



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT CLARK MIDDLE SCHOOL

2022-23

37-68338-6114060
CDS Code

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

Principal: Meredith, Patricia
Contact Person: Meredith, Patricia
Position: Vice Principal
Telephone Number: 619-344-4200
Address: 4388 Thorn St, Clark Middle, San Diego, CA, 92105-4238
E-mail Address: pmeredith@sandi.net

The following items are included:

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

Board Approval: 10/25/2022

SAN DIEGO UNIFIED SCHOOL DISTRICT

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

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Clark Middle PHONE: 619-344-4200 FAX: _____

SITE CONTACT PERSON: Patricia Meredith E-MAIL ADDRESS: pmeredith@sandi.net

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

- Title I Schoolwide Programs (SWP) CSI School ATSI School

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

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

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

- | | | |
|-------------------------------------|---|-------------------------------|
| <input checked="" type="checkbox"/> | English Learner Advisory Committee (ELAC) | Date of presentation: 9-27-22 |
| <input type="checkbox"/> | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> | Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> | Other (list): _____ | Date of presentation: _____ |

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
2. The site plan composition is rooted in thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10-6-22

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

Patricia Meredith

Type/Print Name of School Principal

[Signature] 10-6-22
Signature of School Principal / Date

Amanda Weeks
Type/Print Name of SSC Chairperson

[Signature] 10-6-22
Signature of SSC Chairperson / Date

Jannette Sanchez
Type/Print Name of ELAC Representative

[Signature] 10-6-22
Signature of ELAC Representative / Date

Christina Casillas
Type/Print Name of Area Superintendent

[Signature] 10.17.22
Signature of Area Superintendent / Date

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

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

This School Plan for Student Achievement fulfills the requirements of Title I School-wide Program.

SCHOOLVISION AND REALITY At Monroe Clark Middle School we believe that every child can learn and be prepared for college and career. As a result we have organized our school to provide all students a rich, effective, and relevant curriculum, along with supports to fill any gaps that may occur in their learning. The mission of Monroe Clark Middle School is to support a collaborative community of learners, who are resourceful, work independently, master standards and are prepared for high school and college or vocational education as an adult. We commit to a comprehensive system of supports to assure this outcome. At Monroe Clark Middle School we are committed to developing each child's full potential for a strong, productive life. We believe that all students can become lifelong learners and literate, participating, and productive members of a global society. Monroe Clark Middle School is located in the City Heights community of San Diego, one of the most ethnically diverse communities in the country. There are a total of 23 languages spoken on our campus and all of our student body participates in the free lunch program. The school is a part of the College Avenue Compact (CAC), which is a partnership between the San Diego Unified School District, San Diego State University and Price Philanthropies. Through the support, contributions and work of each of these partners, Clark has made improvement over the past years, but there is still much improvement to be made as we recognize that each of our students has the ability to succeed. As educators, it is our responsibility to do whatever it takes to help them reach their fullest potential.

Our instructional and emotional support programs meet the unique social, emotional, intellectual, and physical needs of a diverse population of adolescents, and is accountable to Common Core and district standards through collaborative decision-making. As a school we are focusing on Restorative Practices to equip and build restorative communities by fostering humanizing relationships that are student-centered and values driven. Our Single Plan for Student Achievement (SPSA) is designed to fulfill these goals by providing relevant, rigorous learning experiences with an emphasis on maintaining relationships that foster learning.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

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

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

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

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

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

ENGAGING EDUCATIONAL PARTNERS

Clark's staff and community participated in numerous meetings and forums (i.e. Annual Title 1 Meeting, Coffee with the Principal, ELAC, and SSC) in the development of the SPSA and in the budget process. At each opportunity, budget allocations were shared and input from all stakeholders were solicited. Various goals, strategies and scenarios and funding source to address those goals were presented and discussed at these meetings.

1/27/2022

- SSC met and reviewed SBB Survey to be distributed to parents by mail and on website

2/23/2022

- SSC met and reviewed SBB budget and approved budget for 22-23 school year

2/24/22

- ELAC met and reviewed SBB budget and made recommendation to approve budget for 22-23 school year.

3/24/22

- SSC met, reviewed and made modifications to categorical funding based on target updates

4/21/22

- SSC, met, reviewed and approved SPSA for 2022-23

5/25/22

- SSC met, reviewed and made modifications to categorical funding for SPSA 2022-23

9/27/22

- ELAC met, reviewed and recommended SPSA for 2022-23 to SSC

10/6/22

- SSC met, reviewed and approved SPSA for 2022-23
- SSC met, reviewed and approved Uniform Complaint Procedures
- SSC met, reviewed and approved SSC Bylaws
- SSC met, reviewed and approved Parent and Family Engagement Policy
- SSC met, reviewed and approved School Parent Compact

RESOURCE INEQUITIES

Monroe Clark analyzed resource inequities through the SPSA Evaluation process. There were several strategies and expenditures the data and discussion deemed effective, some that required revision, and some that required a change of strategy/expenditures.

Last year Clark sought a higher degree of specificity in our strategies with more frequent data revision points incorporated into this plan. Some of these strategies grew directly from feedback from SSC members. During the revision process, one asked, "How can we make this more specific?" Due to COVID years prior, Clark staff felt relationships and connections with families are important.

This year, our focus is on relationships and engagement. We have incorporated Parent Shadow Days, Science Night, English/History Night, and Math night as well as Fall Open House and Spring Showcase.

Our use of an extra FTE to focus on ELL students and students struggling in reading produced a reclassification of 98 students for 2021-22. We continue to fund FTE to support ELL and reading support. Two ELL assistants also supported our classrooms and helped in reclassifying 98 students. Due to high suspension rates (8.6%), 2 resources were funded from Title 1 to decrease suspensions and improve student attendance. For 2022-23, resource teachers will focus on restorative conferences/circles to support student social/emotional needs in order to reduce suspensions and increase student attendance.

Throughout the SPSA goals, areas of Resource Inequities are described in the beginning of the narrative along with the overall summary of the efficacy of last year's strategies.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Jason Glassy	Classroom Teacher
Patricia Meredith	Principal
Guadalupe Camargo	Parent
Mauro Soria	Classroom Teacher
Maricela Ramirez	Parent
Rosa Cortes	Parent
Dora Hernandez	Parent
Amanda Weeks	Classroom Teacher
Jannette Sanchez	Parent
Debrah Maxie	Other Representative

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

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

Call to Action Belief Statement

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

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

Despite the efforts and strategies enumerated in the SPSA, Chronic Absenteeism increased (from 19% 2020-21 to 34% 2021-22) for students who enrolled for at least 31 days. Many students at Clark were unable to attend school due to circumstances at home attributed to COVID like symptoms. However, the suspension rate increased (from 6.9% (2018/2019) to 8.6% (2021-22) as reported through Hoonuit. We attribute the increase in suspension and increase in Chronic Absenteeism to COVID like symptoms and students returning from school closure with higher than average social/emotional needs.

***Major Differences**

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

Despite efforts to focus on attendance and suspension rates, resource teachers and counselors were highly involved in meeting social/emotional needs of students. There were more students needing outside services that created waitlists. Counselors and resource teachers met regularly with students and families. Additionally, the staff supported students and families in helping with social/emotional needs by meeting with families and students. Suspension rates reflected our student population's difficulty in adjusting to returning to school full-time. Many students had difficulty with making and keeping friends so staff supported students with coping mechanisms.

*Changes

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

In the 2022-2023 school year, we have added a third School Resource Teacher position, which Clark are calling "Deans." Their efforts will be concentrated in improving chronic absenteeism, forging connections with students whose grades display a lack of engagement, and facilitating Restorative Justice Practices, suspensions, suspension re-entry meetings to reflect, repair harm, and reduce repeat suspensions.

An extra counselor was also funded to support ELs, attendance, home visits and social/emotional learning. Counselors will conduct a needs assessment and strengthen Tier 1 needs by having monthly classroom presentation on identified areas of need such as sexual harassment, discrimination, self-esteem, anger management, anxiety, and empathy. Counseling will focus their work to address the social emotional needs of students and will provide groups to support the significant need of social, emotional learning.

Admin meetings weekly will involve Deans and Counseling Rep to provide a continuum of services for students at Clark.

*Identified Need

- According to the Hoonuit, Clark's overall rate of chronic absenteeism is at a rate of 34%- for 2021-22. This is an increase of 15% from the previous year 2020-21. The following sub-groups have been identified as being in the orange sector for attendance in the California Dashboard and will need to be monitor closely: Asian, African American, Students with Disabilities, Hispanic, and Socioeconomically Disadvantaged. English Learner and Students experiencing Homelessness have been identified as being in the red sector for attendance.

- According to Hoonuit, Clark's rate of suspension is 8.6% a decrease of of 0.4% from the year 2019-20. In 2019-20 there was a suspension rate of 9%. In 2020-21 there was a suspension rate of 0.0% due to COVID. Our goal with Deans of students will be to decrease suspension rates with interventions and support.

- In the 2021-22 California Healthy Kids Survey there was a 94% response rate that is higher than previous years 2018(91%) and 2019 (86%). Of the students who responded, 50% of the students feel connected to school. Twenty six (26%) of the students expressed meaningful participation. Sixty three (63%) said that they have strong academic motivation.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	decrease chronic absenteeism	34%	12%	Chronic Absenteeism	Monthly
June 2023	6-8	improve overall attendance	94%	96%	Attendance	Monthly
June 2023	6-8	decrease suspension rate	8.6%	3.5%	Suspension	Monthly

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*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Black or African American	decrease chronic absenteeism	25%	15%	Chronic Absenteeism	Yearly
June 2023	6-8	Students with Disabilities	decrease chronic absenteeism	42%	20%	Chronic Absenteeism	Yearly
June 2023	6-8	Hispanic or Latino	decrease chronic absenteeism	37%	15%	Chronic Absenteeism	Yearly
June 2023	6-8	Black or African American	decrease suspension	15%	7%	Suspension	Yearly
June 2023	6-8	Students with Disabilities	decrease suspension	9%	4.5%	Suspension	Yearly
June 2023	6-8	Asian	decrease chronic absenteeism	23%	10%	Chronic Absenteeism	Yearly
June 2023	6-8	English Learner	decrease chronic absenteeism	32%	15%	Chronic Absenteeism	Yearly
June 2023	6-8	Homeless/Foster	decrease chronic absenteeism	49%	25%	Chronic Absenteeism	Yearly
June 2023	6-8	Asian	decrease suspension	1.8%	1%	Suspension	Yearly
June 2023	6-8	English Learner	decrease suspension	10.3%	4%	Suspension	Yearly
June 2023	6-8	Hispanic or Latino	decrease suspension	8.8%	3%	Suspension	Yearly
June 2023	6-8	Two or More Races	decrease suspension	10.5%	5%	Suspension	Yearly
June 2023	6-8	Socioeconomically Disadvantaged	decrease chronic absenteeism	48%	24%	Chronic Absenteeism	Yearly
June 2023	6-8	Socioeconomically Disadvantaged	decrease suspension	8.1%	4%	Suspension	Yearly

Supporting Black Youth - Additional Goals

- ✓ 1. Clark's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Clark is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Clark's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Clark will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Clark will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Clark's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Clark will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Clark will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

SEL/RJ Support: Decreasing Suspension Incidents and Increase Attendance

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

All students at the school will benefit from the strategy/activity of decreasing suspensions -specifically the following subgroups: Asian, English Learner, Hispanic/Latino, and students identified as 2 or more races. The resource teachers and counselors will support student's social/emotional needs as well as incorporate Restorative Justice practices.

***Strategy/Activity - Description**

School Counselors will strengthen Tier 1 Social/Emotional Support through monthly presentations to students in areas identified through a need's assessment. Examples include discrimination, sexual harassment, self-esteem, anger management, anxiety and empathy. Administrators and teacher leaders will support implementation of the Student Support and Restorative Justice collaboratively developed by administrators, SGT and San Diego Unified. The Resource Teacher will support new teachers or teachers needing additional support with cultivating a positive, proactive environment to minimize typical disciplinary referrals like "disruption" or "defiance" by building teachers' skills to establish partnership and cooperation with students. When suspension is unavoidable, the Resource Teacher will be a "Student Champion" and facilitate a restorative re-entry conference focused on repairing harm, restoring relationships, developing agency, and reducing repeat suspensions. The Resource Teacher and Principal will provide training and support for all teachers in Restorative Justice Practices. The Resource Teacher will research alternatives to suspension and implement activities such as restorative conferences or individualized projects whenever possible.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03223C	School Counselor -	1.00000	\$89,543.00	\$130,841.31	0322-30100-00-1210-3110-0000-01000-0000	Title I Basic Program	[no data]		Working with students to improve attendance and academic grades as part of Clark's integrated counseling team.
F03223J	Inschool Resource Tchr -	0.70000	\$69,241.20	\$99,743.52	0322-30106-00-1109-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Resource teacher to implement alternatives to suspension through Restorative Justice Practices
F03223O	Inschool Resource Tchr -	0.30000	\$29,674.80	\$42,747.21	0322-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Serves on Clark's integrated team to support students. Support for struggling students and support time for emotional and personal needs of students
F03223P	Inschool Resource Tchr -	0.30000	\$29,674.80	\$42,747.21	0322-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Serves on Clark's integrated team to support students. Will provide support for struggling students and support time for emotional and personal needs of students
F03223M	Inschool Resource Tchr -	0.70000	\$69,241.20	\$99,743.52	0322-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		School Resource teacher will support with Restorative Justice, school culture and chronic absenteeism by creating an environment and supports to encourage students to attend school. Resource teacher to reduce suspensions
N0322FR	Counselor Hrly		\$2,500.00	\$3,095.25	0322-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		Counselor hourly used to address overages for assigned counseling position as necessary.

***Additional Supports for this Strategy/Activity**

In 2022-23 school year the third school resource teacher position and the counselor will concentrate on improving chronic absenteeism. Deans and counselor will make home visits, documented contact with families and work on student incentives in regards to attendance

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

Call to Action Belief Statements

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

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

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

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

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

District LCAP Goals

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

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

FAST aReading scores indicate a slight decrease of students scoring within the "Advanced Students" or "Low Risk" benchmark Level in 2022 Fall at 33%.

Specialized Reading Support - During 2021-2022 SPSA Evaluation the team recommended increasing the number of students in 6th and 7th grade who had access to a specialized reading teacher. SSC felt Library Tech was providing students meaningful access to text at their levels, but recommended creating a library schedule that allowed for students to visit the library at lunch. This has been effective in providing student access to texts.

Tutoring - There are many more opportunities for students to get academic help. Currently targeted Math, English and EL tutoring sessions occur once a week for an hour. Tutoring will continue throughout the year and more opportunities will be provided as we get close to the SBAC testing window. Data in FAST aReading does not align with the support provided. For 2022-23, focus should be on targeted students that need the extra support instead of opening up tutoring for anyone who would like to attend.

Professional Development - Teachers will have the opportunity to engage in professional development in their content area as well as providing classroom hourly to collaborate and design lessons. Departments will have one day a year release time to work collaboratively in content areas to provide for meaningful instruction. Professional development will also focus on the areas of Integrated ELD to support our English Learners so that all students can benefit. Past professional development was not effective due to COVID related illnesses. In 2022-23 we will be able to meet in collaborative department groups during the school day.

Resource Teachers - Focus on Restorative practices and focus time on building the capacity of students and staff to engage in Restorative Justice Practices. Resource teachers will support students and families, repairing harm and creating a safe place for all students. Resource teachers were increased this year due to high social/emotional needs of our students in 2021-22. Although suspensions were high (8.6%), in 2019-20 suspensions were higher (9%). The two resource teachers reduced some suspensions and adding a third resource teacher to 2022-23 will further reduce suspensions.

***Major Differences**

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

Specialized Reading Support - Grouping of students for Specialized Reading Support was best served according to SSC with a Library Tech. Our Library Tech provided meaningful access to text at their levels and our Library Tech created a library schedule that allowed students to visit the library regularly. Tutoring -Students attended tutoring afterschool voluntarily once a week. Targeted English, Math and EL tutoring sessions were 1 hour in length.

Tutoring will continue throughout the year and more opportunities will be provided.

Professional Development - Teachers communicated a preference to continue collaborating in PLC and will schedule 1 PD Release Day for 2022-23.

Teachers schedule a date by department and receive a visiting teacher for their professional development/planning

Resource Teachers - Focus for resource teachers was to increase supports in LCAP 1- Safe, Positive Environment. It is our belief that students must be safe, engaged and connected for meaningful learning to take place. Resource teacher goals are to improve student attendance and reduce suspensions.

***Changes**

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

It is our belief that students must be safe, engaged, and connected for meaningful learning to take place. Gains in the areas of Language Arts and Math and increases in Chronic Absenteeism and Suspension support a shift toward more resources in this area. Additionally, established PLC teams are now more comfortable refining units of study and common assessments within their regular weekly PLCs.

***Identified Need - English Language Arts**

Baseline data indicates from CAASPP in ELA 2022 indicates that many of Clark Students are not meeting standards in English Language Arts. All of our students have an immediate need to increase their ability to demonstrate proficiency with grade-level standards and grade-level reading. This is still an area of considerable focus for improvement at Clark. The gaps in learning are diverse and often significant for most students at Clark. There are still large equity gaps for the subgroups listed above for targeted support and monitoring.

The CA Dashboard for the Academic Performance has been suspended. Clark is using the CAASPP data in analyzing proficiency. For 2021-22 CAASPP, 75% of students are not meeting achievement standards. Only 25% of all students have met or exceeded standards on CAASPP ELA. Our LEA FAST aReading scores for our English Language Arts recorded 35% of all students were reading in the Advanced or Low Risk categories for the Spring 2021 administration and 33% for the Fall 2022 administration.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6	Increase the percentage of students meeting and exceeding grade level standards	22%	30%	CAASPP ELA	annually
June 2023	7	Increase the percentage of students meeting and exceeding grade level standards	23%	30%	CAASPP ELA	annually
June 2023	8	Increase the percentage of students meeting and exceeding grade level standards	30%	38%	CAASPP ELA	annually
June 2023	6-8	Increase the percentage of students meeting and exceeding grade level standards	25%	33%	CAASPP ELA	annually

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June 2023	6-8	Increase the percentage of students' scores that are "Advanced" or "Low Risk" for the aReading Fast.	35%	43%	FAST aReading	3x / year
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***Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	17.2%	25.2%	CAASPP ELA	annually
June 2023	6-8	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	2%	10%	CAASPP ELA	annually
June 2023	6-8	English Learner	Increase the percentage of students meeting and exceeding grade level standards	2.6%	10.6%	CAASPP ELA	annually
June 2023	6-8	Black or African American	Increase the percentage of students who risk levels were "Advanced" and "Low Risk" based on the eReading score.	30%	38%	FAST aReading	3x a year
June 2023	6-8	English Learner	Increase the percentage of students who risk levels were "Advanced" and	2%	10%	FAST aReading	3x a year

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			"Low Risk" based on the eReading score.				
June 2023	6-8	Students with Disabilities	Increase the percentage of students who risk levels were "Advanced" and "Low Risk" based on the eReading score.	5%	13%	FAST aReading	3x a year

*Identified Need - Math

After reviewing of our 2021-22 CAASPP Math scores and the LEA DEMI assessment from the 2021-22 school year, we determined that all of our students have an immediate need to increase their ability to demonstrate proficiency with grade-level standards.

The CA Dashboard for the Academic Performance has been suspended; therefore, we utilized CAASPP and DEMI scores. For CAASPP 2022 Math, 12% of our students met or exceeded standards.

On the Demi, "Knowledge" assess basic computational skills used often in math classes, 74% of students reached proficiency or higher.

"Application" assess student's abilities to solve problems they may not have seen before and have to use their math skills creatively to solve a problem, 54% of students were at proficiency or higher. "Communication" assess students abilities to communicate their reasoning on how they solved an application problem, 31% of students where at proficiency or higher. As a school, we need to increase performance in all areas, for all students. As a school we will focus on "Knowledge" and "Application" for the 2022-2023 school year.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6	Increase the percentage of students meeting and exceeding grade level standards	14%	28%	CAASPP Math	Annually
June 2023	7	Increase the percentage of students meeting and exceeding grade level standards	10%	20%	CAASPP Math	Annually
June 2023	8	Increase the percentage of students meeting and exceeding grade level standards	12%	24%	CAASPP Math	Annually
June 2023	6-8	Increase the percentage of students meeting and	12%	24%	CAASPP Math	Annually

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		exceeding grade level standards				
June 2023	6-8	Increase percentage of students at proficiency or above in the category "knowledge".	74%	87%	DEMI	2x per year
June 2023	6-8	Increase percentage of students at proficiency or above in the category "application".	54%	63%	DEMI	2x per year
June 2023	6-8	Increase percentage of students at proficiency or above in the category "communication".	31%	39%	DEMI	2x per year

***Annual Measurable Outcomes (Closing the Equity Gap) - Math**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Black or African American	Increase the percentage of students meeting and exceeding grade level standards	1.7%	5%	CAASPP Math	annually
June 2023	6-8	English Learner	Increase the percentage of students meeting and exceeding grade level standards	1%	5%	CAASPP Math	annually
June 2023	6-8	Students with Disabilities	Increase the percentage of students meeting and exceeding grade level standards	2%	5%	CAASPP Math	annually
June 2023	6-8	Black or African American	Increase percentage of students at proficiency or above in the category "knowledge" on the DEMI.	74%	87%	DEMI	2x / year

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June 2023	6-8	English Learner	Increase percentage of students at proficiency or above in the category "application" on the DEMI.	36%	42%	DEMI	2x / year
June 2023	6-8	Students with Disabilities	Increase percentage of students at proficiency or above in the category "application" on the DEMI.	35%	41%	DEMI	2x / year
June 2023	6-8	Hispanic or Latino	Increase percentage of students at proficiency or above in the category "knowledge" on the DEMI.	72%	85%	DEMI	2x / year
June 2023	6-8	Students with Disabilities	Increase percentage of students at proficiency or above in the category "knowledge" on the DEMI.	45%	53%	DEMI	2x / year
June 2023	6-8	English Learner	Increase percentage of students at proficiency or above in the category "knowledge" on the DEMI.	54%	63%	DEMI	2x / year
June 2023	6-8	Black or African American	Increase percentage of students at proficiency or above in the category "application" on the DEMI.	45%	53%	DEMI	2x / year
June 2023	6-8	Hispanic or Latino	Increase percentage of students at proficiency or above in the category "application" on the DEMI.	53%	62%	DEMI	2x / year

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June 2023	6-8	Homeless/Foster	Increase the percentage of students meeting and exceeding grade level standards	24%	32%	CAASPP Math	annually
June 2023	6-8	Socioeconomically Disadvantaged	Increase the percentage of students meeting and exceeding grade level standards	11.3%	19.3%	CAASPP Math	annually

***Identified Need - English Learners**

Only 6.1% of English Learners met or exceeded standards on the 2022 ELA SBA and 2.8% met or exceeded standards on the 2022 SBA State Math Assessment. By contrast, 13.6% of Reclassified English Learners met or exceeded standards on 2022 ELA SBA and 6.7% met or exceed standards on the 2022 SBA State Math Assessment. According to the most recent Summative ELPAC data from 2022, 22.9% of EL students progressed at least one level of ELPAC, 55% maintained their level, and 7.8% decreased in their levels.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	English Learner	To reclassify all potentially eligible English Learners	90%	100%	Reclassification Rates	Annually

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

After thorough analysis of the LEA Attendance data, CAASPP, FAST, and DEMI data, we found that several of our lower performing subgroups also have high levels of chronic absenteeism. We know that research supports that students attending school regularly is important for students to achieve proficiency and achieve reclassification eligibility. Based on the 2021-22 data, which was impacted by mandated absences related to COVID, we had all of our sub-groups with a 25% or higher Chronic Absenteeism. Our highest percentage sub-group included English Learners and Students with Disabilities. Our goal is to improve student attendance which will improve student grades and will prepare students for high school academic rigor.

The following data will be gathered to identify students at the end of each Progress Reporting Period:

- Identify students with F grades in ELA and Math
- Distribution on students receiving GPAs under 1.0, 1.0 range, 2.0 range, 3.0 range,
- Include data for the following struggling subgroups: Black Youth, Students with Disabilities, English Learners

Parents of students earning D/F grades will be notified (via phone call, text, or email) in weeks 6 of every quarter by the first period teacher. First period teacher will notify for any and all D/F, even if a D/F does not exist in that teacher's course.

Students earning F grades will have at least 2 counselor contacts such as calls, texts, or small group sessions related to topics that may include: personal goal setting, A-G requirements, the impact of GPA, using a planner, using PowerSchool, and self-advocating with teachers.

Our data is as follows for Semester 2, 2022 for students receiving an F grade:

6th ELA 25% of 6th grade students received a grade of D or F in ELA

6th Math 21.45% of 6th grade students received a grade of D or F in Math

7th ELA 21.9% of 7th grade students received a grade of D or F in ELA

7th Math 11% of 7th grade students received a grade of D or F in Math

In analyzing data, students are able to pass math at a slightly higher rate than ELA. The data in SBA has only 14% of students in 6th grade are met or above standards. In 7th SBA, only 10% of 7th Math are met or above standards. The SBA Math scores and Ds and Fs for 7th grade Math are showing discrepancies between passing math class and scoring low on SBA Math. Clark will focus on aligning grade level assessments by content area to grade level standards to support our learners being better prepared for high school rigor.

*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	All student subgroups will attend school more than 90% of the year	varies	+90%	Other (Describe in Objective)	annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	6-8	Black or African American	Decrease Chronic Absenteeism for Black or African American	25%	15%	Absenteeism	Annually
June 2023	6-8	English Learner	Decrease Chronic Absenteeism for English Learners	32%	15%	Absenteeism	Annually
June 2023	6-8	Students with Disabilities	Decrease Chronic Absenteeism for Students with Disabilities	42%	20%	Absenteeism	Annually

Professional Conferences

*Students to be served by this Strategy/Activity

All the students at the school will benefit from this strategy/activity in the area of English Language Arts, including the following subgroups: African American or Black, English Learners, and Students with Disabilities.

***Strategy/Activity - Description**

CONFERENCES- Teachers to attend professional conferences to capacitate them in academic areas to support student academic success.
 Social Studies: CCSS (California Council for the Social Studies) in Santa Clara, CA – focus on literacy, critical thinking, and ELL strategies.
 Science, Math and ELA will get back to me today on where they are planning on going. There may be some local as well as other locations.
 The rationale is to improve academic achievement in the core content areas such as increasing percent of students met or exceed standards in SBA Math and SBA ELA as well as CAST Science.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0322C	Conference Local		\$1,000.00	\$1,000.00	0322-09800-00-5209-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support teacher professional learning to support students.
N0322FZ	Conference Local		\$1,000.00	\$1,000.00	0322-30100-00-5209-1000-1110-01000-0000	Title I Basic Program	[no data]		Support teacher professional learning to support students.
N0322G0	Conference Local		\$1,000.00	\$1,000.00	0322-30106-00-5209-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Support teacher professional learning to support students.
N0322G5	Travel Conference		\$1,000.00	\$1,000.00	0322-30100-00-5207-2420-0000-01000-0000	Title I Basic Program	[no data]		Support teacher professional learning to support students.

Independent Reading and Academic Research

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

All the students at the school will benefit from this strategy/activity in the area of English Language Arts, including the following subgroups: African American or Black, Homeless/Foster students, English Learners, and Students with Disabilities.

***Strategy/Activity - Description**

All students will have the opportunity to practice reading high interest text at their independent level.
 * English teachers will conduct mini-lessons on Lexile bands and provide opportunities for student goal setting.
 * Library tech will ensure high interest reading material across a variety of Lexile levels.
 * Library tech will support classroom teachers to find non-fiction reading materials to support across curriculum.
 * Library tech will collaborate with classroom teachers to provide access to online reading materials during school closure / online learning.
 * Purchase NewsEla reading resource and use differentiated Lexile level texts to support students accessing curriculum in all curriculum areas.
 * Increase academic achievement of students reflecting and writing research and investigation at various excursions. Teachers will connect ELA standards within the excursions at various locations.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03223D	School Library Techn II -	0.37000	\$16,620.40	\$32,469.78	0322-30100-00-2230-2420-0000-01000-0000	Title I Basic Program	[no data]		Increase student access to text at their Lexile level
N032248	Supplies		\$7,664.00	\$7,664.00	0322-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplies to support student learning and/or school planners
N03225R	Software License		\$12,000.00	\$12,000.00	0322-30106-00-5841-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Online texts to support differentiation and online programs to engage different learning styles
N03229Q	Supplies		\$5,391.00	\$5,391.00	0322-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplies to support student monitoring for example, student planners
N0322F7	Interprogram Svcs/Field Trip		\$500.00	\$500.00	0322-30106-00-5735-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supports for academic learning through academic excursions
N0322FV	Interprogram Svcs/Paper		\$10.00	\$10.00	0322-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		General classroom to support student activities and consumables.
N0322FW	Software License		\$10.00	\$10.00	0322-09800-00-5841-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Online texts to support differentiation and online programs to engage different learning styles
N0322FY	Software License		\$10.00	\$10.00	0322-30100-00-5841-1000-1110-01000-0000	Title I Basic Program	[no data]		Online texts to support differentiation and online programs to engage different learning styles
N0322G1	Librarian Hrly		\$2,000.00	\$2,476.20	0322-09800-00-1251-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly academic support for students when selecting specific topic books to support their academic assignments.

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N0322G4	Supplies		\$4,000.00	\$4,000.00	0322-09800-00-4301-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Purchasing supplies for the library in support of unduplicated students such as highlighters, post its, etc.
N0322G6	Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0322-30100-00-5733-2420-0000-01000-0000	Title I Basic Program	[no data]		General classroom to support student activities
N0322G7	Interprogram Svcs/Paper		\$500.00	\$500.00	0322-30106-00-5733-2420-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		General classroom to support student activities
N0322G8	Interprogram Svcs/Field Trip		\$1,000.00	\$1,000.00	0322-30100-00-5735-2420-0000-01000-0000	Title I Basic Program	[no data]		Supports for academic learning through academic excursions
N0322G9	Interprogram Svcs/Duplicating		\$100.00	\$100.00	0322-30100-00-5721-2420-0000-01000-0000	Title I Basic Program	[no data]		District printing services to print brochures and lower cost
N0322GA	Library Books		\$1,000.00	\$1,000.00	0322-30100-00-4201-2420-1110-01000-0000	Title I Basic Program	[no data]		Texts to support differentiation and different learning styles
N0322GB	Equipment Non Capitalized		\$900.00	\$900.00	0322-30100-00-4491-1000-1110-01000-0000	Title I Basic Program	[no data]		General classroom to support student activities

After School Tutoring

*Students to be served by this Strategy/Activity

All students will benefit from this strategy.

*Strategy/Activity - Description

Teachers will be providing after school tutoring to support at risk students based on data. Teachers will provide additional support in ELA and Math.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03227E	Classroom Teacher Hrly		\$6,000.00	\$7,428.60	0322-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		After school tutoring provided to students for ELA and Math support.
N0322AX	Classroom Teacher Hrly		\$7,000.00	\$8,666.70	0322-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Teacher hourly to provide support for students with tutoring and assistance after school.
N0322FQ	Classroom Teacher Hrly		\$15,000.00	\$18,571.50	0322-09800-00-1157-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Teacher hourly to provide academic support for students with tutoring and assistance after school in the areas of ELA and Math.
N0322G2	Classroom Teacher Hrly		\$6,000.00	\$7,428.60	0322-09800-00-1157-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		After school tutoring and academic support

Monitoring and Goal Setting

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

All English Learners, including both Newcomer English Learners and Long Term English Learners (LTEL) will benefit from Monitoring and Goal Setting.

***Strategy/Activity - Description**

Resource teacher and ELD teachers will design a student profile and goal-setting template for English Learners including areas for ELPAC Domains, SBA English and Math, FAST/Lexile Score, GPA, and Attendance, and interpersonal goals and strengths that promote self-efficacy and agency. Office Support Staff will help populate these fields for each English Learner. Teachers will collaborate with other school leaders, including ESL Assistants, to organize small group or 1:1 conferences with students after each progress report of instruction. Clark will help families understand this monitoring tool and support their student's learning at home. Once a semester office support will coordinate a "Parent Portal" training for families.

Office of Language Acquisition will continue to provide ongoing Professional Development for teachers to support English Learners including whole staff Professional Development and PLC small groups. AP and Principal to conduct weekly classroom visits for ongoing feedback and support. AP and Principal, along with ESL assistants will also coordinate ELPAC testing and tutoring preceding the testing window. Tutoring will be provided prior to testing and throughout the year. Teachers will receive direct feedback from administration and will be able to discuss feedback/lessons in teacher PLCs.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F03223E	Inschool Resource Tchr - NEW POSN, SBB2538099	0.06000	\$5,934.96	\$8,740.41	0322-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		To support students in creating a positive school environment
F03223F	ESL Asst -	0.75000	\$22,274.25	\$50,124.19	0322-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	[no data]		Supports with family contact, modifications and support in the classroom for Long Term English learners and students new to the country.
F03223L	Regular Teacher - VACANCY, SBB2536418	0.20000	\$18,451.80	\$26,843.39	0322-30100-00-1107-1000-1110-01000-0000	Title I Basic Program	[no data]		To reduce English class sizes and provide additional support for English language learners
F03223G	ESL Asst -	0.75000	\$22,274.25	\$50,124.19	0322-30100-00-2101-1000-1110-01000-0000	Title I Basic Program	[no data]		Supports with family contact, modifications and support in the classroom for Long Term English learners and students new to the country.
N03223V	Postage Expense		\$2,500.00	\$2,500.00	0322-09800-00-5920-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Mailing school related items to parents such as flyers, promotion requirements
N03229T	Supplies		\$5,881.00	\$5,881.00	0322-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Curriculum and supplies for classrooms to support engagement strategies such as science instruments, reading guides, markers, whiteboards

Professional Development-Hourly

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

All Students with Disabilities (and General Education Students) benefit from clarity of expectations about general educator's role in special education and paid for general educators and special educators to collaborate. Students with disabilities, English learners, Black or African American, Hispanic/Latino, and Homeless/Foster benefit

***Strategy/Activity - Description**

Principal will continue work in the Call to Action for Students with Disabilities by providing clarity of expectations and supports to General Educators in the IEP process and to meaningfully support Students with Disabilities.

Professional Development Hourly pay will be made available for co-planning for Special and General Educators to collaborate, design lessons, accommodate lessons, tasks, and assessments, and review data to monitor student progress.

All students with disabilities receive support in all areas listed in the IEP. Specialized Academic Instruction (SAI) is provided by co-teachers/Educational Specialists and paraprofessionals utilizing a variety of models of co-teaching and collaboration. Additionally, Educational Specialists provide SAI through accommodating assignments and assessments according to the IEP.

Teachers, counselors, administrators and Educational Specialists participate in data analysis cycles including data on student grades, end of unit common assessments, FAST assessments, and SBA data for students with disabilities.

Special Educators are part of Professional Learning Communities who will center their work around DuFour's Questions:

- 1) What do we want students to know and be able to do?
- 2) How will we know if they learn it?
- 3) How will we respond when some students do not learn?
- 4) How will we extend the learning for students who are already proficient?

Special Education is released from specific staff meetings to review data and build common assessments to support student growth.

Professional development for general education and special education teachers focused on successful co-teaching planning, instructional strategies, classroom instruction and Restorative Justice.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0322FP	Non Clsrm Tchrr Hrly		\$1,500.00	\$1,857.15	0322-30100-00-1957-2130-0000-01000-0000	Title I Basic Program	[no data]		Curriculum development
N0322G3	Counselor Hrly		\$4,000.00	\$4,952.40	0322-09800-00-1260-2420-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Hourly pay for curriculum in social/emotional supports

PD/PLCs

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

All the students at the school will benefit from this strategy/activity in the area of English Language Arts, including the following subgroups: African American or Black, English Learners, and Students with Disabilities.

***Strategy/Activity - Description**

Professional Learning Communities will center their work around DuFour's Question:

- 1) What do we want students to know and be able to do?
- 2) How will we know if they learn it?
- 3) How will we respond when some students do not learn?
- 4) How will we extend the learning for students who are already proficient?

*Special attention will be paid to meaningful formative and summative assessment, constantly monitoring what students know and are able to do.
 *PLC teams, including Special Educators, will develop tasks that require students to demonstrate evidence of learning and language acquisition through writing and speaking. PLC teams will examine Amplify resources, either fully implementing or integrating resources into existing Curricular Units, analyzing data from Common Assessments to measure impact.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N032217	Prof&Curriclm Dev Vist Tchr		\$7,500.00	\$9,285.75	0322-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		PD will be provided to teachers to meet and analyze data, create common assessments and plan curriculum accordingly.
N0322E3	Prof&Curriclm Dev Vist Tchr		\$7,500.00	\$9,285.75	0322-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt	[no data]		PD will be provided to teachers to meet and analyze data, create common assessments and plan curriculum accordingly.

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

Call to Action Belief Statement

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

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

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

Our goal was tied to parent responses on the CAL - SCHLS Parent survey.

***Major Differences**

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

We will use the same metrics to monitor accomplishment of this goal, but the major difference will be a purposeful plan that is connected with our intention in Goal 7 regarding communicating with parents about failing grades in English language arts and math.

***Changes**

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

Targeting subgroups that are already mentioned in other goals will be addressed because those goals will include communication with parents about student achievement.

***Identified Need**

Our low percentage of return for surveys is somewhat typical. Repeatedly, parents at Coffee with the Principal and in School Leadership positions (ELAC, SSC), parents share that their chief concern is communication. They have asked us to increase our communication strategies (beyond current use of website School Messenger).

*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" or "Very Well" in the area of parent communication	41%	50%	CAL - SCHLS (CSPS)
June 2023	Other (Describe in Objective)	Increase the average percentage of parents responding "Strongly Agree" in the area of parent involvement (average of 5 indicators) from all parent groups	30%	41%	CAL - SCHLS (CSPS)
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	African American: Increase use of PowerSchool by Parents	Accounts opened by parents: 14%	50%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	English Learners: Increase use of PowerSchool by Parents	Accounts opened by parents: 14%	50%	Other - Describe in Objective
June 2023	Other (Describe in Objective)	Student with Disabilities: Increase use of PowerSchool by Parents	Accounts opened by parents: 14%	50%	Other - Describe in Objective
Parent Workshops and Trainings					
*Families to be served by this Strategy/Activity					
All students will be served, with special attention to the parents of African American students, English Learners, and Students with Disabilities.					
*Strategy/Activity - Description					
The following Parent Workshops/opportunities for parent involvement will be hosted by Clark in 2022-23: - Monthly ELAC, School Site Council, and SGT Meetings - PowerSchool Parent Portal (Semester and including screencasts that can be accessed any time)					

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- Parent Shadow Days
- Science Night, English/History Night, Math Night, Spring Showcase
- Reclassification Requirements (at least once annually and including screen casts that can be accessed any time)
- Coffee with the Principal
- Parent Patrol

To support this goal, we plan to improve our outreach methods to include: School Messenger with TEXT, and the school Website.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N03226O	In-service supplies		\$917.47	\$917.47	0322-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Light beverages and refreshments for in person meetings
N0322AI	Other Support Prsnl PARAS Hrly		\$2,000.00	\$2,740.20	0322-30103-00-2281-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Interpretation and translation for meetings
N0322FO	Clerical OTBS Hrly		\$2,000.00	\$2,740.20	0322-30103-00-2451-2700-0000-01000-0000	Title I Parent Involvement	[no data]		Setup and preparation for parent meetings
N0322FS	Postage Expense		\$391.13	\$391.13	0322-30103-00-5920-1000-1110-01000-0000	Title I Parent Involvement	[no data]		Information mailed home to parents as needed

*Additional Supports for this Strategy/Activity

Additional supports for this strategy include parent inclusion in the Hoover Cluster Wellness Project, Hoover Cluster Leadership Council, Hoover Cluster Parent Council, and College Avenue Compact. Price Philanthropy also funds School Social Workers who organize and host additional parent trainings.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Clark Middle Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 432,969
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 710,428

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 135,849
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 135,849

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 141,610
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 141,610

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 710,428

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Clark Middle	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	59,349.60	0.6	\$59,349.60
Clark Middle			3000 Benefits			0	\$26,144.82
Clark Middle		Inschool Resource Tchr Total				0.6	\$85,494.42
Clark Middle		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	21,000.00	0	\$21,000.00
Clark Middle			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	7,500.00	0	\$7,500.00
Clark Middle			1251 Librarian Hrly	Librarian Hrly	2,000.00	0	\$2,000.00
Clark Middle			1260 Counselor Hrly	Counselor Hrly	4,000.00	0	\$4,000.00
Clark Middle			3000 Benefits			0	\$8,214.45
Clark Middle			4301 Supplies	Supplies	9,881.00	0	\$9,881.00
Clark Middle			5209 Conference Local	Conference Local	1,000.00	0	\$1,000.00
Clark Middle			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	10	0	\$10.00
Clark Middle			5841 Software License	Software License	10	0	\$10.00
Clark Middle			5920 Postage Expense	Postage Expense	2,500.00	0	\$2,500.00
Clark Middle		(blank) Total				0	\$56,115.45
Clark Middle	09800 LCFF Intervention Support Total					0.6	\$141,609.87
Clark Middle	30100 Title I Basic Program	ESL Asst	2101 Classroom PARAS	Classroom PARAS	44,548.50	1.5	\$44,548.50
Clark Middle			3000 Benefits			0	\$55,699.88
Clark Middle		ESL Asst Total				1.5	\$100,248.38
Clark Middle		Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	75,176.16	0.76	\$75,176.16
Clark Middle			3000 Benefits			0	\$33,307.77
Clark Middle		Inschool Resource Tchr Total				0.76	\$108,483.93
Clark Middle		Regular Teacher	1107 Classroom Teacher	Classroom Teacher	18,451.80	0.2	\$18,451.80
Clark Middle			3000 Benefits			0	\$8,391.59
Clark Middle		Regular Teacher Total				0.2	\$26,843.39
Clark Middle		School Counselor	1210 Counselor	Counselor	89,543.00	1	\$89,543.00
Clark Middle			3000 Benefits			0	\$41,298.31
Clark Middle		School Counselor Total				1	\$130,841.31
Clark Middle		School Library Techn II	2230 Libry Media & Tech OTBS	Libry Media & Tech OTBS	16,620.40	0.37	\$16,620.40
Clark Middle			3000 Benefits			0	\$15,849.38
Clark Middle		School Library Techn II Total				0.37	\$32,469.78
Clark Middle		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	7,000.00	0	\$7,000.00
Clark Middle			1260 Counselor Hrly	Counselor Hrly	2,500.00	0	\$2,500.00
Clark Middle			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	1,500.00	0	\$1,500.00
Clark Middle			3000 Benefits			0	\$2,619.10
Clark Middle			4201 Library Books	Library Books	1,000.00	0	\$1,000.00
Clark Middle			4301 Supplies	Supplies	7,664.00	0	\$7,664.00
Clark Middle			4491 Equipment Non Capitalized	Equipment Non Capitalized	900	0	\$900.00
Clark Middle			5207 Travel Conference	Travel Conference	1,000.00	0	\$1,000.00
Clark Middle			5209 Conference Local	Conference Local	1,000.00	0	\$1,000.00
Clark Middle			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	100	0	\$100.00
Clark Middle			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	1,000.00	0	\$1,000.00
Clark Middle			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	1,000.00	0	\$1,000.00
Clark Middle			5841 Software License	Software License	10	0	\$10.00
Clark Middle		(blank) Total				0	\$27,293.10
Clark Middle	30100 Title I Basic Program Total					3.83	\$426,179.89
Clark Middle	30103 Title I Parent Involvement	(blank)	2281 Other Support Prsni PARAS Hrly	Other Support Prsni PARAS Hrly	2,000.00	0	\$2,000.00
Clark Middle			2451 Clerical OTBS Hrly	Clerical OTBS Hrly	2,000.00	0	\$2,000.00
Clark Middle			3000 Benefits			0	\$1,480.40
Clark Middle			4304 Inservice supplies	Inservice supplies	917.47	0	\$917.47
Clark Middle			5920 Postage Expense	Postage Expense	391.13	0	\$391.13
Clark Middle		(blank) Total				0	\$6,789.00
Clark Middle	30103 Title I Parent Involvement Total					0	\$6,789.00
Clark Middle	30106 Title I Supplmnt Prog Imprvmnt	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	69,241.20	0.7	\$69,241.20
Clark Middle			3000 Benefits			0	\$30,502.32
Clark Middle		Inschool Resource Tchr Total				0.7	\$99,743.52
Clark Middle		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	6,000.00	0	\$6,000.00

Clark Middle			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	7,500.00	0	\$7,500.00
Clark Middle			3000 Benefits			0	\$3,214.35
Clark Middle			4301 Supplies	Supplies	5,391.00	0	\$5,391.00
Clark Middle			5209 Conference Local	Conference Local	1,000.00	0	\$1,000.00
Clark Middle			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	500	0	\$500.00
Clark Middle			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	500	0	\$500.00
Clark Middle			5841 Software License	Software License	12,000.00	0	\$12,000.00
Clark Middle			(blank) Total			0	\$36,105.35
Clark Middle	30106 Title I Supplmnt Prog Imprvmnt Total					0.7	\$135,848.87

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



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

Monroe Clark Middle School

TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

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

- Policy (English and Spanish) goes home with students in the Back to School packet and parents are notified by phone message (English and Spanish). This policy will also be available to parents on our School Website.
- Policy made available digitally at Title 1 Parent Meeting in October
- Policy updated annually through collaboration with staff and families in School Site Council

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

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

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
 - One meeting will be held during the Fall semester for parents to view a presentation about the Title 1 program and its requirements.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])
 - Coffee with the Principal
 - English Learner Advisory Council (ELAC) Meetings
 - School Site Council (SSC)
 - Parent Center Workshops and Volunteer Program
 - Fall Open House
 - Summer Clark Showcase
 - Individual parent conferences with counselors/teachers/administration
 - Parent Classroom Visitation Day/Parent Shadow Days
 - Science afternoon, English/History afternoon, Math afternoon
 - Weekly communication to families via phone message

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

- Coffee with the Principal
- English Learner Advisory Council (ELAC) Meetings
- School Site Council
- Governance Team Meeting
- Parent Center will offer trainings for parents
- Fall Open House
- Summer Clark Showcase
- Clear and consistent website updates
- Marquee announcements
- Monthly calendar posted in the Front Office and Parent Center
- Science afternoon, English/History afternoon, Math afternoon

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

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

- School Site Council (once a month from 3-4 pm)
- English Learner Advisory Council (ELAC) Meetings
- Coffee with the Principal
- Governance Team Meeting
- Parent Center Trainings and Workshops
- Fall Open House
- Summer Clark Showcase
- Monroe Clark Website
- Marquee announcements
- School Messenger phone messages, emails, and texts
- Individual parent conferences with counselors/teachers/administration
- Science afternoon, English/History afternoon, Math afternoon

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

- School Site Council (once a month from 3-4 pm)
- English Learner Advisory Council (ELAC) Meetings
- Coffee with the Principal
- Governance Team Meeting
- Parent Center Trainings and Workshops
- Fall Open House
- Summer Clark Showcase
- Monroe Clark Website
- Marquee announcements
- School Messenger phone messages, emails, and texts
- Individual parent conferences with counselors/teachers/administration
- Science afternoon, English/History afternoon, Math afternoon

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

- School Site Council Meetings
- English Learner Advisory Council (ELAC) Meetings
- Governance Team Meeting
- Parent Center Volunteer Program

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

2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

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

- Parent Center Trainings and Workshops
- Coffee with the Principal
- CAFE Conference (when hosted locally)
- English Learner Advisory Council (ELAC) Meetings
- District and County Trainings

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

- Parent Center Trainings and Workshops
- Coffee with the Principal
- CAFE Conference (when hosted locally)
- English Learner Advisory Council (ELAC) Meetings
- District and County Trainings

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

- School Site Council – Teacher and parent collaboration

- Governance Team - Teacher and parent collaboration
- ELAC Needs Assessments, School Climate Survey shared with staff

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

- Parent Center Volunteer Program
- English Learner Advisory Council (ELAC) Meetings
- Parent Center Parent Trainings and Workshops
- District and County trainings

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

- Monroe Clark translates all written parent communication in English and Spanish.
- Monroe Clark provides translation in Spanish and Vietnamese at all parent meetings.

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

- CAFE Conference (when hosted locally)
- District and County Trainings
- Parent Center Trainings and Workshops
- Trainings related to online learning and technology

2.3 ACCESSIBILITY

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

- Monroe Clark translates all written parent communication in English and Spanish.
- Monroe Clark provides translation in Spanish and Vietnamese at all parent meetings.

APPENDIX C

SCHOOL PARENT COMPACT



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

Title I School-Parent Compact 2022-2023

Monroe Clark Middle School

2.4 School-Parent Compact

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

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])
- Monroe Clark Middle School provides high-quality curriculum and instruction through teacher professional development and collaboration, including common unit planning and common assessments aligned with the Common Core State Standards.
 - Parent/Teacher conferences are held twice annually. A parent may also arrange a conference at any time regarding a question or concern about their child by contacting the front office or counseling office.
 - Parents and family members support their children's learning by:
 - Monitoring attendance.
 - Making sure that homework is completed and turned in.
 - Monitoring amount of television their child watches.
 - Participating, as appropriate, in decisions relating to their child's education such as attending Open House, Back to School afternoon, Parent/Teacher Conferences, Parent Classroom Visitation Days, and attending Science, English, History and Math afternoon
 - Promoting positive use of their child's extracurricular time.
 - Staying informed about their child's education and communicating with the school by promptly reading all notices from the school or the school district either

received by my child or by mail and responding, as appropriate.

o Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

o Limiting and monitoring their child’s social media and electronic device use.

o Seeking help in their child needs it. (Example: from Counselors, School Social Workers, Tutoring)

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

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

- Monthly meetings including Coffee with the Principal, School Site Council, and English Learner Advisory Commission (ELAC) Meetings.
- Workshops and trainings hosted by staff members.
- Parent/Teacher Conferences are held twice annually. A parent may also arrange a conference at any time regarding a question or concern about their child by contacting the front office or counseling office.

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

Written communication from Monroe Clark Middle School and automated phone calls are sent home in both English and Spanish.

- Parent presentations such as Coffee with the Principal and Back to School afternoon are supported by Spanish and Vietnamese interpreters.
- Individual phone calls and conferences can be arranged for almost any language a parent or family requests.
- Progress reports are sent home 4 times a year and semester grades are mailed home twice a year.

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

- Annual School Needs Assessment and School Climate Surveys, completed by parents, help Clark staff plan Family Involvement Activities.
- Parents and families communicate in monthly Coffee with the Principal, School Site Council, and English Learner Advisory Commission (ELAC) Meetings to request activities or trainings.
- Parent Center Trainings and Workshops
- Coffee with the Principal

- CABE Conference (when hosted locally)
- English Learner Advisory Council (ELAC) Meetings
- District and County Trainings
- DAC (District Advisory Council), DELAC (District English Learner Advisory Council) and School Board Meetings
- Parents may observe classroom activities by appointment with a teacher and after checking in at the front office. Parents may volunteer during specific hours and days by filling out the parent volunteer application. (Ex: Field Trips, Parent Center, Parent Patrol, etc.) Up-to-date information on parent access to the campus and observing and volunteering can be obtained by calling the front office.

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

- Written communication from Monroe Clark Middle School and automated phone calls are sent home in both English and Spanish.
- Parent presentations such as Coffee with the Principal and Back to School afternoon are supported by Spanish and Vietnamese interpreters.
- Individual phone calls and conferences can be arranged for almost any language a parent or family requests.

This Compact was adopted by the Monroe Clark Middle School on October 6, 2022 and will be in effect for the period of 2022-2023 School Year.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 12, 2022.

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- Illuminate
- California Dashboard

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



Home / Testing & Accountability / Accountability / California School Dashboard and System of Support
/ School Dashboard Additional Reports and Data

Clark Middle (San Diego, CA) San Diego Unified

[Return to Search](#)

Reporting Year:

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2019

[Pivot Data by StudentGroups](#)

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	None	None	Yellow	Yellow
English Learners	Red	Orange	None	None	Yellow	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Red	Green	None	None	Yellow	Orange
Socioeconomically Disadvantaged	Orange	Orange	None	None	Yellow	Yellow
Students with Disabilities	Orange	Yellow	None	None	Orange	Orange
African American	Orange	Yellow	None	None	Orange	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Orange	None	None	Blue	Green
Filipino	None	None	None	None	None	None
Hispanic	Orange	Orange	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	Orange	None	None	None	None



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

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	981	22.5	992	29.1	960	30.6	889	35.7	814	24.9	2.4	-10.8	1015	16.5	1007	19.7	955	19.8	906	23.5	810	12.0	-4.5	-11.5
Female	503	27.8	489	34.6	468	37.0	407	42.3	400	29.3	1.5	-13.0	514	16.9	498	20.7	468	20.7	417	23.5	398	11.3	-5.6	-12.2
Male	478	16.9	503	23.9	492	24.6	482	30.1	413	20.6	3.7	-9.5	501	16.0	509	18.7	487	18.9	489	23.5	411	12.7	-3.3	-10.8
African American	84	23.8	74	23.0	68	17.6	56	23.2	58	17.2	-6.6	-6.0	90	8.9	78	5.1	67	11.9	56	14.3	58	1.7	-7.2	-12.6
Asian	24	29.2	32	37.5	29	41.4	111	62.2	103	54.4	25.2	-7.8	26	23.1	32	28.1	29	27.6	112	46.4	103	36.9	13.8	-9.5
Filipino	2	-	1	-	1	-	5	-	6	-	-	-	2	-	1	-	1	-	5	-	6	-	-	-
Hispanic	755	20.1	749	26.3	727	28.2	683	32.1	614	19.7	-0.4	-12.4	772	15.0	753	17.8	722	17.5	697	19.9	610	8.7	-6.3	-11.2
Native American	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	5	-	1	-	0	-	0	-	3	-	-	-	5	-	1	-	0	-	0	-	3	-	-	-
White	10	0.0	9	-	14	14.3	15	33.3	12	33.3	33.3	0.0	11	9.1	10	20.0	14	7.1	15	33.3	12	8.3	-0.8	-25.0
Multiracial	18	16.7	19	42.1	27	40.7	19	36.8	17	52.9	36.2	16.1	21	4.8	24	25.0	27	22.2	21	23.8	17	5.9	1.1	-17.9
English Learner	289	0.3	237	2.1	222	2.3	191	4.7	233	2.6	2.3	-2.1	313	1.3	253	1.6	220	3.2	208	4.8	232	0.9	-0.4	-3.9
English-Speaking	692	31.8	754	37.7	737	39.2	698	44.1	581	33.9	2.1	-10.2	702	23.2	753	25.8	734	24.8	698	29.1	578	16.4	-6.8	-12.7
Reclassified†	535	34.0	580	39.1	560	41.8	549	44.8	420	34.3	0.3	-10.5	541	26.4	580	27.6	558	25.6	549	28.6	419	16.5	-9.9	-12.1
Initially Eng. Speaking	157	24.2	174	32.8	177	31.1	149	41.6	161	32.9	8.7	-8.7	161	12.4	173	19.7	176	22.2	149	30.9	159	16.4	4.0	-14.5
Econ. Disadv.*	949	22.7	945	29.1	883	30.2	848	35.0	765	23.9	1.2	-11.1	979	16.2	957	19.6	879	20.1	861	23.1	761	11.3	-4.9	-11.8
Non-Econ. Disadv.	32	18.8	47	29.8	77	35.1	41	48.8	49	40.8	22.0	-8.0	36	22.2	50	20.0	76	15.8	45	31.1	49	22.4	0.2	-8.7
Gifted	195	51.3	197	59.4	177	64.4	160	66.3	48	64.6	13.3	-1.7	196	44.4	197	51.8	177	49.7	160	54.4	47	40.4	-4.0	-14.0
Not Gifted	786	15.4	795	21.6	783	23.0	729	28.9	766	22.5	7.1	-6.4	819	9.8	810	11.9	778	13.0	746	16.9	763	10.2	0.4	-6.7
With Disabilities	117	1.7	134	2.2	125	3.2	126	6.3	150	2.0	0.3	-4.3	119	1.7	134	1.5	123	1.6	127	7.9	150	2.0	0.3	-5.9
WO Disabilities	864	25.3	858	33.3	835	34.7	763	40.5	664	30.1	4.8	-10.4	896	18.4	873	22.5	832	22.5	779	26.1	660	14.2	-4.2	-11.9
Homeless	49	16.3	60	23.3	76	25.0	84	33.3	115	20.9	4.6	-12.4	53	9.4	59	18.6	77	14.3	86	15.1	103	12.6	3.2	-2.5
Foster	0	-	1	-	0	-	0	-	1	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Military	7	-	7	-	7	-	12	41.7	6	-	-	-	8	-	7	-	7	-	11	27.3	5	-	-	-

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

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clark
Grade 6

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	336	17.3	345	27.0	294	31.6	0	-	264	21.6	4.3	-	342	20.2	350	23.1	292	27.7	307	28.7	263	13.7	-6.5	-15.0
Female	179	19.6	161	31.1	143	37.8	0	-	136	27.2	7.6	-	181	18.8	166	25.9	143	29.4	133	27.8	135	10.4	-8.4	-17.4
Male	157	14.6	184	23.4	151	25.8	0	-	128	15.6	1.0	-	161	21.7	184	20.7	149	26.2	174	29.3	128	17.2	-4.5	-12.1
African American	26	15.4	17	11.8	22	22.7	0	-	17	11.8	-3.6	-	27	11.1	17	0.0	22	31.8	20	25.0	17	0.0	-11.1	-25.0
Asian	9	-	11	36.4	7	-	0	-	43	48.8	-	-	10	30.0	11	27.3	7	-	33	66.7	43	39.5	9.5	-27.2
Filipino	1	-	0	-	1	-	0	-	2	-	-	-	1	-	0	-	1	-	3	-	2	-	-	-
Hispanic	258	16.3	264	24.6	225	27.6	0	-	194	14.9	-1.4	-	258	19.0	266	19.5	223	22.4	239	21.8	193	9.3	-9.7	-12.5
Native American	1	-	0	-	0	-	0	-	1	-	-	-	1	-	0	-	0	-	0	-	1	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	6	-	4	-	5	-	0	-	3	-	-	-	6	-	5	-	5	-	4	-	3	-	-	-
Multiracial	8	-	6	-	8	-	0	-	4	-	-	-	9	-	7	-	8	-	8	-	4	-	-	-
English Learner	114	0.0	88	2.3	70	4.3	0	-	79	2.5	2.5	-	120	1.7	93	3.2	69	5.8	89	4.5	79	1.3	-0.4	-3.2
English-Speaking	222	26.1	256	35.5	224	40.2	0	-	185	29.7	3.6	-	222	30.2	256	30.5	223	34.5	218	38.5	184	19.0	-11.2	-19.5
Reclassified†	162	29.0	198	39.4	166	40.4	0	-	129	27.9	-1.1	-	162	36.4	198	31.8	166	34.3	165	37.6	129	16.3	-20.1	-21.3
Initially Eng. Speaking	60	18.3	58	22.4	58	39.7	0	-	56	33.9	15.6	-	60	13.3	58	25.9	57	35.1	53	41.5	55	25.5	12.2	-16.0
Econ. Disadv.*	327	17.1	328	26.8	269	31.6	0	-	249	20.9	3.8	-	333	19.5	330	23.6	268	28.7	291	27.1	248	13.3	-6.2	-13.8
Non-Econ. Disadv.	9	-	17	29.4	25	32.0	0	-	15	33.3	-	-	9	-	20	15.0	24	16.7	16	56.3	15	20.0	-	-36.3
Gifted	61	50.8	73	56.2	55	58.2	0	-	6	-	-	-	61	59.0	73	53.4	55	58.2	42	69.0	6	-	-	-
Not Gifted	275	9.8	272	19.1	239	25.5	0	-	258	20.5	10.7	-	281	11.7	277	15.2	237	20.7	265	22.3	257	13.2	1.5	-9.1
With Disabilities	117	1.7	52	1.9	39	0.0	0	-	53	3.8	2.1	-	38	2.6	52	3.8	38	0.0	53	11.3	53	3.8	1.2	-7.5
WO Disabilities	298	19.5	293	31.4	255	36.5	0	-	211	26.1	6.6	-	304	22.4	298	26.5	254	31.9	254	32.3	210	16.2	-6.2	-16.1
Homeless	18	16.7	32	31.3	32	15.6	0	-	40	30.0	13.3	-	18	22.2	32	25.0	32	18.8	24	12.5	35	22.9	0.7	10.4
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	3	-	2	-	0	-	2	-	-	-	3	-	3	-	2	-	5	-	1	-	-	-

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2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clark
Grade 7

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	336	23.5	326	29.8	336	31.3	0	-	268	22.8	-0.7	-	350	13.7	334	18.0	336	16.7	279	26.2	267	9.7	-4.0	-16.5
Female	163	28.8	169	33.1	160	38.8	0	-	131	26.0	-2.8	-	166	14.5	172	16.9	160	17.5	132	25.8	130	10.8	-3.7	-15.0
Male	173	18.5	157	26.1	176	24.4	0	-	137	19.7	1.2	-	184	13.0	162	19.1	176	15.9	147	26.5	137	8.8	-4.2	-17.7
African American	34	29.4	25	8.0	21	9.5	0	-	28	21.4	-8.0	-	37	13.5	29	0.0	20	0.0	17	11.8	28	3.6	-9.9	-8.2
Asian	12	16.7	10	50.0	11	27.3	0	-	27	55.6	38.9	-	12	0.0	10	50.0	11	0.0	35	54.3	27	33.3	33.3	-21.0
Filipino	1	-	0	-	0	-	0	-	2	-	-	-	1	-	0	-	0	-	2	-	2	-	-	-
Hispanic	245	20.4	253	29.6	247	30.4	0	-	198	17.2	-3.2	-	253	12.3	255	17.3	247	16.2	214	22.0	197	6.6	-5.7	-15.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	0	-	0	-	0	-	2	-	-	-	2	-	0	-	0	-	0	-	2	-	-	-
White	2	-	3	-	7	-	0	-	5	-	-	-	2	-	3	-	7	-	5	-	5	-	-	-
Multiracial	6	-	7	-	10	30.0	0	-	6	-	-	-	8	-	9	-	10	10.0	6	-	6	-	-	-
English Learner	112	0.9	76	3.9	86	2.3	0	-	78	3.8	2.9	-	122	0.8	85	1.2	86	2.3	57	8.8	77	1.3	0.5	-7.5
English-Speaking	224	34.8	250	37.6	249	41.4	0	-	190	30.5	-4.3	-	228	20.6	249	23.7	249	21.7	222	30.6	190	13.2	-7.4	-17.4
Reclassified†	170	35.3	188	39.4	195	46.7	0	-	133	30.1	-5.2	-	172	23.8	188	26.6	195	23.6	174	31.0	133	15.0	-8.8	-16.0
Initially Eng. Speaking	54	33.3	62	32.3	54	22.2	0	-	57	31.6	-1.7	-	56	10.7	61	14.8	54	14.8	48	29.2	57	8.8	-1.9	-20.4
Econ. Disadv.*	324	23.8	311	30.2	313	31.0	0	-	253	22.5	-1.3	-	336	14.3	319	18.2	313	17.3	267	26.2	252	9.5	-4.8	-16.7
Non-Econ. Disadv.	12	16.7	15	20.0	23	34.8	0	-	15	26.7	10.0	-	14	0.0	15	13.3	23	8.7	12	25.0	15	13.3	13.3	-11.7
Gifted	71	47.9	58	63.8	69	63.8	0	-	3	-	-	-	71	35.2	58	56.9	69	43.5	49	59.2	3	-	-	-
Not Gifted	265	17.0	268	22.4	267	22.8	0	-	265	22.3	5.3	-	279	8.2	276	9.8	267	9.7	230	19.1	264	9.1	0.9	-10.0
With Disabilities	47	2.1	42	4.8	50	6.0	0	-	49	0.0	-2.1	-	47	0.0	42	0.0	50	4.0	35	2.9	49	0.0	0.0	-2.9
WO Disabilities	289	27.0	284	33.5	286	35.7	0	-	219	27.9	0.9	-	303	15.8	292	20.5	286	18.9	244	29.5	218	11.9	-3.9	-17.6
Homeless	12	16.7	21	14.3	28	35.7	0	-	35	8.6	-8.1	-	13	0.0	20	15.0	29	10.3	31	19.4	31	3.2	3.2	-16.2
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	2	-	0	-	1	-	-	-	4	-	2	-	2	-	3	-	2	-	-	-

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



2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Clark
Grade 8

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	309	27.2	321	30.8	330	29.1	0	-	282	30.1	2.9	-	323	15.5	323	17.6	327	15.9	320	16.3	280	12.5	-3.0	-3.8
Female	161	36.0	159	39.6	165	34.5	0	-	133	34.6	-1.4	-	167	17.4	160	19.4	165	16.4	152	17.8	133	12.8	-4.6	-5.0
Male	148	17.6	162	22.2	165	23.6	0	-	148	25.7	8.1	-	156	13.5	163	16.0	162	15.4	168	14.9	146	12.3	-1.2	-2.6
African American	24	25.0	32	40.6	25	20.0	0	-	13	15.4	-9.6	-	26	0.0	32	12.5	25	4.0	19	5.3	13	0.0	0.0	-5.3
Asian	3	-	11	27.3	11	45.5	0	-	33	60.6	-	-	4	-	11	9.1	11	36.4	44	25.0	33	36.4	-	11.4
Filipino	0	-	1	-	0	-	0	-	2	-	-	-	0	-	1	-	0	-	0	-	2	-	-	-
Hispanic	252	23.8	232	24.6	255	26.7	0	-	222	26.1	2.3	-	261	13.8	232	16.4	252	14.3	244	16.4	220	10.0	-3.8	-6.4
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	1	-	0	-	0	-	1	-	-	-	2	-	1	-	0	-	0	-	1	-	-	-
White	2	-	2	-	2	-	0	-	4	-	-	-	3	-	2	-	2	-	6	-	4	-	-	-
Multiracial	4	-	6	-	9	-	0	-	7	-	-	-	4	-	8	-	9	-	7	-	7	-	-	-
English Learner	63	0.0	73	0.0	66	0.0	0	-	76	1.3	1.3	-	71	1.4	75	0.0	65	1.5	62	1.6	76	0.0	-1.4	-1.6
English-Speaking	246	34.1	248	39.9	264	36.4	0	-	206	40.8	6.7	-	252	19.4	248	23.0	262	19.5	258	19.8	204	17.2	-2.2	-2.6
Reclassified†	203	36.9	194	38.7	199	38.2	0	-	158	43.0	6.1	-	207	20.8	194	24.2	197	20.3	210	19.5	157	17.8	-3.0	-1.7
Initially Eng. Speaking	43	20.9	54	44.4	65	30.8	0	-	48	33.3	12.4	-	45	13.3	54	18.5	65	16.9	48	20.8	47	14.9	1.6	-5.9
Econ. Disadv.*	298	27.5	306	30.4	301	28.2	0	-	263	28.1	0.6	-	310	14.8	308	16.9	298	15.4	303	16.5	261	11.1	-3.7	-5.4
Non-Econ. Disadv.	11	18.2	15	40.0	29	37.9	0	-	19	57.9	39.7	-	13	30.8	15	33.3	29	20.7	17	11.8	19	31.6	0.8	19.8
Gifted	63	55.6	66	59.1	53	71.7	0	-	39	64.1	8.5	-	64	40.6	66	45.5	53	49.1	69	42.0	38	39.5	-1.1	-2.5
Not Gifted	246	19.9	255	23.5	277	20.9	0	-	243	24.7	4.8	-	259	9.3	257	10.5	274	9.5	251	9.2	242	8.3	-1.0	-0.9
With Disabilities	32	3.1	40	0.0	36	2.8	0	-	48	2.1	-1.0	-	34	2.9	40	0.0	35	0.0	39	7.7	48	2.1	-0.8	-5.6
WO Disabilities	277	30.0	281	35.2	294	32.3	0	-	234	35.9	5.9	-	289	17.0	283	20.1	292	17.8	281	17.4	232	14.7	-2.3	-2.7
Homeless	19	15.8	7	-	16	25.0	0	-	40	22.5	6.7	-	22	4.5	7	-	16	12.5	31	12.9	37	10.8	6.3	-2.1
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	3	-	0	-	3	-	-	-	1	-	2	-	3	-	3	-	2	-	-	-

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APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: CLARK MIDDLE

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Attendance Team

***Strategy/Activity - Description**

An attendance committee including Administrators, School Counselors, Office Staff, and Resource Teachers meet once monthly for attendance monitoring and to determine next steps for students chronically absent. Strategies may include parent contact, goal setting, attendance contracts, and referrals to community agencies, and home visits. Specific attention will be paid to individual students and focused interventions will be planned related to the unique needs of sub-groups listed above with high chronic absenteeism.

School leadership will make monthly home visits to the top 1% of students with high chronic absenteeism that is not COVID related.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
School Counselor	0.50000	\$62,279.90	30100-1210	School counselor supports student engagement, connection, and positive school attendance.	An Integrated team met monthly regarding students receiving outside services.	The needs of our students' social/emotional needs consumed counseling and resource teacher time. The suspension r	We added another resource teacher to support our students social/emotional health and continued to add a counselor
Decreasing Suspension Incidents							
*Strategy/Activity - Description							
<p>School Counselors will strengthen Tier 1 Social/Emotional Support through monthly presentations to students in areas identified through a need's assessment. Examples include discrimination, sexual harassment, self-esteem, anger management, anxiety and empathy. Administrators and teacher leaders will support implementation of the Student Support and Restorative Justice collaboratively developed by administrators, SGT and San Diego Unified. The Resource Teacher will support new teachers or teachers needing additional support with cultivating a positive, proactive environment to minimize typical disciplinary referrals like "disruption" or "defiance" by building teachers' skills to establish partnership and cooperation with students. When suspension is unavoidable, the Resource Teacher will be a "Student Champion" and facilitate a restorative re-entry conference focused on repairing harm, restoring relationships, developing agency, and reducing repeat suspensions. The Resource Teacher and Principal will provide training and support for all teachers in Restorative Justice Practices. The Resource Teacher will research alternatives to suspension and implement activities such as restorative conferences or individualized projects whenever possible.</p>							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor	0.50000	\$62,279.90	30100-1210	Counselors to support Tier 1 and clear expectations with monthly classroom presentations and counseling circles.	Students received more support for social/emotional needs. Counseling went in to classes to deliver lessons indicated in SPSA. Documented presentations include: TUPE, Healthy relationships, Mindfulness, Self-Esteem, 8 th grade promotion expectations, Mental health, Kindness/Respect, Nutrition, Hoover articulation, elementary articulation. Documented twice a week student groups in Anger mgmt., self-esteem and mindfulness.	Counselor was out on leave and we had a leave of absence counselor who focused social/emotional needs of students	We funded an extra counselor due to the needs of our school. Our plan is to improve student attendance and decrease suspensions

Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Inschool Resource Tchr - NEW POSN, SBB2530477</p>	<p>1.00000</p>	<p>\$134,737.83</p>	<p>30106-1109</p>	<p>Resource Teacher to research and implement alternatives to suspension through Restorative Justice Practices.</p>	<p>Our suspension rate for 2021-22 was 8.6%. Resource teachers focused on supporting students and families in re- entry meetings and restorative practices. Although our suspension rate was high, our focus this year includes restorative circles with students and families that may include mediations to prevent suspensions</p>	<p>We were understaffed in resource teachers due to our student needs.</p>	<p>We added a third resource teacher to support our students and families in social/emotional needs. Our plan is to improve student attendance and decrease suspensions</p>
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Goal 2 - English Language Arts

Independent Reading and Academic Research

***Strategy/Activity - Description**

All students will have the opportunity to practice reading high interest text at their independent level.

- * English teachers will conduct mini-lessons on Lexile bands and provide opportunities for student goal setting.
- * Library tech will ensure high interest reading material across a variety of Lexile levels.
- * Library tech will support classroom teachers to find non-fiction reading materials to support across curriculum.
- * Library tech will collaborate with classroom teachers to provide access to online reading materials during school closure / online learning.
- * Purchase NewsEla reading resource and use differentiated Lexile level texts to support students accessing curriculum in all curriculum areas.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Library Techn II	0.37000	\$30,641.33	30100-2230	Increase students' access to text at their Lexile level.	Library Tech supported students' extra access to grade level texts. In observations, the library tech was actively engaged and had a documented calendar of class visits to the library.	Teachers signed up to go to the library once a week with their class to check out a book. The library tech gave a mini-lesson to the class to support the content area and books available for students	Continue with Library Tech to support students
Supplies		\$32,257.00	30100-4301	Supplies to support student learning.	Supplies to support learning such as purchasing new texts or materials for the library	Supplies that were needed throughout the year for the library	Continue with supplies
Classroom Teacher Hrly		\$7,787.65	30106-1157	Tutoring to support literacy development in English Language Arts and social science.	Tutoring was every Monday. Attendance to tutoring was low. Based on overall chronic attendance of 34% and students voluntarily attending, this was not as effective of a support	Continue funding tutoring, but target certain sub groups such as ELs and those scoring as "nearly met" on SBA in Math and ELA	Continue funding tutoring for another year. Students sign in and school will analyze data of students receiving tutoring with evidence from SBA ELA and Math in 2023
Software License		\$10,000.00	30106-5841	Online texts to support differentiation and online programs to engage different learning styles.	Brain Pop, NewsEla were some of the online software. It is expensive, but observations of classroom use support this expense	Evidence of use within classrooms. NewsEla is the most costly, but the program allows varied reading levels for students to access grade level content	Continue funding Software as the programs allow for classroom differentiation within the core content areas

Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

<p>Prof&Curriclm Dev Vist Tchr</p>		<p>\$4,193.35</p>	<p>30106-1192</p>	<p>Substitutes for field trips to support literacy in English, Social Science and elective courses.</p>	<p>Field trips to support academic learning. We had few excursions that mostly happened toward the end of the school year in 2022. This year we are having several more excursions, mostly funded through Price. The substitutes will allow teachers to attend with their classrooms</p>	<p>Necessary for teachers to implement excursions as part of curriculum. Teachers will connect content area standards to excursions. Teachers will increase academic achievement by having students participate in the research, investigation and writing at the excursions,</p>	<p>Funding will continue to allow teachers to attend and support the curriculum for students in their content areas</p>
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Goal 3 - Mathematics

Professional Learning Communities

***Strategy/Activity - Description**

Professional Learning Communities will center their work around DuFour's Questions:

- 1) What do we want students to know and be able to do?
- 2) How will we know if they learn it?
- 3) How will we respond when some students do not learn?
- 4) How will we extend the learning for students who are already proficient?

Teachers will have the Purpose and Outcome for every lesson posted in their classroom and refer back to it during the lessons. Teachers will engage in bell to bell instruction to ensure full use of classroom time. PLC time will be focused on data review and evaluation.

*Vice Principal and Principal will conduct weekly visits in Mathematics classrooms for ongoing support and feedback. A Google form will be use by admin to gather meaningful data that can be provided to department chairs.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Interprogram Svcs/Field Trip		\$1,500.00	30106-5735	Funding for field trips to support student learning in the classroom.	Buses used for field trips. Based on chronic absenteeism of 34% for 2021-22, our goal is to reduce chronic absenteeism	Needed to pay buses to go on field trips as a way to improve student attendance to school	Continue funding for buses to determine if attendance improves
Supplies		\$8,000.00	30106-4301	Supplies to support learning in mathematics and science.	Math and science supplies. Math scores in SBA Math were 12% met or exceeded standards. Supplies used to improve student attendance to increase student learning,	Needed to pay supplies for math and science materials such as school planners to support math and science. Materials such as headphones supported SBA Math, ELA and Science testing	Continue funding for math and science supplies
Classroom Teacher Hrly		\$2,396.20	30100-1157	Professional development in the areas of math and science.	Classroom teacher hourly to pay for hourly planning in the areas such as math and science.	Needed to support math and science	Continue classroom teacher hourly

Goal 4- Supporting English Learners							
Professional Development							
*Strategy/Activity - Description							
Vice Principal will continue to provide ongoing Professional Development for students to support English Learners including whole staff Professional Development and PLC small groups. VP and Principal to conduct weekly classroom visits for ongoing feedback and support. VP will also coordinate ELPAC testing and tutoring preceding the testing window. Tutoring will be provided prior to testing and throughout the year.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u> Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</u> Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher - NEW POSN, SBB2530478	1.00000	\$127,646.22	30100-1107	To reduce English class sizes and provide additional support English Language Learners.	Reduce class sizes in English. Data showed 23% of all students met or exceeded standards. Only	Data supports reducing ELA class size as student performed almost 50% better in ELA	Continue to support ELA class size reduction

Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					12% met or exceeded in Math. We switched from an elective teacher funded to ELA teacher funded	vs. math due to reduced class size	
ESL Asst	0.75000	\$49,446.75	30100-2101	Supports with family contact, modifications and support in the classroom for Long Term English Learners.	Students benefitted with extra adult in class to help with translation and supporting classroom lessons. EL	Supports in the classroom supporting newcomer and LTELs within class	Continue to fund ESL
ESL Asst - Vacancy, SBB2528992	0.75000	\$49,446.75	30100-2101	Supports with family contact, modifications and support in the classroom for Long Term English Learners.	Students benefitted with extra adult in class to help with translation and supporting classroom lessons	Supports in the classroom supporting newcomer and LTELs within class	Continue to fund ESL
Classroom Teacher Hrly		\$5,990.50	30100-1157	Teacher after school targeted instruction for students needing additional support to master content standards. Teacher coverage when EL teachers are attending professional development.	Afterschool targeted support for ELLs and teacher coverage to support PDs. Based on observations, few students attended afterschool tutoring.	Supports after school and teacher coverage. For 2022-23 target students at nearly met on SBA and Level 3 on ELPAC	Continue to fund Classroom teacher hourly. Determine effectiveness in 2023 based on new criteria for tutoring

Goal 7 - Family Engagement

Parent Workshops and Trainings

***Strategy/Activity - Description**

The following Parent Workshops will be hosted by Clark in 2021-2022:

- Monthly ELAC, School Site Council, and SGT Meetings
- PowerSchool Parent Portal (Quarterly and including screencasts that can be accessed any time)
- Grading workshops: A-G requirements, Impact of GPA (at least once annually and including screencasts that can be accessed any time)
- Lexile Levels and the Importance of Independent Reading (at least once annually and including screencasts that can be accessed any time)
- All About Assessments (including CAASP, ELPAC, FAST) (at least once annually and including screen casts that can be accessed any time)
- Reclassification Requirements (at least once annually and including screen casts that can be accessed any time)
- Academy of Culture for Parents Events
- Community Law Project California Western School Law community services
- Parent Circles in English and Spanish
- Parent Zoom Hours

To support this goal, we plan to improve our outreach methods to include: School Messenger with TEXT, and the school Website. We will assess this goal with a parent survey (beginning and end of year) about parents' preferred methods of school announcements and which of the workshop offerings they found most useful.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					pre/post test, progress monitoring results, etc.).	progress monitoring results, etc.).	
Conference Local		\$500.00	30103-5209	Parent leader conferences, entry fees, including but not limited to those provide by SDCOE.	With COVID impacts, parents had little opportunity to attend conferences	In 2022-23 opportunities for ELAC members to attend local conferences are possible	Determine in 2023 if parents attend any local conferences to continue to fund
In-service supplies		\$3,008.00	30103-4304	Light beverages and refreshments for in person meetings.	Light beverages and refreshments were not as utilized in 2022-23 due to zoom meetings	In 2022-23, all meetings are in person and refreshments will be provided	Determine in 2023 how much is needed for light refreshments based on all meetings in person in 2022-23
Other Support Prsnl PARAS Hrly		\$2,699.06	30103-2281	Interpretation and translation for meetings.	All meetings in 2022-23 were on zoom where interpretation was required for meetings such as ELAC, SSC and Coffee with the Principal	In 2022-23 all meetings will be in person and will require district interpretation in Vietnamese and Spanish for meetings such as ELAC, SSC, and Coffee with the Principal	Determine in 2023 if more allocation is needed to cover the cost of interpretation at parent meetings
Tech Professional OTBS Hrly		\$299.45	30103-2455	Setup and preparation for parent meetings.	For all meetings, OTBS was needed outside of regular hours to help prepare for parent meetings, even on zoom	In 2022-23, with all in person parent meetings, OTBS will support in preparations such as copying, picking up supplies, setting up materials before school, etc.	Determine in 2023 if this is sufficient allocation for OTBS to support

Goal 8- Graduation/Promotion Rate

Student Monitoring and Intervention

***Strategy/Activity - Description**

NOTE: For the goals above, Fall 2019 was used as the "Benchmark" or "Current State". We felt Spring 2020, with the "Hold Harmless" grading policy, led to inaccurate data.

The following data will be gathered to identify students at the end of each Progress Reporting Period:

- Identify students with F grades in ELA and Math
- Distribution on students receiving GPAs under 1.0, 1.0 range, 2.0 range, 3.0 range,
- Include data for the following struggling subgroups: Black Youth, Students with Disabilities, English Learners

Parents of students earning D/F grades will be notified (via phone call, text, or email) in weeks 6 of every quarter by the first period teacher. First period teacher will notify for any and all D/F, even if a D/F does not exist in that teacher's course. Admin to support teachers with editable scripts in common languages and side by side coaching support for using Google Voice text if a teacher is not yet proficient.

Students earning F grades will have at least 2 counselor contacts such as calls, texts, or small group sessions related to topics that may include: personal goal setting, A-G requirements, the impact of GPA, using a planner, using PowerSchool, and self-advocating with teachers.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.
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Clark Middle SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Supplies		\$8,201.00	30106-4301	Planners for students.	Students used planners to support academic achievement. Not sufficient evidence to determine if this was effective use of funds	Some classes used planners, others did not. In 2022-23 teachers will meet in grade levels and departments on use of planners in their classrooms	Although not consistent use across school, continue to support with planner purchase and determine in 2023 if funds for this should continue

SCHOOL NAME: CLARK MIDDLE

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Attendance Team

***Strategy/Activity - Description**

An attendance committee including Administrators, School Counselors, Office Staff, and Resource Teachers meet once monthly for attendance monitoring and to determine next steps for students chronically absent. Strategies may include parent contact, goal setting, attendance contracts, referrals to community agencies, and home visits. Specific attention will be paid to individual students and focused interventions will be planned related to the unique needs of sub-groups listed above with high chronic absenteeism.

School leadership will make monthly home visits to the top 1% of students with high chronic absenteeism that is not COVID related.

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

Directions:

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

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Clark Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Inschool Resource Tchr	0.50000	\$67,368.91	09800-1109	School resource teacher will support with Restorative Justice, school culture and chronic absenteeism by creating programs and supports to encourage students to attend school. School resource teacher will support students in restorative practices in lieu of suspension.	Based on observations and attendance data, our resource teachers supported students by keeping students in school.	High suspension rates for 2021-22. 8.6%. Subgroups that were mostly suspended were ELs with 10.3% suspension	We added another resource teacher to support efforts on chronic absenteeism and restorative justice practices

Goal 4- Supporting English Learners

Professional Development

***Strategy/Activity - Description**

Vice Principal and Principal will continue to provide ongoing Professional Development for students to support English Learners including whole staff Professional Development and PLC small groups. VP and Principal to conduct weekly classroom visits for ongoing feedback and support. VP will also coordinate ELPAC testing and tutoring preceding the testing window. Tutoring will be provided prior to testing and throughout the year.

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

Directions:

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Supplies		\$11,257.00	09800-4301	Curriculum and supplies for classrooms to support engagement strategies.	Supplies used to support classroom engagement	Supplies are necessary for classroom support	

Clark Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$16,174.35	09800-1192	Training coverage for our staff to allow PD that best supports our students.	Visiting teacher supported classroom while teachers were working on curriculum and development	COVID like symptoms impacted ability to have meaningful dept. PDs	Funding 2022-23 include 1 day of PD for each department
Postage Expense		\$1,200.00	09800-5920	Mailing items and grades mailed out to families.	Grades need to be delivered by U.S. Mail to ensure delivery	Necessary to ensure communication with parents	Continue sending semester grades twice a year by U.S. Mail

Goal 5 - Supporting Students with Disabilities

Professional Development

***Strategy/Activity - Description**

Principal will continue work in the Call to Action for Students with Disabilities by providing clarity of expectations and supports to General Educators in the IEP process and to meaningfully support Students with Disabilities.

Professional Development Hourly pay will be made available for co-planning for Special and General Educators to collaborate, design lessons, accommodate lessons, tasks, and assessments, and review data to monitor student progress.

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

Directions:

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Inschool Resource Tchr	0.25000	\$33,684.45	09800-1109	Serves on Clark's integrated team to support students. Will provide Restorative	Building relationships and supporting struggling students in emotional	High suspension of students with disabilities. School wide 8.6% suspension and	We added another resource teacher to support efforts on chronic absenteeism and

Clark Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				support for struggling students and support time for emotional and personal needs of students.	support and school behavior expectations	SWD 9.0% suspension rate	restorative justice practices
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Goal 8- Graduation/Promotion Rate

Student Monitoring and Intervention

***Strategy/Activity - Description**

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The following data will be gathered to identify students at the end of each Progress Reporting Period:

- Identify students with F grades in ELA and Math
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- Include data for the following struggling subgroups: Black Youth, Students with Disabilities, English Learners

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Students earning F grades will have at least 2 counselor contacts such as calls, texts, or small group sessions related to topics that may include: personal goal setting, A-G requirements, the impact of GPA, using a planner, using PowerSchool, and self-advocating with teachers.

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

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test,	Modifications based on qualitative and quantitative data.

Clark Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	progress monitoring results, etc.).	
Postage Expense		\$1,100.00	09800-5920	Postage for mailing progress reports.	Mailing progress reports	Mailing progress reports is part of our connection to parents	Maintaining mailing progress reports

Goal 6 - Supporting Black Youth

Integrated Team Oversight

***Strategy/Activity - Description**

Clark's Integrated Team (Administrators, Counselors, Dean of Students, Social Workers) will meet monthly to monitor attendance and suspension rates. Additionally, the Integrated Team will support the additional goals by:

- Reviewing data from tracked classroom referrals
- Serve as the base "Site Equity Team" to monitor attendance and grades of Black Youth and Staff Diversity Goal. Representatives will be selected and included from certificated teachers and classified staff.
- Supporting teachers with the implementation of Restorative Justice in their classrooms

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

Directions:

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

Guiding Questions:

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Clark Middle SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr	0.25000	\$33,684.45	09800-1109	Serves on Clark's integrated team to support students. Will provide push in/pull out support for struggling students and support time for emotional and personal needs of students.	Working with students to support social emotional	High suspension rates for Black youth. School suspension was 8.6%. Black youth was 15.2%-the highest subgroup with suspensions	We added another resource teacher to support efforts on chronic absenteeism and restorative justice practices
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