

# School Plan for Student Achievement Clark Intermediate



7/1/24-6/30/25

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Our parent involvement policy  
can be found here:

[Click Here](#)

School Year:

2024-25



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Clark Intermediate School	10621176066617	May 15, 2024	June 12, 2024

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# District Goals and Plan Overview

The purpose of the School Plan for Student Achievement (SPSA) 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.

Our district AIMS as well as our district's CLASSI goals are woven throughout our plan to meet the high expectations our district holds for our school sites, staff, students, and community.

District AIMS:

AIM I: Maximize Achievement for ALL Students

AIM II: Operate with Increasing Efficiency and Effectiveness

AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce

## Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Within our SPSA we have created a plan that focuses on improving both academic and behavioral outcomes for all students. It is our ultimate goal to implement this plan and continue to increase academic achievement for all students. Our plan includes goals for increasing student achievement in the ELA and Math with a focus on English Learners and students with disabilities. Our plan also includes goals intended to address chronic absenteeism and reduce suspensions for all students.

## Educational Partner Involvement

How, when, and with whom did Clark Intermediate 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

Our educational partners, including but not limited to our SSC, ELAC, and staff, play a huge role in the creation, monitoring, and revisions of our School Plan for Student Achievement. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports for students and families, and more. 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. Our committees then discussed possible next steps and needed changes as well as made recommendations to site administration for our SPSA.

The following recommendations were made:

\*There is a need to focus on academic achievement in both ELA and math for English Learners and students with disabilities as indicated by California Data Dashboard indicators.

\*Achievement in math needs to be addressed for a number of student groups per the California Data Dashboard.

- \*Address safety on campus, including keeping hallways clear, increasing adult supervision, and reducing physical altercations between students on and around campus
- \*Maximizing time spent in classrooms
- \*Getting students to school/class

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

\*Overall Red Indicators include: Suspension Rates

\*Overall Orange Indicators include: Mathematics

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

The following subgroups have two or more indicators below the all student performance level in the following areas:

\*English Learners in English Language Arts

Additionally, the following indicators are red on our dashboard for the following subgroups:

\*Suspension Rates: EL, SED, SWD, Asian, Hispanic, and Two or More Races

\*Mathematics: EL

### Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Local indicators and educational partner feedback also indicate that we have needs in the following areas:

\*There is a need to ensure that students are exposed to a variety of types of questions that mirror what they will see on state assessments, something we are working to address through regular use of ICA and iReady assessments in both ELA and Math.

\*Multiple intervention opportunities should be made available to students at multiple times throughout the day; after school interventions are not accessible for all students.

\*Some students have reported that they do not feel safe on campus. Adults need to keep students out of the hallways and in class during class time, and an increased adult presence on campus will make students feel safer and reduce incidents.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

<b>School Site Goals aligned with LCAP Goals</b>			
<b>AIM I: Maximize Achievement for ALL Students</b> <b>AIM II: Operate with Increasing Efficiency and Effectiveness</b> <b>AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce</b>			
<b>ELA Overall Met / Exceeded</b>		<b>Math Overall Met / Exceeded</b>	
<b>2022-2023</b>	22.1 points above standard	<b>2022-2023</b>	33.4 points below standard
<b>2021-2022</b>	27.1 points above standard	<b>2021-2022</b>	27.1 points below standard
<b>2018-2019</b>	53.1 points above standard	<b>2018-2019</b>	8.1 points above standard
<b>Subgroup DATA 2022-2023</b>		<b>Subgroup DATA 2022-2023</b>	
<b>SWD</b>	41.5 points below standard	<b>SWD</b>	90.2 points below standard
<b>EL</b>	32.7 points below standard	<b>EL</b>	102.2 points below standard
<b>SED</b>	3 points above standard	<b>SED</b>	57.2 points below standard
<b>Hispanic</b>	5.8 points above standard	<b>Hispanic</b>	56.6 points below standard
<b>Asian</b>	42.2 points above standard	<b>Asian</b>	12.9 points below standard
<b>AA</b>	32.7 points above standard	<b>AA</b>	35 points below standard
<b>Two or More Races</b>	30.9 points above standard	<b>Two or More Races</b>	43.8 points below standard

<b>Annual Review</b>
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
<p>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.</p> <p>The ELA and Math goals for Clark intermediate are focused on increasing school-wide proficiency in both areas. To do this, literacy was intentionally infused throughout the curriculum using AVID strategies shared with all staff at site-based and district-led PD as well as the AVID Summer Institute. Additionally, a multi-tiered system of support for academic interventions was implemented, including an after school homework lab staffed by Clark intermediate Math, ELA, and Science teachers, lunchtime labs, and an after school academic achievement lab that students could be required to attend. There was an investment in instructional supplies to specifically support EL students, but plans to have a bilingual instructional aide push in to support Clark's EL population did not come to fruition due to staffing challenges.</p>

**Identified Need(s)**

As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.

Based on our data analysis and needs assessment, we need to:

\*Use iReady and IAB assessments with fidelity to track student progress towards learning goals, using them to identify areas for targeted interventions in ELA and math

\*Refine our instructional practices around writing for all students with special considerations for our SWD and EL subgroups

\*Provide students with strategies for analyzing texts and questions

\*Increase academic supports in language acquisition for our English Language Learners

\*Increase academic supports in math for all students, with special consideration for our SWD and EL subgroups

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Increase school-wide proficiency in ELA and Math by 5%	G1 A1: Professional Development in and the Utilization of AVID WICOR strategies across content areas to support all student groups but with an emphasis on our EL and SWD subgroups. Strategies will include online resources, PD, teacher release time, intervention stipends, supplemental materials	CAASPP scores for 7th and 8th grade ELA and Math.	1. 100% of teachers are using AVID WICOR strategies across content areas.  2. ELA SBAC scores for EL and SWD students are 32.7 and 41.5 points below standard respectively.  3. Math SBAC scores were below standard	1. 100% of teachers should continue using AVID WICOR strategies across content areas with fidelity  2. iReady and ICA diagnostic scores will improve throughout the year in the area that intervention was provided.  3. 5% increase in overall ELA and

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
			for all student subgroups.	Math SBAC scores.
	<p>G1 A2: Maintain and/or modify our MTSS model, increasing intervention supports available for all student groups. Strategies will include online resources, PD, teacher release time, intervention stipends, supplemental materials</p>	<p>CAASPP scores for 7th and 8th grade ELA and Math Attendance data from interventions.</p>	<p>Baseline data in both ELA and Math will be collected in the fall for each individual student</p>	<p>1. Increase between pre and post assessment data 2. iReady and ICA diagnostic scores will improve throughout the year in the area that intervention was provided.</p>
	<p>G1 A3: Use data from Common Formative Assessments to track student progress towards goals and identify areas to focus intervention(s).</p>	<p>iReady and IAB scores for Math and ELA</p>	<p>Baseline data in both ELA and Math will be collected in the fall for each individual student</p>	<p>1. Increase between pre and post assessment data 2. iReady and ICA diagnostic scores will improve throughout the year in the area that intervention was provided.</p>
	<p>G1 A4: Usage of instructional technology and supplies to increase</p>	<p>Student usage of instructional technology and resources provided.</p>	<p>Baseline data in both ELA and</p>	<p>1. An increase in iReady and ICA</p>



Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	engagement and student achievement in ELA and Math. Strategies will include online resources, PD, teacher release time, intervention stipends, supplemental materials, technological devices		Math will be collected in the fall for each individual student	scores for ELA and Math
Increase EL Progress Indicators on the Dashboard	G2 A1: Increase intervention supports for our English Learners Strategies will include staffing, supplemental materials, translation services, teacher release time to support English Learners	Hours of intervention provided	We are in the Yellow Indicator with 54.3% making Progress.	We would like to see 60% or more making progress to English Proficiency and increase in the color indicator on the dashboard.
	G2 A2: Usage of Instructional Technology resources to support English Language Development. Strategies will include online supplemental resources, technological devices	Student usage of instructional technology provided.	Baseline data in both ELA and Math will be collected in the fall for each individual student	1. An increase in iReady and ICA scores for ELA and Math

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
Additional supports will be provided for our EL and SWD populations as indicated in the actions above.	Our lowest performing subgroup is our English Learner group. We will be providing additional intervention, supplies, materials, and supports for this subgroup of students as outlined above. This will be inclusive of math support where they performed the lowest.

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Professional Development in and the Utilization of AVID WICOR strategies across content areas to support all student groups but with an emphasis on our EL and SWD subgroups. Strategies will include online resources, PD, teacher release time, intervention stipends, supplemental materials	*All Students *EL Students	4000 LCAP Supplemental
G1 A2: Maintain and/or modify our MTSS model, increasing intervention supports available for all student groups. Strategies will include online resources, PD, teacher release time, intervention stipends, supplemental materials	*All Students *EL students *SWD	40000 LCAP Supplemental
G1 A3: Use data from Common Formative Assessments to track student progress towards goals and identify areas to focus intervention(s).	*All Students *EL students *SWD	4000 LCAP Supplemental
G1 A4: Usage of instructional technology and supplies to increase engagement and student achievement in ELA and Math. Strategies will include online resources, PD, teacher release time, intervention stipends, supplemental materials, technological devices	*All Students *EL students *SWD	5484.00 LCAP Supplemental
G2 A1: Increase intervention supports for our English Learners Strategies will include staffing, supplemental materials, translation services, teacher release time to support English Learners	*EL Students	4814.02 Title III English Learner  25101.27 LCAP Supplemental
G2 A2: Usage of Instructional Technology resources to support English Language Development. Strategies will include online supplemental resources, technological devices	*EL Students	1550.00 Title III English Learner

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

<b>School Site Goals aligned with LCAP Goals</b>			
<b>AIM I: Maximize Achievement for ALL Students</b> <b>AIM II: Operate with Increasing Efficiency and Effectiveness</b> <b>AIM III: Hire, Develop, Sustain, and Value a High-Quality Diverse Workforce</b>			
<b>Chronic Absenteeism DATA</b>		<b>Suspension DATA</b>	
<b>2022-2023</b>	19.5% Chronically Absent	<b>2022-2023</b>	12.4% suspended at least one day
<b>2021-2022</b>	28.8% Chronically Absent	<b>2021-2022</b>	8.2% suspended at least one day
<b>2018-2019</b>	9.4	<b>2018-2019</b>	6.2
<b>Subgroup DATA 2022-2023</b>		<b>Subgroup DATA 2022-2023</b>	
<b>SWD</b>	23.1% Chronically Absent	<b>SWD</b>	20.1% suspended at least one day
<b>EL</b>	19.5% Chronically Absent	<b>EL</b>	19% suspended at least one day
<b>SED</b>	24.3% Chronically Absent	<b>SED</b>	15.7% suspended at least one day
<b>Hispanic</b>	21.4% Chronically Absent	<b>Hispanic</b>	16.2% suspended at least one day
<b>Asian</b>	9% Chronically Absent	<b>Asian</b>	8.2% suspended at least one day
<b>AA</b>	12.5% Chronically Absent	<b>AA</b>	7.3% suspended at least one day
<b>Two or More Races</b>	22.6% Chronically Absent	<b>Two or More Races</b>	13.2% suspended at least one day

<b>Annual Review</b>
Describe the overall implementation of these goals from the previous year. If this is a new goal an analysis is not required.
This is a new goal.
<b>Identified Need(s)</b>
As a result of the analysis of data and your annual implementation review, describe any changes that will be made (next school year) in this goal, annual metrics, and actions to achieve this goal.
*Clark intermediate saw a 4.3% increase in total suspensions during the 2022-2023 school year, with a total of 12.4% of students having been suspended for at least one day. The California Data Dashboard indicators for almost all measurable subgroups, including EL, SED, SWD, Asian, Hispanic, and Two or More Races, were red. The dashboard indicator for the White subgroup was orange, while the indicator for African American students was green.

\*The highest number of suspensions was related to fighting, while the second highest number was for vaping on campus.

\*Chronic absenteeism continues to be a challenge since distance learning was implemented in 2020.

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
Reduce the total number of suspensions by 10% or more.	G1 A1: Change the daily schedule to incorporate two lunches, giving students more space with fewer students present and decreasing the ratio of students to adults during supervision..	Suspension data recording the time and location for incidents	<ol style="list-style-type: none"> <li>In the 2022-2023 school year, 12.4% of all students at Clark Intermediate were suspended for at least one day</li> <li>There were a total of 296 suspensions for students at Clark during the 2022-2023 school year.</li> </ol>	<ol style="list-style-type: none"> <li>A total of 11.2% or less of the student population at Clark Intermediate will receive a suspension of any length.</li> <li>There will be less than 265 suspensions during the 2023-2024 school year.</li> </ol>
	G1 A2: Create an advisory period, scheduled for every Monday of the school year, to teach students lessons designed to promote desired behaviors and limit undesired ones. Specific lessons will be designed or selected to promote conflict resolution and empathy, addressing the most significant category for suspensions in all student subgroups.	Qualitative data from students, obtained during the advisory period, and overall suspension data by incident type and lesson(s).	<ol style="list-style-type: none"> <li>Positivity Project and other SEL lessons have been presented in monthly advisory period.</li> <li>Fighting and vaping are the two most significant</li> </ol>	<ol style="list-style-type: none"> <li>A committee of stakeholders will develop targeted SEL lessons for a weekly advisory period.</li> <li>All teachers will be provided with PD to</li> </ol>

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	<p>Strategies will include online resources such as Nav360, SEL curriculum (e.g. Positivity Project), staffing, PD, teacher release time</p>		<p>reasons for suspensions at Clark Intermediate in the last few years.</p>	<p>promote fidelity in the teaching of advisory period lessons.</p> <p>3. We will see a 10% reduction (or more) in suspensions for both fighting and vaping.</p>
	<p>G1 A3: Incorporate an SEL learning component into our MTSS model for behavior to prevent incidents, and reduce recidivism in all student subgroups.</p> <p>Strategies will include online resources such as Nav360, SEL curriculum (e.g. Positivity Project), staffing, and teacher release time</p>	<p>Student responses to SEL assignments, and suspensions by students.</p>	<p>1. Student sign-ins for SEL lessons, # of lessons assigned, completion rates</p>	<p>1. Reduction in referrals and suspensions for behaviors addresses in lessons</p>
<p>Reduce chronic absenteeism for all student groups.</p>	<p>G2 A1: Streamline the process for informing parents about ARM and SARB meetings, including providing information in appropriate home languages as indicated in Q.</p>	<p>ARM and SARB letters coupled with attendance rates for scheduled meetings, changes in attendance for 6-week period following an ARM or SARB meeting.</p>	<p>19.5% of students are chronically absent</p>	<p>1. Decrease in the number of chronically absent students.</p>
	<p>G2 A2: Use technology to increase accountability for students once they are on campus, reducing single-period and full-day truanancies for all student subgroups.</p>	<p>Daily attendance reports, sign-in data for Student Services due to attendance interventions.</p>	<p>19.5% of students are chronically absent</p>	<p>1. Decrease in the number of chronically absent students.</p>

Site Goal(s)	Strategies/Actions to be implemented	Data/Evidence to meet the goal(s)	Metrics	
Goals that positively impact student achievement for ALL students based on needs assessment/data	What strategies/actions will be implemented to meet the goal(s)?	What data/evidence will you collect?	Baseline Data	Expected Outcome
	Strategies will include online resources such as 5-Star Students, staffing, PD, teacher release time, student incentives			2. Time spent out of class and single-period absences will be reduced

Specify any enhanced services to support EL, SED, or SWD	Specify any enhanced services to support low-performing subgroups
*ARM and SARB letters translated as needed, PD specific to the needs of our SWD subgroup	As indicated above

Budgets/Expenditures to meet the Goals		
Strategies/Actions	Students to be Served	Proposed Expenditures
G1 A1: Change the daily schedule to incorporate two lunches, giving students more space with fewer students present and decreasing the ratio of students to adults during supervision..	All students	10000 LCAP Supplemental
G1 A2: Create an advisory period, scheduled for every Monday of the school year, to teach students lessons designed to promote desired behaviors and limit undesired ones. Specific lessons will be designed or selected to promote conflict resolution and empathy, addressing the most significant category for suspensions in all student subgroups.  Strategies will include online resources such as Nav360, SEL curriculum (e.g. Positivity Project), staffing, PD, teacher release time	All students	
G1 A3: Incorporate an SEL learning component into our MTSS model for behavior to prevent incidents, and reduce recidivism in all student subgroups.	All students	

<b>Budgets/Expenditures to meet the Goals</b>		
<b>Strategies/Actions</b>	<b>Students to be Served</b>	<b>Proposed Expenditures</b>
Strategies will include online resources such as Nav360, SEL curriculum (e.g. Positivity Project), staffing, and teacher release time		
G2 A1: Streamline the process for informing parents about ARM and SARB meetings, including providing information in appropriate home languages as indicated in Q.	Students identified for chronic absenteeism	
G2 A2: Use technology to increase accountability for students once they are on campus, reducing single-period and full-day truanancies for all student subgroups.  Strategies will include online resources such as 5-Star Students, staffing, PD, teacher release time, student incentives	All students	10000 LCAP Supplemental

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$6,364.02
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,949.29
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCAP Supplemental	\$98,585.27	0.00
Title III English Learner	\$6,364.02	0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$98,585.27



Title III English Learner	\$6,364.02
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Subtotal of state or local funds included for this school: \$104,949.29

Total of federal, state, and/or local funds for this school: \$104,949.29

# 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:

Name of Members	Role
Matt Hernandez	Principal
Elizabeth Davidson	Teacher
Mandy Howland	Teacher
Danny Tovar	Teacher
Joshua Purves	Other Staff Member
Alicia Bly	Parent Member
Corina Martinez	Parent Member
Janelle Henry	Parent Member
May Gnia Vang	Parent Member or Secondary Student
Olivia Shuber	Parent Member or Secondary Student

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: SSC and ELAC (if applicable)

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 15, 2024.

Attested:



Principal, Matt Hernandez on May 15, 2024



SSC Chairperson, Janelle Henry on May 15, 2024



Other Committee Member (optional), Joshua Purves on May 15, 2024