

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **CLAY ELEMENTARY** SCHOOL

2022-23

37-68338-6039390
CDS Code

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

Principal: Michaliszyn, Lindsay

Contact Person: Michaliszyn, Lindsay

Position: Principal

Telephone Number: 619-344-5700

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

E-mail Address: lmichaliszyn@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- 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: Clay Elementary PHONE: 619-344-5700 FAX: 619-344-5749

SITE CONTACT PERSON: Lindsay Michaliszyn E-MAIL ADDRESS: lmichaliszyn@sandi.net

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

- Title 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) *combined with SSC | Date of presentation: <u>10/4/22</u> |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: <u>10/4/22</u> |
| <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: 10/4/22

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.

Lindsay Michaliszyn
Type/Print Name of School Principal

[Signature] 10/7/22
Signature of School Principal / Date

Christina Ross
Type/Print Name of SSC Chairperson

[Signature] 10/7/22
Signature of SSC Chairperson / Date

Oswaldo deSantiago
Type/Print Name of ELAC Representative

Oswaldo De Santiago 10/7/22
Signature of ELAC Representative / Date

Monika Hazel
Type/Print Name of Area Superintendent

[Signature] 10/19/22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

October 7th 2022

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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 school wide Title 1 program and ATSI school.

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

LCAP Goal 2: Access to Broad and Challenging Curriculum

LCAP Goal 3: Accelerating Student Learning With High Expectations for All

LCAP Goal 4: Quality Leadership, Teaching and Learning

LCAP Goal 5: Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

ENGAGING EDUCATIONAL PARTNERS

UPDATE TO YEAR 2021-22 MTGS.

At Clay Elementary, our school community engaged in a collaborative process in the development of the SPSA. It is vital to involve all members of our school community to create a plan that supports all of our students. In the 2020-21 school year, stakeholders were involved in the development of the 2021-2022 budget development process, through multiple meetings. In addition, during the 2022-2023 school year, we held meetings with stakeholders to get input on SPSA goals.

Lighthouse/ILT

12/7/21

1/11/22

3/1/22

4/18/22

8/19/22- review data a develop professional learning plan for the 22-23 school year

SSC

- 10/12/21 elections, approve parents forms, welcome new members
- 12/7/21 review data and budget
- 1/25/22 review data and budget
- 2/1/22 review data and budget
- 3/1/22- Review data and site budget. Approve 22-23 budget.
- 4/26/22 review budget and data
- 5/24/22 review data and vote on budget alignment
- 10/4/22- Review data and approve SPSA.

*ELAC and SSC voted to combine

RESOURCE INEQUITIES

Clay's root cause analysis involved examining data from CAASPP, CA Dashboard, CA Healthy Kids survey, CA Parent survey, FAST and review of the 2020-2021 SPSA. CAASPP data is included below.

Grade Level	2017 ELA	2018 ELA	2019 ELA	2022 ELA
3rd	48.8%	44%	55%	39%
4th	42%	56%	31%	22%
5th	40.4%	45%	55%	42%
Total	43.5%	47.9%	45%	36%

When examining our ELA data over the past 4 years, the data showed a decline overall and in all grade-levels. The COVID pandemic created a great deal of learning loss for our students, contributing to the decline in CAASPP scores.

Grade Level	2017 Math	2018 Math	2019 Math	2022 Math
3rd	59.5%	40%	55%	35%
4th	36%	51%	31%	28%
5th	20.8%	37%	36%	13%
Total	37.9%	41.9%	40%	25%

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When examining our Math data over the past 4 years, the data showed a decline overall and in all grade-levels. The COVID pandemic created a great deal of learning loss for our students, contributing to the decline in CAASPP scores.

FAST ELA data

Grade Level/subgroup	Winter 2019 ELA	Spring 2021 ELA	Fall 2021 ELA		ELA Spring 2022	
3rd	75%	56%	42%		60%	
4th	64%	49%	47%		48%	
5th	55%	47%	43%		33%	
Total	64.6%	51%	44%		50%	

Grade Level/subgroup	Winter 2019 Math	Spring 2021 Math	Fall 2021 Math	Spring Math 2022
3rd	70%	51%	50%	59%
4th	63%	56%	55%	50%
5th	56%	40%	55%	29%
Total	63%		45%	50%

SPSA focus:

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

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Lindsay Michaliszyn	Principal
Andrea Loyko	Classroom Teacher
Molly Powell	Classroom Teacher
Enolia Albanez	Other School Personnel/Secretary
Carolina Taylor	Parent-Chairperson
Jodi Flippo	Parent
Christina Ross	Parent, DAC representative
Digna Mota	Parent
Oswaldo deSantiago	Parent
Vicki Cortes	Classroom Teacher

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).

Our goal for last year included increasing student attendance and decreasing suspension rates in an effort to increase student connection to school. According to data from Hoonuit, chronic absenteeism increased during the 21-22 school year to 54%, up 25% from the previous school year, which was 29%. While our goal was not met, there were many factors that contributed to this, such as, students not being able to attend school with any COVID related symptoms, family members being ill, and a spike in COVID rates during the winter. Our focus during this time was on student and staff safety.

Clay's suspension rate increased from 0 to 3% suspension in the 21-22 school year.

In an effort to continue to decrease chronic absenteeism a social/emotional goal was created around school belonging. Due to school closures in March 2020, students were not attending in person learning until the Spring of 2021, this created challenges in fostering a connection between students and school. With students now physically on campus, we have created opportunity for students to engage in more activities that will help to promote a connection to school.

Actions and strategies implemented to support these goals included:

- School wide Implementation of Leader in Me 7 Habits
- Monthly attendance awards
- Counselor parent meetings and home visits to connect families with resources.

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- Restorative Practices including classroom meetings and restorative circles.

*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).

Our goal to increase chronic absenteeism was not met due to COVID related issues. Many interventions were inconsistent due to lack of staffing due to illness.

*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.

We will continue with implementation of the 7 habits, school-wide. Based on data from the MRA (Leader in me school climate survey) our school will focus on improving:

1. School belonging: Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.
 2. Supportive teachers: Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.
- The Leader in Me program will continue to be funded under LCFF.

*Identified Need

According to Hoonuit, chronic absenteeism increased to 54% in the 21-22 school year, from 29% the previous school year. Data for suspensions has slightly increased from 0 to 3%. In an effort to continue to increase student daily attendance our Lighthouse action committees (Culture and academics) will focus on increasing students feelings around school belonging and supportive teachers.

Historically in-person attendance had not been an issue for Clay families, however the COVID pandemic has created unique challenges centered on health and social/emotional wellbeing. We created a goal to support students as they return to school.

According to the 2022 California Healthy Kids Survey (CHKS) only 44% of 5th grade students felt that they had "meaningful participation" at school and their voice influenced school rules, decisions and actions.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	Decrease chronic absenteeism rate	54%	30%	Attendance	monthly
June 2023	TK-5	Decrease suspension rate	3%	0%	Suspension	monthly
June 2023	5th	Increase % of students who feel strongly that they meaningfully participate in their education	44%	54%	CAL-SCHLS (CHKS)	annually

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*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	Increase student attendance to preCOVID rates.	46% chronically absent	36% chronically absent	Chronic Absenteeism	monthly
June 2023	TK-5	Black or African American	Increase student attendance to preCOVID rates.	49% chronically absent	39% chronically absent	Chronic Absenteeism	monthly
June 2023	TK-5	Students with Disabilities	Increase student attendance to preCOVID rates.	79% chronically absent	40% chronically absent	Chronic Absenteeism	monthly
June 2023	TK-5	English Learner	Decrease suspension rate	0	0	Suspension	monthly
June 2023	TK-5	Black or African American	Decrease suspension rate	0	0	Suspension	monthly
June 2023	TK-5	Students with Disabilities	Decrease suspension rate	1.6%	0	Suspension	monthly
June 2023	TK-5	Socioeconomically Disadvantaged	Increase student attendance	54%	40%	Chronic Absenteeism	monthly
June 2023	TK-5	Hispanic	Increase student attendance	61%	40%	Chronic Absenteeism	monthly
June 2023	TK-5	Socioeconomically Disadvantaged	Decrease suspension rate	1%	0%	Suspension	monthly
June 2023	TK-5	2 or more races	Decrease suspension rate	0%	0%	Suspension	monthly

Supporting Black Youth - Additional Goals

- ✓ Clay's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, 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 [school name] 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. Clay's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

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- ✓ 3. In the 2022-23 school year, Clay 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. Clay will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Clay's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Clay will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Clay will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Chronic absenteeism

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

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

***Strategy/Activity - Description**

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

Leader in Me

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

All students will be served by this strategy with a specific emphasis on our black youth, SWD and English Learners.

***Strategy/Activity - Description**

All teachers will implement the following Leader in Me strategies inside and outside of the classroom

- Student goal setting leadership notebooks
- Student led assemblies
- Student led conferences
- Student opportunities for participation and leadership in clubs
- Lighthouse Leadership Team will continue to ensure opportunities for student leadership in an effort to engage all students in school.
- Continued professional learning regarding implementation of the 7 Habits.

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

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

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 the following:

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-Visiting teachers from district VAPA program, to release classroom teachers from the classroom for PLC in order to design lessons based on student data and improve instructional strategies.

-Intervention Teacher to support students who are not meeting grade-level standards.

-Software licenses to support students in Reading and EL (i.e. Accelerated Reader and Raz-Kids).

Effectiveness of the strategies/activities:

-Visiting teachers were not always available/reliable. Teachers were not able to meet with grade-level teams if a sub was not available. Thus, PLC's had to be canceled or rescheduled or lacked attendance of all team members.

-We were able to provide reading intervention and ELD support to students in K-5th grade through the funding of our Resource Teacher and the extra FTE. We used STAR data and F and P data to track reading progress.

-Despite best efforts described above, school wide achievement decreased 9% in ELA to 36% met and exceeded standards and decreased 14.5% in Mathematics to 26% met and exceeded standards.

*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).

With the support of our Intervention teachers, we were able to serve over 60 students in grade K-5 in reading intervention and direct ELD instruction. Using the STAR assessment and FAST data, as well as informative on-going assessments we were able track student progress. When students were not making progress they were referred for extra support or SST. Intervention support was often interrupted due to lack of staffing.

PLC's were limited due to a lack of subs in the VAPA program.

*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.

Resources were allocated to fund the following:

.6 Intervention Teacher to support teachers with Tier I instruction and support struggling students with Tier 2 interventions, support teachers with classroom assessments, in ELA and ELD.

-We do not have a district funded reading support teacher for the 22-23 school year.

-Visiting teachers from the VAPA program will release classroom teachers and SPED staff for professional development and PLC focused on lesson design, analyzing student data and improving instructional strategies.

-Admin will continue to ensure that guided reading is part of the daily schedule in all classrooms K-5.

-Our site will continue to administer the F&P/DRA and FAST during testing windows. As well as the STAR reading assessment.

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*Identified Need - English Language Arts

ELA FAST data.

Grade Level	Fall 2020	Spring 2021	Fall 2021	Spring 2022
3rd	58%	56%	42%	60.5%
4th	58%	49%	47%	48%
5th	64%	47%	43%	33%

According to the FAST ELA assessment, students in 3rd grade increased by 18. % while students in 4th grade had a very slight increase of 1%. Students in 5th grade decreased by 10%. Based on this data, there is a need for additional support for students currently in 5th grade.
CAASSP

Grade Level	ELA 2019	ELA 2022
3rd	44%	39%
4th	56%	22%
5th	45%	42%

Students took the CASSPP assessment in the spring of 2022. The last time this assessment was given was in 2019. In 2022, all students in grades 3-5 were taking this assessment for the first time. Based on the data from CASSPP, students in grade 3-5 declined from where the previous group of students scored in 2019.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increased student performance	34%	49%	CAASPP ELA	annually
June 2023	3-5	Increased student performance	50%	65%	FAST aReading	3x a year

*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	Black or African American	Increase student performance	47%	57%	FAST aReading	3x year
June 2023	3-5	English Learner	Increase student performance	20%	30%	FAST aReading	3x year
June 2023	3-5	Students with Disabilities	Increase student performance	32%	42%	FAST aReading	3x year

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June 2023	3-5	Socioeconomically Disadvantaged	Increase student performance	Baseline	43%	FAST aReading	3x year
June 2023	3-5	Hispanic or Latino	Increase student performance	59%	69%	FAST aReading	3x year
June 2023	3-5	Black or African American	Increase students met or exceeded standards on ELA CAASSP	27%	37%	CAASPP ELA	Annually
June 2023	3-5	English Learner	Increase students met or exceeded standards on ELA CAASSP	18%	28%	CAASPP ELA	Annually
June 2023	3-5	Students with Disabilities	Increase students met or exceeded standards on ELA CAASSP	15%	25%	CAASPP ELA	Annually
June 2023	3-5	Socioeconomically Disadvantaged	Increase students met or exceeded standards on ELA CAASSP	31%	41%	CAASPP ELA	Annually
June 2023	3-5	Hispanic or Latino	Increase students met or exceeded standards on ELA CAASSP	31%	41%	CAASPP ELA	Annually

***Identified Need - Math**

FAST Math

Grade Level	Fall 2021	Spring 2022
3rd	47%	59%
4th	42%	50%
5th	51%	29%

According to data from the FAST math assessment, Students in 3rd and 4th grade both saw an increase. Students in 3rd grade increased by 12%, while students in 4th grade increased by 8%. Students in 5th grade saw a decrease of 22%.

CASSPP Math

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Grade level	Spring 2019	Spring 2022
3rd	55%	35%
4th	31%	28%
5th	36%	13%

Due to school closures, the CASSPP had not been administered since the spring of 2019. When comparing the 2019 scores to the 2022 scores, there were significant declines. Students in 2022 had never taken this assessment.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase student achievement	25%	40%	CAASPP Math	annually
June 2023	3-5	Increase student achievement	46%	61%	FAST aMath	3x a year

*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	Students with Disabilities	Increase student achievement	40%	50%	FAST aMath	3x a year
June 2023	3-5	English Learner	Increase student achievement	34%	44%	FAST aMath	3x a year
June 2023	3-5	Black or African American	Increase student achievement	53%	63%	FAST aMath	3x a year
June 2023	3-5	Students with Disabilities	Increase % of students achieving met or exceeded on Math CAASSP	15%	25%	CAASPP Math	Annually
June 2023	3-5	English Learner	Increase % of students achieving met or exceeded on Math CAASSP	23%	33%	CAASPP Math	Annually
June 2023	3-5	Black or African American	Increase % of students achieving met or exceeded on Math CAASSP	23%	40%	CAASPP Math	Annually

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June 2023	3-5	Hispanic or Latino	Increase % of students achieving met or exceeded on Math CAASSP	24%	34%	CAASPP Math	Annually
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***Identified Need - English Learners**

According to the CA dashboard, 15.5% of Clay Elementary School's population is made up of English Learners. On the 2022 CASSPP ELA assessment, 17% of EL students scored proficient. 18% of English Learners were identified as at or above grade level according to the FAST ELA assessment.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	reclassification	3%	5%	Reclassification Rates	annually

***Identified Need - Graduation/Promotion Rate**

According to data in Illuminate, during the 21-22 school year, 39% of third grade students met or exceeded grade level standards and 42% of fifth graders met or exceeded grade level standards.

According to the FAST Reading assessment in the Spring of 2022, 59% of current 3rd graders met or exceeded grade-level standards and 32% of current 5th graders met or exceeded grade level standards.

The CA dashboard indicates that 3% of students were suspended in the 21-22 school year.

***Goal 5- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase student achievement	39%	49%	Grade 3 ELA Reading	3x per year
June 2023	5	Increase student achievement	32%	42%	Grade 5 ELA Reading	3x per year
June 2023	TK-5	Decrease suspensions	3%	0	Suspensions	annually

***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	Students with Disabilities	Increase student achievement (FAST)	33%	43%	FAST aReading	3x a year
June 2023	3-5	English Learner	Increase student achievement (FAST)	20%	30%	FAST aReading	3x a year
June 2023	3-5	Black or African American	Increase student achievement(FAST)	68%	78%	Grade 3 ELA Reading	3x a year

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June 2023	TK-5	Socioeconomically Disadvantaged	Decrease suspension rate	0	0	Suspensions	annually
June 2023	TK-5	Hispanic or Latino	Decrease suspension rate	0	0	Suspensions	annually
June 2023	TK-5	White	Decrease suspension rate	0	0	Suspensions	annually
June 2023	TK-5	Two or More Races	Decrease suspension rate	0	0	Suspensions	annually
June 2023	TK-5	Black or African American	Decrease suspension rate	3%	0	Suspensions	annually

Intervention Supports

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Intervention teacher will provide small group instruction to students who are not making progress. The Intervention teacher will push in to classrooms in grades K-5 during guided reading to pull students for Tier 2 reading support. In addition, the teacher will work collaborate with our Ed Specialist to provide RTI to students identified as high risk on the FAST reading assessment. Intervention teacher, SPED support staff and counselor and will continue to support teachers in implementing curriculum that integrates ELD supports for English Learners and supports students social/emotional needs inside and outside of the classroom.

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

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

Software licenses to support learning: Accelerated Reader, Raz-Kids

Students will participate in various field trips including the Zoo, Performing Arts Center and Kroc Center to enhance the Tier 1 instruction, increase motivation and bring our Tier 1 learning to life in the community.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*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
N00652P	Interprogram Svcs/Paper		\$5,000.00	\$5,000.00	0065-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper to support Tier 1 classroom instruction. Such as worksheets, student books, and other teacher created materials.
N006572	Interprogram Svcs/Field Trip		\$3,000.00	\$3,000.00	0065-09800-00-5735-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Field trips that support grade-level standards. Such trips include visits to the Zoo, Poway performing arts center and Kroc Center.

PLCs

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

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

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

Teachers will continue to collaborate with support staff in PLC. Target students will be identified and interventions will be put into place to best support their individual learning needs. Intervention teacher will support students in grades 1-5 in reading.

*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
N00651T	Interprogram Svcs/VAPA		\$16,000.00	\$16,000.00	0065-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		PLC: teachers use PLC time to analyze student data and plan for instruction based on assessment data.
N00654F	Conference Local		\$3,000.00	\$3,000.00	0065-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teacher professional development in the area of effective co teaching strategies.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

N00657J	Non Clsrm Tchr Hrly		\$1,304.00	\$1,614.48	0065-30100-00-1957-2140-0000-01000-0000	Title I Basic Program	[no data]		Teacher release time for curriculum alignment and vertical planning.
N00658N	Prof&Curriclm Dev Vist Tchr		\$5,000.00	\$6,190.50	0065-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teacher professional development to analyze data, evaluate student work and plan next instruction steps based on data.
N00659V	Prof&Curriclm Dev Vist Tchr		\$4,174.00	\$5,167.82	0065-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers to cover for classroom teachers who are attending PD

Accelerated Reader/RAZ-KIDS

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

All students at the school will benefit from this strategy/activity in the area of Literacy.

***Strategy/Activity - Description**

Software licenses to support reading skills, comprehension, and engage students in reading.

***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
N00657L	Software License		\$7,500.00	\$7,500.00	0065-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		To support students in Literacy through use of programs such as Raz-Kids.
N0065AU	Software License		\$8,000.00	\$8,000.00	0065-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Accelerated Reader to support reading growth, teach student reading progress, create school-wide, classroom and individual goals and cultivate a culture of reading at our school.

RTI- ELLs by RT

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

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

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Strategy/Activity - Description

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

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00651I	Inschool Resource Tchr	0.59750	\$59,102.31	\$92,926.01	0065-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Reading Intervention in grades 1-5. Teacher will push into classrooms during guided reading to pull a small group of students who are not performing at grade-level.
N006557	Classroom Teacher Hrly		\$4,847.00	\$6,001.08	0065-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Before/after school tutoring for students not performing at grade-level in reading and math.
N006566	Supplies		\$13,838.00	\$13,838.00	0065-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies to support classroom instruction as well as intervention groups: journals, whiteboards, chart paper, markers, sentence frames, etc.
N00656B	PullOut/Push in Hrly		\$5,428.00	\$6,720.41	0065-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		To support students who are not performing at grade-level. This budget is allocated for the above avg. salary of the RT.
N00656X	Retired NonClstrm Tchr Hrly		\$7,667.00	\$9,492.52	0065-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners		Retired VT to come in and conduct ELPAC testing for ELLs.
N00659S	Interprogram Svcs/Paper		\$3,000.00	\$3,000.00	0065-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	[no data]		Paper to support Tier 1 classroom instruction. Such as journals, worksheets, teacher created games, goal setting, etc.

RTI-SWD

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

All students at the school will benefit from this strategy/activity, specifically students with disabilities.

***Strategy/Activity - Description**

Counselor, Ed Specialist and School Psych will plan and facilitate professional development for teachers. Additional training will be provided to para educators who directly support students with disabilities. Ed Specialist(s) will co teach to best support students who have IEP's as well as students who need tier 2 support in reading and math.

Intervention will support SPED students (in addition to Ed Specialist's).

Ed Specialist and support providers will attend PLC's on a consistent basis.

***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
F00651J	Inschool Resource Tchr	0.00250	\$247.29	\$388.82	0065-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		Reading Intervention teacher will work with the Ed Specialist to pull students for RTI. Students will be pulled out with SPED students and will receive small group instruction from both the Intervention Teacher and Ed Specialist.
N0065A3	Classroom PARAS Hrly		\$1,000.00	\$1,370.10	0065-09800-00-2151-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Time to collaborate with ed specialist and/or engage in PD.

Leader In Me

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

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

***Strategy/Activity - Description**

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

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

*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
N0065H	Supplies		\$3,210.00	\$3,210.00	0065-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Classroom supplies to support instruction such journals, binders for goal setting, pencils.

School Counselor

*Students to be served by this Strategy/Activity

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

*Strategy/Activity - Description

Data from the CA dashboard indicates that 6.8% of white students were suspended at least one time in the 18-19 school year. In an effort to decrease suspension rates:

Staff will continue to receive professional development around Restorative Practices.

School-wide implementation of the Leader in Me will continue to be strengthened and the 7 habits will be explicitly taught in every classroom.

Our school counselor will provide small group intervention to students needing social-emotional support, will teach weekly lessons in all 3-5 grade classrooms, and will support with tier 1 and tier 1 discipline matters.

The SDUSD Early Prevention Program team will support students in grades TK-2 with weekly lessons, will provide parents trainings for all families and will work 1-1 with students needing extra support.

*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
N006539	Supplies		\$4,788.00	\$4,788.00	0065-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Instructional supplies such as journals for students to write reflections and individualized behavior plans.

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).

Our goal for the 2021-22 school year was to increase parent participation and engagement with the classroom and school wide community. Due to COVID restrictions our school was limited in the amount of volunteers we were able to accommodate on campus and events were largely held on zoom which resulted in low attendance. In the Spring, when we had more opportunities for family engagement, we had difficulty getting large numbers of family members to attend events or engagement opportunities.

***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).

We had limited opportunities for family engagement due to COVID restrictions. When opportunities did arise, we found there were a limited amount of families who would attend.

***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.

Based on data from the MRI (school climate survey from Leader in Me) our school has developed the following goals:

1. Students caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.
2. Students believe that they are cared about and understood by the people in their school and feel a sense of belonging.
3. Students have one or more teachers who provide them with the encouragement and support they need to lead their learning.

Clay Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Identified Need									
<p>According to data on from Hoonuit, 54% of students at Clay were chronically absent in the 21-22 school year. This was a 30% increase from the previous year. Families who are engaged with the school community are more likely to attend school.</p> <p>According to the MRA 69% of parents/guardians are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home.</p>									
*Goal 6- Family Engagement									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2023	Other (Describe in Objective)	Increase parent engagement in school decision making	51%	65%	Other - Describe in objective				
*Annual Measurable Outcomes									
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success				
June 2023	Other (Describe in Objective)	Increase parent participation measured by parent attendance.	30%	40%	Other - Describe in Objective				
Family Engagement Opportunities									
*Families to be served by this Strategy/Activity									
All families and students at the school will benefit from this strategy/activity.									
*Strategy/Activity - Description									
The school will offer teacher led parent learning opportunities throughout the year on a monthly basis to support their child's education and their connection to school. Allocate funds for in-service supplies for parent meetings and workshops.									
*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
N00657T	Postage Expense		\$800.00	\$800.00	0065-30103-00-5920-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Parent communication to send items such as postcards, information for PowerSchool and other informative items.
N0065AP	In-service supplies		\$1,295.00	\$1,295.00	0065-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light refreshments such as cookies and coffee to offer parents during parent meetings.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Clay Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 114,734
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)	\$ 199,303

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)	\$ 44,228
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 44,228

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)	\$ 40,341
[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): \$ 40,341

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 199,303

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Clay Elementary	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$5,000.00
Clay Elementary			1986 Retired NonClstrm Tchr Hrly	Retired NonClstrm Tchr Hrly	0	\$7,667.00
Clay Elementary			2151 Classroom PARAS Hrly	Classroom PARAS Hrly	0	\$1,000.00
Clay Elementary			3000 Benefits		0	\$3,386.12
Clay Elementary			4301 Supplies	Supplies	0	\$4,788.00
Clay Elementary			5209 Conference Local	Conference Local	0	\$3,000.00
Clay Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$5,000.00
Clay Elementary			5738 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	0	\$3,000.00
Clay Elementary			5841 Software License	Software License	0	\$7,500.00
Clay Elementary		(blank) Total			0	\$40,341.12
Clay Elementary	09800 LCFF Intervention Support Total				0	\$40,341.12
Clay Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.5975	\$59,102.31
Clay Elementary			3000 Benefits		0	\$33,823.70
Clay Elementary		Inschool Resource Tchr Total			0.5975	\$92,926.01
Clay Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	0	\$5,428.00
Clay Elementary			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	0	\$4,174.00
Clay Elementary			1957 Non Clstrm Tchr Hrly	Non Clstrm Tchr Hrly	0	\$1,304.00
Clay Elementary			3000 Benefits		0	\$2,596.71
Clay Elementary			4301 Supplies	Supplies	0	\$3,210.00
Clay Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	0	\$3,000.00
Clay Elementary		(blank) Total			0	\$19,712.71
Clay Elementary	30100 Title I Basic Program Total				0.5975	\$112,638.72
Clay Elementary	30103 Title I Parent Involvement	(blank)	4304 Inservice supplies	Inservice supplies	0	\$1,295.00
Clay Elementary			5920 Postage Expense	Postage Expense	0	\$800.00
Clay Elementary		(blank) Total			0	\$2,095.00
Clay Elementary	30103 Title I Parent Involvement Total				0	\$2,095.00
Clay Elementary	30106 Title I Supplmnt Prog Imprvmt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	0.0025	\$247.29
Clay Elementary			3000 Benefits		0	\$141.53
Clay Elementary		Inschool Resource Tchr Total			0.0025	\$388.82
Clay Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	0	\$4,847.00
Clay Elementary			3000 Benefits		0	\$1,154.08
Clay Elementary			4301 Supplies	Supplies	0	\$13,838.00
Clay Elementary			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	0	\$16,000.00
Clay Elementary			5841 Software License	Software License	0	\$8,000.00
Clay Elementary		(blank) Total			0	\$43,839.08
Clay Elementary	30106 Title I Supplmnt Prog Imprvmt Total				0.0025	\$44,227.90

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Clay Elementary School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

Clay Elementary 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]) Clay’s School Site Council revises our Title I Parent and family engagement policy every year. We review the document, discuss revisions and vote on the final product. It is distributed to all parents within the first two months of school. We distribute the policy once a year after revisions are made and voted on.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how Clay Elementary 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]) In the fall a Title I meeting for Clay families will be scheduled. We will share the Title I Parent Involvement Policy, school programs, Title I resources, etc.
- 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])

We have many opportunities for parents to visit Clay including, monthly Family Fridays, parent conferences, Back To School Night and Open House, Winter Holiday program, PTA sponsored events, Field Day, Family Barbecues, School Site Council, Governance Team and ELAC meetings, parent workshops, Coffee with the Principal, etc.

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]) We communicate with parents through the monthly newsletter, parent meetings and/or trainings, Family Fridays, class dojo, school-wide events, School Messenger, SSC, school marquee, Equity committee meetings, etc.

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])

We provide parents with information through monthly newsletters, Family Fridays, School Messenger, Parent Conferences twice a year, Goal Setting Meetings for English Learners, etc.

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])

Clay Elementary has district adopted curriculum including Benchmark (ELA) and Envision (Math). In addition, we have several software programs to support students in reading and math including, ST Math, Accelerated Reader and Raz kids. Students are given formative and summative assessments. Some of these assessments include, FAST, DEMI, STAR and the state CAASSP test in grades 3-5.

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]) Families at Clay are invited to attend Student led conferences (formally, parent conferences) twice a year, SSC, IEPs, parent meetings, etc. Anytime a parent would like to meet with their child's teacher they are encouraged to email them or send a dojo message to set up a time to meet.

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]) SSC meetings are open to the school community. All families are encouraged to attend and provide feedback.

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]) Regular parent meetings (coffee with the principal, SSC and Family Friday) are held to educate parents on such programs and topics.

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]) In the fall, the school will conduct a survey to gather information about what programs and topics are of interest to families. Based on parent feedback the school will plan opportunities for learning.

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]) Teachers and support staff communicate with families through a variety of modalities including email, dojo, zoon, phone calls, and in person meetings.

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]) Our school holds parent events on a regular basis. A year-long event calendar was sent home with students at the beginning of the school year. Our full time counselor and school clerk provide information to families regarding district offered programs and supports.

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]) Wherever possible materials are sent home in multiple languages. In addition, Clay has translation devices to support verbal communication with parents/families.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14]) Clay encourages parent involvement in all capacities. Parents should reach out to their child's teacher if they are interested in volunteering. In addition to volunteering in the classroom there are opportunities to volunteer at events such as Fall Festival and during clubs, such as running club.

2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, Clay Elementary, 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])

Translation services and or translation devices are available at all parent events and meetings. Accommodations will be made for any parent/family who requires the support.

APPENDIX C

SCHOOL PARENT COMPACT



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

Title I School-Parent Compact 2022-2023

Clay Elementary

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]) Clay Elementary teachers use district adopted curriculum as well as site based curriculum to support students in their learning. Parents are encouraged to be involved in their child's learning through regular communication with the teacher, volunteering and assisting their child with homework. Clay Elementary offers a variety of extended learning opportunities throughout the school year.
- 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])
 1. Parent-teacher conferences in elementary schools, 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]) Student led conferences (formally parent conferences) are held twice a year. Once in the Fall and once in the Spring.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B]) In addition to student led conferences, report cards are shared with parents each trimester. Parents are encouraged to reach out to their child’s teacher with any questions or concerns.

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]) Parents are welcome and encouraged to volunteer at school. Parents can contact their child’s teacher to learn more about when they can volunteer in class. In addition, there are many opportunities available through PTA and school events (Fall Festival, running club, book fair, Family Friday, Lunch on the Lawn ect).

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]) Whenever feasible communication to families is sent home in multiple languages. The school has translation devices available to aide in communicating with families.

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.



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

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

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



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

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

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



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

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

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



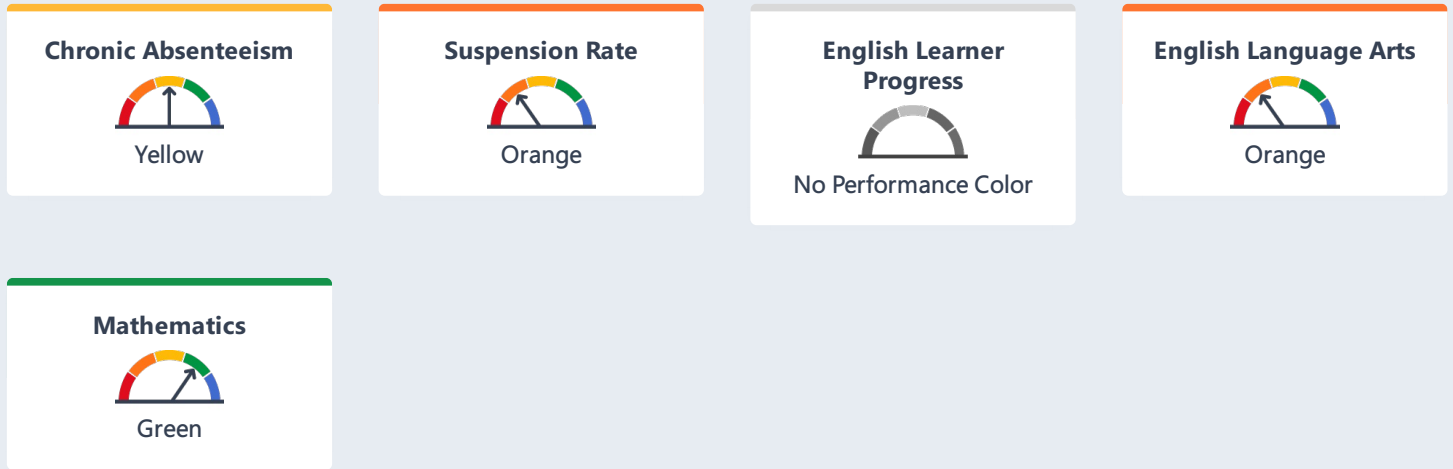
2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clay
Grade 5

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

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

Clay Elementary

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

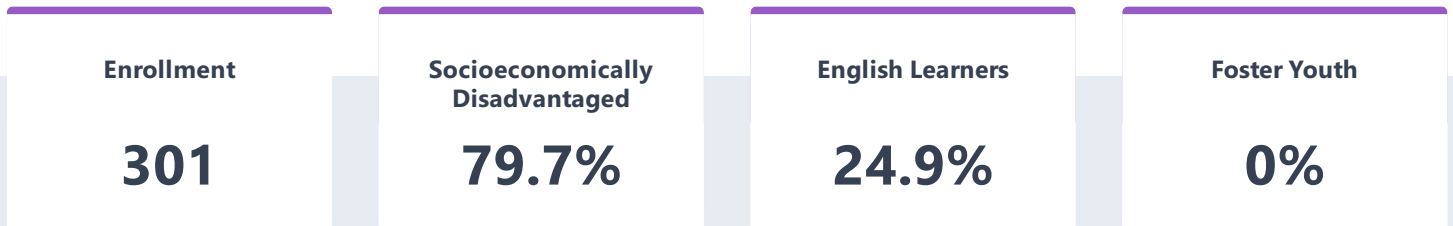


School Details

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

Explore information about this school's student population.



Academic Performance

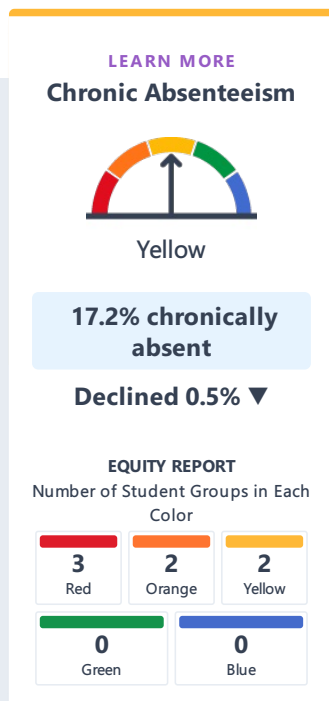
View Student Assessment Results and other aspects of school performance.



CLAY ELEMENTARY

Academic Engagement

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




Conditions & Climate

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

[LEARN MORE](#)

Suspension Rate



Orange

3.5% suspended at least once

Increased 0.6% ▲

EQUITY REPORT
Number of Student Groups in Each Color

1 Red	3 Orange	3 Yellow
0 Green	0 Blue	

Academic Performance

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

English Language Arts

All Students

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

All Students



Orange

10.8 points below standard

Maintained -1.3 Points

Number of Students: 122

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

English Learners

Hispanic

Socioeconomically Disadvantaged



Yellow

African American



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

9.5 points below standard

Declined 3.3 Points ▼

Number of Students: 13

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities



No Performance Color

109.1 points below standard

Declined 33.9 Points ▼

Number of Students: 19

White



No Performance Color

2.5 points below standard

Declined 14.9 Points ▼

Number of Students: 13

English Learners



Orange

15 points below standard

Declined 3.7 Points ▼

Number of Students: 37

Hispanic



Orange

17.6 points below standard

Declined 16.7 Points ▼

Number of Students: 47

Socioeconomically Disadvantaged



Orange

17.8 points below standard

Maintained -2.4 Points

Number of Students: 100

African American



Yellow

33.8 points below standard

Increased 13.5 Points ▲

Number of Students: 34

Distance From Standard (English Language Arts)

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

2017

2018

2019

All Students

19.8 points below standard

9.4 points below standard

10.8 points below standard

English Language Arts Data Comparisons: English Learners

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


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

Mathematics

All Students

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

All Students


Green

16.4 points below standard







Increased 3.8 Points ▲

Number of Students: 122

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups

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

**American Indian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races

No Performance Color

26.1 points below standard

Declined 29.9 Points ▼

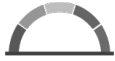
Number of Students: 13

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Students with Disabilities

No Performance Color

101.3 points below standard

Declined 22 Points ▼

Number of Students: 19

White

No Performance Color

15.6 points below standard

Declined 27.4 Points ▼

Number of Students: 13

African American

Yellow

41.6 points below standard

Increased 11.7 Points ▲

Number of Students: 34

English Learners

Green

8.5 points below standard

Increased 9.6 Points ▲

Number of Students: 37

Hispanic

Green

16.8 points below standard

Increased 15.9 Points ▲

Number of Students: 47

Socioeconomically Disadvantaged

Green

20.6 points below standard

Increased 6.4 Points ▲

Number of Students: 100

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

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

Mathematics Data Comparisons: English Learners

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

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

English Learner Progress Indicator

All English Learner Students

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

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

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

[LEARN MORE](#)

English Learner Progress

55.3% making progress towards English language proficiency

Number of EL Students: 38

Performance Level: High

Student English Language Acquisition Results

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

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

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Yellow

17.2% chronically absent

Declined 0.5% ▼

Number of Students: 332

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

English Learners

Hispanic

Socioeconomically Disadvantaged



Orange

African American

Students with Disabilities



Yellow

Two or More Races

White



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

11.1% chronically absent

Increased 7.3% ▲

Number of Students: 27

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

42.1% chronically absent

Declined 14.1% ▼

Number of Students: 19

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners



Red

24.1% chronically absent

Increased 7.1% ▲

Number of Students: 79

Hispanic



Red

21.1% chronically absent

Increased 1.1% ▲

Number of Students: 128

Socioeconomically Disadvantaged



Red

20.6% chronically absent

Increased 1.9% ▲

Number of Students: 267

African American



Orange

12.6% chronically absent

Increased 1% ▲

Number of Students: 87

Students with Disabilities



Orange

27.8% chronically absent

Declined 4.7% ▼

Number of Students: 54

Two or More Races



Yellow

17.9% chronically absent

Declined 6.5% ▼

Number of Students: 39

White



Yellow

18.2% chronically absent

Declined 5.2% ▼

Number of Students: 44

Conditions and Climate

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

Suspension Rate

All Students

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

All Students



Orange

3.5% suspended at least once

Increased 0.6% ▲

Number of Students: 340

Student Group Details

All Student Groups by Performance Level

7 Total Student Groups



Red

White



Orange

Hispanic

Two or More Races

Socioeconomically Disadvantaged



Yellow

African American

English Learners

Students with Disabilities



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 30

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

13% suspended at least once

Increased 13% ▲

Number of Students: 23

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



Red

6.8% suspended at least once

Increased 2.7% ▲

Number of Students: 44

Hispanic



Orange

3.1% suspended at least once

Increased 1.5% ▲

Number of Students: 129

Two or More Races



Orange

4.8% suspended at least once

Increased 2.8% ▲

Number of Students: 42

Socioeconomically Disadvantaged



Orange

3.6% suspended at least once

Increased 1.2% ▲

Number of Students: 275

African American



Yellow

3.4% suspended at least once

Declined 2.3% ▼

Number of Students: 88

English Learners



Yellow

1.2% suspended at least once

Maintained 0.2%

Number of Students: 85

Students with Disabilities



Yellow

3.7% suspended at least once

Declined 3.6% ▼

Number of Students: 54

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CLAY ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

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	Modifications based on qualitative and quantitative data.

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Supplies		\$7,001.00	30106-4301	paper, pencils, notebooks, reading materials	Supplies were used to creat materials related to the Leader in Me. Such as leadership binders, reflection forms, leadership applications, etc.	n/a	Money will continue to be allocated to support materials related to Leader in Me.
Classroom Teacher Hrly		\$9,499.73	30106-1157	Intervention for students who need support in reading	According to data from the FAST, students in grades 1-5 showed growth in their reading.	Due to the many factors related to COVID many teachers were not available to tutor students.	Money will continue to be allocated to support students who need additional support in reading.

Goal 2 - English Language Arts

Strategy/Activity 2- PLCs

***Strategy/Activity - Description**

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

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

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

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.
Inschool Resource Tchr	0.59750	\$88,236.32	30100-1109	Reading Intervention support	Reading Intervention teacher provided support to	Our school had 54% of students chronically absent, this	We are creating school-wide initiatives to

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					students in grade K-2 in reading and ELA. Based on data from the F and P, students showed growth in reading with the Tier 2 support.	created challenges around supporting students in consistent reading routines.	encourage regular attendance.
Non Clsrm Tchr Hrly		\$1,562.33	30100-1957	Supporting students through preparation of projects and materials	This money was used to support in the overage for our Resource Teacher.	This money was used to support in the overage for our Resource Teacher.	Money was specifically allocated to support this overage.
Software License		\$4,000.00	30106-5841	Accelerated Reader, Raz Kids, Scholastic	Our school met our school wide goal of getting 7,000 AR points. Raz Kids and Scholastic support students in increasing reading achievement based on F and P and STAR	Challenges arose in keeping up with prizes for the number of students who were earning points on AR. A new system was created to support this.	At the end of the school year a survey was sent to all staff to determine needs for on-line progamrs. Based on these results, our school opted not to renew Scholastic

Goal 3 - Mathematics

Strategy/Activity 1 - Intervention supports

***Strategy/Activity - Description**

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

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

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

Software licenses to support on-line learning (IXL)

***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.

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/VAPA		\$20,000.00	30106-5738	PLC	PLC's allowed teachers time to collaborate with their grade-level teams, analyze data and make instructional decisions based on data.	Due to the sub shortage PLC's were canceled for a period of time.	VAPA created systems to support the issues around subs.
Software License		\$4,000.00	30106-5841	IXL	IXL was purchased to support teachers in math instruction.	IXL was not used by all grade-levels	A survey was sent out at the end of the school year to teachers and based on survey results, IXL was not renewed for the 22-23 school year.
Prof&Curriclm Dev Vist Tchr		\$5,000.87	30100-1192	Additional planning time, analyzing student data, supporting struggling students	Teachers used time to work with grade-level teams to look and analyze student data and make instructional decisions to support students in their learning.	Due to the sub shortage, subs were not always available.	Much of this work will be done during PLC's
Interprogram Svcs/Paper		\$3,000.00	30100-5733	Paper to support math instruction	Paper was used to create materials for number talks, and other teacher created	n/a	Paper will continue to be used to support student instruction.

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					instructional materials.		
Supplies		\$7,000.00	30106-4301	Paper, pencils, notebooks	Materials purchased to support math instruction include: notebooks, pencils, math manipulatives, erasers. Etc.	n/a	Materials will continue to be used to support student instruction.

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

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.
Inschool Resource Tchr	0.00250	\$369.18	30106-1109	ELD intervention and support	Our resource teacher was able to support EL's in grades K-5 in Tier 2 ELD instruction.	Our school had 54% of students chronically absent. Student absences created	Our school has created attendance rewards to encourage regular

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					2 of our EL's were reclassified during the 21-22 school year.	challenges around constant student support.	school attendance.

Goal 7 - Family Engagement							
Strategy/Activity 1							
*Strategy/Activity - Description							
Allocate funds for inservice supplies for parent meetings and workshops.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) 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.
Inservice supplies		\$1,257.00	30103-4304	Paper to create flyers for parent events, as well as documents for parent groups such as SSC	Flyers were created for events such as Family Friday and Back to School Night.	Parent opportunities were limited due to COVID restrictions.	One of our school goals this year in to increase parent engagement.
Postage Expense		\$800.00	30103-5920	communication to families	Postage was used to communicate	n/a	No changes.

Clay Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					with families when sending out various dicuments such as report cards, poweschool instructions, etc.		

Goal 6 - Supporting Black Youth

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

***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		\$10,000.00	30100-4301	Instructional supplies such as pencils, paper, notebooks, etc.	Materials purchased include: paper, pencils, journals, ect.	n/a	No changes.

Clay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: CLAY ELEMENTARY

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

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

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.

Clay Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Interprogram Svcs/Paper		\$5,000.00	09800-5733	support school staff in implementation of the Leader in Me program; worksheets, goal setting, special school-wide events	In the 21-22 school year, our school achieved "lighthouse" status with the Leader in Me program.	Based on the school climate survey (MRA) done through Leader in Me, there is a need for more activities that promote school belonging for both families and students.	Based on data from the MRA, our Lighthouse action teams are developing survey's to seek family input on how to best support them as a school. We are also developing opportunities for staff led clubs, in an effort to support students in having several adults on campus who they can connect with.
Contracted Svcs Less Than \$25K		\$8,000.00	09800-5853	Leader in Me licensing fee	In the 21-22 school year, our school achieved "lighthouse" status with the Leader in Me program	Based on the school climate survey (MRA) done through Leader in Me, there is a need for more activities that promote school belonging for both families and students.	We were able to fund the Leader in Me through district fund this year.

Goal 2 - English Language Arts

Strategy/Activity 2- PLCs

***Strategy/Activity - Description**

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

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

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

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.
Conference Local		\$3,000.00	09800-5209	Support professional development in literacy	Teachers attended district provided PD around Literacy	Due to sub shortages, teachers were unable to attend	Based on ELA/Reading data we will continue to focus

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					and guided reading last year. Data from the FAST as well as reading data from Accelerated Reader shows students made progress toward meeting grade level expectations in reading	PD/conferences during the regular school day.	professional development around support students in Literacy, while targeting our most at risk students.
Supplies		\$3,000.00	09800-4301	Instructional materials to support student learning.	Supplies included materials to create supports in literacy. Such as paper, dividers, sheet protectors, whiteboards, pencils.	n/a	Money will continue to be allocated to support students in literacy and in writing.
Software License		\$5,000.00	09800-5841	Accelerated Reader	Accelerated Reader supports students in reading. Students are able to take the STAR assessment three times a year to determine reading level/growth. Based on this data students set reading goals for	Additional training for teachers would be helpful in the implementation of Accelerated Reader	Teachers will receive additional training around best practices for the use of this program.

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					themselves. Teachers can easily monitor progress and create reports.		

Goal 4- Supporting English Learners

Strategy/Activity 1

***Strategy/Activity - Description**

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

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

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.
Retired NonClstrm Tchr Hrly		\$9,185.83	09800-1986	ELD testing	Our retired teacher was able to complete 100% of our ELPAC testing and 2	Student absences created some challenges.	Our retired teacher will continue to complete ELPAC testing and we

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					students were reclassified.		will work to increase the number of students who can be reclassified.

Goal 5 - Supporting Students with Disabilities

Strategy/Activity 1

***Strategy/Activity - Description**

Counselor, Ed Specialist and School Psych will plan and facilitate professional development for teachers. Additional training will be provided to para educators who directly support students with disabilities. Ed Specialist(s) will co teach to best support students who have IEP's as well as students who need tier 2 support in reading and math.

Intervention will support SPED students (in addition to Ed Specialist's).

Ed Specialist and support providers will attend PLC's on a consistent basis.

***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		\$2,661.80	09800-2151	Extra support for SWD i.e. prepping materials, collecting data,	PARA's are able to collaborate with	Our SWD subgroup continues to be an	Based on data from FAST and CAASP our PARA

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				creating behavior charts	Ed Specialist to support our SWD.	area of focus for our school, with 15% scoring proficient on the CAASSP.	educators will support our SWD on Wednesday's after dismissal in an effort to close the achievement gap.
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Goal 8- Graduation/Promotion Rate

School Counselor

***Strategy/Activity - Description**

Data from the CA dashboard indicates that 6.8% of white students were suspended at least one time in the 18-19 school year. In an effort to decrease suspension rates:

Staff will continue to receive professional development around Restorative Practices.

School-wide implementation of the Leader in Me will continue to be strengthened and the 7 habits will be explicitly taught in every classroom.

Our school counselor will provide small group intervention to students needing social-emotional support, will teach weekly lessons in all 3-5 grade classrooms, and will support with tier 1 and tier 1 discipline matters.

The SDUSD Early Prevention Program team will support students in grades TK-2 with weekly lessons, will provide parents trainings for all families and will work 1-1 with students needing extra support.

***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.

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Interprogram Svc/Field Trip		\$3,000.00	09800-5735	Enhance student learning through virtual or in person field trips	Based on data from the MRA, students feel connected to school through engaging school activities such as field trips. Money was allocated to support each grade-level in attending one field trip per year.	Due to COVID restrictions, students were limited in the availability of off campus field trips.	With COVID restrictions being less strict, classroom teachers are planning to resume off campus trips.
Prof&Curriclm Dev Vist Tchr		\$5,990.50	09800-1192	Planning, analyzing data, special school wide events	Teachers used this time to plan sharpen the saw activities for students. Time was also allocated to review MRA data and plan next steps.	Due to the sub shortages, teaches were not always able to get coverage for classrooms.	We will be proactive in planning for sub days.