (as of May 2019).

Parent Involvement (indicators):

-School allows input and welcomes parents' contributions=48%

-School encourages me to be an active partner with the school in educating my child=49%

-School actively seeks the input of parents before making important decisions=30%

-Parents feel welcome to participate at this school=55%

-School staff treat parents with respect = 56%

-School staff take parent concerns seriously = 54%

-School staff are helpful to parents= 54%

Section 4.1 of California Parent Survey = 49% STRONGLY AGREE

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

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	PK/ECSE/TK-5	Decrease the overall school-wide chronic absenteeism rate.	54%	10.4%	Attendance	Trimester
June 2023	PK/ECSE/TK-5	Decrease overall schoolwide suspension rate	.3%	.1%	Suspension	Trimester
June 2023	PK/ECSE/TK-5	Increasing the average encourages parent involvement (Section 4.1) rate of "Strongly Agree"	49%	55%	CAL-SCHLS (CSPS)	Annual

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June 2023	PK/ECSE/TK-5 (African American students)	Increasing the average encourages parent involvement (Section 4.1) rate of "Strongly Agree"	baseline	55%	CAL-SCHLS (CSPS)	Annual
June 2023	PK/ECSE/TK-5 (African American students)	Decrease overall schoolwide suspension rate	.3%	.1%	Attendance	Annual
June 2023	PK/ECSE/TK-5 (Hispanic students)	Decrease overall schoolwide chronic absenteeism rate	54%	15.5%	Chronic Absenteeism	Annual

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	ECSE/PK/TK-5	Students with Disabilities	Decrease chronic absenteeism rate	25.7%	15%	Attendance	annually
June 2023	ECSE/PK/TK-5	Hispanic or Latino	Decrease chronic absenteeism rate	25.5%	15%	Attendance	annually
June 2023	ECSE/PK/TK-5	Socioeconomically Disadvantaged	Decrease chronic absenteeism rate	16.9%	9%	Attendance	annually
June 2023	ECSE/PK/TK-5	Black or African American	Decrease chronic absenteeism rate	17.1%	7%	Attendance	annually
June 2023	ECSE/PK/TK-5	Black or African American	Decrease suspension rate.	1.2%	.5%	Suspension	ANNUALLY
June 2023	ECSE/PK/TK-5	Hispanic or Latino	Decrease suspension rate.	2.3%	1.5%	Suspension	ANNUALLY
June 2023	ECSE/PK/TK-5	Students with Disabilities	Decrease suspension rate.	1%	.5%	Suspension	ANNUALLY
June 2023	ECSE/PK/TK-5	English Learner	Decrease suspension rate.	.8%	.4%	Suspension	ANNUALLY

Supporting Black Youth - Additional Goals

- ✓ Clairemont Canyon's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, and SPSA equity goals and monitor student access to programs, learning, attendance, and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Clairemont Canyons is to maintain or increase the percentage of diverse educators and staff from the current year to the

following year, including analysis of classified vs. certificated staff. Clairemont Canyon’s site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

- ✓ 3. In the 2022-23 school year, Clairemont Canyons will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services, and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Clairemont Canyons will create a process for ensuring all students can participate in restorative justice practices which may include support via the Tariq Khamisa Foundation mentor.

Strategy/Activity 1

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

All students at the school will benefit from this strategy/activity in the area of **Chronic Absenteeism**, specifically the following subgroups: African American, English Learners, Hispanic, students with disabilities, and students who are considered Socioeconomically Disadvantaged.

All students at the school will benefit from this strategy/activity in the area of **Suspensions**, specifically the following subgroups: Black or African American, Hispanic, Students with disabilities, and English Learners. Note: Over 76% of Clairemont Canyon’s student population is considered socioeconomically disadvantaged. This group is addressed in the goal for all students.

***Strategy/Activity - Description**

The district-funded Guidance Assistant will continue to support student’s social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, the principal, district counselor, office staff, nurse, health technician, classroom teachers, TKF, and support staff to implement strategies that will decrease chronic absenteeism, time outside of participating in learning activities, and suspension rates. The Guidance Assistant may participate in-home visits with a certificated staff member to ensure families receive the supports they need to get their children to school every day and on time. The Guidance Assistant will also be an active member of other subcommittees as needed to support the positive school culture. This work is further supported by our contract with the Tariq Khamisa Foundation. The site's counselor will work with the Guidance Assistant on these activities and strategies.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01752L	School Counselor -	0.20000	\$17,908.60	\$26,168.25	0175-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		The counselor will support restorative practices and making safe choices. The counselor will do home visits, support attendance, and provide small group sessions to support social-emotional learning. The counselor will support individual/family/school crisis

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									intervention, conflict resolution, consultation, and collaboration and provide counseling for referrals. Provide information to parents regarding district and community services.
N0175M	Classroom Teacher Hrly		\$10,000.00	\$12,381.00	0175-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Teacher hourly to support teachers working with guidance asst. in outreach meetings with parents, students, and families. Most meetings happen after hours
N01753B	Supplies		\$4,687.00	\$4,687.00	0175-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional supplies to support students who are chronically absent These materials are supplementary to the materials issued by the district. Materials are necessary to keep students on track to meet grade-level expectations.
N01759C	Contracted Svcs Less Than \$25K		\$12,000.00	\$12,000.00	0175-30100-00-5853-1000-1110-01000-0000	Title I Basic Program	[no data]		Provides guidance and supports the work and goals of the Tariq Khamisa Foundation (TKF). TKF can provide support to all students in all grade levels.

*

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Resources were allocated to fund teacher release time to participate in Professional Learning Communities (PLCs), Professional Development (PD), and collaborative planning for groups of students, and individual students including IEP meetings. Resources were also allocated to support teacher participation in PLC and PD. Attending PLCs and PDs supported classroom teachers with delivering quality, researched-based, Tier I instruction and efforts to support struggling students with Tier II and Tier III interventions. PLC and PD opportunities improved teacher knowledge and practice that supported all students including English Learners, black youth, students with disabilities, and economically disadvantaged youth in accessing grade-level content. Teachers collaborated with other certificated teachers, district resource teachers, and specialized service providers to support the effectiveness of the teacher in providing meaningful individualized instruction and support for students in ELA and other content areas. Resources were allocated to also fund visiting teachers to release classroom teachers to attend professional development, PLC, and teacher collaboration in order to design lessons, analyze student work/data, create IEP plans and goals, and improve instructional strategies.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Classroom teachers collaborated with other teachers in their grade level regarding Tier I, II, & III, but did not collaborate during PLCs with special education service providers. Special education service providers who work with students in the general education environment will participate in cluster PDs and collaborate with teachers during PLCs.

Visiting teachers released classroom teachers for professional learning communities (PLCs) and release time to create plans and goals for individual students and groups of students. Release time was inconsistent due to visiting teachers not picking up job assignments in a timely manner or canceling the assignment on the morning of the professional development. This impacted classroom teachers' actual time in the PLCs and collaboration meetings. All teachers did not have the opportunity to participate in all scheduled days. We will schedule PLCs early and staff members will contact the visiting teacher to express how important their attendance is needed to continue the goals of the school. Teachers may also schedule to attend PLCs with other grade levels if they can not attend with their scheduled grade level.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Special education service providers who work with students in the general education environment will participate in cluster PDs and collaborate with teachers during PLCs.

We will schedule PLCs early and staff members will contact the visiting teacher to express how important their attendance is needed to continue the goals of the school.

Teachers may also schedule to attend PLCs with other grade levels if they can not attend with their scheduled grade level.

***Identified Need - English Language Arts**

Only 47.2% of 3-5th-grade students at Clairemont Canyons Academy Elementary have met or exceeded standards on the CAASPP ELA for their identified grade level. As a collective team, teachers, administration, intervention teachers, students, and parents will work to ensure that at least 57.2% of students Clairemont Canyons are "meeting or exceeding standard" on the CAASPP ELA by June of 2023.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	will meet or exceed standards	47.2%	57.2%	CAASPP ELA	annually
June 2023	3rd	will meet or exceed standards	54.5%	60%	CAASPP ELA	annually
June 2023	4th	will meet or exceed standards	52.2%	60%	CAASPP ELA	annually
June 2023	5th	will meet or exceed standards	62.7%	70%	CAASPP ELA	annually
June 2023	3rd-5th Black Youth	will meet or exceed standards	56.3	60%	CAASPP ELA	Annually

***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	will meet or exceed standards	20%	30%	FAST aReading	annual
June 2023	3-5	Students with Disabilities	will meet or exceed standards	25.9%	35.9%	FAST aReading	annual
June 2023	3-5	Black or African American	will meet or exceed standards	56.3%	66.3%	FAST aReading	annual

***Identified Need - Math**
 Only 35% of 3-5 grade students at Clairemont Canyons Academy Elementary have met or exceeded the standard for their identified grade level. As a collective team, teachers, administration, intervention teachers, students, and parents will work to ensure that at least 45% of students at Clairemont Canyons, including English Learners and Students with Disabilities, are "meeting standard" on the CAASPP Math by June of 2023.

*Goal 3 - Mathematics						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3rd-5th	will meet or exceed standards	35%	45%	CAASPP Math	annually
June 2023	3rd	will meet or exceed standards	40%	50%	CAASPP Math	annually
June 2023	4th	will meet or exceed standards	40.9%	50.9	CAASPP Math	annually
June 2023	5th	will meet or exceed standards	29.4%	39.4	CAASPP Math	annually
June 2023	3rd-5th Black Youth	will meet or exceed standards	47.1% comm	57.1%	DEMI	biannually
June 2023	3rd-5th	will meet or exceed standards	60% comm	70%	DEMI	biannually
June 2023	3rd	will meet or exceed standards	30% comm	40%	DEMI	biannually
June 2023	4th	will meet or exceed standards	69.7% comm	79.7%	DEMI	biannually
June 2023	5th	will meet or exceed standards	77.1% comm	87.1%	DEMI	biannually

*Annual Measurable Outcomes (Closing the Equity Gap) - Math							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	will meet or exceed standards	4.3%	15%	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	will meet or exceed standards	13%	20%	CAASPP Math	annually
June 2023	3-5	Black or African American	will meet or exceed standards	38.5%	50%	CAASPP Math	annually

***Identified Need - English Learners**
 English Learner students make up 26.8 % of the overall student population with only 4.3% meeting or exceeding standards according to California Smarter Balanced Summative Test Results. As a collective team, teachers, administration, intervention teachers, students, and parents will work to ensure that at least 15% of students at Clairemont Canyons are "meeting or exceeding standard" on the CAASPP Math by June of 2023.

*Goal 4 - English Learners							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	All students who meet the criteria to be reclassified (Level 4 Well Developed on ELPAC) will be processed for Reclassification	100%	100%	Reclassification Rates	Annually
*Identified Need - Graduation/Promotion Rate							
<p>The 2019-2020 3rd-grade students met or exceeded grade-level standards at 67.6% (ELA). When this group of students moved to 4th grade in the 2019-20 school year, their performance met or exceeded grade-level standards at 53.8% (ELA). This is a 13.8% decrease in ELA. The 2019-20 SPSA was focused on ELA and funding supported ELA development. The school’s overall data for the 2019 school year indicated 48% of 3rd-5th grade students met or exceeded standards in ELA. Based on the data, we need to continue focus to improve student achievement and close the achievement gap specifically with our English Learners and students with disabilities.</p>							
*Goal 5- Graduation/Promotion Rate							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3	Increase the percentage of students reading at or above grade level as measured by FAST a Reading.	54.5%	60%	FAST aReading	triannual	
June 2023	4	Increase the percentage of students reading at or above grade level as measured by FAST a Reading.	52.2%	62.2%.	FAST aReading	triannual	
June 2023	5	Increase the percentage of students reading at or above grade level as measured by FAST a Reading.	62.7%	70%	FAST aReading	triannual	

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	English Learner	Increase the percentage of students reading at or above grade level as measured by Fast aReading	20%	30%	FAST aReading	triannual
June 2023	3-5	Students with Disabilities	Increase the percentage of students reading at or above grade level as measured by FAST aReading	25	35%	FAST aReading	triannual
June 2023	3-5	Black or African American	Increase the percentage of students reading at or above grade level as measured by FAST aReading.	56.3%	65%	FAST aReading	triannual

Strategy/Activity 1

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

Students identified as English Learners, African American/Black, Hispanic students, and Students with Disabilities who performed below standard will receive focused instruction and support during the school day. Unduplicated Pupil Percentage = 76%.

***Strategy/Activity - Description**

Teachers and staff will work together to identify the specific academic needs of our English Learners, Black/African Americans, Hispanic students, and Students with Disabilities on improving their strengths and areas of growth. This will allow classroom teachers, Education Specialists, specialized staff, and English Language Support Teachers to work on targeted skills during push-in or small-group instruction. Our goal is to move more lower-performing Black youth, English Learners, and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA. This support includes small group instruction daily for at least 30 minutes per day. Certificated staff members will collaborate to target Critical Concepts in ELA to meet the needs of this targeted group of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. In PLC meetings, teachers address gaps in learning for children in small groups. Data are discussed in various meetings and alternate interventions are developed during these meeting times.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01754T	Prof&Curriclm DevHrlyClstrmTchr		\$5,000.00	\$6,190.50	0175-30106-00-1170-2130-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Hourly PD time to support the development of a math support curriculum. Also will also be for participation in other certs. staff
N01755H	Software Purchase		\$5,000.00	\$5,000.00	0175-30100-00-4310-1000-1110-01000-0000	Title I Basic Program	[no data]		Educational software such as iReady, Raz Kids, Reading A-Z, Moby Max, Scholastic News (ELA and Science), and Mystery Science support grade-level standards. The software can be used as an intervention or a supplemental to instruction
N01757W	Prof&Curriclm DevHrlyClstrmTchr		\$1,645.00	\$2,036.68	0175-09800-00-1170-2130-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional development hourly to support lesson study
N01757X	Prof&Curriclm Dev Vist Tchr		\$14,000.00	\$17,333.40	0175-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Professional development to support PLC and teacher collaboration.
N01759Y	Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0175-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper to support the supplementary learning activities that are associated with site-developed instructional routines and lesson/tasks
N0175AA	Supplies		\$31,188.00	\$31,188.00	0175-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Instructional supplies such as supplemental reading books, notebooks, and chart papers for literacy, math, and ELD - all subject areas connected to the common core. Classroom for students to support English learners, SWD, and Black youth.
N0175C5	Supplies		\$16,815.00	\$16,815.00	0175-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		AS teachers meet to collaborate on instructional routines, tasks, units, and assessments: supplementary supplies such as reading books, notebooks, and chart papers will be needed for students and teachers

Clairemont Canyons Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N0175ED	Prof&Curriclm Dev Vist Tchr		\$6,577.00	\$8,143.00	0175-09800- 00-1192-1000- 1110-01000- 0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Release time to support the collaboration of teachers with an emphasis on our English Language Learners and their ELD within the content areas
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Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students, especially unduplicated students. Clairemont Canyons is (UPP) 76% UPP.

*Strategy/Activity - Description

Students identified as English Learners, economically disadvantaged, Black youth, and Students with Disabilities who performed below standard will receive intensive support during the school day. The intensive support will be small group instruction with a teacher, paraeducator, English Learner Assistant, or service provider. We will also continue IEP goal monitoring, benchmark goal setting, and recognition opportunities. Classroom teachers alongside our Ed Specialists and other service providers will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Designated ELD instruction will take place daily for at least 30 minutes per day.

In PLC meetings teachers and service providers address gaps in learning for children in small groups. Data are discussed and alternate interventions are developed during these meeting times.

Staff will collaborate and research to identify the specific academic needs of their English Learners, black youth, economically disadvantaged, and Students with Disabilities. This will allow classroom teachers, Education Specialists, support providers, intervention teachers, and district English Language Support Teachers to work on targeted skills during push-in or small-group instruction. Our goal is to move more lower-performing Black youth, economically disadvantaged, English Learners, and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by DEMI and/or CAASPP Math and subject areas/lessons that support academics in math.

*

Strategy/Activity 1

*Students to be served by this Strategy/Activity

All students at the school will benefit from this strategy/activity, including English Learners, Economically disadvantaged, Black youth, and students with disabilities. Clairemont Canyons is 76% UPP.

*Strategy/Activity - Description									
English Learner Assistant will continue to support and collaborate with classroom teachers and para educators to support instructional practices. English Learner Assistant will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). She will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, the ELA will work directly with community partners, students, and families during SSC and ELAC meetings to focus on English Learners and reclassification and to increase family engagement which will positively impact attendance, school culture, and academic progress.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non-Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F01752M	ESL Asst -	0.37500	\$11,137.13	\$22,618.23	0175-09800-00-2101-1000-4760-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		ELPAC testing and small group instruction to support additional ELD instruction
*									
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All students will benefit from this strategy, especially students who receive special education services. Clairemont Canyons Academy is 76% UPP and 73% meal eligible.									
*Strategy/Activity - Description									
Teachers will participate in professional development and will provide progress monitoring data. Teachers will teach grade-level-specific ELA and Math curricula that meet common core state standards. The principal along with education specialists will plan and facilitate professional development for paraeducators who directly support students with disabilities.									
*									
Strategy/Activity 1									
*Students to be served by this Strategy/Activity									
All of our African Americans and Black will be supported through this goal.									

***Strategy/Activity - Description**

To support African American and Black Youth, Clairemont Canyons will use the following strategies/activities:

- Researched based Literacy Framework that includes materials and diverse topics that directly connect to the interest, experiences, and engagement of Black Youth
- Additional support for home use of online math programs and programs such as iReady, Raz Kids, Reading A-Z, Moby Max, Scholastic News (ELA and Science), and Mystery Science to support student learning, increase engagement and in turn increase the attendance rates and academic achievement.
- Use Lesson study to improve instructional practice and examine the curriculum for culturally relevant curriculum
- Learn about and use literacy strategies across the curriculum so that students are able to read for detail and to discern what the questions are asking them to do in every content area.
- Tutoring opportunities will be offered before/during/ and or after school for students to get assistance with their academics.
- Formative and Summative assessments such as DEMI, Envisions 2, teacher-created assessments, end-of-unit assessments, Site based assessments, Fast assessments, and CAASSP assessments will be used to measure student growth
- Monitoring of student progress to plan for the next best instruction (whole or small group).
- African American and Black Youth academic performance will be closely monitored to make sure informed decisions are made in meeting our goal of Black Youth academic improvement.

*

Strategy/Activity 1

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

All students at the school will benefit from this Strategy/activity in the area of ELA/Math and ELD in grades 3-5.

***Strategy/Activity - Description**

English Learner Assistant will continue to support and collaborate with classroom teachers to impact teacher effectiveness. English Learner assistant will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). English Learner assistant will also continue to support professional development (provide data, and support planning) in both ELA and Math. In addition, she will work directly with community partners, participate in SSC and ELAC, and work directly with students and families to enhance to increase family engagement which will positively impact attendance, school culture, and academic progress.

*

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

We believe that families contribute to improving student learning outcomes when engagement is integrated with district and school goals. We provided parents with information, materials, and support in order to improve meaningful engagement and support positive student outcomes.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Childcare was provided for parent trainings and meetings and often ZOOM options were offered to parents. However, the number of parents who attended meetings and utilized this support was minimal. We will work with Family and Community Engagement, SDUSD to support the improvement of parent attendance. We will also be sure to advertise that translation services are provided when needed. Parents will have opportunities to determine the topics of workshops they deem appropriate for our parent community via surveys.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Subcommittees will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend informational meetings, workshops, and webinars. We will advertise that translation services are

provided when needed. Parents will have opportunities to determine the topics of workshops they deem appropriate for our parent community via surveys. Staff will work collaboratively to increase parent awareness of the importance and impact of parent involvement and academic achievement.

***Identified Need**

It is important for parents to be engaged in their child's education. For each family, this may look different, so we need to offer differentiated methods for parent learning. Teachers and staff will continue to be focused on how to effectively engage parents in supporting student growth. Student attendance is an area of focus for Clairemont Canyons Academy. We know that students who are engaged and come to school regularly have better learning outcomes. We will continue to work with the school attendance team, district, and parents to address and improve student attendance at our parent meetings, parent conferences, and other meetings.

Meaningful connections with our families are important. The administration will continue to provide information important to teachers and parents during the Afternoon Tea with the Principal meetings, Family Fridays, and other methods of communication to ensure parents are aware of our learning goals and plans, including instructional plans to reach our goals.

The social and emotional health of our students is important. Teachers and the counseling team will focus on social-emotional learning and topics such as anti-bullying, the culture of respect in the cyber world, mindfulness, and wellness.

It is important to keep parents informed. The site administrator and other teams will work alongside staff and community partners to ensure that parents are informed about the following:

- The guaranteed and viable curriculum
- How teachers are working to improve student engagement and learning
- How we will monitor school-wide goals and the strategies we use to improve student learning
- How we are continuously looking for ways to Implement systems and structures that engage, teach, and support parents in learning how to best support their children at home
- How we continue to seek what parents want to know more about regarding supporting students with academics
- We can help parents understand their child's learning successes and needs.

***Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the number of parent participation by 25% from all parent groups	28%	53%	CAL - SCHLS (CSPS)

Clairemont Canyons Academy SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	Other (Describe in Objective)	Increase the average percentage of parents responding "strongly agree" in the area of parent involvement (average of 4 indicators) from all parent groups	33%	50%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 1: The school allows input and welcomes parents' contributions from all parent groups as measured by CA Parent Survey.	33%	45%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	38%	50%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 2: School encourages me to be an active partner with the school in educating my child from all parent groups as measured by CA Parent Survey.	28%	45%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Increase the percentage of parents responding "Strongly Agree" in Indicator 4: Parents feel welcome to participate at this school from all parent groups as measured by CA Parent Survey.	43%	80%	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					
Provide childcare for parent trainings/meetings. Invite parents into the classrooms so they can learn about some of the successful strategies teachers use in the classrooms. Subcommittees will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings, meetings, and classroom invitations, such as Family Fridays.					

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N01757F	Classroom PARAS Hrly		\$3,000.00	\$4,110.30	0175-30100-00-2151-1000-1110-01000-0000	Title I Basic Program	[no data]		Para support for childcare during parent meetings
N01758L	Clerical OTBS Hrly		\$3,000.00	\$4,110.30	0175-30100-00-2451-2700-0000-01000-0000	Title I Basic Program	[no data]		Supplemental clerical time to support communication with parents and the support the organization and families
N0175DR	Postage Expense		\$220.00	\$220.00	0175-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Funds used for postage to send home information to parents
N0175E9	Inservice supplies		\$1,224.00	\$1,224.00	0175-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Translation, childcare, workshop materials and light refreshments for parent meetings
N0175EA	Supplies		\$445.00	\$445.00	0175-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Supplies and light refreshments for parent meetings and workshops

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ACHIEVEMENT

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:

ACHIEVEMENT

APPENDIX A

BUDGET SUMMARY

Clairemont Canyons Academy Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 99,847
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 177,671

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)	\$ 40,339
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 40,339

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)	\$ 37,485
[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): \$ 37,485

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 177,671

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Clairemont Canyons Academy	09800 LCFF Intervention Support	ESL Asst	2101 Classroom PARAS	Classroom PARAS	0.375	\$11,137.13
Clairemont Canyons Academy			3000 Benefits		0	\$11,481.10
Clairemont Canyons Academy		ESL Asst Total			0.375	\$22,618.23
Clairemont Canyons Academy		(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$1,645.00
Clairemont Canyons Academy			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$6,577.00
Clairemont Canyons Academy			3000 Benefits		0	\$1,957.68
Clairemont Canyons Academy			4301 Supplies	Supplies	0	\$4,687.00
Clairemont Canyons Academy		(blank) Total			0	\$14,866.68
Clairemont Canyons Academy	09800 LCFF Intervention Support Total				0.375	\$37,484.91
Clairemont Canyons Academy	30100 Title I Basic Program	School Counselor	1210 Counselor	Counselor	0.2	\$17,908.60
Clairemont Canyons Academy			3000 Benefits		0	\$8,259.65
Clairemont Canyons Academy		School Counselor Total			0.2	\$26,168.25
Clairemont Canyons Academy		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$10,000.00
Clairemont Canyons Academy			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$3,000.00
Clairemont Canyons Academy			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	0	\$3,000.00
Clairemont Canyons Academy			3000 Benefits		0	\$4,601.60
Clairemont Canyons Academy			4301 Supplies	Supplies	0	\$31,188.00
Clairemont Canyons Academy			4310 Software Purchase	Software Purchase	0	\$5,000.00
Clairemont Canyons Academy			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$3,000.00
Clairemont Canyons Academy			5853 Contracted Svcs Less Than \$25K	Contracted Svcs Less Than \$25K	0	\$12,000.00
Clairemont Canyons Academy		(blank) Total			0	\$71,789.60
Clairemont Canyons Academy	30100 Title I Basic Program Total				0.2	\$97,957.85
Clairemont Canyons Academy	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	0	\$445.00
Clairemont Canyons Academy			4304 Inservice supplies	Inservice supplies	0	\$1,224.00
Clairemont Canyons Academy			5920 Postage Expense	Postage Expense	0	\$220.00
Clairemont Canyons Academy		(blank) Total			0	\$1,889.00
Clairemont Canyons Academy	30103 Title I Parent Involvement Total				0	\$1,889.00
Clairemont Canyons Academy	30106 Title I Supplmnt Prog Imprvmnt	(blank)	1170 Prof&Curriclm DevHrlyClstrmTchr	Prof&Curriclm DevHrlyClstrmTchr	0	\$5,000.00
Clairemont Canyons Academy			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$14,000.00
Clairemont Canyons Academy			3000 Benefits		0	\$4,523.90
Clairemont Canyons Academy			4301 Supplies	Supplies	0	\$16,815.00
Clairemont Canyons Academy		(blank) Total			0	\$40,338.90
Clairemont Canyons Academy	30106 Title I Supplmnt Prog Imprvmnt Total				0	\$40,338.90

ACHIEVEMENT

APPENDIX B**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District
Finance Division
Strategic Planning for Student Achievement Department

Clairemont Canyons Academy

TITLE I PARENT & FAMILY ENGAGEMENT POLICY (2022-2023)

2.0 With approval from the local governing board, Clairemont Canyons Academy has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

[Describe how the school jointly develops with, and distributes to, parents and family members of Title I students a written parent and family engagement policy.]

Clairemont Canyons Academy has developed a written Title I parent & family engagement policy with input from Title I parents. Last Fall, an annual meeting was held to share with parents a description of the Title I program and its requirements. An open invitation was extended to parents to meet with the Principal to develop the Title 1 Parent Involvement Policy for Clairemont Canyons Academy. Parents in attendance studied the template for the Policy and discussed the specifics regarding what should be included in the Policy. Through open discussion, parents and principal reached consensus as to the information to be included in the answer to each item.

It has distributed the policy to parents of Title I students.

- 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.
- Voice messages to all homes through School Messenger alerting parents that a document will be sent home.
- Email, School Messenger and voice mail messages sent home alerting parents that the document will be sent home.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM



The school-level parent and family engagement policy shall describe the means for how [Clairemont Canyons Academy](#) shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

[Briefly describe or list the activities the school will implement to address this requirement.]●

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.

- Monthly SSC meetings are scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming main topic on SSC agenda.
- The School provides parents with timely information through the school bulletin boards, flyers, phone calls, marquee, eblasts, and website to advertise parent meetings.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

[Briefly describe or list the activities the school will implement to address this requirement.]●

The school convenes an annual meeting to inform parents of Title I students about Title 1 requirements and about the right of parents to be involved in the Title I program.

- Monthly SSC meetings are scheduled at a time convenient for parents to attend.
- Input on Title 1 Policy and programming is an agenda topic on the SSC agenda.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

[Briefly describe or list the activities the school will implement to address this requirement.]

- School Site Council Meetings



- Site Governance Team (SGT) meetings
- PTA Meetings

- Afternoon Tea with the Principal & Family Fridays

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

[Briefly describe or list the activities the school will implement to address this requirement.]●

The school offers a flexible number of meetings for Title I parents, such as meetings in the morning and afternoons. Some meetings are held during the school day or after school. Meeting times and days are based on parent input.

ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

[Briefly describe or list the activities the school will implement to address this requirement.]

● The school provides parents of Title I students with an explanation of the curriculum used at school, the assessments used to measure progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teacher conferences and report cards are a few ways in which our school informs parents.

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.

iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])



[Briefly describe or list the activities the school will implement to address this requirement.]●

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. These parent meetings will be offered with opportunities for the formulation of parent suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting.

- The school offers a flexible number of meetings for Title I Parents, such as meetings in the morning or after school.
- School wide assemblies after hours for students are open to all families.
- SSC meetings are scheduled to accommodate parent schedules.
- Monthly Afternoon Tea with the Principal
- Newsletters with meeting announcements and information.
- School Messenger calls and emails with meeting announcements and information.

e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

[Briefly describe or list the activities the school will implement to address this requirement.]

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Meetings and workshops can be provided to parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, 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.

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each



school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

[Briefly describe or list the activities the school will implement to address this requirement.]

- The school provides parents with assistance in understanding the State's academic content, standards, and assessments, and how to monitor and improve the achievement of their children.
- Workshops and meetings are provided for parents focused on understanding Common Core Standards and the Smarter Balanced Assessment.
- The school provides parents with website resources for understanding Common Core Standards and Smarter Balanced Assessments.
- The school promotes the importance of ongoing communication between parents and teachers though, 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.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

[Briefly describe or list the activities the school will implement to address this requirement.]

- As part of our Title 1 funding we set aside funds to buy needed materials for parent workshops
- Parents are provided workshops to support their children academically and socially.
- Parent Engagement office provides workshops and meetings to support parents

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])



[Briefly describe or list the activities the school will implement to address this requirement.]

- Teachers adhere to the district at-risk identification, intervention, and support timelines
- Classroom teachers, service providers, and counselors may meet with parents when students are in need of academic supports to discuss and implement a plan to support them

When necessary, the principal, classroom teachers, specialized staff, school nurse, counselor will reach out to parents to address any concerns. In addition, the school will provide opportunities for the participation of all Title 1 parents, including parents with limited English proficiency, parents with disabilities and parents of foster children.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

[Briefly describe or list the activities the school will implement to address this requirement.]

- Clairemont Canyons Academy partners in education alongside outside agencies to support parents such as UPAC, Family engagement, SDUSD mental health services and contracted Covid testing agencies

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

[Briefly describe or list the activities the school will implement to address this requirement.]

Clairemont Canyons Academy uses School Messenger to send information to all families.

We also utilize district interpreters to support parent at meeting if requested

f) The school provides other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

[Briefly describe or list the activities the school will implement to address this requirement.]



Clairemont Canyons Academy makes every effort to give parent multiple opportunities to support the school's goals and participate in their child's education.

1. SSC
2. ELAC
3. PTA
4. SGT
5. Volunteering
6. Events

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [Clairemont Canyons Academy](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

[Briefly describe or list the activities the school will implement to address this requirement.]

Clairemont Canyons Academy staff build relationships with parents to ensure that they are supported and have access to parent involvement. This helps us understand individual parent needs and request needed to support their children.

ACHIEVEMENT

APPENDIX C

SCHOOL PARENT COMPACT



**San Diego Unified Finance Division
Strategic Planning for Student Achievement Department**

**Title I School-Parent Compact (2022/23)
Clairemont Canyons Academy**

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

[Briefly describe or list the activities the school will implement to address this requirement.]



Clairemont Canyons Academy distributes to parents and family members a School-Parent Compact. This Compact, which has been jointly developed with parents and staff, outlines how parents, students and staff will share the responsibility for improved student academic achievement. This Compact describes specific ways stakeholders 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

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

- Clairemont Canyons convenes annual meetings to inform parents about the right to be involved. This is usually done in connection with our school-wide parent meetings, Back to School Night and Family Fridays.
- Back to School Night, Intervention meetings, Parent Teacher Conferences, and report cards are a few ways in which our school informs our parents about their student’s progress.

The school engages 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. The school provides 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 in which ways?

1. Parent-teacher conferences in , at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])
[Briefly describe or list the activities the school will implement to address this requirement.]



Hold conferences annually during which this compact will be discussed as it relates to the individual child's achievement. Provide parents with frequent reports on their child's progress and provides parents reasonable access to staff. In addition, access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

[Briefly describe or list the activities the school will implement to address this requirement.]

The school provides 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 in which ways?

- During Back to School Night and parent conferences, school staff provide an in-depth outline of what students will be learning during the year and the academic standards for students. Teachers demonstrate different assessments that will be administered during the year and explain that there will be multiple opportunities during the year to discuss student progress.

3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

[Briefly describe or list the activities the school will implement to address this requirement.]

Parents are encouraged to volunteer in the classroom, participate in meetings such as SSC, ELAC, PTA , SGT, CAC, or join their child on a field trip. Volunteer forms are sent out in the year packet and collected as soon as possible. Parents know they are welcomed on our campus at any time to support Clairemont Canyons Academy events and student progress.



4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

[Briefly describe or list the activities the school will implement to address this requirement.]

- Clairemont Canyons Academy convenes an annual meeting to inform parents about their rights to be involved in SSC, SGT, ELAC, CAC, and PTA. This is usually done in connection with our Back to School nights. Clairemont Canyons Academy eblasts, bulletin boards, school newsletters, flyers, phone calls, marquee, and website are used to advertise parent meetings and training sessions offered at Clairemont Canyons Academy
- The school distributes information related to school and parent programs, meetings, and other activities to parents and guardians in a format and language that they can understand.
- The school provides written and oral information to families in English and Spanish.

ACHIEVEMENT

APPENDIX D**DATA REPORTS**

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clairemont Canyons
All Grades Combined

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	179	55.9	179	48.0	148	50.7	129	49.6	106	47.2	-8.7	-2.4	179	36.3	180	45.0	148	45.3	130	36.2	103	35.0	-1.3	-1.2
Female	83	67.5	73	56.2	58	65.5	52	53.8	52	51.9	-15.6	-1.9	83	39.8	74	45.9	58	39.7	52	32.7	49	34.7	-5.1	2.0
Male	96	45.8	106	42.5	90	41.1	77	46.8	54	42.6	-3.2	-4.2	96	33.3	106	44.3	90	48.9	78	38.5	54	35.2	1.9	-3.3
African American	23	43.5	28	25.0	31	22.6	27	40.7	14	28.6	-14.9	-12.1	23	8.7	28	25.0	31	25.8	28	21.4	13	38.5	29.8	17.1
Asian	10	30.0	9	-	4	-	8	-	10	70.0	40.0	-	10	20.0	9	-	4	-	8	-	10	50.0	30.0	-
Filipino	1	-	3	-	6	-	6	-	5	-	-	-	1	-	3	-	6	-	6	-	5	-	-	-
Hispanic	65	46.2	64	42.2	49	42.9	43	39.5	35	31.4	-14.8	-8.1	65	29.2	64	42.2	49	36.7	43	18.6	33	15.2	-14.0	-3.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	56	71.4	50	58.0	32	68.8	30	53.3	31	48.4	-23.0	-4.9	56	51.8	51	52.9	32	65.6	29	55.2	31	38.7	-13.1	-16.5
Multiracial	22	68.2	21	71.4	23	65.2	15	66.7	11	81.8	13.6	15.1	22	50.0	21	57.1	23	43.5	16	43.8	11	45.5	-4.5	1.7
English Learner	36	13.9	29	3.4	26	3.8	24	12.5	23	8.7	-5.2	-3.8	36	8.3	30	10.0	26	23.1	26	19.2	23	4.3	-4.0	-14.9
English-Speaking	143	66.4	149	57.0	121	61.2	105	58.1	83	57.8	-8.6	-0.3	143	43.4	149	52.3	121	50.4	104	40.4	80	43.8	0.4	3.4
Reclassified†	31	74.2	34	64.7	24	83.3	25	68.0	18	55.6	-18.6	-12.4	31	45.2	34	55.9	24	66.7	24	58.3	17	47.1	1.9	-11.2
Initially Eng. Speaking	112	64.3	115	54.8	97	55.7	80	55.0	65	58.5	-5.8	3.5	112	42.9	115	51.3	97	46.4	80	35.0	63	42.9	0.0	7.9
Econ. Disadv.*	122	48.4	121	35.5	105	42.9	93	46.2	82	39.0	-9.4	-7.2	122	26.2	122	35.2	105	41.0	94	30.9	79	26.6	0.4	-4.3
Non-Econ. Disadv.	57	71.9	58	74.1	43	69.8	36	58.3	24	75.0	3.1	16.7	57	57.9	58	65.5	43	55.8	36	50.0	24	62.5	4.6	12.5
Gifted	50	74.0	33	84.8	21	95.2	19	84.2	8	-	-	-	50	54.0	33	78.8	21	76.2	19	78.9	8	-	-	-
Not Gifted	129	48.8	146	39.7	127	43.3	110	43.6	98	43.9	-4.9	0.3	129	29.5	147	37.4	127	40.2	111	28.8	95	31.6	2.1	2.8
With Disabilities	36	36.1	39	17.9	32	15.6	27	7.4	23	30.4	-5.7	23.0	36	13.9	39	25.6	32	15.6	27	11.1	23	13.0	-0.9	1.9
WO Disabilities	143	60.8	140	56.4	116	60.3	102	60.8	83	51.8	-9.0	-9.0	143	42.0	141	50.4	116	53.4	103	42.7	80	41.3	-0.7	-1.4
Homeless	0	-	5	-	3	-	3	-	3	-	-	-	2	-	5	-	3	-	3	-	4	-	-	-
Foster	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
Military	9	-	12	75.0	9	-	2	-	4	-	-	-	9	-	12	50.0	9	-	2	-	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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clairemont Canyons
Grade 3

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	71	67.6	63	52.4	40	40.0	0	-	33	21.2	-46.4	-	71	54.9	63	58.7	40	42.5	40	42.5	30	40.0	-14.9	-2.5
Female	33	78.8	21	57.1	19	42.1	0	-	14	28.6	-50.2	-	33	60.6	21	57.1	19	42.1	18	44.4	11	54.5	-6.1	10.1
Male	38	57.9	42	50.0	21	38.1	0	-	19	15.8	-42.1	-	38	50.0	42	59.5	21	42.9	22	40.9	19	31.6	-18.4	-9.3
African American	5	-	16	31.3	11	27.3	0	-	5	-	-	-	5	-	16	31.3	11	36.4	7	-	4	-	-	-
Asian	5	-	1	-	1	-	0	-	2	-	-	-	5	-	1	-	1	-	3	-	2	-	-	-
Filipino	1	-	2	-	3	-	0	-	1	-	-	-	1	-	2	-	3	-	1	-	1	-	-	-
Hispanic	26	61.5	23	43.5	11	18.2	0	-	12	0.0	-61.5	-	26	46.2	23	60.9	11	9.1	12	41.7	10	20.0	-26.2	-21.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	21	85.7	12	75.0	10	50.0	0	-	8	-	-	-	21	71.4	12	75.0	10	60.0	12	41.7	8	-	-	-
Multiracial	13	69.2	6	-	4	-	0	-	5	-	-	-	13	53.8	6	-	4	-	5	-	5	-	-	-
English Learner	13	23.1	12	0.0	10	0.0	0	-	8	-	-	-	13	15.4	12	8.3	10	20.0	10	20.0	8	-	-	-
English-Speaking	58	77.6	51	64.7	30	53.3	0	-	25	28.0	-49.6	-	58	63.8	51	70.6	30	50.0	30	50.0	22	54.5	-9.3	4.5
Reclassified†	7	-	11	100.0	5	-	0	-	4	-	-	-	7	-	11	100.0	5	-	9	-	3	-	-	-
Initially Eng. Speaking	51	74.5	40	55.0	25	52.0	0	-	21	33.3	-41.2	-	51	60.8	40	62.5	25	44.0	21	47.6	19	63.2	2.4	15.6
Econ. Disadv.*	45	62.2	47	40.4	28	32.1	0	-	26	11.5	-50.7	-	45	48.9	47	51.1	28	39.3	31	45.2	23	26.1	-22.8	-19.1
Non-Econ. Disadv.	26	76.9	16	87.5	12	58.3	0	-	7	-	-	-	26	65.4	16	81.3	12	50.0	9	-	7	-	-	-
Gifted	14	85.7	7	-	3	-	0	-	8	-	-	-	14	85.7	7	-	3	-	9	-	8	-	-	-
Not Gifted	57	63.2	56	46.4	37	35.1	0	-	33	21.2	-42.0	-	57	47.4	56	53.6	37	37.8	31	29.0	30	40.0	-7.4	11.0
With Disabilities	10	50.0	16	18.8	10	10.0	0	-	7	-	-	-	10	20.0	16	31.3	10	10.0	5	-	7	-	-	-
WO Disabilities	61	70.5	47	63.8	30	50.0	0	-	26	26.9	-43.6	-	61	60.7	47	68.1	30	53.3	35	48.6	23	43.5	-17.2	-5.1
Homeless	0	-	4	-	3	-	0	-	1	-	-	-	0	-	4	-	3	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	5	-	2	-	1	-	0	-	2	-	-	-	5	-	2	-	1	-	0	-	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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clairemont Canyons
Grade 4

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	49	49.0	65	53.8	57	43.9	0	-	22	54.5	5.5	-	49	34.7	65	44.6	57	47.4	35	37.1	22	40.9	6.2	3.8
Female	18	72.2	32	59.4	15	60.0	0	-	10	80.0	7.8	-	18	44.4	32	46.9	15	40.0	16	31.3	10	50.0	5.6	18.7
Male	31	35.5	33	48.5	42	38.1	0	-	12	33.3	-2.2	-	31	29.0	33	42.4	42	50.0	19	42.1	12	33.3	4.3	-8.8
African American	4	-	6	-	16	18.8	0	-	4	-	-	-	4	-	6	-	16	18.8	9	-	4	-	-	-
Asian	4	-	4	-	1	-	0	-	3	-	-	-	4	-	4	-	1	-	2	-	3	-	-	-
Filipino	0	-	1	-	2	-	0	-	1	-	-	-	0	-	1	-	2	-	3	-	1	-	-	-
Hispanic	17	41.2	26	46.2	19	31.6	0	-	8	-	-	-	17	29.4	26	38.5	19	47.4	10	0.0	8	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	20	60.0	15	66.7	12	75.0	0	-	6	-	-	-	20	50.0	15	53.3	12	75.0	8	-	6	-	-	-
Multiracial	3	-	13	61.5	5	-	0	-	0	-	-	-	3	-	13	38.5	5	-	3	-	0	-	-	-
English Learner	11	0.0	9	-	13	0.0	0	-	7	-	-	-	11	0.0	9	-	13	23.1	8	-	7	-	-	-
English-Speaking	38	63.2	55	61.8	44	56.8	0	-	15	73.3	10.1	-	38	44.7	55	49.1	44	54.5	27	40.7	15	60.0	15.3	19.3
Reclassified†	12	75.0	6	-	11	90.9	0	-	3	-	-	-	12	50.0	6	-	11	81.8	3	-	3	-	-	-
Initially Eng. Speaking	26	57.7	49	63.3	33	45.5	0	-	12	75.0	17.3	-	26	42.3	49	51.0	33	45.5	24	41.7	12	50.0	7.7	8.3
Econ. Disadv.*	32	37.5	37	37.8	48	39.6	0	-	19	47.4	9.9	-	32	15.6	37	32.4	48	41.7	23	21.7	19	31.6	16.0	9.9
Non-Econ. Disadv.	17	70.6	28	75.0	9	-	0	-	3	-	-	-	17	70.6	28	60.7	9	-	12	66.7	3	-	-	-
Gifted	16	62.5	11	100.0	7	-	0	-	1	-	-	-	16	56.3	11	81.8	7	-	3	-	1	-	-	-
Not Gifted	33	42.4	54	44.4	50	36.0	0	-	21	52.4	10.0	-	33	24.2	54	37.0	50	40.0	32	31.3	21	38.1	13.9	6.8
With Disabilities	10	40.0	13	15.4	14	21.4	0	-	3	-	-	-	10	20.0	13	23.1	14	21.4	11	18.2	3	-	-	-
WO Disabilities	39	51.3	52	63.5	43	51.2	0	-	19	63.2	11.9	-	39	38.5	52	50.0	43	55.8	24	45.8	19	47.4	8.9	1.6
Homeless	0	-	5	-	2	-	0	-	3	-	-	-	0	-	5	-	2	-	3	-	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	7	-	2	-	0	-	1	-	-	-	3	-	7	-	2	-	0	-	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.



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clairemont Canyons
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	59	47.5	51	35.3	51	66.7	0	-	51	60.8	13.3	-	59	15.3	52	28.8	51	45.1	55	30.9	51	29.4	14.1	-1.5
Female	32	53.1	20	50.0	24	87.5	0	-	28	53.6	0.5	-	32	15.6	21	33.3	24	37.5	18	22.2	28	21.4	5.8	-0.8
Male	27	40.7	31	25.8	27	48.1	0	-	23	69.6	28.9	-	27	14.8	31	25.8	27	51.9	37	35.1	23	39.1	24.3	4.0
African American	14	42.9	6	-	4	-	0	-	5	-	-	-	14	0.0	6	-	4	-	12	8.3	5	-	-	-
Asian	1	-	4	-	2	-	0	-	5	-	-	-	1	-	4	-	2	-	3	-	5	-	-	-
Filipino	0	-	0	-	1	-	0	-	3	-	-	-	0	-	0	-	1	-	2	-	3	-	-	-
Hispanic	22	31.8	15	33.3	19	68.4	0	-	15	46.7	14.9	-	22	9.1	15	20.0	19	42.1	21	14.3	15	20.0	10.9	5.7
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	15	66.7	23	43.5	10	80.0	0	-	17	58.8	-7.9	-	15	26.7	24	41.7	10	60.0	9	-	17	29.4	2.7	-
Multiracial	6	-	2	-	14	57.1	0	-	6	-	-	-	6	-	2	-	14	35.7	8	-	6	-	-	-
English Learner	12	16.7	8	-	3	-	0	-	8	-	-	-	12	8.3	9	-	3	-	8	-	8	-	-	-
English-Speaking	47	55.3	43	41.9	47	70.2	0	-	43	69.8	14.5	-	47	17.0	43	34.9	47	46.8	47	34.0	43	32.6	15.6	-1.4
Reclassified†	12	58.3	17	47.1	8	-	0	-	11	72.7	14.4	-	12	16.7	17	35.3	8	-	12	66.7	11	45.5	28.8	-21.2
Initially Eng. Speaking	35	54.3	26	38.5	39	66.7	0	-	32	68.8	14.5	-	35	17.1	26	34.6	39	48.7	35	22.9	32	28.1	11.0	5.2
Econ. Disadv.*	45	42.2	37	27.0	29	58.6	0	-	37	54.1	11.9	-	45	11.1	38	18.4	29	41.4	40	25.0	37	24.3	13.2	-0.7
Non-Econ. Disadv.	14	64.3	14	57.1	22	77.3	0	-	14	78.6	14.3	-	14	28.6	14	57.1	22	50.0	15	46.7	14	42.9	14.3	-3.8
Gifted	20	75.0	15	66.7	11	90.9	0	-	7	-	-	-	20	30.0	15	66.7	11	54.5	7	-	7	-	-	-
Not Gifted	39	33.3	36	22.2	40	60.0	0	-	44	56.8	23.5	-	39	7.7	37	13.5	40	42.5	48	27.1	44	22.7	15.0	-4.4
With Disabilities	16	25.0	10	20.0	8	-	0	-	13	53.8	28.8	-	16	6.3	10	20.0	8	-	11	9.1	13	7.7	1.4	-1.4
WO Disabilities	43	55.8	41	39.0	43	76.7	0	-	38	63.2	7.4	-	43	18.6	42	31.0	43	51.2	44	36.4	38	36.8	18.2	0.4
Homeless	0	-	1	-	1	-	0	-	2	-	-	-	2	-	1	-	1	-	3	-	2	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	-	6	-	0	-	1	-	-	-	1	-	3	-	6	-	2	-	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.

ACHIEVEMENT

APPENDIX E**2021-22 SPSA ASSESSMENT AND EVALUATION**

SCHOOL NAME: CLAIREMONT CANYONS ACADEMY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The district funded Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant may participate in home visits with a certificated staff member to ensure families receive the supports they need to get their children to school everyday and on time. The Guidance Assistant will also be an active member of other subcommittees as needed to support the positive school culture. This work is further supported by our contract with the Tariq Khamisa Foundation. The site's counselor will work with the Guidance Assistant on these activities and strategies.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Clairemont Canyons Academy SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor -	0.20000	\$24,911.97	30100-1210	Counselor will support restorative practices and making safe choices. The counselor will do home visits, support attendance, provide small group sessions to support social emotional learning. Counselor will support individual/family/school crisis intervention, conflict resolution, consultation, collaboration and provide counseling for referrals. Provide information to parents regarding district and	Supporting safe practices and safe choices. Home visits provided contact with parents to provide urgent information and supports offered by SDUSD. Individual and mall group sessions supported well being of students and families.		No modifications at this time

Clairemont Canyons Academy SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				community services.			
Classroom Teacher Hrly		\$9,584.80	30100-1157	Teacher hourly to support teachers working with Guidance assistant in outreach meetings with parents, students, and families. Most meetings will happen after hours.			
Supplies		\$6,743.00	30100-4301	Instructional supplies to support students who are chronically absent. These materials are supplementary to the materials issued by the district. Materials are necessary to keep students on track to meet grade level standards.	Materials and supplies were provided to support students who were absent for short and long periods of time. The supplies provide a greater opportunity for students to complete assignments and engage in reading and writing activities for studying/practice purposes		None needed at this time
Contracted Svcs Less Than \$25K		\$12,000.00	30100-5853	Work with the Tariq Khamisa foundation.			

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers and staff will work together to identify the specific academic needs of their English Learners, Black/African Americans, Hispanic students, and Students with Disabilities on improving their strengths and areas of growth. This will allow classroom teachers, Education Specialists, specialized staff, and English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

This support includes small group instruction daily for at least 30 minutes per day. Certificated staff members will collaborate to target Critical Concepts in ELA to meet the needs of this targeted group of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Clairemont Canyons Academy SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$16,773.40	30106-1192	Professional development to support PLCs and Teacher Collaboration. If staffing does not allow the use of PD visiting teachers the budget will be transferred to teacher hourly.	Time for PD and teacher hourly was beneficial for teachers to plan and teach students who required additional teaching supports	Substitutes did not always fill vacant jobs	We will try to secure a sub multiple days in advance when PDs are planned in advance
Supplies		\$19,660.00	30106-4301	As teachers meet to collaborate on instructional routines, tasks, units, and assessments; supplementary supplies will be need for students and teachers.	Supplies for teachers to plan and create lessons and supplies for students to access those lessons were successful		No modifications at this time

Goal 3 - Mathematics

Strategy/Activity 1

***Strategy/Activity - Description**

Students identified as English Learners and Students with Disabilities who performed below standard will receive intensive supports during the school day. The intensive supports will be small group instruction with a teacher, paraeducator, English Learner Assistant, or service provider. We will also continue IEP goal monitoring, benchmark goal setting, and recognition opportunities. Classroom teachers alongside our Ed Specialists will meet to target Critical Concepts in Math to meet the needs of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. Designated ELD instruction will take place daily for at least 30 minutes per day.

In PLC meetings teachers and service providers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

Staff will collaborate and research to identify the specific academic needs of their English Learners and Students with Disabilities including their strengths and areas of growth. This will allow classroom teachers, Education Specialists, and district English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by DEMI and/or CAASPP Math and subject areas/lessons that support academics in math.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.
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Clairemont Canyons Academy SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Interprogram Svcs/Paper		\$3,000.00	30100-5733	Paper to support the supplementary learning activities that are associated with site developed instructional routines and lessons/tasks.	Paper supported the supplementary learning activities that are associated with site developed instructional routines and lessons/tasks.		None
Prof&Curriclm DevHrlyClstrmTchr		\$958.48	30106-1170	Hourly PD time to support the development of math support curriculum. Also will allow for participation of other certificated staff.	Provided Hourly PD time to support the development of math support curriculum. Also will allow for participation of other certificated staff.	Visiting teachers did not accept all vacant jobs	We will try to secure a sub multiple days in advance when PDs are planned in advance
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release time to allow teachers to collaborate on student mastery of grade level standards. Teachers will focus on what students are doing within their math work.	Provided Release time to allow teachers to collaborate on student mastery of grade level standards. Teachers will focus on what students are doing within their math work.	Some vacant jobs went unfilled	We will try to secure a sub multiple days in advance when PDs are planned in advance

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

English Learner Assistant will continue to support and collaborate with classroom teachers and para educators to support instructional practices. English Learner Assistant will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). She will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, the ELA will work directly with community partners, students, and families during SSC and ELAC meetings to focus on English Learners and reclassification and to increase family engagement which will positively impact attendance, school culture and academic progress.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		\$3,992.70	30100-2151	Classroom paras will work with teachers in	Provided Classroom paras time to work with	Paras were not always available to support	Training and recruitment

Clairemont Canyons Academy SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				implementing intervention/support tasks/lessons for our English Learners. Classroom Paras will also participate in tutoring if necessary. Small group instruction.	teachers in implementing intervention/support tasks/lessons for our English Learners. Classroom Paras will also participate in tutoring if necessary. Small group instruction.	teachers and students after school.	efforts will be implemented
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Release time to support collaboration of teachers with an emphasis on our English Learners and their English Language Development within the content area. If staffing does not allow, money may be transferred to teacher hourly.	Provided Release time to support collaboration of teachers with an emphasis on our English Learners and their English Language Development within the content area.		None at this time

Goal 7 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

Provide childcare for parent trainings/meetings. Subcommittees of PBIS will plan and facilitate events that will increase parent involvement. Classroom teachers and staff will make an effort to directly connect with families to invite and encourage them to attend trainings and meetings.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Clerical OTBS Hrly		\$3,992.70	30100-2451	Supplemental clerical time to support communication with parents and to support the organization and	Provided supplemental clerical time to support communication with parents and to support the		None at this time

Clairemont Canyons Academy SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				distribution of materials for parents and families.	organization and distribution of materials for parents and families.		
Inservice supplies		\$1,224.00	30103-4304	Inservice supplies to support and facilitate parent meetings.	Provided Inservice supplies to support and facilitate parent meetings.		None at this time
Postage Expense		\$220.00	30103-5920	Postage to support communication with parents about events and meetings on campus.	Provided Postage to support communication with parents about events and meetings on campus.		
Classroom PARAS Hrly	--	--	30100-2151	Para support for childcare during parent meetings.	Para support for childcare during parent meetings.		None at this time

Goal 8- Graduation/Promotion Rate

Strategy/Activity 1

***Strategy/Activity - Description**

English Learner Assistant will continue to support and collaborate with classroom teachers to impact teacher effectiveness. English Learner assistant will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). English Learner assistant will also continue to support professional development (provide data, support planning) in both ELA and Math. In addition, she will work directly with community partners, participate in SSC and ELAC, AND WORK DIRECTLY WITH students and families to enhance to increase family engagement which will positively impact attendance, school culture and academic progress.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Teacher collaboration to ensure students are meeting grade	Provided Teacher collaboration to ensure students		None at this time

Clairemont Canyons Academy SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>level standards and are on time for promotion. Time will be spent supporting intervention lessons for at risk students.</p>	<p>meet grade level standards. Time was be spent supporting intervention lessons for at risk students.</p>		
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Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

To support African American and Black Youth, Clairemont Canyons will use the following strategies/activities:

- Researched based Literacy Framework that include materials and diverse topics that directly connect to the interest, experiences, and engagement of Black Youth
- Additional supports for home use of online math programs and programs such as Raz Kids, Reading A-Z, Moby Max, Scholastic News (ELA and Science), Mystery Science to support student learning, increase engagement and in turn increase the attendance rates and academic achievement.
- Use Lesson study to improve instructional practice and examine the curriculum for culturally relevant curriculum
- Learn about and use literacy strategies across the curriculum so that students are able to read for detail and to discern what the questions are asking them to do in every content area.
- Tutoring opportunities will be offered before/during/ and or afterschool for students to get assistance with their academics.
- Formative and Summative assessments such as: DEMI, Envisions 2, teacher created assessments, end of unit assessments, Site based assessments, Fast assessments, CAASSP assessment will be used to measure student growth
- Monitoring of student progress to plan for next best instruction (whole or small group).
- African American and Black Youth academic performance will be closely monitored to make sure informed decisions are made in meeting our goal of Black Youth academic improvement.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Clairemont Canyons Academy SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Software Purchase		\$4,000.00	30100-4310	Educational software to support students within grade level standards. The software can be used as an intervention or a supplement to the instruction.	Provided software for student use to supplement instruction and support additional practice		None at this time
Prof&Curriclm DevHrlyClstrmTch r	--	--	30106-1170	Professional Development hourly to support lesson study.	Provided support to lesson studies		None at this time

What are my leadership strategies in service of the goals?

SCHOOL NAME: CLAIREMONT CANYONS ACADEMY
SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

The district funded Guidance Assistant will continue to support students' social and emotional well-being and needs. This will allow students to maximize their learning time and academic progress in class. In addition, the Guidance Assistant will work collaboratively with students, principal, district counselor, office staff, nurse, health technician, classroom teachers, and support staff to implement strategies that will decrease chronic absenteeism and suspension rates. The Guidance Assistant may participate in home visits with a certificated staff member to ensure families receive the supports they need to get their children to school everyday and on time. The Guidance Assistant will also be an active member of other subcommittees as needed to support the positive school culture. This work is further supported by our contract with the Tariq Khamisa Foundation. The site's counselor will work with the Guidance Assistant on these activities and strategies.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

Clairemont Canyons Academy SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
ESL Asst -	--	--	09800-2101	Provide instructional support and assistance to individuals and groups of students including students identified as English learners as directed by the certificated teacher. Prepare and maintain records, assist with parent communication, provide research and support regarding English learners to staff who work with English learners. Complete / prepare assessments for district and state requirements regarding students	Instructional supports were beneficial to students and supported growth and access to daily lessons. Guidance provided to teachers supported best practices and compliance.		No Modifications are needed at this time.

				who are English learners.			

Goal 2 - English Language Arts

Strategy/Activity 1

***Strategy/Activity - Description**

Teachers and staff will work together to identify the specific academic needs of their English Learners, Black/African Americans, Hispanic students, and Students with Disabilities on improving their strengths and areas of growth. This will allow classroom teachers, Education Specialists, specialized staff, and English Language Support Teachers to work on targeted skills during push-in or small group instruction. Our goal is to move more lower-performing English Learners and Students with Disabilities into the "Meets and or Exceeds" band of learners as measured by CAASPP ELA.

This support includes small group instruction daily for at least 30 minutes per day. Certificated staff members will collaborate to target Critical Concepts in ELA to meet the needs of this targeted group of students. Data that is determined by the PLC will be used to increase overall grade-level achievement. In PLC meetings, teachers address gaps in learning for children in small groups. Data is discussed and alternate interventions are developed during these meeting times.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Clairemont Canyons Academy SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

ESL Asst -	0.37500	\$22,297.53	09800-2101	Provide instructional support and assistance to individuals and groups of students including students identified as English learners as directed by the certificated teacher. Provide ELD support to students. Prepare and maintain records, assist with parent communication, provide research and support regarding English learners to staff who work with English learners. Complete / prepare assessments for district and state requirements regarding students who are English learners.	Instructional supports were beneficial to students and supported growth and access to daily lessons. Guidance provided to teachers supported best practices and compliance.		No modifications are needed at this time.
Supplies		\$11,639.00	09800-4301	Supplies for unduplicated students. Budget	Students received need supplies to support learning		No modifications are needed at this time.

Clairemont Canyons Academy SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>will also be transferred to PD visiting teachers due to new input. If due to staffing that visiting teachers are unavailable will transfer to teacher hourly.</p>	<p>goals. Teachers benefited from collaborations / PD when visiting teachers provided time for PD</p>		
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Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

English Learner Assistant will continue to support and collaborate with classroom teachers and para educators to support instructional practices. English Learner Assistant will help classroom teachers in planning and implementing differentiated instruction and supports for struggling students (tier 1 instruction). She will also continue to support professional development (plan, organize, and facilitate) in both ELA and Math. In addition, the ELA will work directly with community partners, students, and families during SSC and ELAC meetings to focus on English Learners and reclassification and to increase family engagement which will positively impact attendance, school culture and academic progress.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	09800-4301	Instructional supplies that provide access for	Students received need supplies to support learning		No modifications are needed at this time.

Clairemont Canyons Academy SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				<p>our English Learners to the core content. Emphasis on developing academic language. Money may also be transferred for release time to support collaboration of teachers with an emphasis on our English Learners and their English Language Development within the content area. If staffing does not allow, money may be transferred to teacher hourly.</p>	<p>goals. Teachers benefited from collaborations / PD when visiting teachers provided time for PD</p>		
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What are my leadership strategies in service of the goals?