

School Plan for Student Achievement



CLARK INTERMEDIATE

902 Fifth
Clovis 93612-1399

7/1/23-6/30/24

Contact:

MATT HERNANDEZ

Principal

(559) 327-1500

matthernanez@cusd.com



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clark Intermediate School	10621176066617	May 18, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	2
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
Classroom Observations.....	3
Analysis of Current Instructional Program.....	4
Educational Partner Involvement	9
School and Student Performance Data	10
Student Enrollment.....	10
CAASPP Results.....	12
ELPAC Results	16
Student Population.....	19
Overall Performance	21
Academic Performance	22
Academic Engagement	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	35
Goal 3.....	39
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	44
Expenditures by Goal.....	44
School Site Council Membership	45
Recommendations and Assurances	47

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys are administered annually:

- *SART- School Assessment Review Team
- *Student body ELCAP survey
- *CUSD school climate assessment
- *English Learner needs assessment Survey
- *Native American Education Survey
- *Parent LCAP survey

In general, here are some of the results from the surveys. Students and parents appreciate the staff and faculty that work at Clark Intermediate. They believe that teachers and staff care about the students on our site. When asked what parents like about our school, the top three topics were staff, communication, and the variety in extra curricular. When asked what they would like to see improved the top three topics were student discipline, communication, and improved class choices. A large percent of Clark parents believe that the school provides a safe environment with quality instruction for all. When reviewing climate assessment results, teachers loved their colleagues and our school. They felt student discipline and systems/structures need to be updated and enforced. When reviewing student surveys, they feel that teachers care about them, they know where to get help when needed, and a large percentage of them love their school. We learned that students marked that they didn't know about some of the items that we assumed they knew about. This included after school programs. The parent EL needs assessment showed that they felt our campus was a welcoming place and that they were informed about their students progress. They indicated that they would like to see resources and support in the areas of bullying, homework support, drug usage, and student discipline.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As per CUSD Board Policy 6211 Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular basis. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management

Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:

*SBAC
*ELPAC
*iReady

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here:

<https://www.cusd.com/sarc.aspx>

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms. For more specific curriculum information please visit our school site link at the following site:
<https://www.cusd.com/sarc.aspx>

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our site offers a variety of school and community resources to assist and support our families including:

- *Parent communication through weekly newsletters
- *Updated School Website
- *Social Media Posts
- *Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:

- *IDAC
- *SART
- *ELAC
- *SSC
- *Back to school night

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.

The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP). LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made:
Increased support for student achievement whole school.
Increased support for EL students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.60%	1.03%	11	9	15
African American	2.4%	2.21%	2.46%	36	33	36
Asian	9.8%	9.36%	10.4%	147	140	152
Filipino	1.4%	1.67%	1.78%	21	25	26
Hispanic/Latino	47.0%	46.89%	46.37%	706	701	678
Pacific Islander	0.3%	0.27%	0.27%	5	4	4
White	35.6%	35.52%	34.27%	535	531	501
Multiple/No Response	2.8%	3.41%	3.15%	42	51	46
Total Enrollment				1,503	1,495	1462

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	779	733	754
Grade 8	724	762	708
Total Enrollment	1,503	1,495	1,462

Conclusions based on this data:

1. Clark had a slight decrease in enrollment in 21-22.
2. Clark's student body is diverse.
3. We have had an increase in non-white and Hispanic/Latino students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	57	74	74	3.8%	4.9%	5.1%
Fluent English Proficient (FEP)	182	159	152	12.1%	10.6%	10.4%
Reclassified Fluent English Proficient (RFEP)	9	25		15.8%	30%	

Conclusions based on this data:

1. Clark is still maintaining a high number of reclassifications.
2. We are seeing increases in the number of our EL students.
3. Our reclassification numbers made a jump back up after COVID.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	774	690		0	686		0	685		0.0	99.4	
Grade 8	720	721		0	716		0	715		0.0	99.3	
All Grades	1494	1411		0	1402		0	1400		0.0	99.4	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2577.			23.07			39.71			21.75			15.47	
Grade 8		2589.			20.98			40.56			23.78			14.69	
All Grades	N/A	N/A	N/A		22.00			40.14			22.79			15.07	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		21.90			63.36			14.74	
Grade 8		23.36			60.70			15.94	
All Grades		22.64			62.00			15.36	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		36.93			50.66			12.41	
Grade 8		27.27			56.92			15.80	
All Grades		32.00			53.86			14.14	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.60			74.31			11.09	
Grade 8		15.52			75.66			8.81	
All Grades		15.07			75.00			9.93	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		22.04			64.96			12.99	
Grade 8		25.87			65.03			9.09	
All Grades		24.00			65.00			11.00	

Conclusions based on this data:

1. Under overall achievement, the percent of students who met or exceeded standard decreased last year.
2. Under overall achievement, the smallest decrease of students came in the category of meeting standard when comparing the 18-19 school year to the 21-22 school year.
3. Under overall achievement, the percent of students below standard doubled compared to 18-19 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	774	689		0	679		0	679		0.0	98.5	
Grade 8	720	721		0	713		0	713		0.0	98.9	
All Grades	1494	1410		0	1392		0	1392		0.0	98.7	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		2538.			19.15			19.15			33.28			28.42	
Grade 8		2551.			21.74			18.51			24.26			35.48	
All Grades	N/A	N/A	N/A		20.47			18.82			28.66			32.04	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		21.21			49.04			29.75	
Grade 8		24.44			46.49			29.07	
All Grades		22.86			47.74			29.40	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		17.97			58.91			23.12	
Grade 8		18.93			53.30			27.77	
All Grades		18.46			56.03			25.50	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7		14.73			64.51			20.77	
Grade 8		15.29			63.67			21.04	
All Grades		15.01			64.08			20.91	

Conclusions based on this data:

1. Under overall achievement, the percent of students who met or exceeded standard decreased last year.
2. At Clark, a lower percentage of students are meeting and exceeding the standard in math as compared to ELA.
3. The amount of students not meeting standard is almost equal to the amount of students who met or exceeded standard in the overall achievement category.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade 7	1529.1	1541.0	1510.1	1525.3	1547.5	1556.3	25	30
Grade 8	1528.0	1559.1	1509.6	1531.9	1546.2	1585.8	23	19
All Grades							48	49

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	16.00	20.00	44.00	46.67	24.00	26.67	16.00	6.67	25	30
8	4.35	26.32	43.48	42.11	34.78	26.32	17.39	5.26	23	19
All Grades	10.42	22.45	43.75	44.90	29.17	26.53	16.67	6.12	48	49

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	16.00	23.33	52.00	60.00	16.00	6.67	16.00	10.00	25	30
8	4.35	21.05	56.52	52.63	30.43	26.32	8.70	0.00	23	19
All Grades	10.42	22.45	54.17	57.14	22.92	14.29	12.50	6.12	48	49

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	12.00	16.67	36.00	30.00	32.00	40.00	20.00	13.33	25	30
8	8.70	36.84	34.78	26.32	34.78	26.32	21.74	10.53	23	19
All Grades	10.42	24.49	35.42	28.57	33.33	34.69	20.83	12.24	48	49

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	24.00	23.33	60.00	66.67	16.00	10.00	25	30
8	17.39	10.53	73.91	78.95	8.70	10.53	23	19
All Grades	20.83	18.37	66.67	71.43	12.50	10.20	48	49

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	28.00	46.67	56.00	43.33	16.00	10.00	25	30
8	17.39	21.05	65.22	78.95	17.39	0.00	23	19
All Grades	22.92	36.73	60.42	57.14	16.67	6.12	48	49

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	28.00	13.33	36.00	63.33	36.00	23.33	25	30
8	26.09	31.58	26.09	42.11	47.83	26.32	23	19
All Grades	27.08	20.41	31.25	55.10	41.67	24.49	48	49

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
7	4.00	23.33	88.00	76.67	8.00	0.00	25	30
8	4.35	26.32	86.96	73.68	8.70	0.00	23	19
All Grades	4.17	24.49	87.50	75.51	8.33	0.00	48	49

Conclusions based on this data:

1. The number of students being tested increased last year.
2. The reading domain has the highest number of students in the beginning column.
3. The number of EL 3s and 4s increased last year.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,495	60.9	4.9	0.6
Total Number of Students enrolled in Clark Intermediate School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	74	4.9
Foster Youth	9	0.6
Homeless	3	0.2
Socioeconomically Disadvantaged	911	60.9
Students with Disabilities	134	9.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	33	2.2
American Indian	9	0.6
Asian	140	9.4
Filipino	25	1.7
Hispanic	701	46.9
Two or More Races	51	3.4
Pacific Islander	4	0.3
White	531	35.5

Conclusions based on this data:

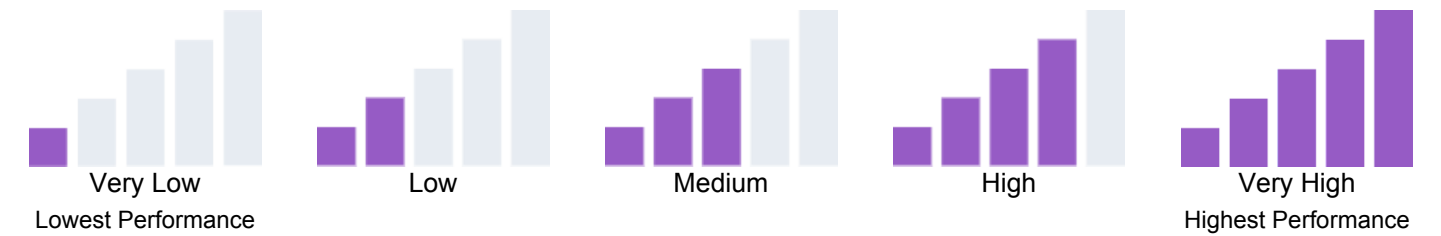
- 1. Over 50% of the students at Clark are considered socioeconomically disadvantaged.
- 2. Clark has a very diverse population.
- 3. Clark has a small percentage of foster youth.

School and Student Performance Data

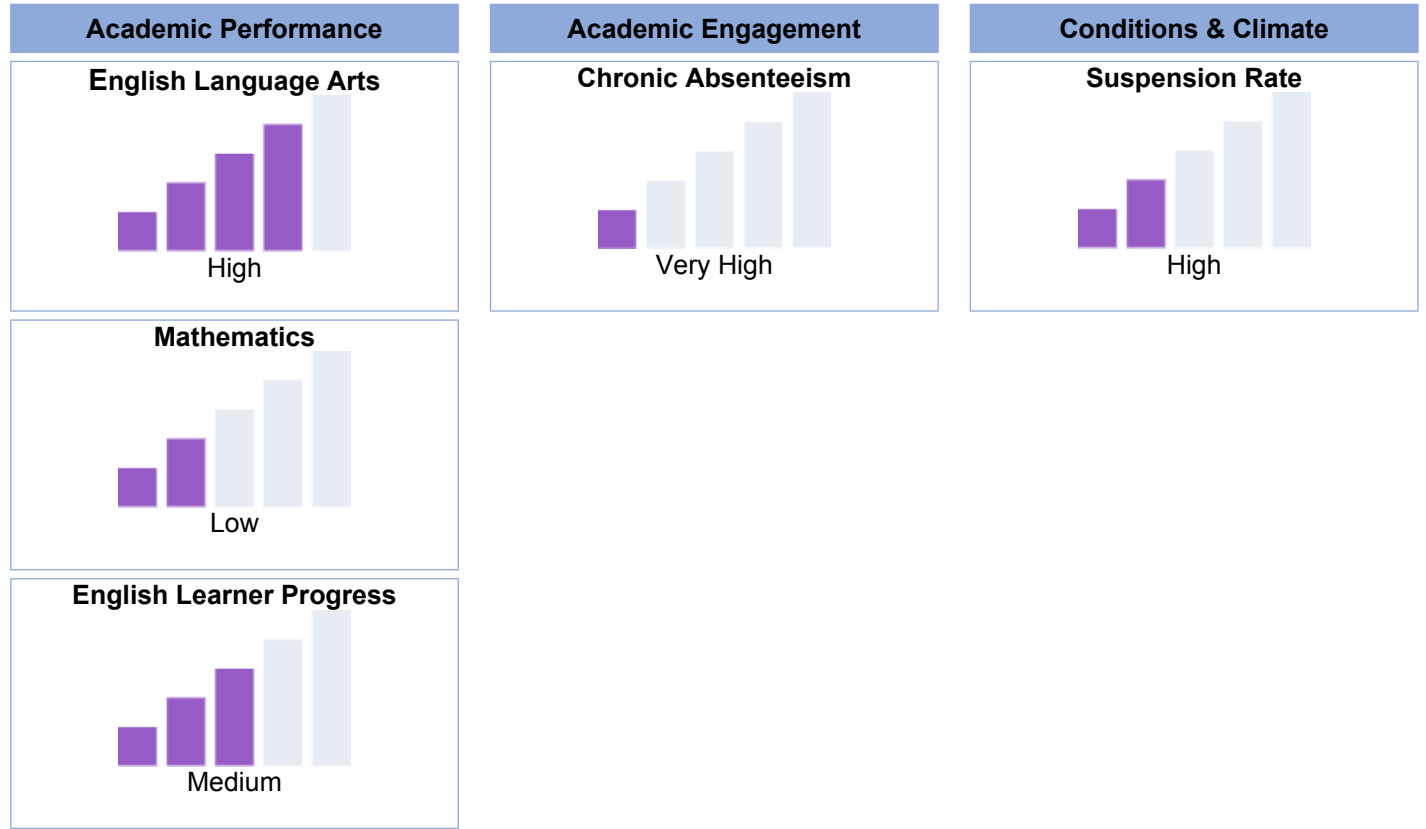
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

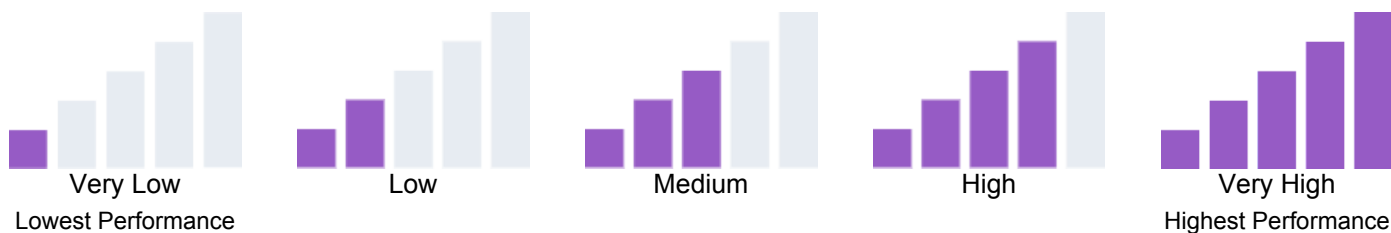
- Clark's math performance data is lower than the ELA dashboard data.
- Clark's suspensions rate has increased.
- Clark's chronic absenteeism has increased.

School and Student Performance Data

Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



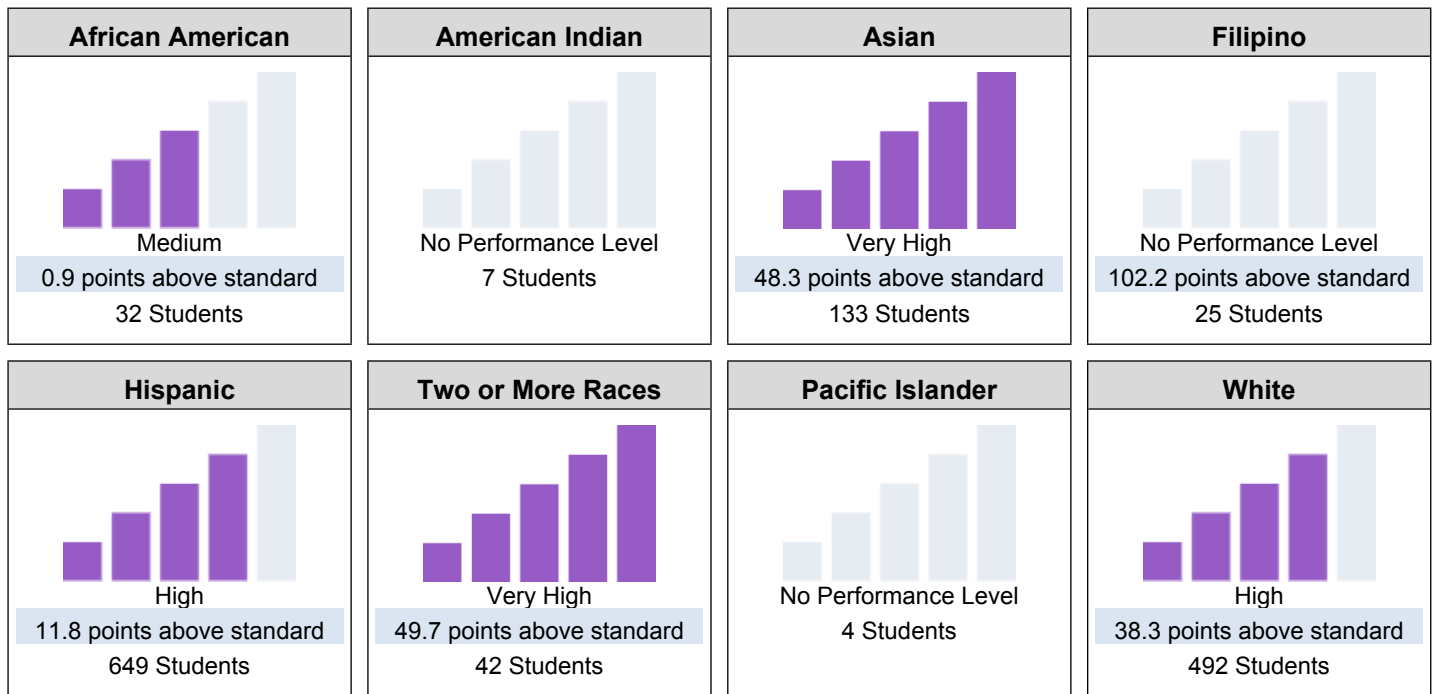
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	2	2	2	2

This section provides a view of 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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students High 27.1 points above standard 1385 Students	English Learners Low 12.5 points below standard 110 Students	Foster Youth No Performance Level 8 Students
Homeless No Performance Level 5 Students	Socioeconomically Disadvantaged Medium 7.1 points above standard 845 Students	Students with Disabilities Low 50.7 points below standard 123 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
59.7 points below standard	17.8 points above standard	27.1 points above standard
43 Students	67 Students	1166 Students

Conclusions based on this data:

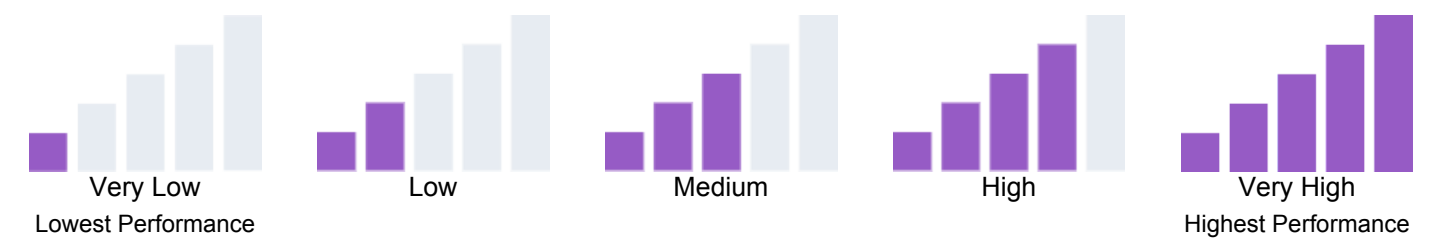
1. Clark IDAC and Hispanic Students are performing above standard.
2. Clark EL students fell below standard.
3. Clark RFEP students are above standard.

School and Student Performance Data

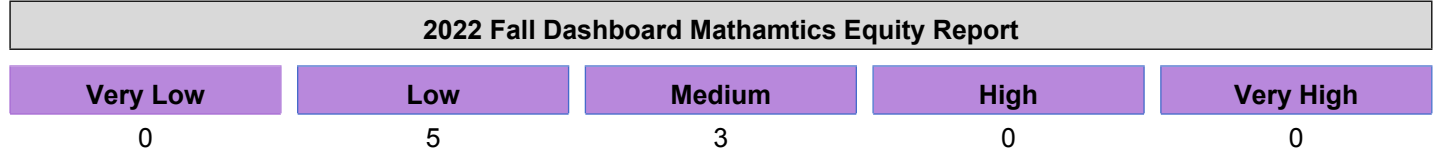
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

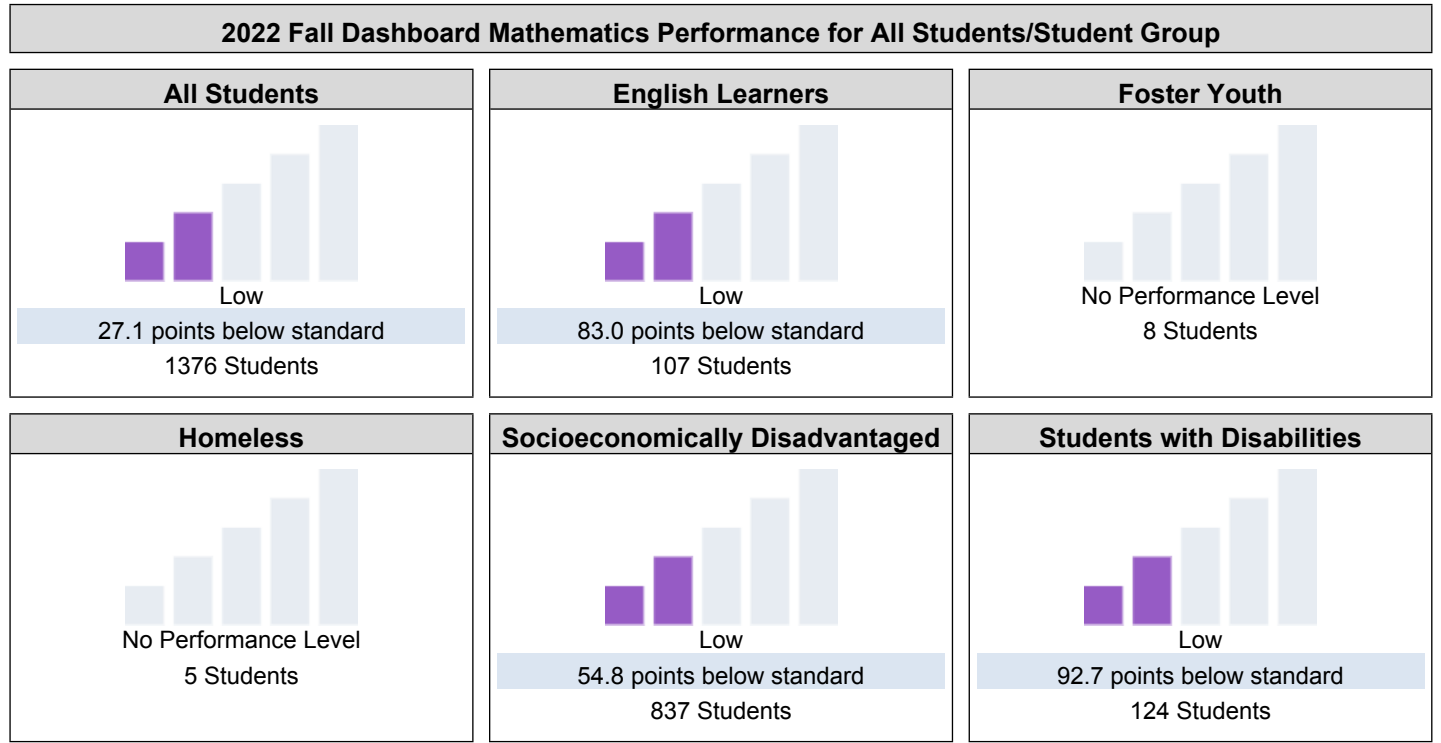
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



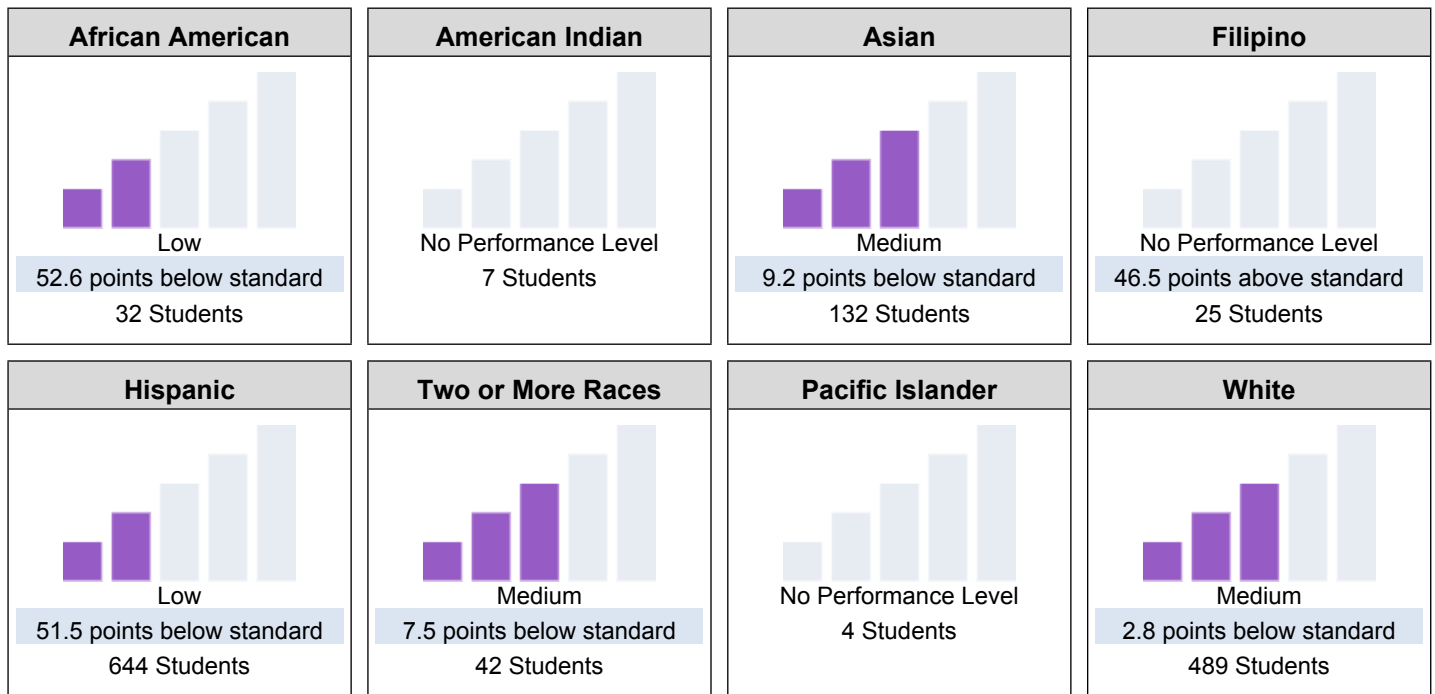
This section provides number of student groups in each level.



This section provides a view of 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.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.6 points below standard 41 Students	61.5 points below standard 66 Students	25.1 points below standard 1163 Students

Conclusions based on this data:

1. All student groups are performing below standard.
2. Math performance data is lower than ELA performance data.
3. EL students performed the lowest in math.

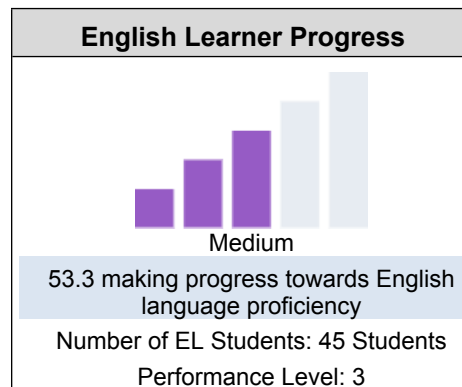
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of 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.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.3%	33.3%	0.0%	53.3%

Conclusions based on this data:

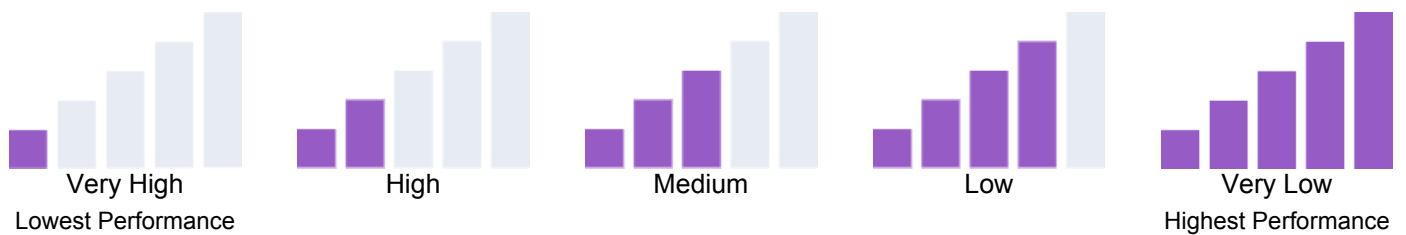
1. Almost half the percentage of EL students progressed at least one ELPI Level.
2. Over half of the EL students are making progress towards EL Proficiency.
3. 6 students decreased one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



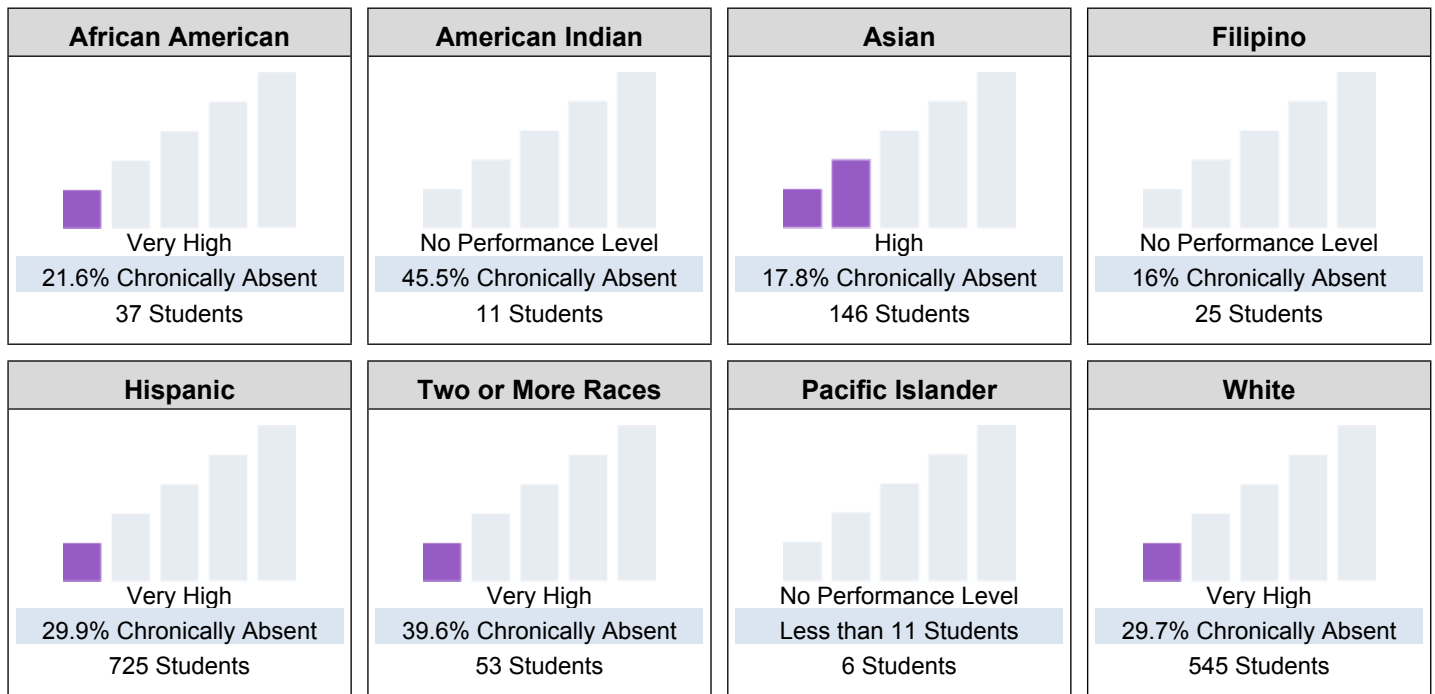
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
7	1	0	0	0

This section provides 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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Very High 28.8% Chronically Absent 1548 Students	English Learners Very High 26.9% Chronically Absent 78 Students	Foster Youth No Performance Level 46.7% Chronically Absent 15 Students
Homeless No Performance Level Less than 11 Students 5 Students	Socioeconomically Disadvantaged Very High 34.5% Chronically Absent 964 Students	Students with Disabilities Very High 39.3% Chronically Absent 150 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

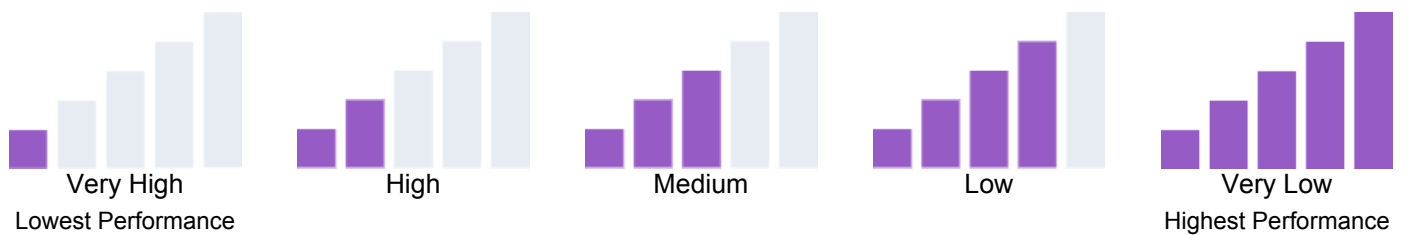
1. All student groups are having issues with chronic absenteeism.
2. Foster youth is the largest percentage of chronic absenteeism.
3. Our Asian subgroup, while in the high range, is the least highest in chronic absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



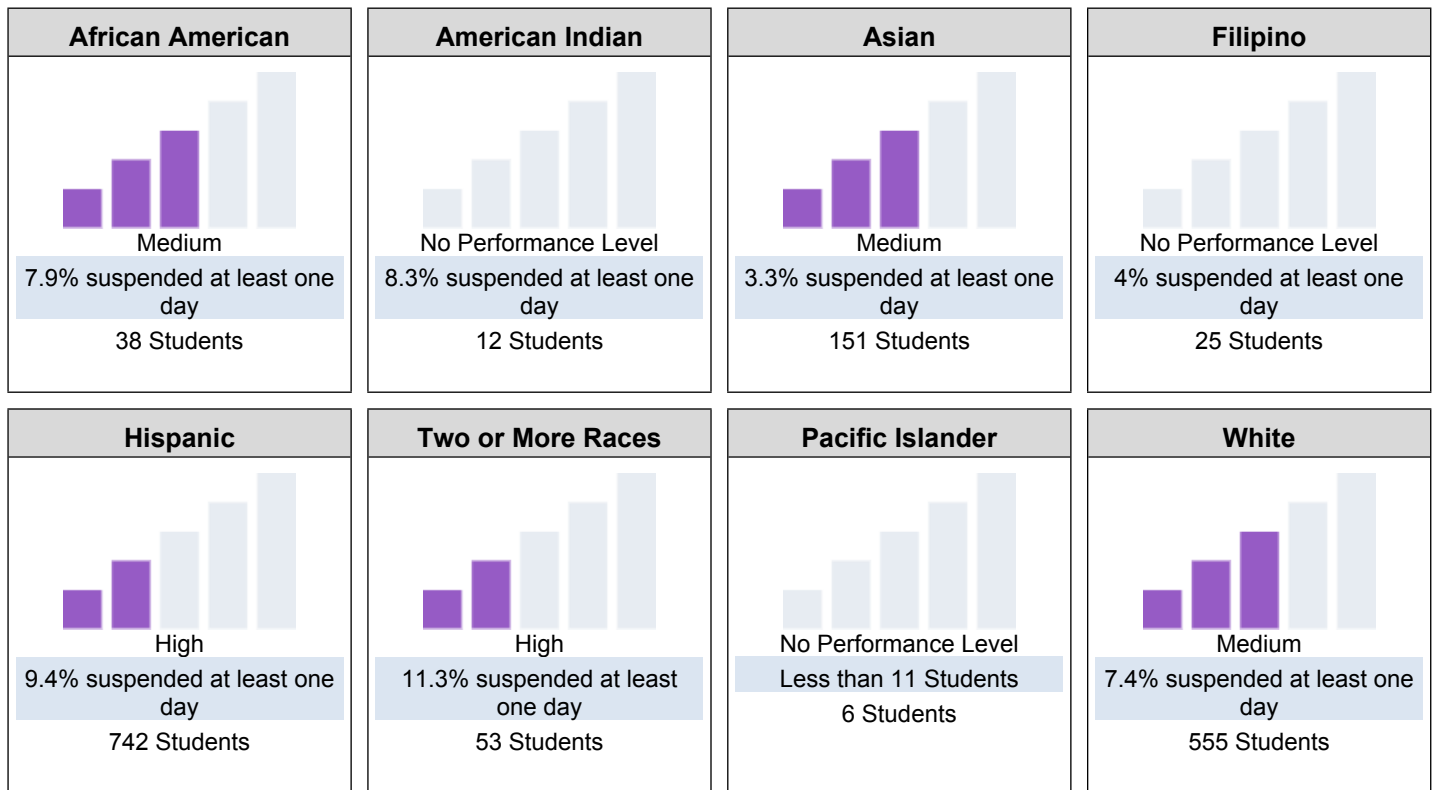
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
1	4	3	0	0

This section provides 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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students <p>High</p> <p>8.2% suspended at least one day</p> <p>1582 Students</p>	English Learners <p>High</p> <p>8.9% suspended at least one day</p> <p>79 Students</p>	Foster Youth <p>No Performance Level</p> <p>26.7% suspended at least one day</p> <p>15 Students</p>
Homeless <p>No Performance Level</p> <p>Less than 11 Students</p> <p>5 Students</p>	Socioeconomically Disadvantaged <p>High</p> <p>10.5% suspended at least one day</p> <p>985 Students</p>	Students with Disabilities <p>Very High</p> <p>14.2% suspended at least one day</p> <p>155 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Our Hispanic and two or more race subgroups students were in the high range of suspensions in terms of ethnicity.
2. Suspensions increased overall last year.
3. In the subgroups reported on by the state, our SWD have the highest levels of suspensions and fell into the very high range.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 1

To increase school-wide proficiency in English Language Arts.

Identified Need

Students at Clark are not performing at the level expected in ELA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress	On the 21-22 CAASPP, 62% of Clark students, both 7th and 8th grade, met or exceeded the standard on the ELA portion of the test.	As we continue in the post Covid classroom, we expect that at least 70% of Clark students will meet or exceed the standard on the revised assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Infuse literacy throughout the instructional program with the following means:

Provide teachers, administrators, and staff with opportunities for professional development as individuals and as goal specific teams as funds allow during early release days as well as during other instructional and non-instructional school days. This includes site based PD, District PD, Advancement Via Individual Determination (AVID) institute, Internal Coherence, Visible Learning, Trauma Informed Schools, and other conferences that pertain to the goal and to meet student needs. The professional development must meet the changing needs of teachers as they plan and

adjust instruction and learn innovative and research based strategies that meet the needs of their students. Additionally, we will employ substitute teachers to release classroom teachers to review data, plan instruction, articulate between grade levels, develop curriculum, professional development, and attend conferences. Lastly, Clark employs a school-wide PD expansion team that focuses on learning intentions, success criteria (LISC), academic conversations, and close reading strategies. The PD expansion team is led by teachers who develop and conduct opportunities for improvement of practice through peer observations and seminars.

** Proposed expenditures for this goal are reflected in our school budget and was approved in the Quarter 2 SSC Meeting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18199.84

Source(s)

LCAP Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Maintain a multi-tiered system of support for students who exhibit learning gaps through the following means:

Targeted intervention based on individual need has proven to increase ELA proficiency. Using the MTSS model and universal screening tools, instruction designed to address students' areas of concern is best accomplished in small groups, flexible groups, or deployment. As funds allow, students identified with specific sub-skill weaknesses will be provided ongoing instructional support specific to individual needs to increase student academic progress. As funds allow, Push-In program, lunch lab, and after-school intervention components will be instituted. Lunch Lab and After School Labs will be provided for the purpose of re-teaching, assessment, intervention, or providing extended time for assignments. A credentialed teacher will teach these Labs. In addition, Academic Seminar classes are offered to students who meet the criteria and additional intervention may be provided based on specific student needs. Teachers collect and monitor formative and summative assessment data to identify students who are not responding to tier one, whole-class interventions and then provide progressive tiers of intensive interventions based on student needs as addressed by the methods mentioned above.

Efforts to increase class time, positive motivation and participation in school, as funds allow, will be employed by incorporating positive behavior rewards, as well as attendance initiatives school-wide. Additionally, academic counselors and Guidance Instructional Specialists are provided to attend to the social, emotional, behavioral and cognitive needs of students. Attendance measures that

reinforce perfect attendance and arriving to school on time are also included in this strategy. Additionally, the Academic Counselors will monitor attendance and work with families through the SARB process. If needed, they will provide social, emotional, and mental health services to at risk students as determined by the Clark Intervention Team, which is a behavioral/emotional intervention team that meets once a week to discuss actionable solutions for identified students who exhibit needs in those arenas using the MTSS model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18199.84

Source(s)

LCAP Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students (includes Limited English Proficient (LEP) and Immigrant students)

Strategy/Activity

Provide instructional supplies and push in ELD support for our EL and immigrant students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4321.33

Source(s)

Title III English Learner

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the past, the strategies implemented have been effective in terms of Clark students meeting or exceeding the standard. See the annual monitoring and evaluation report attached to the SPSA.

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

There are no differences in between implementation and the budgeted expenditures.

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

We did not meet the goal last year but we were only 8 percentage points off so we are leaving the goal at 70%. Clark is continuing to use best first-time instructional practices (learning intentions, student success criteria, close reads). We believe with the increased student attendance, student stamina, implementation of the Charge, and other interventions we will be able to get up to the 50% mark this year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 2

To increase school-wide proficiency in Math.

Identified Need

Students at Clark Intermediate are performing lower than expected in math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math California Assessment of Student Performance and Progress	On the 21-22 CAASPP, 39% of Clark students, both 7th and 8th grade, met or exceeded the standard on the Math portion of the test.	As we continue in the post Covid classroom, we expect that at least 50% of Clark students will meet or exceed the standard on the revised assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Infuse literacy throughout the instructional program with the following means:

Provide teachers, administrators, and staff with opportunities for professional development as individuals and as goal specific teams as funds allow during early release days as well as during other instructional and non-instructional school days. This includes site based PD, District PD, Advancement Via Individual Determination (AVID) institute, Internal Coherence, Visible Learning, Trauma Informed Schools, and other conferences that pertain to the goal and to meet student needs. The professional development must meet the changing needs of teachers as they plan and

adjust instruction and learn innovative and research based strategies that meet the needs of their students. Additionally, we will employ substitute teachers to release classroom teachers to review data, plan instruction, articulate between grade levels, develop curriculum, professional development, and attend conferences. Lastly, Clark employs a school-wide PD expansion team that focuses on learning intentions, success criteria (LISC), academic conversations, and close reading strategies. The PD expansion team is led by teachers who develop and conduct opportunities for improvement of practice through peer observations and seminars.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18199.84

Source(s)

LCAP Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain a multi-tiered system of support for students who exhibit learning gaps through the following means:

Targeted intervention based on individual need has proven to increase ELA proficiency. Using the MTSS model and universal screening tools, instruction designed to address students' areas of concern is best accomplished in small groups, flexible groups, or deployment. As funds allow, students identified with specific sub-skill weaknesses will be provided ongoing instructional support specific to individual needs to increase student academic progress. As funds allow, Push-In program, lunch lab, and after-school intervention components will be instituted. Lunch Lab and After School Labs will be provided for the purpose of re-teaching, assessment, intervention, or providing extended time for assignments. A credentialed teacher will teach these Labs. In addition, Academic Seminar classes are offered to students who meet the criteria and additional intervention may be provided based on specific student needs. Teachers collect and monitor formative and summative assessment data to identify students who are not responding to tier one, whole-class interventions and then provide progressive tiers of intensive interventions based on student needs as addressed by the methods mentioned above.

Efforts to increase class time, positive motivation and participation in school, as funds allow, will be employed by incorporating positive behavior rewards, as well as attendance initiatives school-wide. Additionally, academic counselors and Guidance Instructional Specialists are provided to attend to the social, emotional, behavioral and cognitive needs of students. Attendance measures that reinforce perfect attendance and arriving to school on time are also included in this strategy. Additionally, the Academic Counselors will monitor attendance and work with families through the SARB process. If needed, they will provide social, emotional, and mental health services to at risk

students as determined by the Clark Intervention Team, which is a behavioral/emotional intervention team that meets once a week to discuss actionable solutions for identified students who exhibit needs in those arenas using the MTSS model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18199.84

Source(s)

LCAP Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students (includes Limited English Proficient (LEP) and Immigrant students)

Strategy/Activity

Provide instructional supplies and push in ELD support for our EL and immigrant students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4321.13

Source(s)

Title III English Learner

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

In the past, the strategies implemented have been effective in terms of Clark students meeting or exceeding the standard. See the annual monitoring and evaluation report attached to the SPSA.

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

There are no differences in between implementation and the budgeted expenditures.

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

We did not meet the goal last year but we were 11 percentage points off so we are leaving the goal at 50%. Clark is continuing to use best first-time instructional practices (learning intentions, student success criteria, close reads). We believe with the increased student attendance, student stamina, implementation of the Charge, and other interventions we will be able to get up to the 50% mark this year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students

The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness

Goal 3

To increase school-wide proficiency in Science

Identified Need

Students at Clark Intermediate are performing lower than expected in Science.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Assessment of Student Performance and Progress	On the 21-22 CAASPP, 39% of Clark students met or exceeded the standard on the science portion of the test.	As we continue in the post Covid classroom, we expect that at least 50% of Clark students will meet or exceed the standard on the revised assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Infuse literacy throughout the instructional program with the following means:

Provide teachers, administrators, and staff with opportunities for professional development as individuals and as goal specific teams as funds allow during early release days as well as during other instructional and non-instructional school days. This includes site based PD, District PD, Advancement Via Individual Determination (AVID) institute, Internal Coherence, Visible Learning, Trauma Informed Schools, and other conferences that pertain to the goal and to meet student needs. The professional development must meet the changing needs of teachers as they plan and

adjust instruction and learn innovative and research based strategies that meet the needs of their students. Additionally, we will employ substitute teachers to release classroom teachers to review data, plan instruction, articulate between grade levels, develop curriculum, professional development, and attend conferences. Lastly, Clark employs a school-wide PD expansion team that focuses on learning intentions, success criteria (LISC), academic conversations, and close reading strategies. The PD expansion team is led by teachers who develop and conduct opportunities for improvement of practice through peer observations and seminars.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18199.82

Source(s)

LCAP Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain a multi-tiered system of support for students who exhibit learning gaps through the following means:

Targeted intervention based on individual need has proven to increase ELA proficiency. Using the MTSS model and universal screening tools, instruction designed to address students' areas of concern is best accomplished in small groups, flexible groups, or deployment. As funds allow, students identified with specific sub-skill weaknesses will be provided ongoing instructional support specific to individual needs to increase student academic progress. As funds allow, Push-In program, lunch lab, and after-school intervention components will be instituted. Lunch Lab and After School Labs will be provided for the purpose of re-teaching, assessment, intervention, or providing extended time for assignments. A credentialed teacher will teach these Labs. In addition, Academic Seminar classes are offered to students who meet the criteria and additional intervention may be provided based on specific student needs. Teachers collect and monitor formative and summative assessment data to identify students who are not responding to tier one, whole-class interventions and then provide progressive tiers of intensive interventions based on student needs as addressed by the methods mentioned above.

Efforts to increase class time, positive motivation and participation in school, as funds allow, will be employed by incorporating positive behavior rewards, as well as attendance initiatives school-wide. Additionally, academic counselors and Guidance Instructional Specialists are provided to attend to the social, emotional, behavioral and cognitive needs of students. Attendance measures that reinforce perfect attendance and arriving to school on time are also included in this strategy. Additionally, the Academic Counselors will monitor attendance and work with families through the SARB process. If needed, they will provide social, emotional, and mental health services to at risk

students as determined by the Clark Intervention Team, which is a behavioral/emotional intervention team that meets once a week to discuss actionable solutions for identified students who exhibit needs in those arenas using the MTSS model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18199.82

Source(s)

LCAP Supplemental

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students (includes Limited English Proficient (LEP) and Immigrant students)

Strategy/Activity

Provide instructional supplies and push in ELD support for our EL and immigrant students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4321.54

Source(s)

Title III English Learner

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal so there is no analysis yet.

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

This is a new goal so there is no analysis yet.

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

This is a new goal so there is no analysis yet.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$8,362.37
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$122,163.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
LCAP Supplemental	\$109,199.00
Title III English Learner	\$12,964.00

Subtotal of state or local funds included for this school: \$122,163.00

Total of federal, state, and/or local funds for this school: \$122,163.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	109,199.00	0.00
Title III English Learner	\$12,964.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCAP Supplemental	109,199.00
Title III English Learner	12,964.00

Expenditures by Budget Reference

Budget Reference	Amount
	18,199.84

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP Supplemental	90,999.16
	LCAP Supplemental	18,199.84
	Title III English Learner	12,964.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,721.01
Goal 2	40,720.81
Goal 3	40,721.18

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 5 Classroom Teachers
- 6 Other School Staff
- 8 Parent or Community Members
- 4 Secondary Students

Name of Members	Role
Matt Hernandez	Principal
Robert Hochberg, Mallory Dodderer	Other School Staff
Joshua Purves	Other School Staff
Wynona Byrom, Marleny Perez, Lori Vollberg	Other School Staff
Audrey Perryman, , Kailin Rolan	Classroom Teacher
Mandy Howland	Classroom Teacher
Danny Tovar	Classroom Teacher
Katie Hammond	Parent or Community Member
Anthony Lee	Parent or Community Member
Douglas Nowlin	Parent or Community Member
Amy Horn	Parent or Community Member
Kristi Ergo	Parent or Community Member
Mahini Hematillake	Secondary Student
Alicia Bly-Ruiz	Parent or Community Member
Manuel De La Torre	Parent or Community Member
Colbie Byrd	Secondary Student
Mckynze Lomier	Secondary Student
Kelly Taylor	Parent or Community Member
Kailee Kwok	Secondary Student
Jeremy Luginbill	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 18, 2023.

Attested:

	Principal, Matt Hernandez on May 18, 2023
	SSC Chairperson, Katie Hammond on May 18, 2023