School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carolyn A. Clark Elementary	43-69435-0102616	May 11, 2026	June 18, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Carolyn A. Clark Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Carolyn A. Clark Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☑ Schoolwide Program

Carolyn Clark Elementary School's plan is thoughtfully aligned with the requirements of the Every Student Succeeds Act (ESSA), the Local Control and Accountability Plan (LCAP), and other federal, state, and local initiatives. Our goals and actions are intentionally designed to promote continuous academic growth and success for all students. Furthermore, our plan supports the district's Strategic Plan, LCAP, and the Profile of a Learner, ensuring a well-rounded and comprehensive approach to addressing the needs of our diverse student population.

Each year, Carolyn Clark Elementary engages in a collaborative process with a variety of stakeholder groups to develop the School Plan for Student Achievement (SPSA). Input is gathered from staff during staff meetings, from parents through the School Site Council (SSC) and Coffee with the Principal, and from student representatives who meet with school administration to share feedback. This data-informed process enables us to identify student needs and implement evidence-based strategies that support academic achievement, positive behavior, and social-emotional well-being.

Educational Partner Involvement

How, when, and with whom did Carolyn A. Clark Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The following stakeholder groups were involved in the planning process of the SPSA:
School Site Council
School Staff
Students
PTSA
ELAC
ILT
PBIS Team

At various times throughout the year, the aforementioned stakeholder groups met to discuss, reflect, and provide input to refine the School Plan for Student Achievement.

The School Site Council gives input and reviews the budget as it pertains to school improvement and the school plan during SSC meetings and over email communications.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

No qualifiers apply under this category.

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

Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED) students, and Hispanic students have been identified as the groups with the most significant academic needs. On the Dashboard, these subgroups perform at the Orange performance level in English Language Arts, while Hispanic and SED students also perform at the Orange level in Mathematics. These performance gaps highlight a critical need for targeted support and systemic instructional improvement.

To address these disparities, the school is implementing ongoing professional development focused on evidence-based instructional strategies, with a specific emphasis on Essential Standards and data-based progress monitoring. Staff will utilize frequent formative assessments to inform instruction and ensure timely, personalized intervention. By integrating these measures, the school aims to enhance overall instructional effectiveness and promote equitable learning outcomes for all students, particularly those most in need of support.

Other Needs

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

The suspension rate is an area of concern, particularly among Students with Disabilities. To address the upward trend in suspensions for this and other subgroups, the school will provide targeted professional development focused on supporting neurodivergent learners and implementing effective de-escalation strategies. Additionally, comprehensive training on self-care will be integrated to enhance staff wellness, ensuring educators can maintain a regulated and supportive learning environment for all students

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Carolyn A. Clark Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	%	0.20%	0.20%		1	1
African American	0.74%	0.60%	0.61%	4	3	3
Asian	66.79%	64.99%	65.58%	362	323	322
Filipino	7.56%	8.25%	8.76%	41	41	43
Hispanic/Latino	15.68%	17.30%	15.89%	85	86	78
Pacific Islander	0.18%	0.20%	%	1	1	
White	2.77%	2.41%	2.24%	15	12	11
Multiple/No Response	5.90%	5.84%	5.91%	32	29	29
			Total Enrollment	542	497	491

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		20	38
Kindergarten	53	46	48
Grade 1	65	63	57
Grade 2	64	67	67
Grade3	80	55	73
Grade 4	84	81	51
Grade 5	88	79	82
Grade 6	88	86	75
Total Enrollment	542	497	491

Conclusions based on this data:

1. The student population is predominantly Asian, with slight decreases over time.

2. Upper grades are shrinking more noticeably than primary grades. Meanwhile, early grades are more stable with the addition of Transitional Kindergarten, suggesting a possible shift toward strengthening early enrollment while upper grades decline.

3. The school’s overall enrollment is steadily declining.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	91	76	69	23.0%	16.8%	14.1%
Fluent English Proficient (FEP)	132	116	105	22.1%	24.4%	21.4%
Reclassified Fluent English Proficient (RFEP)	55	51	49	6.2%	10.1%	9.98%

Conclusions based on this data:

1. The number and percentage of English Learners is steadily decreasing.
2. Fluent English Proficient (FEP) students remain relatively stable, with slight fluctuation. This suggests the overall English-proficient population is stable, even as EL numbers decline.
3. After a significant jump in the reclassification rate between 23-24 (6.2%) and 24-25 (10.1%), the percentage of Reclassified Fluent English Proficient students stabilized, holding steady at 9.98% in 25-26. This suggests that the school has established a consistent baseline for successfully transitioning students out of EL status.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	80	55	88	79	55	88	79	55	98.9	98.8	100
Grade 4	92	85	81	91	85	81	91	85	81	98.9	100	100
Grade 5	89	88	79	86	85	79	86	85	79	96.6	96.6	100
Grade 6	85	88	85	85	86	85	85	86	85	100.0	97.7	100
All Grades	355	341	300	350	335	300	350	335	300	98.6	98.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2452.	2460.	2471.	39.77	43.04	56.36	22.73	20.25	16.36	19.32	20.25	10.91	18.18	16.46	16.36
Grade 4	2511.	2500.	2495.	46.15	42.35	35.80	20.88	23.53	24.69	17.58	12.94	18.52	15.38	21.18	20.99
Grade 5	2560.	2576.	2547.	44.19	45.88	39.24	34.88	36.47	32.91	9.30	10.59	15.19	11.63	7.06	12.66
Grade 6	2581.	2570.	2581.	41.18	33.72	41.18	31.76	41.86	30.59	17.65	11.63	18.82	9.41	12.79	9.41
All Grades	N/A	N/A	N/A	42.86	41.19	42.00	27.43	30.75	27.00	16.00	13.73	16.33	13.71	14.33	14.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.55	27.85	36.36	55.68	56.96	43.64	14.77	15.19	20.00
Grade 4	28.57	32.94	27.16	60.44	51.76	62.96	10.99	15.29	9.88
Grade 5	38.37	38.82	27.85	54.65	57.65	60.76	6.98	3.53	11.39
Grade 6	43.53	34.88	31.76	43.53	47.67	57.65	12.94	17.44	10.59
All Grades	34.86	33.73	30.33	53.71	53.43	57.33	11.43	12.84	12.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	28.41	36.71	36.36	53.41	44.30	47.27	18.18	18.99	16.36
Grade 4	34.07	29.41	23.46	52.75	54.12	60.49	13.19	16.47	16.05
Grade 5	38.37	36.47	26.58	47.67	52.94	59.49	13.95	10.59	13.92
Grade 6	32.94	37.21	31.76	51.76	47.67	54.12	15.29	15.12	14.12
All Grades	33.43	34.93	29.00	51.43	49.85	56.00	15.14	15.22	15.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	17.72	20.00	75.00	68.35	76.36	11.36	13.92	3.64
Grade 4	16.48	18.82	17.28	71.43	72.94	71.60	12.09	8.24	11.11
Grade 5	23.26	30.59	21.52	63.95	62.35	75.95	12.79	7.06	2.53
Grade 6	21.18	16.28	16.47	71.76	77.91	76.47	7.06	5.81	7.06
All Grades	18.57	20.90	18.67	70.57	70.45	75.00	10.86	8.66	6.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.86	24.05	27.27	61.36	62.03	56.36	14.77	13.92	16.36
Grade 4	24.18	18.82	20.99	65.93	68.24	66.67	9.89	12.94	12.35
Grade 5	44.19	43.53	16.46	46.51	44.71	78.48	9.30	11.76	5.06
Grade 6	37.65	33.72	30.59	50.59	56.98	58.82	11.76	9.30	10.59
All Grades	32.29	30.15	23.67	56.29	57.91	65.67	11.43	11.94	10.67

Conclusions based on this data:

1. Overall ELA performance is relatively stable, with slight declines in students meeting/exceeding standards.
2. Listening is the strongest area of student performance with 93.67% of students above, at, or near standard.

3. Writing is an area of growth with 15% below standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	89	80	55	89	79	55	89	79	55	100.0	98.8	100
Grade 4	92	85	81	92	85	81	92	85	81	100.0	100	100
Grade 5	89	88	79	87	86	79	87	86	79	97.8	97.7	100
Grade 6	85	88	85	85	87	85	85	87	85	100.0	98.9	100
All Grades	355	341	300	353	337	300	353	337	300	99.4	98.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2475.	2496.	2486.	47.19	54.43	52.73	25.84	26.58	21.82	8.99	11.39	10.91	17.98	7.59	14.55
Grade 4	2529.	2527.	2533.	46.74	42.35	48.15	22.83	37.65	20.99	19.57	8.24	18.52	10.87	11.76	12.35
Grade 5	2564.	2554.	2535.	55.17	41.86	39.24	21.84	26.74	22.78	10.34	17.44	20.25	12.64	13.95	17.72
Grade 6	2598.	2583.	2581.	49.41	42.53	44.71	16.47	26.44	20.00	23.53	17.24	22.35	10.59	13.79	12.94
Grade 11															
All Grades	N/A	N/A	N/A	49.58	45.10	45.67	21.81	29.38	21.33	15.58	13.65	18.67	13.03	11.87	14.33

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47.19	58.23	60.00	37.08	35.44	25.45	15.73	6.33	14.55
Grade 4	48.91	55.29	53.09	36.96	30.59	29.63	14.13	14.12	17.28
Grade 5	50.57	45.35	34.18	36.78	44.19	45.57	12.64	10.47	20.25
Grade 6	44.71	42.53	38.82	38.82	43.68	47.06	16.47	13.79	14.12
Grade 11									
All Grades	47.88	50.15	45.33	37.39	38.58	38.00	14.73	11.28	16.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44.94	50.63	47.27	38.20	39.24	40.00	16.85	10.13	12.73
Grade 4	46.74	41.18	39.51	43.48	47.06	45.68	9.78	11.76	14.81
Grade 5	40.23	36.05	25.32	49.43	51.16	58.23	10.34	12.79	16.46
Grade 6	43.53	33.33	29.41	47.06	54.02	50.59	9.41	12.64	20.00
All Grades	43.91	40.06	34.33	44.48	48.07	49.33	11.61	11.87	16.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	42.70	45.57	47.27	41.57	45.57	45.45	15.73	8.86	7.27
Grade 4	45.65	40.00	50.62	41.30	51.76	35.80	13.04	8.24	13.58
Grade 5	42.53	26.74	34.18	40.23	60.47	49.37	17.24	12.79	16.46
Grade 6	42.35	33.33	30.59	49.41	51.72	56.47	8.24	14.94	12.94
All Grades	43.34	36.20	40.00	43.06	52.52	47.00	13.60	11.28	13.00

Conclusions based on this data:

1. Overall math achievement declined from 74.48% in 23-24 to 67% in 24-25.
2. Students perform strongest in communicating reasoning with 87% above, at, or near standard.
3. Students are finding application-based math increasingly difficult compared to pure calculation. In the Problem Solving & Modeling/Data Analysis claim, the percentage of students across "All Grades" who were Above Standard dropped significantly from 43.91% in 22-23 to 34.33% in 24-25.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1473.7	1504.3	*	1469.4	1500.3	*	1483.6	1514.0	*	15	12	9
1	*	*	*	*	*	*	*	*	*	10	9	7
2	1491.3	1459.7	*	1484.8	1470.8	*	1497.3	1448.0	*	16	13	7
3	1493.3	1473.5	*	1481.0	1469.9	*	1504.9	1476.6	*	18	14	8
4	*	*	1481.5	*	*	1478.4	*	*	1483.9	8	10	15
5	1496.4	*	*	1487.3	*	*	1504.8	*	*	12	8	10
6	*	1504.5	*	*	1514.4	*	*	1494.2	*	9	14	6
All Grades										88	80	62

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	33.33	50.00	*	46.67	41.67	*	20.00	8.33	*	0.00	0.00	*	15	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	25.00	15.38	*	43.75	30.77	*	25.00	30.77	*	6.25	23.08	*	16	13	*
3	22.22	21.43	*	33.33	7.14	*	27.78	50.00	*	16.67	21.43	*	18	14	*
4	*	*	6.67	*	*	40.00	*	*	20.00	*	*	33.33	*	*	15
5	8.33	*	*	50.00	*	*	0.00	*	*	41.67	*	*	12	*	*
6	*	14.29	*	*	35.71	*	*	7.14	*	*	42.86	*	*	14	*
All Grades	18.18	25.00	20.97	45.45	33.75	37.10	19.32	22.50	24.19	17.05	18.75	17.74	88	80	62

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	33.33	66.67	*	53.33	16.67	*	13.33	16.67	*	0.00	0.00	*	15	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	18.75	23.08	*	50.00	30.77	*	25.00	23.08	*	6.25	23.08	*	16	13	*
3	16.67	35.71	*	61.11	28.57	*	5.56	7.14	*	16.67	28.57	*	18	14	*
4	*	*	20.00	*	*	46.67	*	*	0.00	*	*	33.33	*	*	15
5	16.67	*	*	41.67	*	*	8.33	*	*	33.33	*	*	12	*	*
6	*	28.57	*	*	28.57	*	*	35.71	*	*	7.14	*	*	14	*
All Grades	25.00	42.50	38.71	45.45	28.75	30.65	14.77	15.00	11.29	14.77	13.75	19.35	88	80	62

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		41.67	*		16.67	*		41.67	*		0.00	*		12	*
1		*	*		*	*		*	*		*	*		*	*
2		0.00	*		53.85	*		15.38	*		30.77	*		13	*
3		7.14	*		7.14	*		57.14	*		28.57	*		14	*
4		*	0.00		*	20.00		*	40.00		*	40.00		*	15
5		*	*		*	*		*	*		*	*		*	*
6	*	0.00	*	*	14.29	*	*	42.86	*	*	42.86	*	*	14	*
All Grades	15.91	12.50	8.06	34.09	30.00	30.65	27.27	35.00	35.48	22.73	22.50	25.81	88	80	62

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	53.33	66.67	*	46.67	33.33	*	0.00	0.00	*	15	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	43.75	30.77	*	50.00	61.54	*	6.25	7.69	*	16	13	*
3	22.22	42.86	*	66.67	28.57	*	11.11	28.57	*	18	14	*
4	*	*	33.33	*	*	33.33	*	*	33.33	*	*	15
5	41.67	*	*	25.00	*	*	33.33	*	*	12	*	*
6	*	28.57	*	*	57.14	*	*	14.29	*	*	14	*
All Grades	34.09	50.00	33.87	52.27	37.50	46.77	13.64	12.50	19.35	88	80	62

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	50.00	*	66.67	41.67	*	6.67	8.33	*	15	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	25.00	23.08	*	68.75	53.85	*	6.25	23.08	*	16	13	*
3	16.67	28.57	*	66.67	42.86	*	16.67	28.57	*	18	14	*
4	*	*	26.67	*	*	46.67	*	*	26.67	*	*	15
5	41.67	*	*	25.00	*	*	33.33	*	*	12	*	*
6	*	50.00	*	*	28.57	*	*	21.43	*	*	14	*
All Grades	28.41	37.50	41.94	53.41	45.00	37.10	18.18	17.50	20.97	88	80	62

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	26.67	41.67	*	66.67	50.00	*	6.67	8.33	*	15	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	37.50	0.00	*	50.00	69.23	*	12.50	30.77	*	16	13	*
3	11.11	0.00	*	50.00	50.00	*	38.89	50.00	*	18	14	*
4	*	*	0.00	*	*	40.00	*	*	60.00	*	*	15
5	16.67	*	*	41.67	*	*	41.67	*	*	12	*	*
6	*	0.00	*	*	28.57	*	*	71.43	*	*	14	*
All Grades	19.32	13.75	9.68	54.55	51.25	58.06	26.14	35.00	32.26	88	80	62

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	60.00	50.00	*	20.00	41.67	*	20.00	8.33	*	15	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	37.50	23.08	*	50.00	38.46	*	12.50	38.46	*	16	13	*
3	27.78	7.14	*	61.11	71.43	*	11.11	21.43	*	18	14	*
4	*	*	0.00	*	*	66.67	*	*	33.33	*	*	15
5	8.33	*	*	50.00	*	*	41.67	*	*	12	*	*
6	*	14.29	*	*	57.14	*	*	28.57	*	*	14	*
All Grades	30.68	21.25	12.90	46.59	58.75	64.52	22.73	20.00	22.58	88	80	62

Conclusions based on this data:

1. Total number of EL students tested continues to decrease, dropping down by 18 as compared to the previous year.

2. There is a significant performance gap between oral language and literacy domains. Across "All Grades" in the 2024-25 school year: Oral Language (Listening & Speaking): Approximately 38.71% of students reached Level 4 (Well Developed). However, Written Language (Reading & Writing): Only 8.06% of students reached Level 4. This suggests that while ELL students are gaining functional conversational proficiency, they continue to struggle with the academic rigors of reading and writing.

3. The Reading Domain appears to be the area of greatest academic concern. For the 2024-25 school year, 32.26% of all EL students scored at the "Beginning" level. Furthermore, the percentage of students reaching the "Well Developed" stage in Reading has steadily declined from 19.32% in 2022-23 to 9.68% in 2024-25.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
497	**18.9%**	**15.3%**	**0.0%**
Total Number of Students enrolled in Carolyn A. Clark Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	76	15.3%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	94	18.9%
Students with Disabilities	52	10.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.6%
American Indian	1	0.2%
Asian	323	65%
Filipino	41	8.2%
Hispanic	86	17.3%
Two or More Races	29	5.8%
Pacific Islander	1	0.2%
White	12	2.4%

Conclusions based on this data:

1. A relatively low percentage of students are classified as socioeconomically disadvantaged (18.9%) or students with disabilities (10.5%).

2. 15.3% of students are classified as English Learners (ELs). While not a majority, this is still a significant portion of the population and indicates a need for continued English language development support.

3. The student population is predominantly Asian with 65% of the total student population. The next largest groups are Hispanic (17.3%) and Filipino (8.2%), with all other groups each comprising 9.5% of the student body.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Yellow
Mathematics Green		
English Learner Progress Green		

Conclusions based on this data:

1. Academic achievement in core subjects is strong. The school earned a Green performance level in both English Language Arts and Mathematics, indicating that most students are meeting or exceeding grade-level expectations in these critical subjects. This reflects positively on the quality of instruction, curriculum, and academic support provided.

2. The English Learner Progress indicator is also in the Green category. This suggests that the school's English Language Development (ELD) instructional strategies and support systems are successful in helping non-native speakers gain English proficiency.

3. The school’s Green rating for Chronic Absenteeism reflects high levels of student engagement and consistent attendance. This indicator, coupled with academic performance, underscores a positive school climate and Clark's success in maintaining a connected student body.

School and Student Performance Data

Academic Performance
English Language Arts

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Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	1

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
42.3 points above standard	1.2 points below standard	Fewer than 11 students - No Data for Privacy
Maintained -0.3 points	Declined 14.3 points	2 Students
294 Students	83 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	33.7 points below standard
1 Student		Declined 4.5 points
		67 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
72 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 28.3 points	2 Students	1 Student
40 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
64.9 points above standard	20.8 points above standard	26.4 points below standard
Maintained 2.8 points	Increased 37.4 points	Declined 17.4 points
187 Students	24 Students	57 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
88.3 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 11.1 points	1 Student	8 Students
14 Students		

Conclusions based on this data:

1. Overall English Language Arts performance is strong, scoring 42.3 points above the standard, which earns a Green performance level.
2. The English Learner subgroup is showing signs of struggle. They are currently 1.2 points below the standard and have moved into the Yellow category. There is a significant 14.3 point decline in their performance, indicating that current ELA supports for this population may need adjustment.
3. Significant performance gaps exist among student groups. Asian students performed the highest with a Blue rating and 64.9 points above standard. In contrast, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities are all in the Orange category. However, Students with Disabilities subgroup moved performance levels from red to orange, increasing 28.3 points.

School and Student Performance Data

Academic Performance
Mathematics

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	1

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
33.3 points above standard	2.6 points below standard	Fewer than 11 students - No Data for Privacy
Declined 6.7 points	Declined 14.6 points	2 Students
296 Students	85 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	58.3 points below standard
1 Student		Declined 28.4 points
		69 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
93.3 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 7.2 points	2 Students	1 Student
40 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Orange
64.6 points above standard	3.8 points below standard	54.4 points below standard
Increased 3.2 points	Declined 11.8 points	Declined 34.1 points
188 Students	24 Students	58 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
61.3 points above standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 25.3 points	1 Student	8 Students
14 Students		

Conclusions based on this data:

1. Overall math performance remains in the Green performance category, scoring 33.3 points above the standard. However, this represents a 6.7 point decline from the previous year. While the school is still performing well above the state standard, the overall trajectory suggests that current math instructional practices may be losing their effectiveness for the general population.
2. Achievement gaps remain a concern for Hispanic and Socioeconomically Disadvantaged subgroups. Current data places both groups in the Orange category, with Socioeconomically Disadvantaged students dropping 28.4 points (58.3 points below standard) and Hispanic students declining 34.1 points (54.4 points below standard). Although Hispanic students moved up from a Red rating in 2023-24, the continued declines across both groups underscore a need for data-driven academic supports.
3. The school saw continued excellence from the Asian subgroup (Blue category, 64.6 points above standard) and promising growth from Students with Disabilities. The latter group successfully transitioned from Red to Yellow by increasing their performance by 7.2 points, marking a positive shift in closing the achievement gap for that population.

School and Student Performance Data

Academic Performance
Science

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
61.5 science points	58.7 science points	0 Students
Declined 4.5 points	Declined 3.5 points	
79 Students	27 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 No Performance Color
0 Students	0 Students	52.9 science points
		Maintained -0.2 points
		17 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 Green 67.3 science points Declined 3.2 points 49 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color 44.9 science points Declined 10.8 points 14 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Overall 5th grade science is currently in the Green performance category, achieving a strong average of 61.5 science points. However, this reflects a 4.5 point decline from the previous year.
2. The Asian student group scored 67.3 science points and earning a Green status. While this group also saw a 3.2-point decline, their performance remains well above the state-wide average.
3. Due to small sample sizes, the Hispanic and Socioeconomically Disadvantaged groups do not have assigned performance colors. However, data shows the Hispanic group's performance declined by 10.8 points, while the Socioeconomically Disadvantaged subgroup maintained consistency with a minor 0.2 point dip.

School and Student Performance Data

Academic Performance
English Learner Progress

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
51 making progress.	making progress.
Number Students: 49 Students	Number Students: 1 Student

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

2025 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.2%	36.7%	0%	51%

Conclusions based on this data:

1. The school achieved a Green performance level, with 51% of the 49 English Learners making significant progress toward English language proficiency. This indicates that the majority of the EL population is successfully meeting the state’s annual growth expectations.
2. When analyzing specific movement across levels, 87.7% of English Learners either progressed (51%) or maintained their current English Language Proficiency Indicator (ELPI) level (36.7%). This high retention and growth rate suggests that instructional supports are effective at preventing the vast majority of students from losing ground in their language acquisition.
3. While the overall rate of progress is high, data shows that 0% of students maintained ELPI Level 4, and 12.2% decreased by at least one level. These figures suggest that students encounter a plateau when moving toward advanced proficiency. To address this, targeted instructional support is needed to help students successfully transition from intermediate levels to full academic English mastery.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green	 Green	 No Performance Color
5.2% Chronically Absent	7.5% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.9	Declined 12.5	2 Students
504 Students	80 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	0 Students	16.2% Chronically Absent
1 Student		Declined 9.6
		105 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
12.9% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 9.8	3 Students	1 Student
62 Students		

Asian	Filipino	Hispanic
 Blue	 Blue	 Green
4% Chronically Absent	0% Chronically Absent	9.2% Chronically Absent
Declined 3.1	Declined 7.3	Declined 8.6
326 Students	41 Students	87 Students

Two or More Races	Pacific Islander	White
 Green	 No Performance Color	 No Performance Color
6.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	8.3% Chronically Absent
Declined 3.3	1 Student	Declined 5
33 Students		12 Students

Conclusions based on this data:

1. The school is currently in the Green performance category with an overall chronic absenteeism rate of 5.2%. Most notably, this represents a significant improvement across the board, as the rate declined by 3.9 points from the previous year. This suggests that school-wide attendance initiatives are effectively reaching the general student population.
2. The English Learner subgroup showed the most dramatic improvement in the school. While their current chronic absenteeism rate stands at 7.5% (Green), they achieved a massive 12.5 point decline compared to the previous reporting period. This indicates that targeted outreach or support systems for EL families have been highly successful in re-engaging these students.
3. Despite school-wide improvements, an achievement gap remains for Socioeconomically Disadvantaged students and Students with Disabilities. Both groups are in the Yellow category with double-digit absenteeism rates: a) Socioeconomically Disadvantaged: 16.2% chronically absent. b) Students with Disabilities: 12.9% chronically absent. While both groups saw healthy declines (9.6 and 9.8 points, respectively), their rates remain significantly higher than the "All Students" average, suggesting a continued need for specialized barriers-to-attendance interventions.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	3

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Orange	 No Performance Color
0.8% suspended at least one day	1.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.4%	Increased 1.2%	2 Students
508 Students	83 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	0 Students	1.9% suspended at least one day
1 Student		Increased 0.9%
		106 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
4.8% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.3%	3 Students	1 Student
62 Students		

Asian	Filipino	Hispanic
 Blue	 Blue	 Orange
0.3% suspended at least one day	0% suspended at least one day	2.3% suspended at least one day
Maintained 0%	Maintained 0%	Increased 1.2%
327 Students	41 Students	88 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0% suspended at least one day
Maintained 0%	1 Student	Maintained 0%
33 Students		14 Students

Conclusions based on this data:

1. The "All Students" group is in the Yellow performance category with a very low suspension rate of 0.8%. While this indicates that the school remains a safe environment where the vast majority of students are never suspended, there was a minor school-wide increase of 0.4% that moved the school's overall rating to Yellow.

2. While the overall rate is low, several high-needs subgroups have fallen into the Orange category due to higher-than-average suspension rates and significant year-over-year increases:

   Students with Disabilities: Reported the highest rate at 4.8%, following a 3.3% increase.

   Socioeconomically Disadvantaged: Reported a 1.9% rate, an increase of 0.9%.

   Hispanic Students: Reported a 2.3% rate, an increase of 1.2%.

   English Learners: Reported a 1.2% rate, an increase of 1.2%.

3. PBIS is in year 9 of implementation and is contributing to other means of correction action before getting to a suspension situation. Restorative practices (when appropriate) are our first approach to address behavior that may have lead to suspension in the past. Restorative Practices training is offered to our staff by our district's social worker team.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning
Carolyn Clark will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

Identified Need

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

The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate. Carolyn Clark is rated in the yellow. While suspensions at Carolyn Clark are low, the Dashboard indicates a need to focus on English Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities subgroups.

Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Clark, all students scored 33.3 points above standard in Math, and 42.3 points above standard in English Language Arts. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities in Math. Proficiency gaps existed for Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, and English Learners in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 51% of ELs at Carolyn Clark are making progress towards English Language proficiency, putting Carolyn Clark in green.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2026, 70% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2026, 71% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade level concepts. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is yellow with 0.8% suspended at least one day. 4.8% of Students with Disabilities subgroup were suspended, putting them in orange. Hispanic students were suspended 2.3 % at least one day, also putting them in orange. 1.9% of subgroup Socioeconomically Disadvantaged students were suspended, putting them in orange. English Learners were suspended 1.2%, putting them in orange. 0.3% of subgroup Asian were suspended, putting them in blue.	The overall suspension rate will decrease, with rates for identified groups decreasing by 0.3%.
CAASPP ELA	Students in the following sub groups achieved proficiency at lower rates than all students. SwD - 26.32% proficient (orange) SED - 44.77% proficient (orange) Hispanic - 37.93% proficient (orange) EL - 12.82% proficient (yellow)	The proficiency gap of all subgroups will decrease by 2%.
CAASPP Math	Students in the following sub groups achieved proficiency at lower rates than all students. SwD - 26.31% proficient (yellow) SED - 38.81% proficient (orange) Hispanic - 31.03% proficient (orange) EL - 25.64% proficient (yellow)	The proficiency gap of all subgroups will decrease by 2%.
CA Dashboard English Learner Progress	51% of English Learners making progress towards English language proficiency.	2% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. EL - 26% SwD - 36% proficient HIspanic - 53% proficient SED - N/A	The proficiency gap of all subgroups will decrease by 2%.
iReady Math T3 Diagnostic	Students in the following sub groups achieved proficiency at lower rates than all students. EL - 37% SwD - 31% proficient HIspanic - 44% proficient SED - N/A	The proficiency gap of all subgroups will decrease by 2%.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development	All Students	1500

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: Essential Standards, strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. Suggested or like Activities: Consultants to provide PD on designated ELD, small group instruction, de-escalation, other site needs. Substitutes for teacher release to attend PD. Coaches (Equity, PBIS, POL, VAPA, Social Workers, BCBAs, New Tech)		Supplemental Fund 5000-5999: Services And Other Operating Expenditures Professional Development 700 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Professional Development 250 Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitutes 54 Supplemental Fund 3000-3999: Employee Benefits Substitute Benefits
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. Suggested or like Activities: During & After school school intervention programs Substitutes for teachers to attend SST, IEP, 504 during school day. Instructional materials to support intervention. Conferences Teacher OT for support services Use universal screeners and progress monitoring tools	EL students Students below grade level Students with behavior that impedes learning	3017 Title III 1000-1999: Certificated Personnel Salaries Intervention 3519 Supplemental Fund 1000-1999: Certificated Personnel Salaries Intervention 661 Title III 3000-3999: Employee Benefits Intervention 770 Supplemental Fund 3000-3999: Employee Benefits Intervention 782 General Fund 1000-1999: Certificated Personnel Salaries Intervention 171 General Fund 3000-3999: Employee Benefits Intervention

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3060 Supplemental Fund 2000-2999: Classified Personnel Salaries Homework Club 1112 Supplemental Fund 3000-3999: Employee Benefits Homework Club 500 General Fund 4000-4999: Books And Supplies Copier Supplies
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, and Science. Suggested or like Activities: Brainpop Mystery Science Learning A-Z (RAZ Kids)	All Students ELs, SwD, SED, Hispanic Students below grade level Students with behavior that impedes learning.	274 General Fund 5000-5999: Services And Other Operating Expenditures Subscriptions (PTA donates remaining cost)
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition. Suggested or like Activities: Emergency supplies, Admin Coverage OT for custodians/clerical/noon duties *See Comprehensive School Safety Plan	All Students/Staff	300 General Fund 4000-4999: Books And Supplies CNS Emergency Supplies 500 General Fund 4000-4999: Books And Supplies Emergency Supplies

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on our analysis of the California School Dashboard metrics for Conditions and Climate, the implementation of actions under Goal 1 yielded mixed results. While overall school-wide efforts remained consistent, the dashboard performance for suspensions declined from Blue to Yellow, indicating that current strategies are not yet meeting the needs of all student populations. The effectiveness of our restorative practices was notably inconsistent across subgroups, as suspension rates increased for Students with Disabilities (SWD), Socioeconomically Disadvantaged (SED), Hispanic, English Learners (EL), and Asian students. A critical area of concern is the 3.3% increase in suspensions among Students with Disabilities, which highlights a significant implementation gap. This data suggests that

while restorative frameworks are in place, there is an urgent need for specialized staff training and more targeted, responsive behavioral supports to effectively serve our diverse student groups and reverse this upward trend.

In contrast to the climate data, academic intervention strategies demonstrated high effectiveness and a strong instructional impact. Eighty-six percent of students receiving targeted intervention showed measurable improvement on their i-Ready diagnostic assessments, a positive trend that indicates the SIPPS program was effective. Ultimately, these growth trends suggest that while academic supports are yielding success, the school must now deepen its focus on equitable behavioral interventions to ensure that the progress seen in the classroom is reflected in the overall school climate for all students.

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

There were differences between the intended implementation and the actual execution of strategies for this goal, primarily due to staffing timelines. The launch of the Tier 2 intervention programs and Homework Club was delayed as the school worked to recruit personnel. Once staffing was secured, comprehensive training, specifically for the SIPPS program, was required before services could begin. Consequently, these programs did not become operational until January. While this resulted in an initial underspend of budgeted funds for personnel salaries in the first semester, the school is now fully staffed and trained, ensuring that implementation for the upcoming school year will begin on schedule in the fall.

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

As a result of this analysis, several strategic changes will be implemented to address the performance gaps identified in both school climate and academic proficiency. These adjustments focus on enhancing teacher capacity and providing more specialized support for our most vulnerable student groups.

Expanded Academic Interventions: We have identified a critical need for expanded support in Math Intervention and Reading Comprehension. The school will broaden its Tier 2 offerings to include specific instructional blocks for these areas, utilizing universal screeners to monitor progress.

Administrative Data Dives and Feedback: To improve the use of data-driven instruction and provide ongoing support, the administrator will implement three "Data Dive Days" throughout the year after i-Ready Diagnostic cycles. During these sessions, the administrator will meet with teachers to discuss specific classroom needs, facilitate deep-dive data discussions, and provide actionable feedback to guide instructional shifts.

Professional Development – Essential Standards: To ensure high-quality Tier 1 instruction, staff will receive targeted training on identifying and teaching Essential Standards. This will allow for more focused instruction and a clearer path to proficiency for students who are currently performing below grade level.

Specialized Behavioral & Wellness Training: To address the increase in suspensions among Students with Disabilities and other subgroups, the school will provide professional development focused on neurodivergent learners and de-escalation strategies. Additionally, recognizing the impact of staff wellness on school climate, training on self-care will be integrated to help educators maintain a regulated and supportive environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Carolyn Clark will provide programs that support positive student and family engagement.
Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all students a high quality education that is grounded in high expectations, and is personalized to meet his or her learning needs.

Identified Need

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

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Carolyn Clark is rated in green with 5.2% of students chronically absent. The dashboard indicates a need to focus on students that are in the Socioeconomically Disadvantaged and Student with Disabilities subgroups.

Suspension rate indicates the amount of engagement that students have at school. Carolyn Clark is rated in the yellow. The dashboard indicates a need to focus on students that are subgroups English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.

According to the PowerSchool Incident Management Report from August 2025-April 2026, there were 109 referrals to the office. Other means of correction (OMC) were used as a consequence in 92% of those incidents.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6 Results of that survey indicate that 92.9% of students, 94% of staff , and 80.6% of the community are familiar or very familiar with school wide rules.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is color green with 5.2% chronically absent: 12.9% of Students with Disabilities subgroup were chronically absent, putting them in yellow, 7.5% of English Learners were chronically absent, putting them in green, and 16.2% of Socioeconomically Disadvantaged students were chronically absent, putting them in yellow.	The overall rate of students that are chronically absent will decrease by 1%, with rates for identified groups also decreasing by 2%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is yellow with 0.8% suspended at least one day. 4.8% of Students with Disabilities subgroup were suspended, putting them in orange. 1.9% of	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 0.5%.

	subgroup Socioeconomically Disadvantaged students were suspended, putting them in orange. Hispanic students were suspended 2.3% at least one day, putting them in orange. English Learner students were suspended 1.2% at least one day, putting them in orange.	
PowerSchool Incident Management	96 out of 102 office referrals resulted in OMC from August 2025 to April 2026 in PowerSchool. Student group that was referred disproportionately included SwD.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 0.5%. Student groups that were referred disproportionately will decrease in office referrals as follows: 5% of SWD
EESD Safety Survey	In fall 2025, 94% of staff are familiar or very familiar with the school wide rules. 92.9% of students are familiar or very familiar with the school wide rules. 80.6% of community are familiar or very familiar with the school wide rules.	In fall 2025, 100% of staff will be exposed to school wide rules and 100% familiar or very familiar with the school wide rules. 100% of students will be exposed to school wide rules and 95% of the students will be familiar or very familiar with the school wide rules. 100% of the community will be exposed to school wide rules and 82% will be familiar or very familiar with the school wide rules.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. Possible Expenditures: Incentives Assemblies Release days for teachers Additional Noon duties to support students Professional Development	All Students	600 General Fund 2000-2999: Classified Personnel Salaries Noon Supervisors 218 General Fund 3000-3999: Employee Benefits Noon Supervisors
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in	All Students	6650 Supplemental Fund 4000-4999: Books And Supplies Butcher Paper and Family Events

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.		4611 General Fund 4000-4999: Books And Supplies Volunteer Tea, Office Printing/Toner, Printing Supplies, Copier Supplies, Family Events Supplies 2025 General Fund 1000-1999: Certificated Personnel Salaries Events 443 General Fund 3000-3999: Employee Benefits Events
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.	All Students	223 General Fund 1000-1999: Certificated Personnel Salaries Parent Meetings 49 General Fund 3000-3999: Employee Benefits Parent Meetings 125 General Fund 2000-2999: Classified Personnel Salaries Translators 45 General Fund 3000-3999: Employee Benefits Translators 270 Supplemental Fund 4000-4999: Books And Supplies Coffee with the Principal Meetings
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons.	All Students	6983 General Fund 1000-1999: Certificated Personnel Salaries SEAT 1528

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and teacher led clubs.		General Fund 3000-3999: Employee Benefits SEAT

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on an analysis of both qualitative and quantitative data, the implementation of strategies to achieve Goal 2 has been largely effective regarding student engagement, though challenges remain in the area of school climate and equity. The school saw significant success in improving attendance, as the overall student chronic absentee rate maintained a Green status by decreasing from 9.1% to 5.2%. This positive trend was mirrored across all key subgroups: Students with Disabilities (SWD) improved from 20% (Orange) to 12.9% (Yellow), English Learners (EL) improved significantly from 20% (Orange) to 7.5% (Green), and Socioeconomically Disadvantaged (SED) students improved from 25.7% (Orange) to 16.2% (Yellow).

In contrast to these attendance gains, the overall suspension rate declined from Blue to Yellow, increasing from 0.4% to 0.8%. This indicates that while students are attending school more frequently, behavioral challenges have increased, particularly among specific student groups. Specifically, suspension rates for Students with Disabilities increased from 1.5% to 4.8% (Orange), Socioeconomically Disadvantaged students increased from 1% to 1.9% (Orange), and Hispanic students increased from 1.1% to 2.3% (Orange). Additionally, English Learners currently stand at 1.2% (Orange).

Further review of behavioral systems through PowerSchool Incident Management data from August 2024 to April 2025 shows that 96 out of 102 office referrals resulted in Other Means of Correction (OMC). This high percentage of 94% reflects a consistent effort by staff to utilize restorative and non-punitive consequences; however, the data also reveals that Students with Disabilities continue to be referred disproportionately, signaling a need for more targeted behavioral interventions for this subgroup. Despite these behavioral hurdles, the EESD Safety Survey results demonstrate a strong and improving understanding of school expectations. Familiarity with school-wide rules increased across nearly all stakeholder groups, with students increasing from 82.5% to 92.9% and the community increasing from 72.1% to 80.6%, while staff familiarity remained high at 94%.

Overall, Goal 2 strategies have been highly effective in re-engaging students and families with school attendance and rule familiarity. However, the rise in suspension rates, particularly for SWD, SED, and Hispanic students, underscores a critical implementation gap. Future efforts will focus on deepening restorative practices and providing specialized behavioral support to ensure the school climate is as successful as the school's engagement efforts.

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

Implementation differences for Goal 2 were driven by one programmatic addition and one equipment necessity. We successfully introduced the Brain Bloom Club, a specialized space for neurodivergent learners focused on social connection and self-advocacy. This was not in the original plan but was added to improve inclusivity. Additionally, funds were reallocated for the emergency replacement of staff walkie-talkies that failed due to unexpected wear and tear. This purchase was essential to maintain campus safety and operational communication. These adjustments have left the school fully equipped and better positioned to support all students next year.

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

We will continue to collaborate with the community to offer a variety of enrichment programs that nurture student talents and support the development of the whole child.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions for Learning
Students at Carolyn Clark will make progress towards proficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

Identified Need

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

The California School Dashboard utilizes students' scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of students who are proficient at grade level standards. Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP.

Carolyn Clark maintained green in Math because students decreased their proficiency by 5.6 points. Carolyn Clark maintained green in English Language Arts because students declined their proficiency levels by 1.6 points.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Carolyn Clark 61.63% of the students scored proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 76% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 75% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	69% of all students Met or Exceeded Standard for ELA Maintained -0.3 Points	71% of all students will be proficient in ELA. Close the achievement gap by decreasing the amount of points below standard.
CAASPP Math Results	67% of all students Met or Exceeded Standard for Math Declined 6.7 Points	69% of all students will be proficient in Math. Close the achievement gap by decreasing the amount of points below standard.
CAST Results	49.36% of all 5th grade students who took the CAST scored proficient.	54.36% of all 5th grade students will be proficient in the CAST.
iReady Reading T3 Diagnostic.	In March of 2026, 70% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.	In March of 2027, 72% of all students will be "Early on" or "Mid or Above" grade level proficiency in Math.

iReady Math T3 Diagnostic.	In March of 2026, 71% of all students were “Early on” or “Mid or Above” grade level proficiency in Math.	In March of 2027, 73% of all students will be “Early on” or “Mid or Above” grade level proficiency in Math.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, site specific budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours. Possible Expenditures: Class budgets Classified OT (office staff, custodial, materials preparation) Department Budgets ILT Leadership Meetings	All Students	9250 Supplemental Fund 4000-4999: Books And Supplies Classroom Supplies and Science Fair Supplies 6684 General Fund 1000-1999: Certificated Personnel Salaries Combo and SDC Field Trip Substitute Coverage, Science Camp Combo Class Sub Coverage and Stipend, ILT Meetings, 1462 General Fund 3000-3999: Employee Benefits Combo and SDC Field Trip Substitute Coverage and Science Camp Stipend, Science Camp Combo Sub Coverage, ILT Meetings 288 General Fund 2000-2999: Classified Personnel Salaries Kindergarten Aide Field Trip 105 General Fund 3000-3999: Employee Benefits Kindergarten Aide Field Trip 500 General Fund 5000-5999: Services And Other Operating Expenditures ie Busing (6th Grade Visits) 9450 General Fund 4000-4999: Books And Supplies Instructional Supplies: Classroom Budgets, Toner, Laminating, Headphones,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Colored Paper, Copier Supplies 2200 General Fund 4000-4999: Books And Supplies Office Toner, August Staff Development
3.3	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration. Possible Expenditures: Substitutes OT Materials needed for meetings	All Students	675 General Fund 1000-1999: Certificated Personnel Salaries Equity Walk Substitute Coverage 148 General Fund 3000-3999: Employee Benefits Equity Walk Substitute Coverage 336 General Fund 2000-2999: Classified Personnel Salaries Equity Walk Substitute Coverage 122 General Fund 3000-3999: Employee Benefits Equity Walk Substitute Coverage and Kinder Aide Field Trip 1125 General Fund 1000-1999: Certificated Personnel Salaries Planning Conferences and Data Dive 245 General Fund 3000-3999: Employee Benefits Planning Conferences

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Based on the metrics and outcomes for Goal 3, Carolyn Clark maintained a Green performance level across Mathematics, English Language Arts, and Science, though specific proficiency levels showed a downward trend. In English Language Arts, the school demonstrated stability by maintaining a decline of only 0.3 points, an improvement over the 1.6-point decline from the previous year, resulting in 69% of students meeting or exceeding standards compared to 71.94% last year. Mathematics saw a more notable decline of 6.7 points, with the percentage of students meeting or exceeding standards dropping from 74.48% to 67%. Performance on the California Science Test (CAST) for 5th graders also decreased, with 49.35% of students scoring proficient compared to 61.63% last year.

Local i-Ready Diagnostic data from March 2026 mirrors these state trends, showing that 70% of students were at "Early On" or "Mid/Above" grade level proficiency in Reading (down from 76%) and 71% reached those levels in Math (down from 75% in March 2025). While the school's overall status remains Green, these declines across both state and local metrics indicate that while core instruction is maintaining foundational performance, there is an increased necessity for targeted interventions to return to previous proficiency peaks.

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

No changes in expenditures.

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

While overall strategies remain foundational to student success, specific adjustments will be implemented to reverse the downward trend in proficiency and close academic gaps. Grade-level collaboration will shift its focus toward Essential Standards to ensure instructional depth. Furthermore, the school will prioritize small-group instruction to provide targeted support within the classroom setting. To enhance accountability and data-driven decision-making, teachers will participate in "Data Dive Days" with the administrator to review student progress, receive feedback, and refine instructional groupings. Professional development will be provided to support staff in these areas, ensuring all students, particularly those currently performing below grade level, receive the necessary support to reach proficiency.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$73,530.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title III	$3,678.00

Subtotal of additional federal funds included for this school: $3,678.00

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

State or Local Programs	Allocation ($)
General Fund	$42,717.00
Supplemental Fund	$27,135.00

Subtotal of state or local funds included for this school: $69,852.00

Total of federal, state, and/or local funds for this school: $73,530.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	$42,717	0.00
Supplemental Fund	$27,135	0.00
Title III	$3,678	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	42,717.00
Supplemental Fund	27,135.00
Title III	3,678.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,283.00
2000-2999: Classified Personnel Salaries	4,409.00
3000-3999: Employee Benefits	7,133.00
4000-4999: Books And Supplies	33,731.00
5000-5999: Services And Other Operating Expenditures	2,274.00
5800: Professional/Consulting Services And Operating Expenditures	700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	18,497.00
2000-2999: Classified Personnel Salaries	General Fund	1,349.00
3000-3999: Employee Benefits	General Fund	4,536.00
4000-4999: Books And Supplies	General Fund	17,561.00
5000-5999: Services And Other Operating Expenditures	General Fund	774.00

1000-1999: Certificated Personnel Salaries	Supplemental Fund	3,769.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	3,060.00
3000-3999: Employee Benefits	Supplemental Fund	1,936.00
4000-4999: Books And Supplies	Supplemental Fund	16,170.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	700.00
1000-1999: Certificated Personnel Salaries	Title III	3,017.00
3000-3999: Employee Benefits	Title III	661.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	17,170.00
Goal 2	23,770.00
Goal 3	32,590.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Loan Dinh	Principal
Zuesette Zamora	Other School Staff
Michelle Rojas	Classroom Teacher
Sabrina Cuevas	Classroom Teacher
Susan Kitrosser	Classroom Teacher
Veronica Corona Tennon	Parent or Community Member
Vanessa Pinon	Parent or Community Member
Aditi Doshi	Parent or Community Member
Ray Kim	Parent or Community Member
Bryan Asuncion	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/26.

Attested:

Principal, Loan Dinh on 5/11/26

SSC Chairperson, Michelle Rojas on 5/11/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY
FY 2026-27

SCHOOL: *CAROLYN CLARK* **SITE #** **019** *3 digits - 0##* **ALLOCATION:** **$ 42,717.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT	
Hourly Teacher	010-1100-0	1120	00-1170	1000	019	4,989	
SEAT School Enrichment*(required $55.86 x 125 hours)*	010-1100-0	1120	00-1170	1000	019	**6,983**	CONTRACTED SEAT HOURS
Substitute Teachers (*paid by site)*	010-1100-0	1150	00-1170	1000	019	6,525	
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081		
*Other**	010-1100-0		00-1170		019		
21.88% Benefits	010-1100-0	3xx1	00-1170		019	4,046	
Classified Salaries (for timesheets)							
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	019	749	
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	019		
Hourly Clerical	010-1100-0	2460	00-1170	2700	019		
Hourly Health Aide	010-1100-0	2950	00-1170	3140	019		
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	019	600	
*Other**	010-1100-0		00-1170		019		
35.38% Benefits	010-1100-0	3xx2	00-1170		019	477	
Supplies (for POs & reimbursements)							
Books	**010-1100-0**	**4200**	**00-1170**	**1000**	**019**		
Classroom Supplies	**010-1100-0**	**4310**	**00-1170**	**1000**	**019**	8,964	
Office Supplies	**010-1100-0**	**4351**	**00-1170**	**2700**	**019**	8,610	
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		019		
*Other**	010-1100-0		00-1170		019		
Other Services & Operating Costs (for POs & reimbursements)							
Travel/Conference	010-1100-0	5210	00-1170	1000	019		
Conference Registration Fees	010-1100-0	5220	00-1170	1000	019		
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	019		
Maintenance Repair	010-1100-0	5610	00-1170	8100	019		
Computer Repair	010-1100-0	5611	00-1170	1000	019		
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**019**		
Consultant/Contractors	**010-1100-0**	**5815**	**00-1170**	**1000**	**019**		
web subscriptions and software	**010-1100-0**	**5826**	**00-1170**	**1000**	**019**	274	
Field Trip	010-1100-0	5840	00-1170	1000	019	500	
*Other**	010-1100-0		00-1170		019		
*Other**	010-1100-0		00-1170				

**Fill out with Business Office - we're happy to help*

TOTAL BUDGET **42,717**

should match Allocation

variance: 0

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL: *CAROLYN CLARK* **SITE #** **019** *3 digits - 0##* **ALLOCATION:** **$ 3,678.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	019	3,017
Hourly Teacher	060-4203-0-	1120	00-1551	1000	019	
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	019	
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
*Other**	060-4203-0-		00-1551		019	
21.88% Benefits	060-4203-0-	3xx1	00-1551			661
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	019	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	019	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	019	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	019	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	019	
*Other**	060-4203-0-		00-1551		019	
35.38% Benefits	060-4203-0-	3xx2	00-1551			
Supplies (for POs & reimbursements)						
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**019**	
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**019**	for EL students
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**019**	
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**019**	
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		019	
*Other**	060-4203-0-		00-1551		019	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-4203-0-	5210	00-1551	1000	019	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	019	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	019	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	019	
Computer Repair	060-4203-0-	5611	00-1551	1000	019	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**019**	
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**019**	
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**019**	
Field Trip	060-4203-0-	5840	00-1551	1000	019	
*Other**	060-4203-0-		00-1551		019	
*Other**	060-4203-0-		00-1551			

Other Fill out with Business Office - we're happy to help

TOTAL BUDGET **3,678**

should match Allocation

variance: -

Statutory Benefits Calculation			
19.10%	STRS (Certificated only)	3101	859
26.40%	PERS (Classfied only)	3202	
6.20%	OASDI (CL)	331X	
1.45%	Medicare (CE & CL)	332X	65
0.05%	State Unemployment (CE & CL)	350X	3
1.275%	Workers Comp (CE & CL)	360X	54
			981

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

SUPPLEMENTAL BUDGET pbis
FY 2026-27

SCHOOL: *CAROLYN CLARK* **SITE #** **019** *3 digits - 0##* **ALLOCATION:** **$ 27,135.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	019	3,769
Hourly Teacher	010-0159-0	1120	00-1590	1000	019	
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	019	
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		019	
21.88% Benefits	010-0159-0	3xx1	00-1590		019	824
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	019	3,060
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	019	
Hourly Clerical	010-0159-0	2460	00-1590	2700	019	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	019	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	019	
*Other**	010-0159-0		00-1590		019	
35.38% Benefits	010-0159-0	3xx2	00-1590			1,112
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**019**	16,170
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**019**	
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**019**	
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**019**	
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		019	
*Other**	010-0159-0		00-1590		019	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0159-0	5210	00-1590	1000	019	1,500
Conference Registration Fees	010-0159-0	5220	00-1590	1000	019	700
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	019	
Maintenance Repair	010-0159-0	5610	00-1590	8100	019	
Computer Repair	010-0159-0	5611	00-1590	1000	019	
Copier Maintenance	010-0159-0	5615	00-1590	1000	**019**	
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**019**	
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**019**	
Field Trip	010-0159-0	5840	00-1590	1000	019	
*Other**	010-0159-0		00-1590		019	
*Other**	010-0159-0		00-1590			

Other - *Fill out with Business Office - we're happy to help*

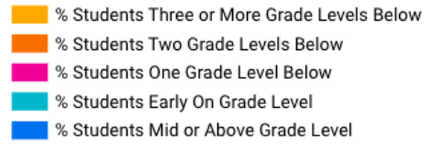
TOTAL BUDGET **27,135**

should match Allocation

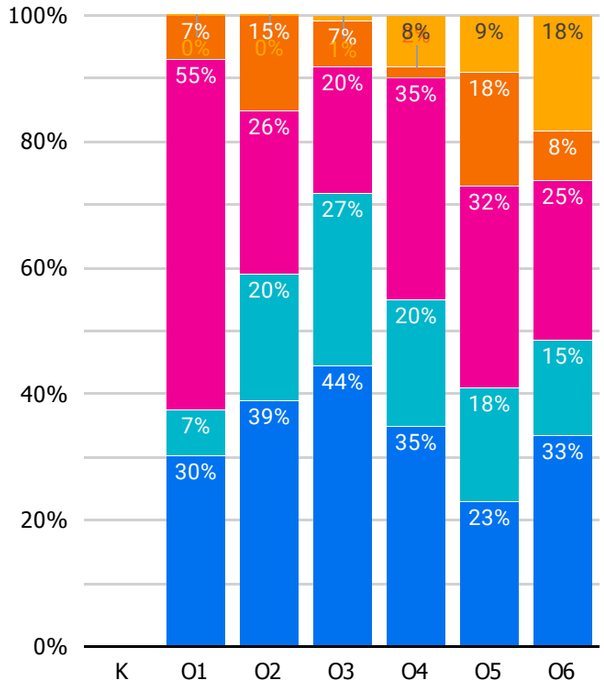
variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202

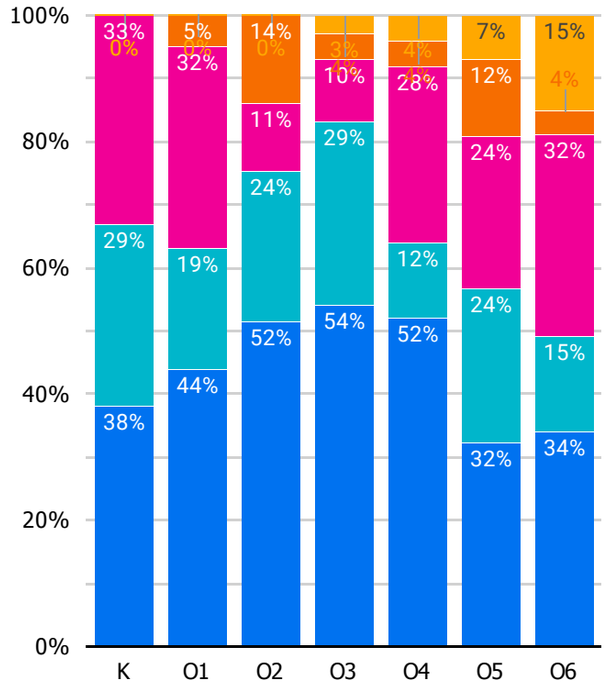
Carolyn Clark English Language Arts Data 2025 - 2026



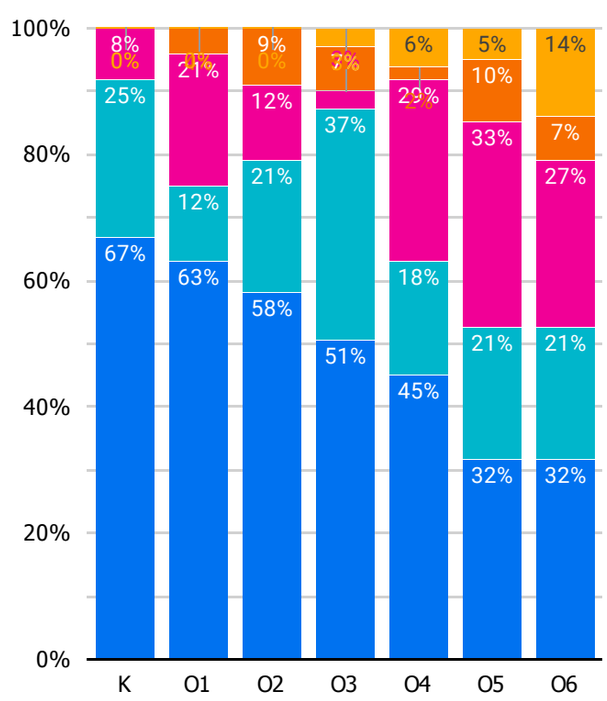
Fall ELA



Winter ELA



Spring ELA

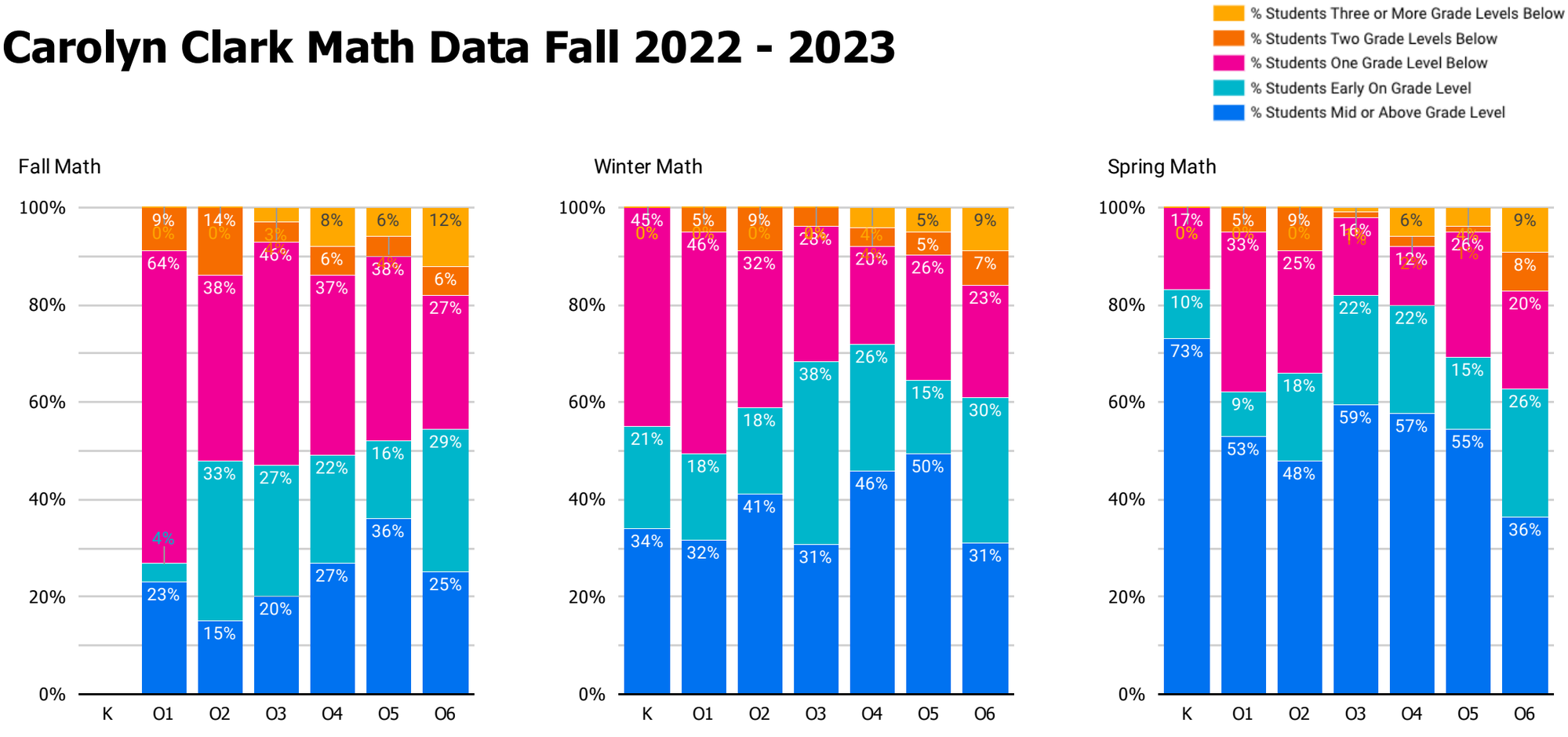


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	17	4	31	4	0
O2	26	13	17	10	0
O3	31	19	14	5	1
O4	18	10	18	1	4
O5	18	14	25	14	7
O6	24	11	18	6	13

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	18	14	16	0	0
O1	25	11	18	3	0
O2	34	16	7	9	0
O3	39	21	7	3	2
O4	26	6	14	2	2
O5	26	20	20	10	6
O6	25	11	23	3	11

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	32	12	4	0	0
O1	36	7	12	2	0
O2	38	14	8	6	0
O3	37	27	2	5	2
O4	23	9	15	1	3
O5	26	17	27	8	4
O6	23	15	20	5	10

Carolyn Clark Math Data Fall 2022 - 2023



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	13	2	36	5	0
O2	10	22	25	9	0
O3	14	19	32	3	2
O4	14	11	19	3	4
O5	29	13	30	3	5
O6	13	15	14	3	6

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	16	10	21	0	0
O1	18	10	26	3	0
O2	27	12	21	6	0
O3	22	27	20	3	0
O4	23	13	10	2	2
O5	41	12	21	4	4
O6	23	22	17	5	7

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	35	5	8	0	0
O1	30	5	19	3	0
O2	31	12	16	6	0
O3	43	16	12	1	1
O4	28	11	6	1	3
O5	45	12	21	1	3
O6	27	19	15	6	7

Carolyn Clark's Parent Involvement Policy
2025-26

At Carolyn Clark Elementary, we value and encourage strong partnerships between home and school. Parents and guardians are essential to the success of our students, and we offer a wide range of opportunities for families to become informed, engaged, and involved in school life and student learning.

1. Parent Engagement Events

Parents are invited to participate in a variety of school events throughout the year, including but not limited to:

- Family Math and Science Night
- Curriculum Night (Back-to-School Night)
- Open House
- Student Exhibitions
- Project-Based Learning (PBL) Presentations
- Spoken Word Performances
- Kindergarten Orientation
- PTA Events & General Meetings
- School Socials
- Fall Carnival
- Winter Festival – *Winter Wonderland*
- Parent/Child Breakfast
- *No One Eats Alone* Day Picnic
- Grandparents Day Picnic
- Parent/Child Dance
- *Coffee with the Principal*
- Eid Festival
- Screen-Free Week

2. Informational Opportunities for Parents

We offer multiple avenues for parents to learn about academic programs and student support services:

- ABC Readers

- Arts Attack Program
- Safety Meetings
- Visual and Performing Arts (VAPA) Parent Meetings
- Attendance Workshops
- YWCA Parent Information Sessions
- Science Camp Parent Meetings
- Human Growth & Development Presentations

3. Committee & Leadership Opportunities

Parents can play a leadership role in shaping school policies and programs through participation in various committees:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC)
- District English Learner Advisory Committee (DELAC)
- Parent Teacher Association (PTA)
- ABC Reader Program
- Arts Attack Program

4. Communication Channels

We strive to maintain open and ongoing communication with our families through various platforms and tools:

- School and Classroom Newsletters
- School and District Websites
- ParentSquare
- Peachjar
- Parent Portal
- Student/Parent Handbooks (School/District & PBIS)
- Parent-Teacher Conferences
- Individualized Education Plan (IEP) Reports / Progress Reports
- Report Cards
- District & State Assessment Reports (e.g., i-Ready & CAASPP)
- Weekly Grade Printouts (at certain grade levels)
- Notes and Letters
- Emails
- Zoom/Google Meet Sessions
- Phone Calls
- Educational Platforms such as Class Dojo and Google Classroom

To support our community, school and district communications are available in Spanish and Vietnamese, with additional translation services available upon request. Translators are also provided for parent-teacher conferences and special meetings as needed. Google Translate and ParentSquare's built-in translation feature are also available for broader accessibility.

Policy last revised in 2025

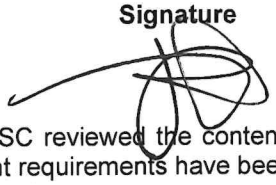
Recommendations and Assurances

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

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

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

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

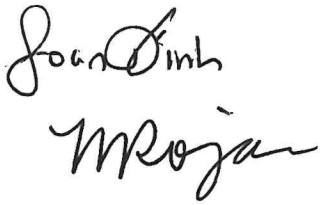
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/11/26.

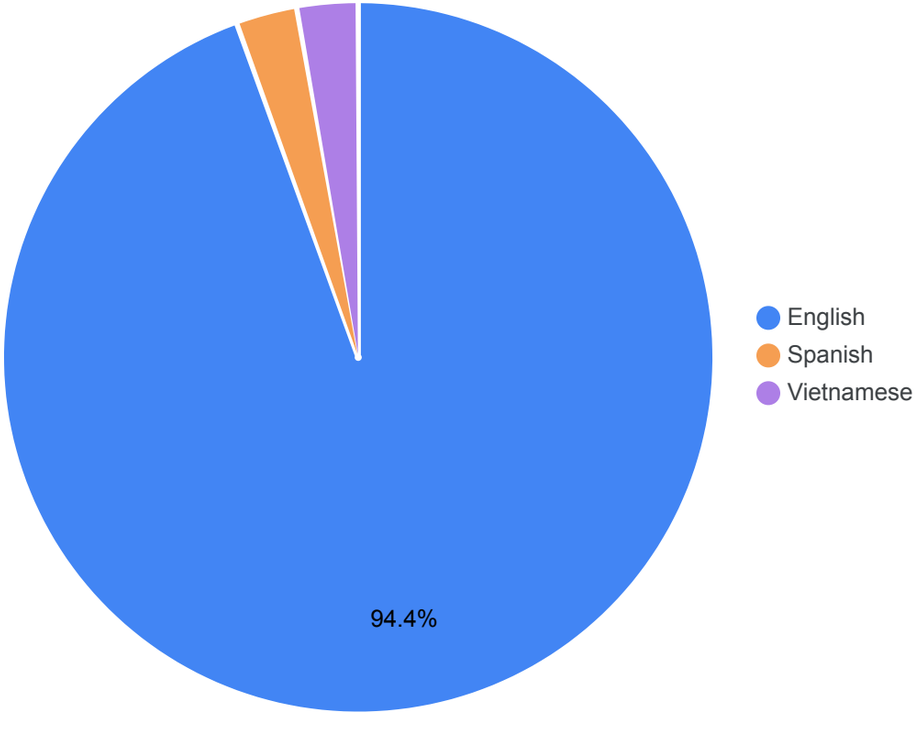
Attested:



Principal, Loan Dinh on 5/11/26

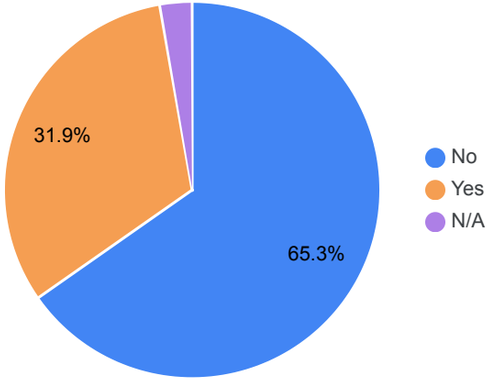
SSC Chairperson, Michelle Rojas on 5/11/26

Carolyn Clark Elementary: Language

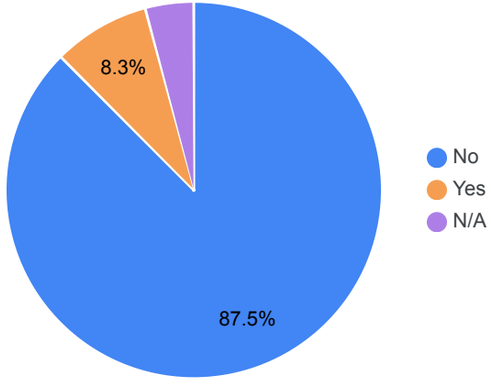


Carolyn Clark Elementary: Are you the Parent/Guardian of:

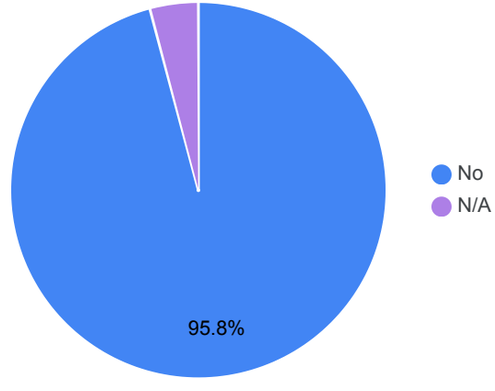
English Learner



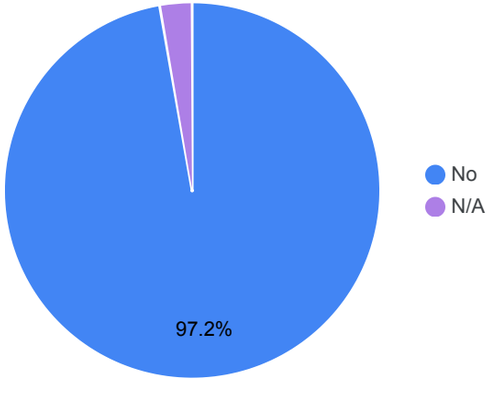
Receiving special education services



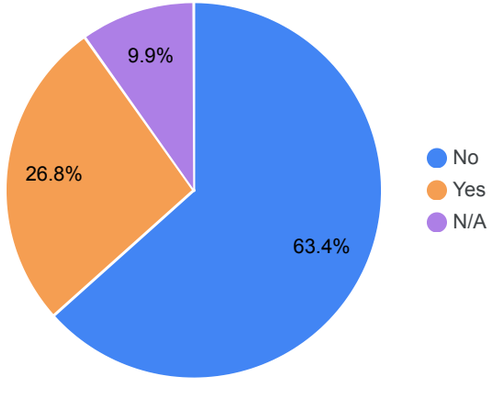
Foster youth



Migrant education program

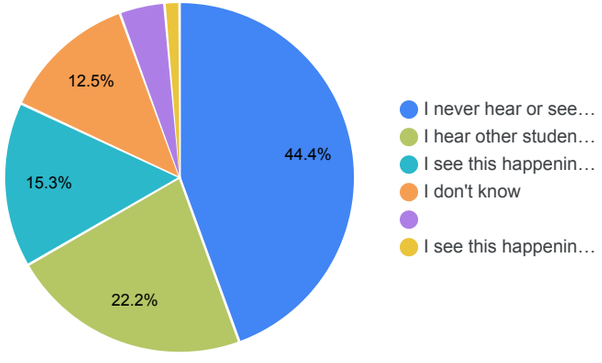


Free or reduced lunch

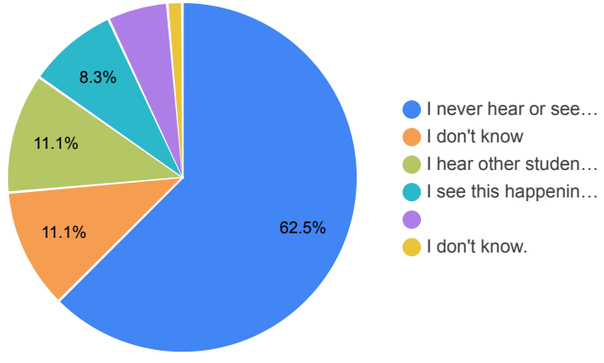


Carolyn Clark Elementary: How much do you find the following to be a problem at your child's school?

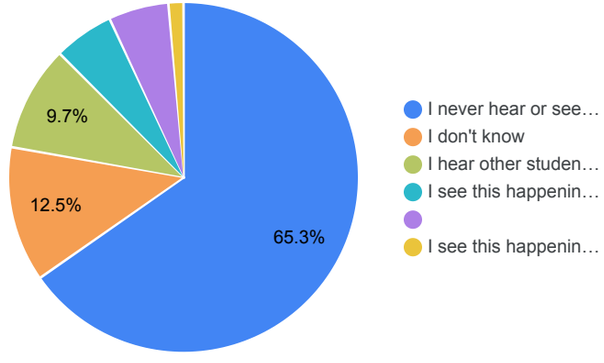
Bullying



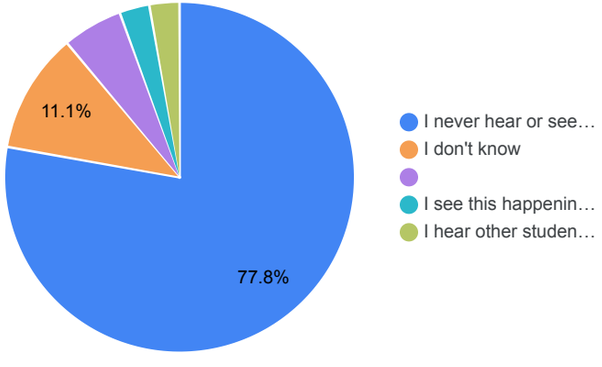
Harassment, and intimidation



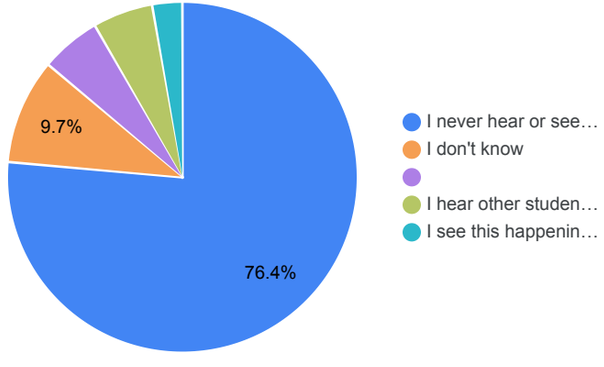
Fights and Assault



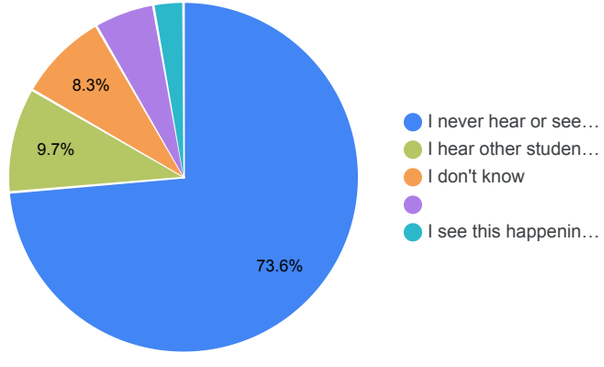
Student interest in gangs



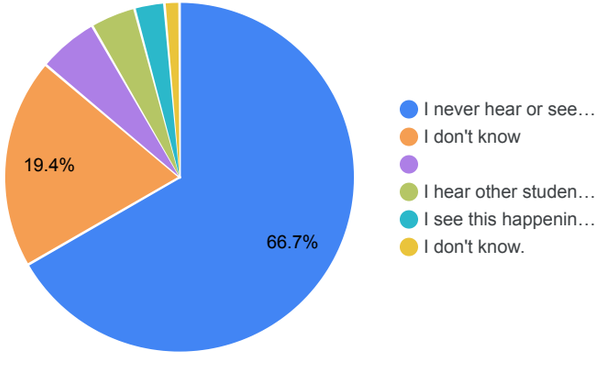
Illegal weapons



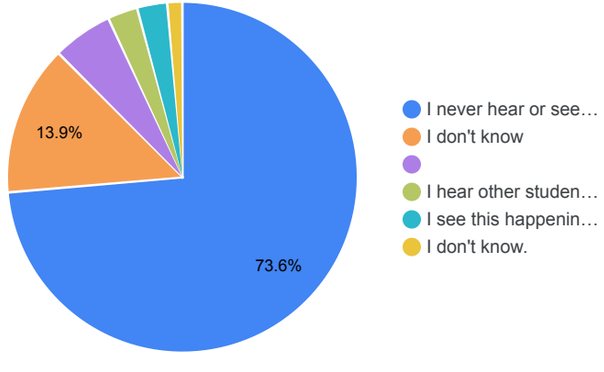
Graffiti and vandalism



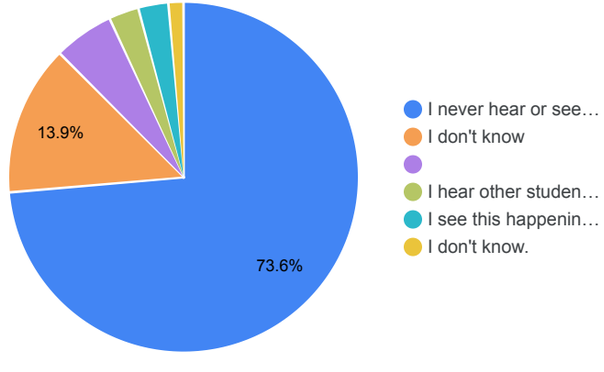
People trespassing on campus



Drug use

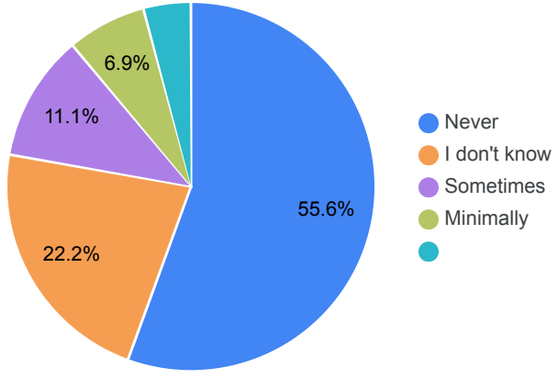


Alcohol use

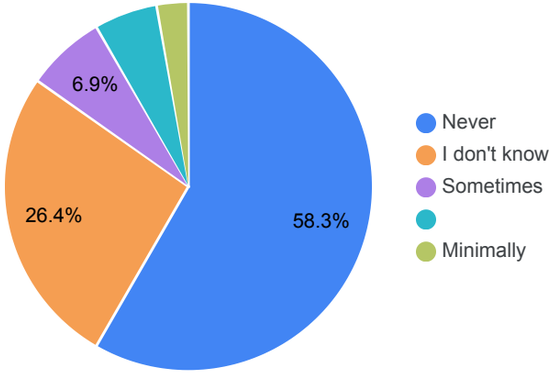


Carolyn Clark Elementary: Students at my child's school get put down because of their___.

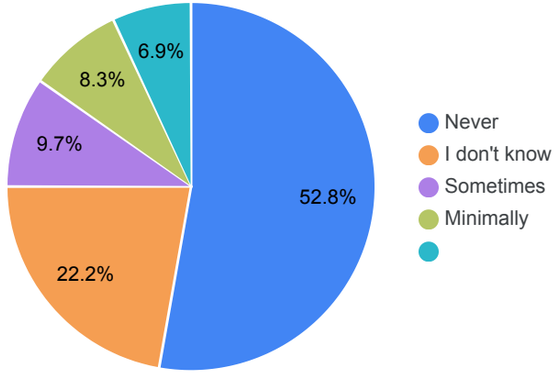
Race



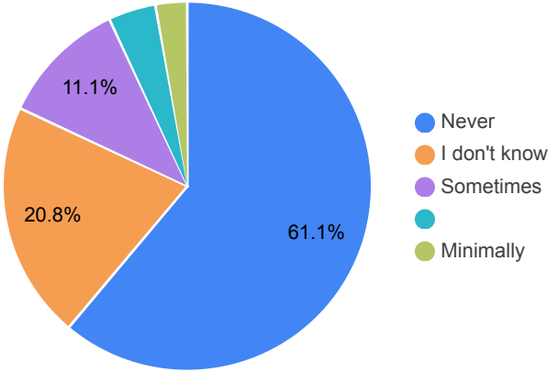
Gender or gender identification



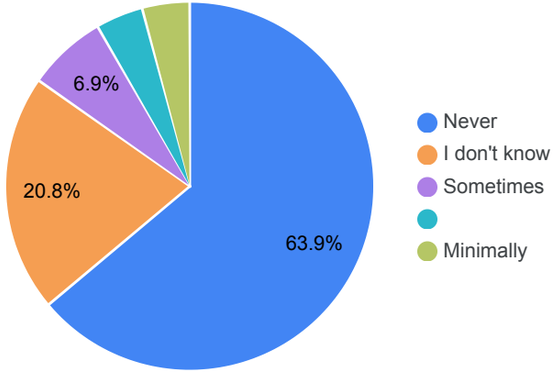
Learning difficulties



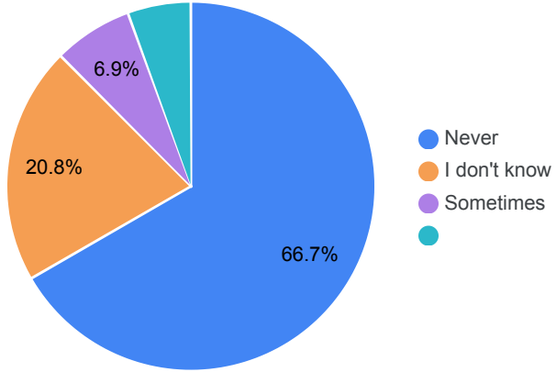
Clothing or physical appearance



Religion or cultural practices

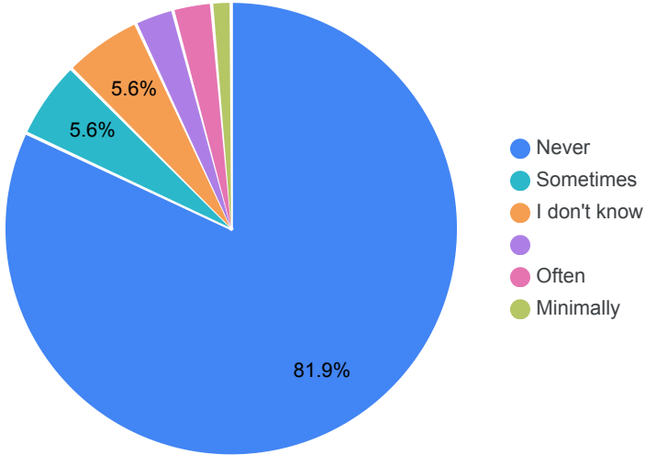


Sexual orientation

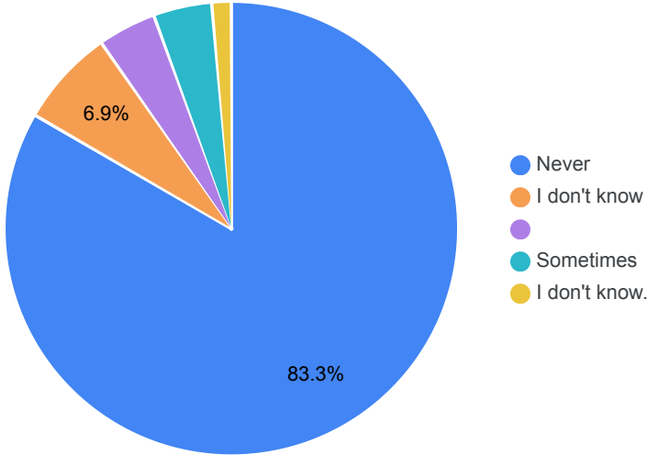


Carolyn Clark Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?

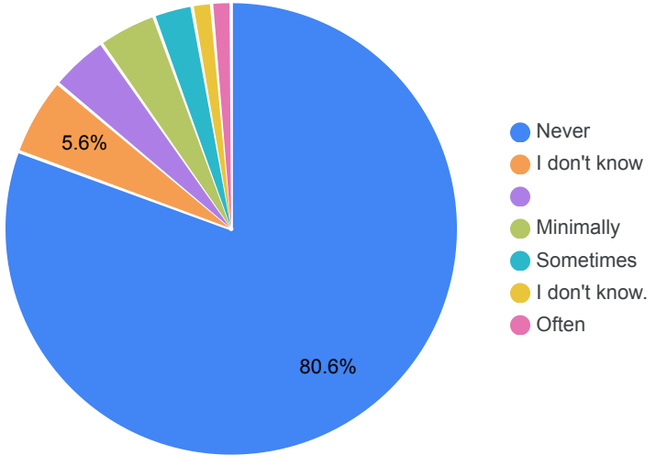
Race



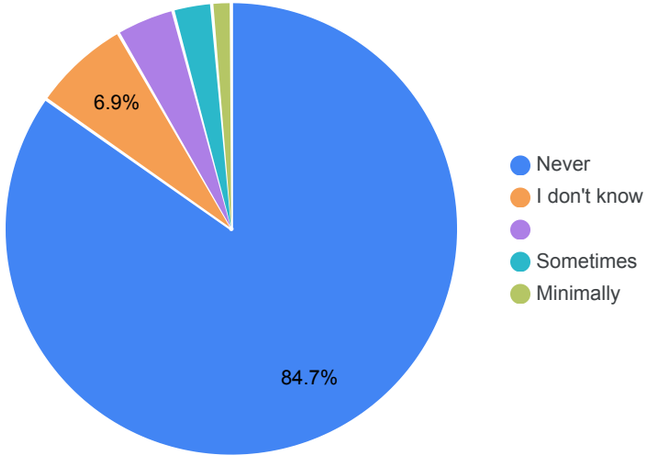
Learning difficulties



Religion or Cultural Practices

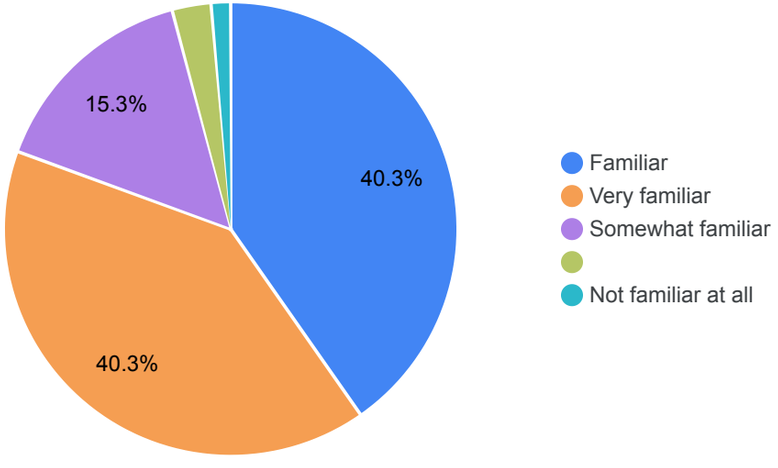


Sexual orientation

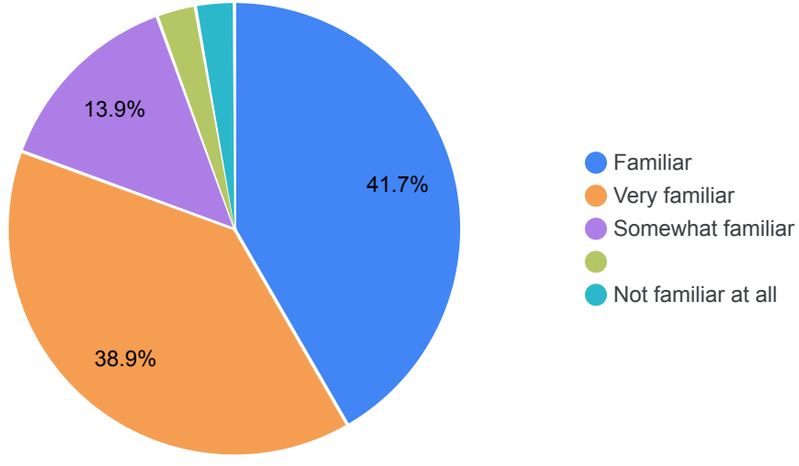


Carolyn Clark Elementary: How familiar are you with the following at your child's school?

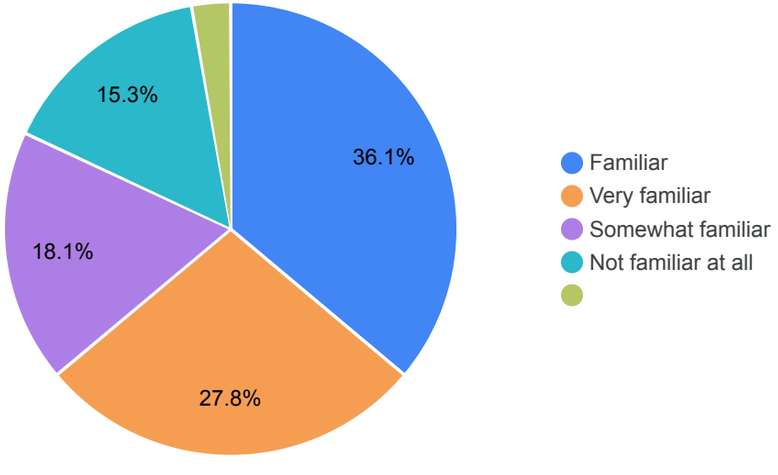
Classroom rules and consequences



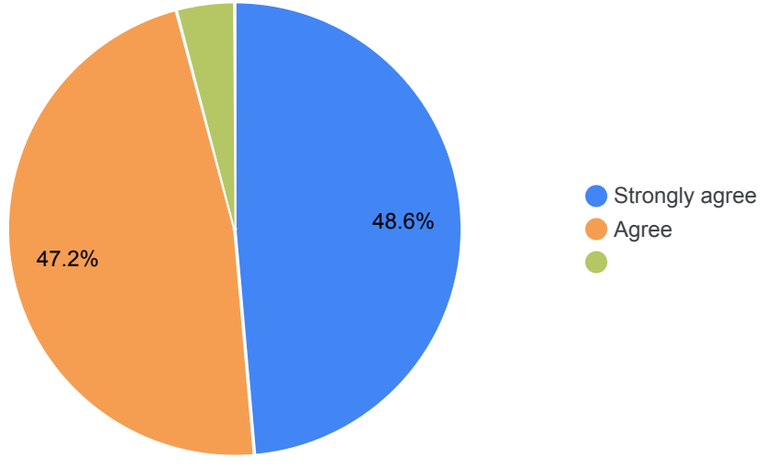
School-wide rules and consequences



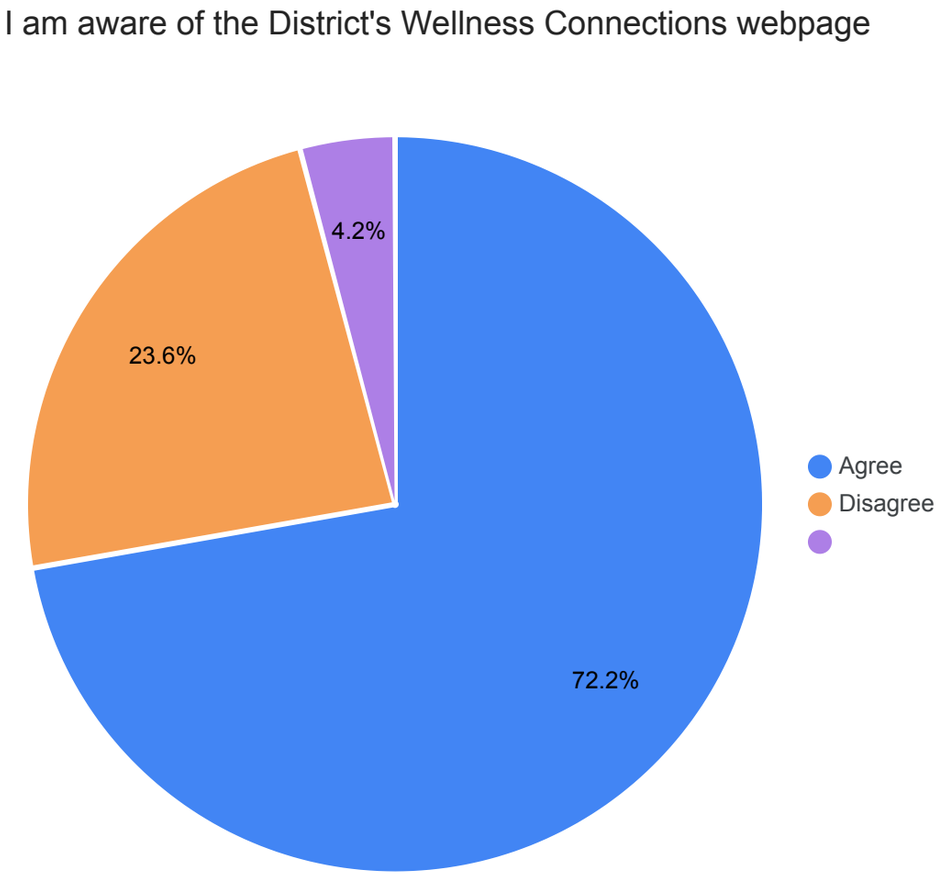
Cyberbullying rules and consequences



Rules and expectations of the school are clear and well known to me

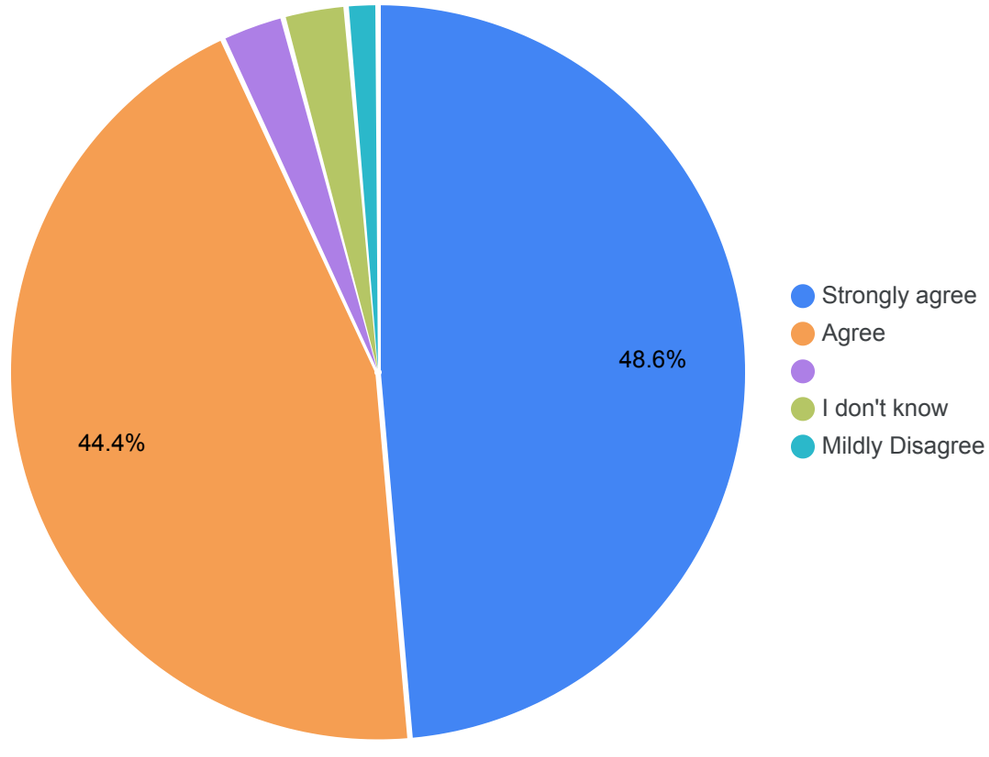


Carolyn Clark Elementary

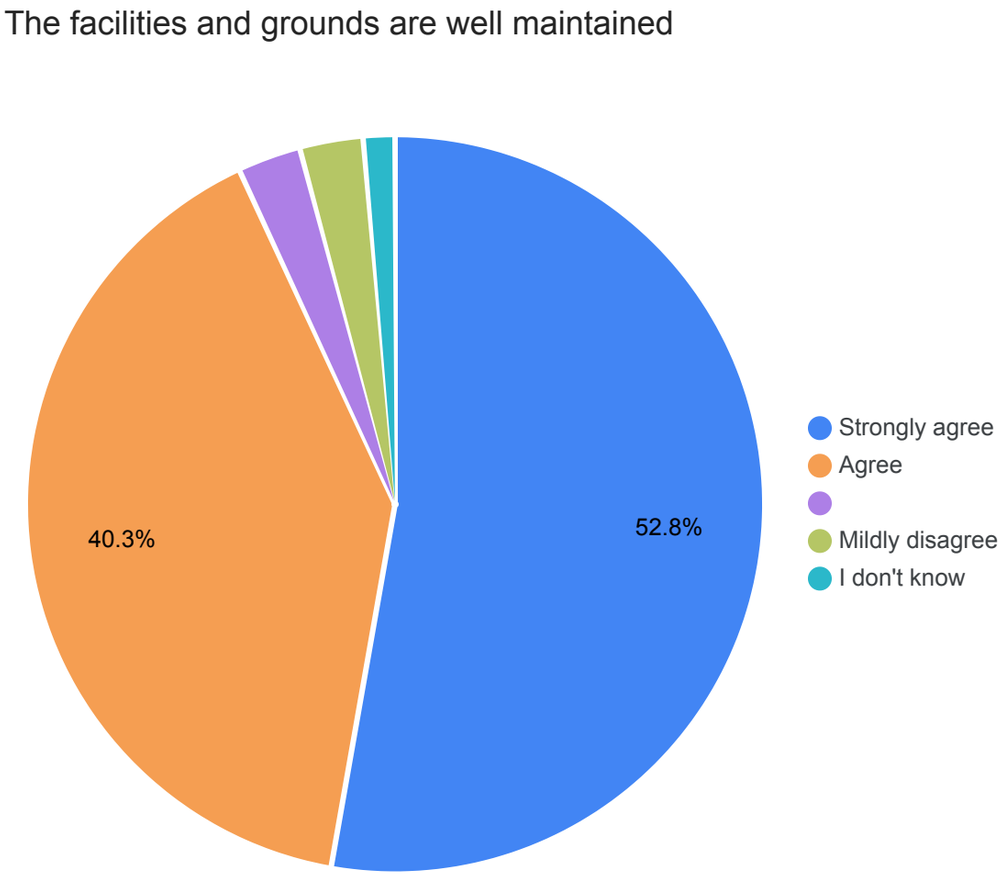


Carolyn Clark Elementary

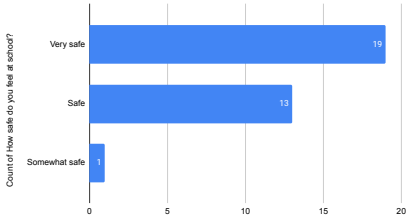
The school has a way to recognize positive behavior among students



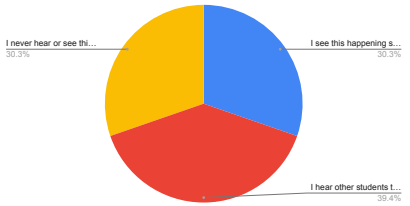
Carolyn Clark Elementary



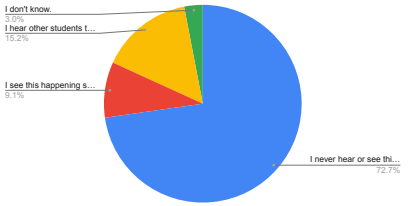
Count of How safe do you feel at school?



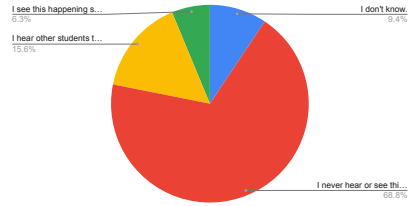
Count of How much do you find the following to be a problem at your school? [Bullying]



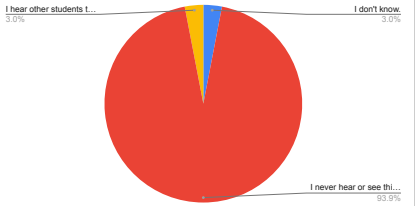
Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]



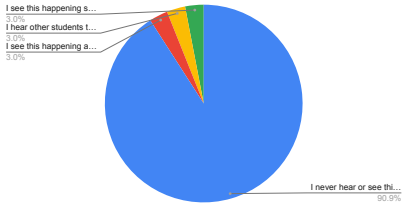
Count of How much do you find the following to be a problem at your school? [Fights and Assault]



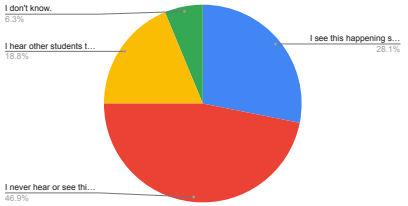
Count of How much do you find the following to be a problem at your school? [Student interest in gangs]



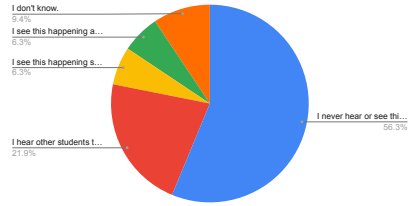
Count of How much do you find the following to be a problem at your school? [Illegal weapons]



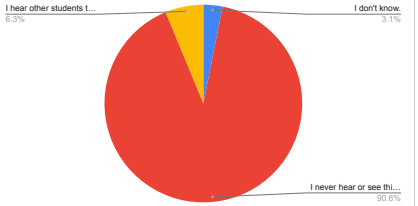
Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]



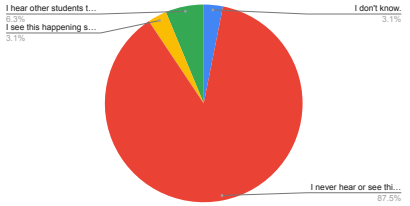
Count of How much do you find the following to be a problem at your school? [People trespassing on campus]



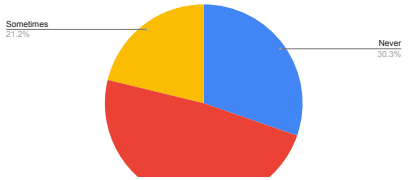
Count of How much do you find the following to be a problem at your school? [Drug use]



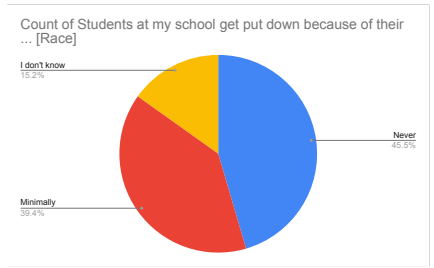
Count of How much do you find the following to be a problem at your school? [Alchohol use]

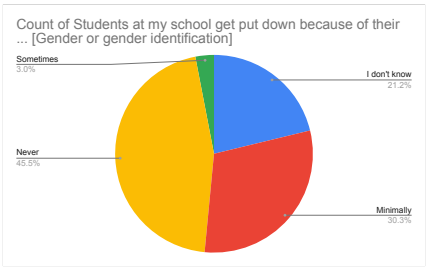


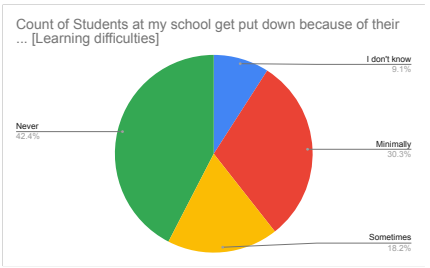
Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being h…

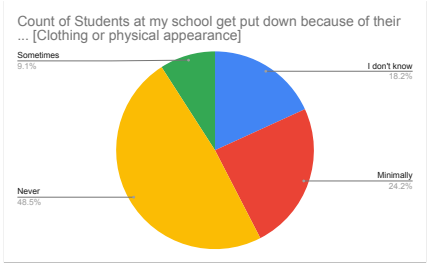


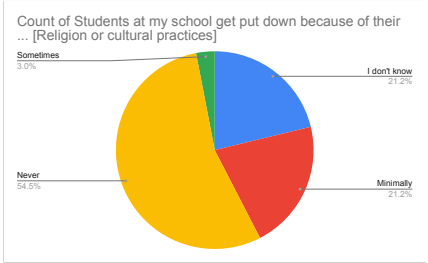

Minimally
48.5%

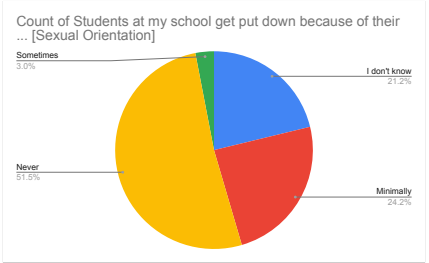

Count of Students at my school get put down because of their ... [Race]
I don't know
15.2%
Never
45.5%
Minimally
39.4%

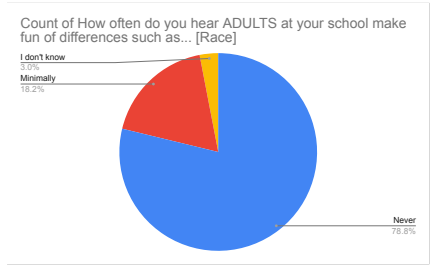

Count of Students at my school get put down because of their ... [Gender or gender identification]
Sometimes
3.0%
I don't know
21.2%
Never
45.5%
Minimally
30.3%

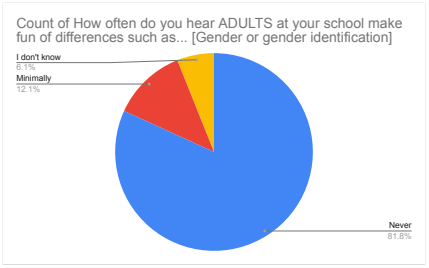

Count of Students at my school get put down because of their ... [Learning difficulties]
I don't know
9.1%
Never
42.4%
Minimally
30.3%
Sometimes
18.2%

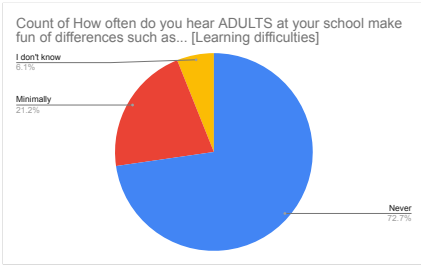

Count of Students at my school get put down because of their ... [Clothing or physical appearance]
Sometimes
9.1%
I don't know
18.2%
Minimally
24.2%
Never
48.5%

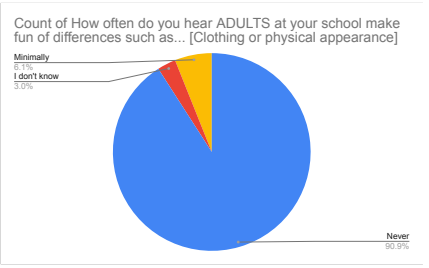

Count of Students at my school get put down because of their ... [Religion or cultural practices]
Sometimes
3.0%
I don't know
21.2%
Never
54.5%
Minimally
21.2%

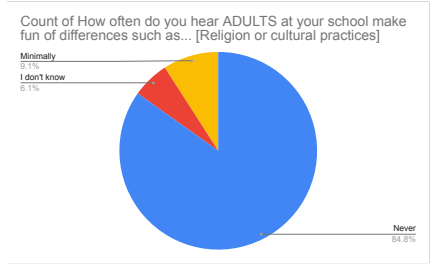

Count of Students at my school get put down because of their ... [Sexual Orientation]
Sometimes
3.0%
I don't know
21.2%
Never
51.5%
Minimally
24.2%

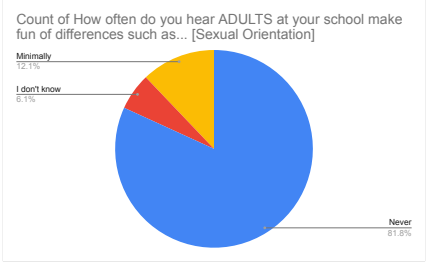

Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]
I don't know
3.0%
Minimally
18.2%
Never
78.8%

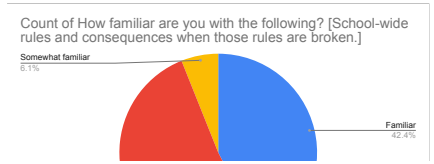

Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]
I don't know
6.1%
Minimally
12.1%
Never
81.8%

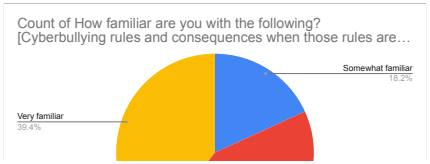

Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]
I don't know
6.1%
Minimally
21.2%
Never
72.7%

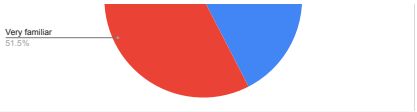

Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]
Minimally
6.1%
I don't know
3.0%
Never
90.9%


Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]
Minimally
9.1%
I don't know
6.1%
Never
84.8%


Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]
Minimally
12.1%
I don't know
6.1%
Never
81.8%

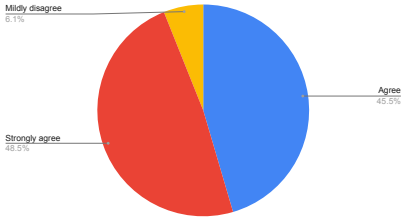

Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]
Somewhat familiar
6.1%
Familiar
42.4%


Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are…
Somewhat familiar
18.2%
Very familiar
39.4%

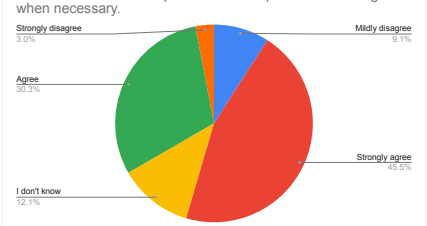




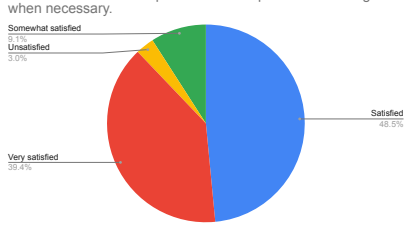
Count of I think Staff enforces rules fairly and appropriately.



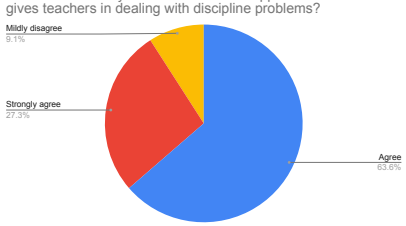
Count of I think that suspensions and expulsions are assigned when necessary.



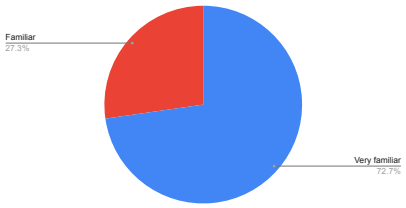
Count of I think that suspensions and expulsions are assigned when necessary.



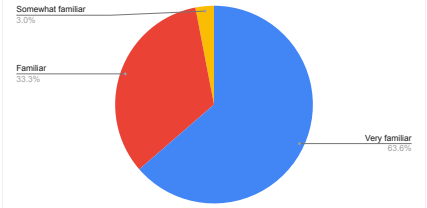
How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?



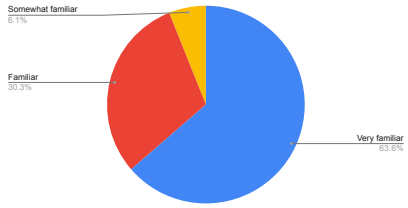
Count of How well do understand your school Emergency procedures? [Fire Drill]



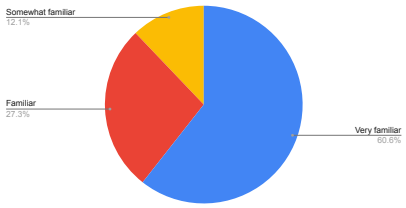
Count of How well do understand your school Emergency procedures? [Earthquake Drill]



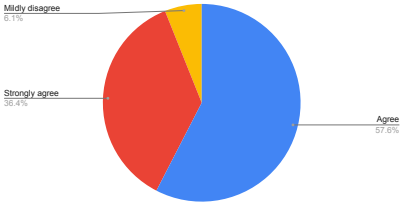
Count of How well do understand your school Emergency procedures? [Shelter in Place]



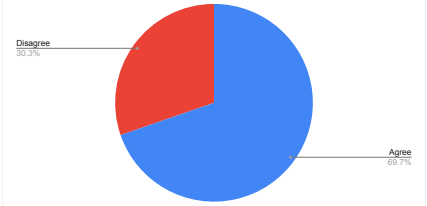
Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]



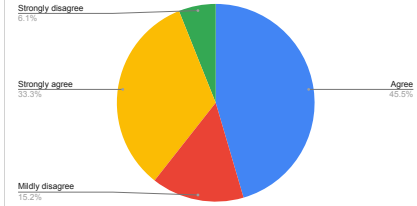
Count of My school has adequate resources to help students in an emergency or crisis.



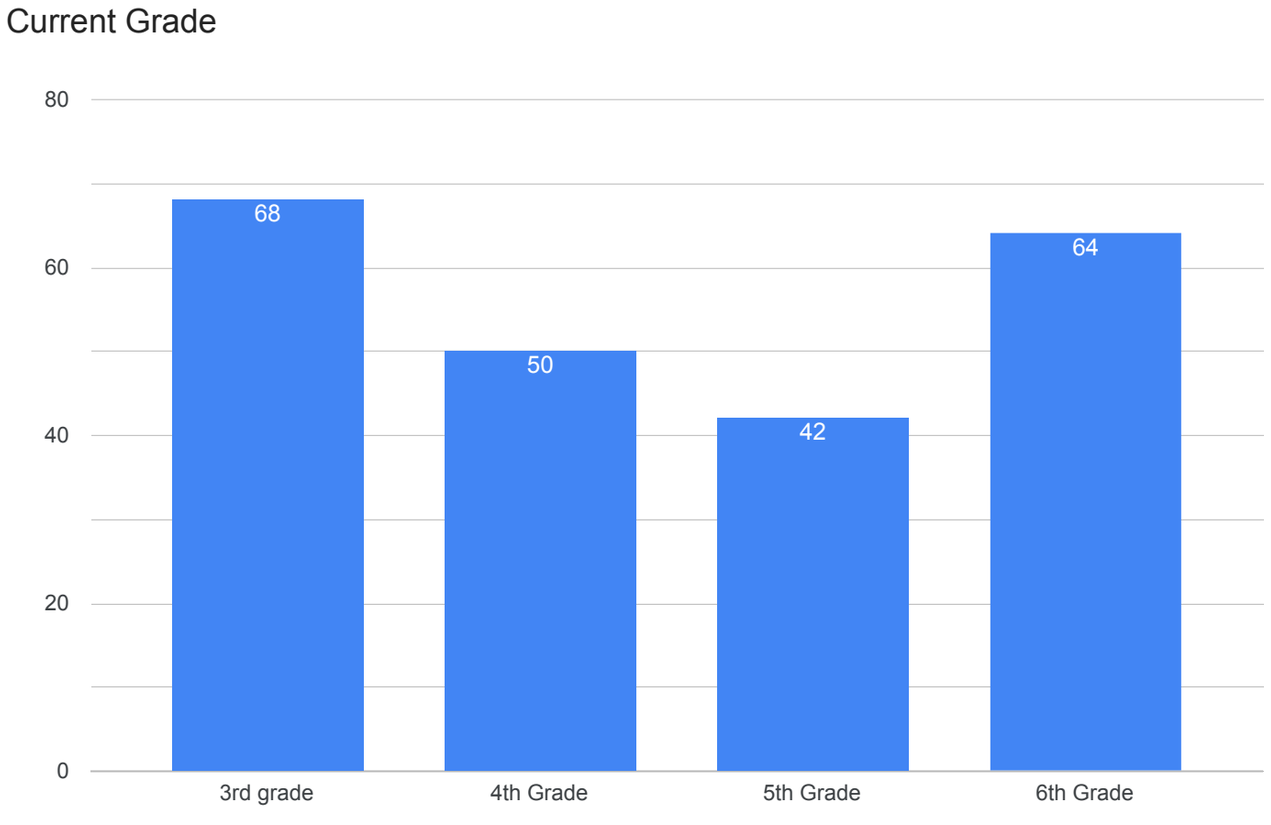
Count of I am aware of the District's Wellness Connections webpage.



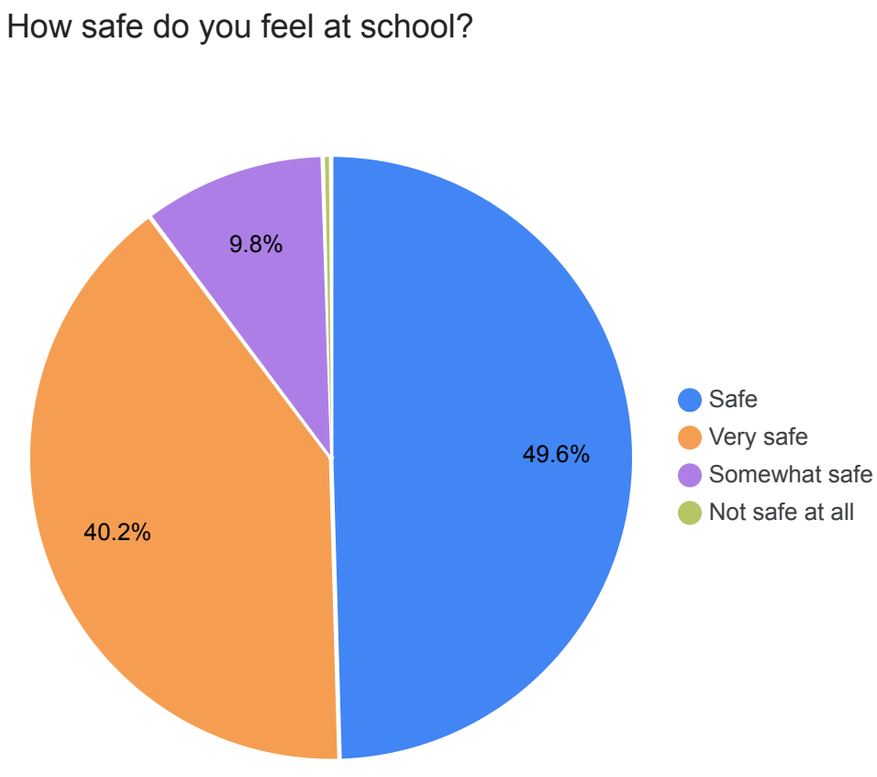
Count of The facilities and grounds are well maintained at my school.



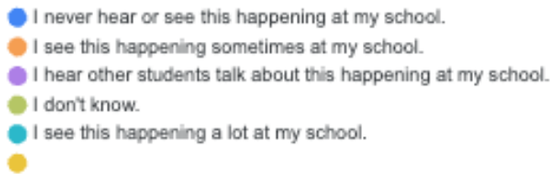
Carolyn Clark Elementary



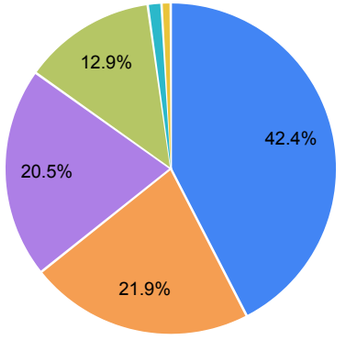
Carolyn Clark Elementary



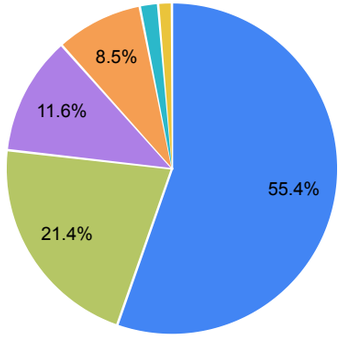
Carolyn Clark Elementary: How much do you find the following to be a problem at your school?



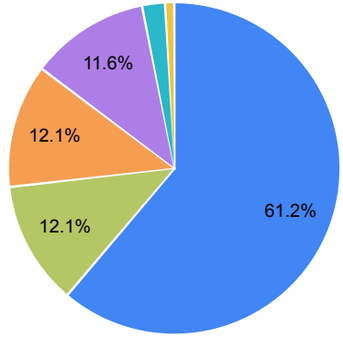
Bullying



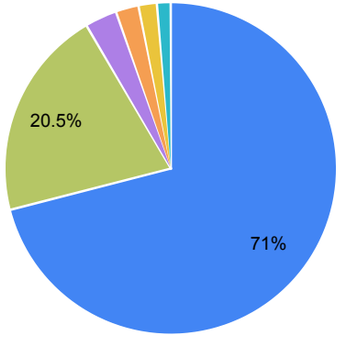
Harassment & Intimidation



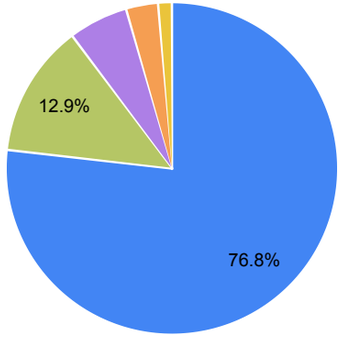
Fights & Assault



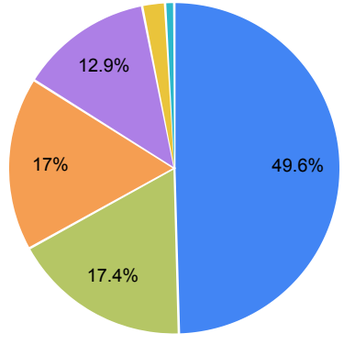
Student interest in Gangs



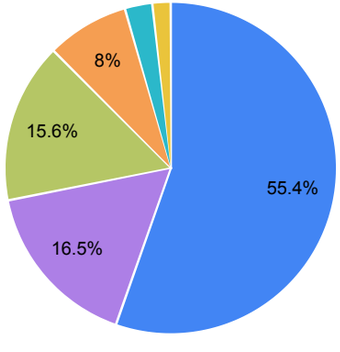
Illegal weapons



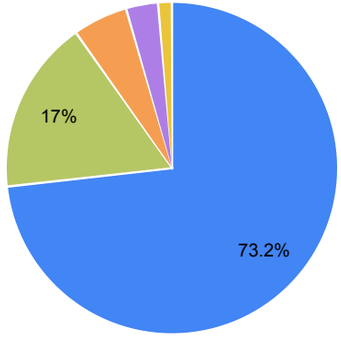
Graffiti & Vandalism



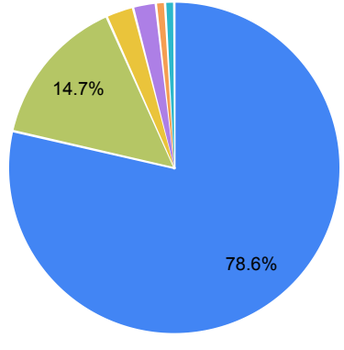
People trespassing on campus



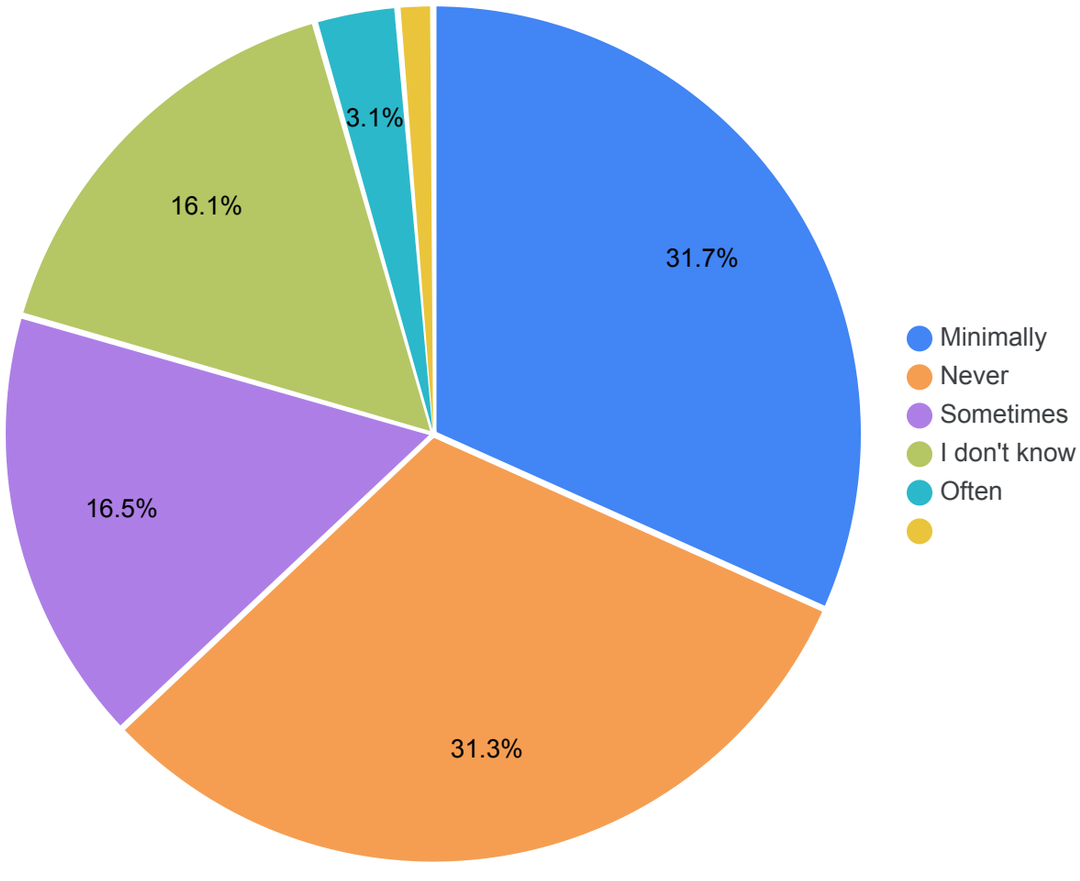
Drug use



Alcohol use



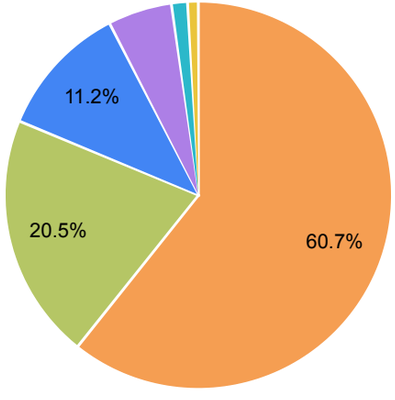
Carolyn Clark Elementary: How often do you hear or see any act of bullying at your school?



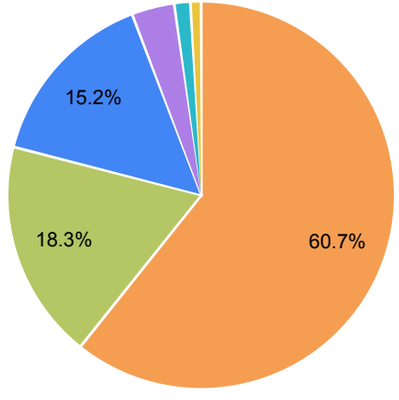
Carolyn Clark Elementary: Students at my school get put down because of their ___.



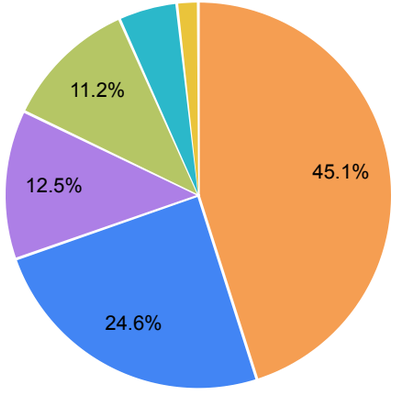
Race



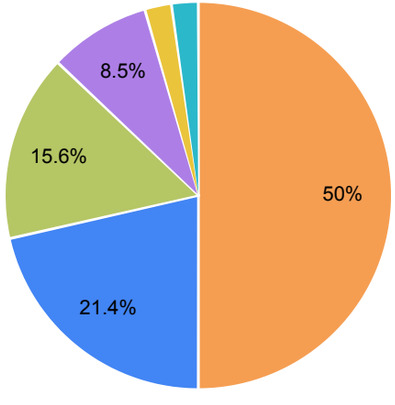
Gender or Gender Identification



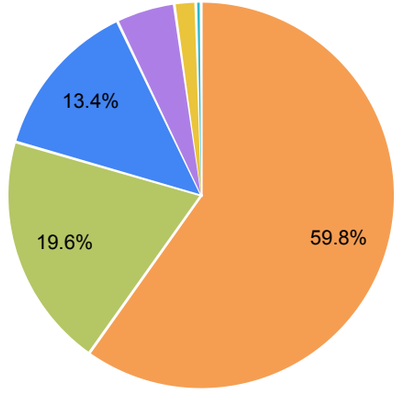
Learning difficulties



Clothing or physical appearance



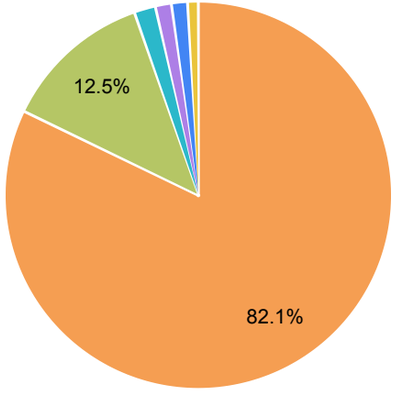
Religion or cultural practices



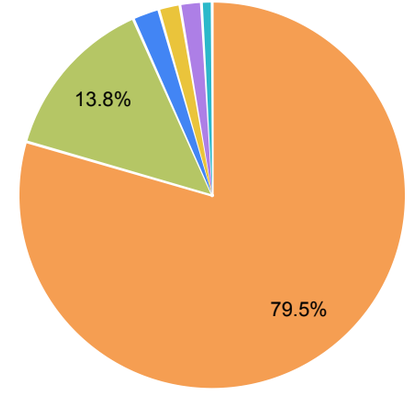
Carolyn Clark Elementary: How often do you hear ADULTS at your school make fun of differences such as___.

Never
I don't know
Minimally
Sometimes
Often

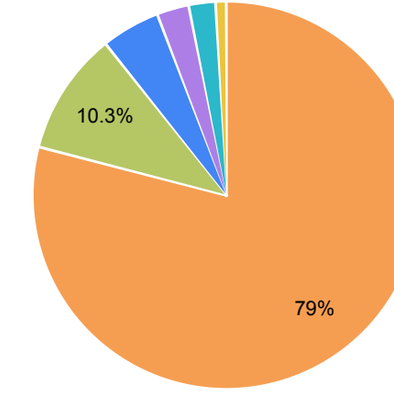
Race



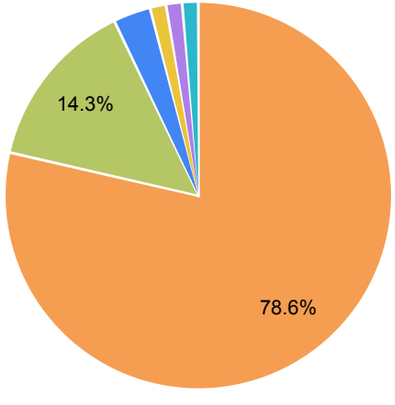
Gender or Gender Identification



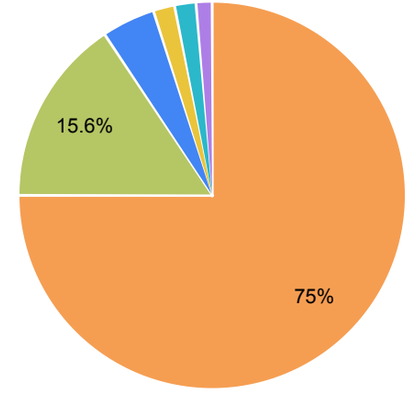
Learning difficulties



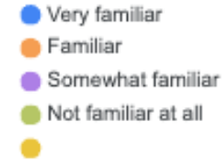
Clothing or physical appearance



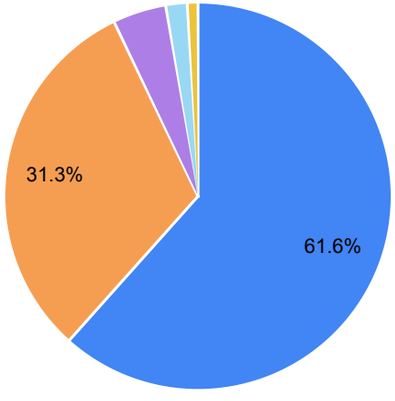
Religion or cultural practices



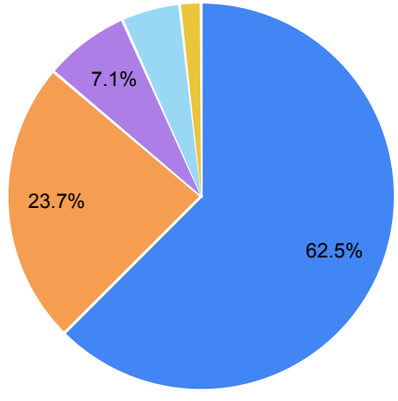
Carolyn Clark Elementary: How familiar are you with the following?



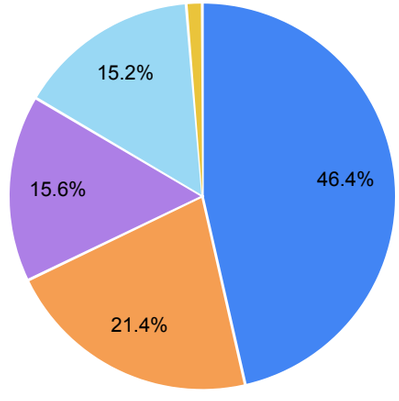
Classroom rules and consequences



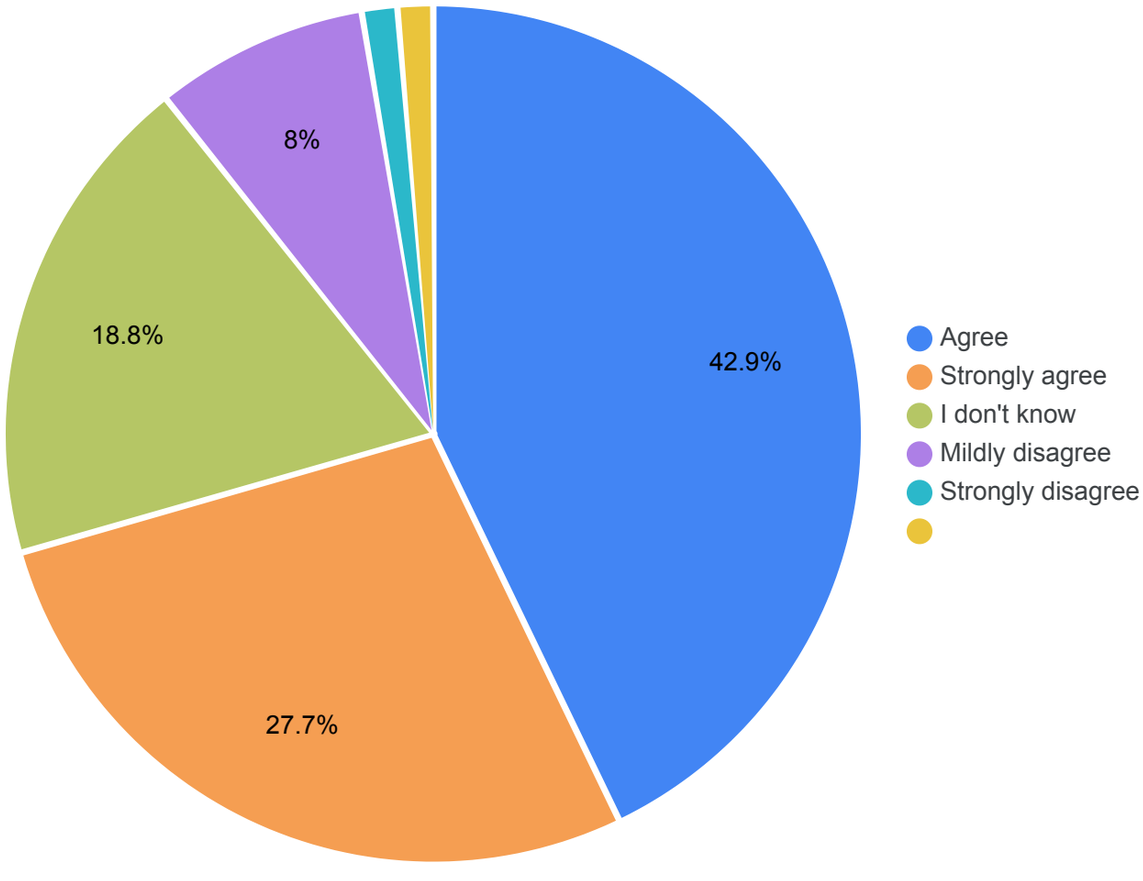
School-wide rules and consequences



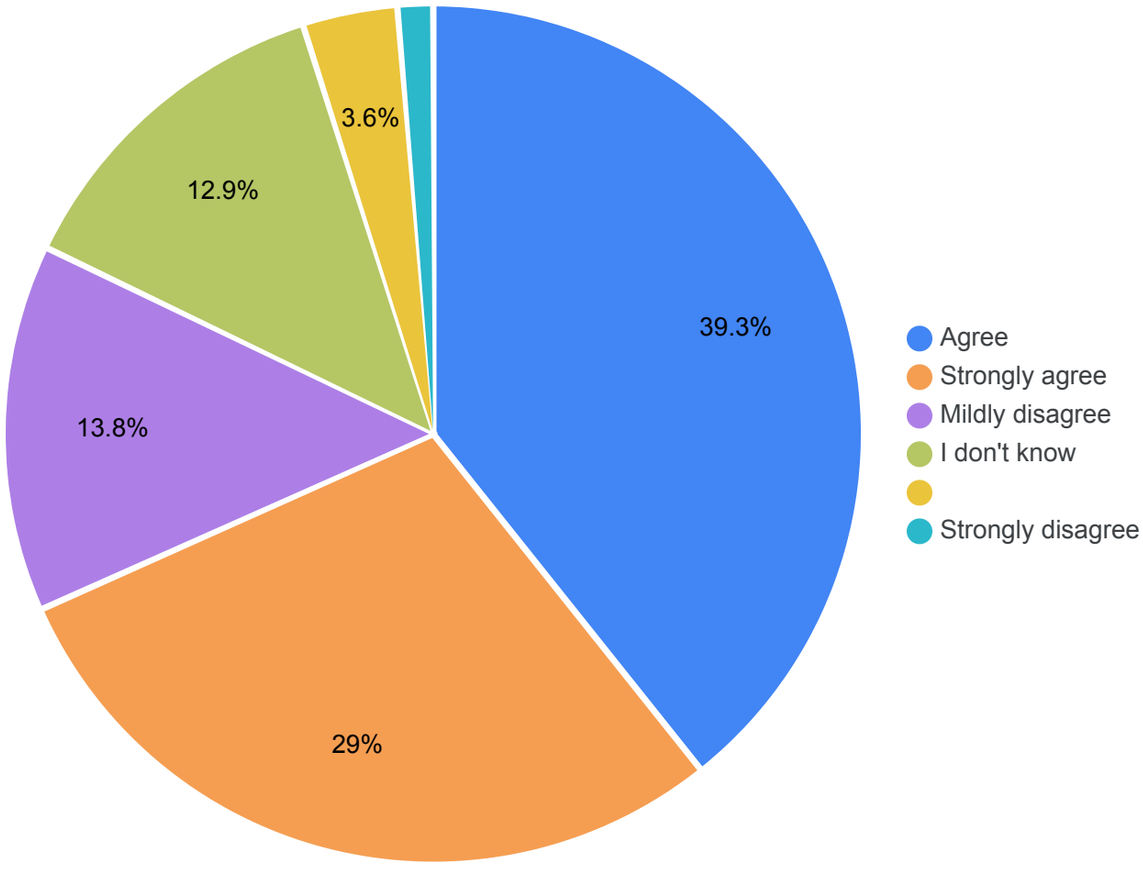
Cyberbullying rules and consequences



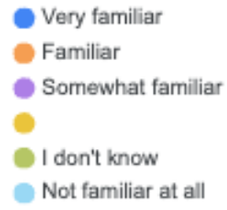
Carolyn Clark Elementary: I think that suspensions and expulsions are assigned when necessary.



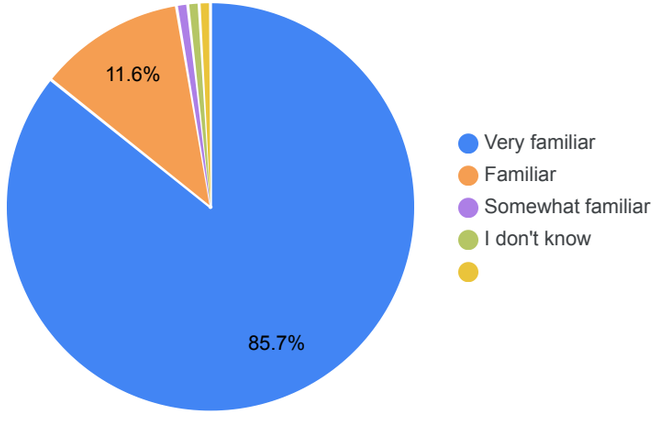
Carolyn Clark Elementary: The facilities and grounds are well maintained at my school.



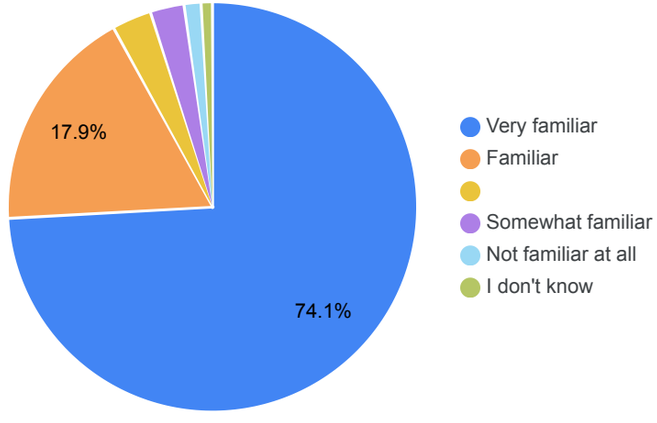
Carolyn Clark Elementary: How well do understand your school Emergency procedures?



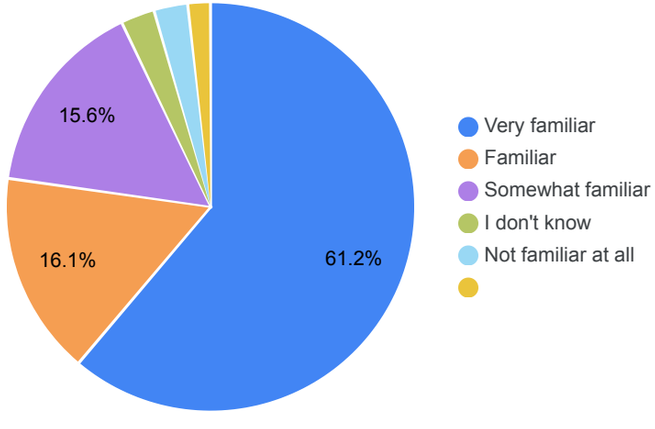
Fire Drill



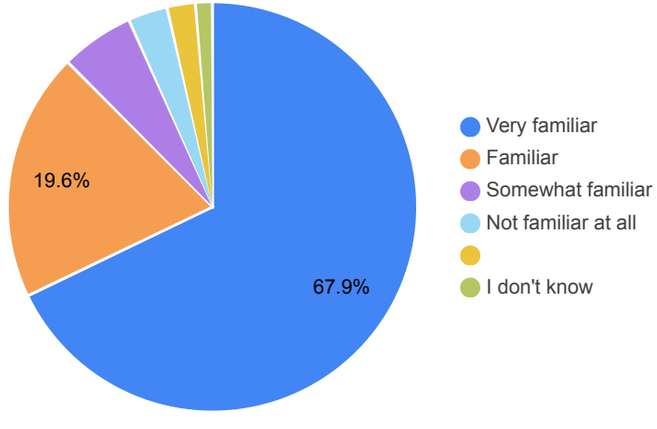
Earthquake Drill



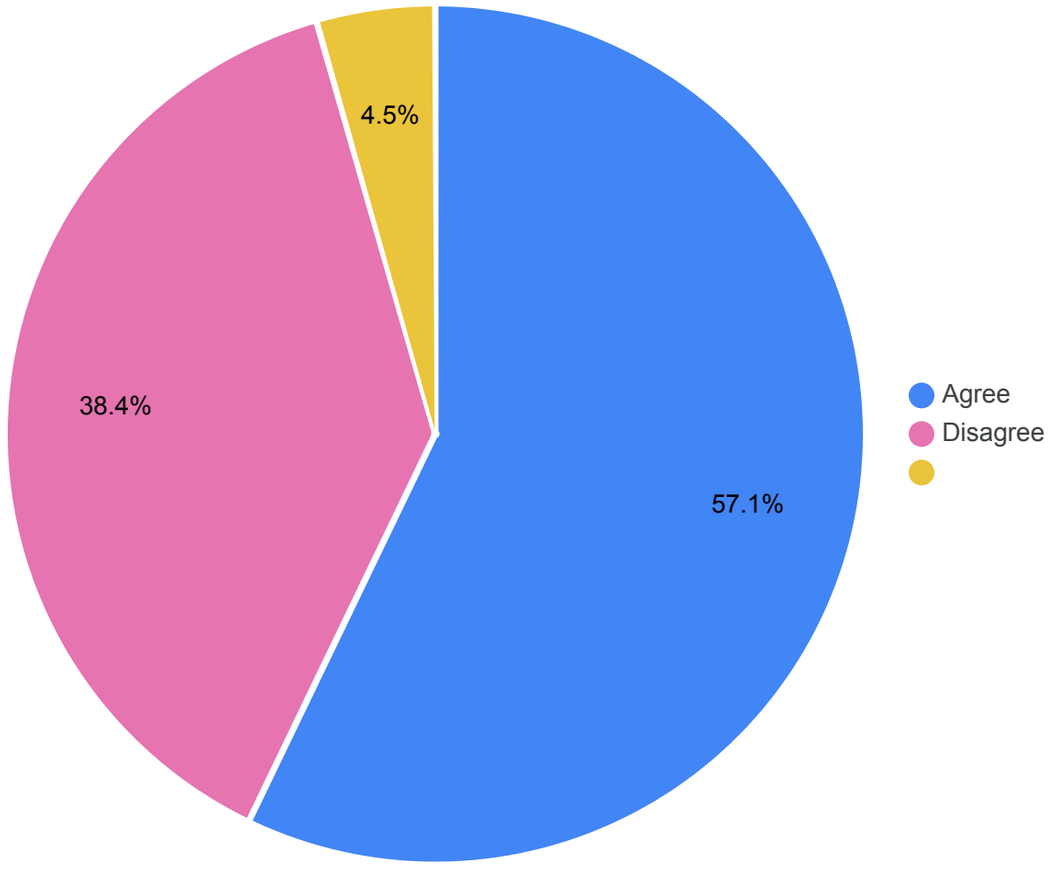
Shelter in Place



Run, Hide, Defend



Carolyn Clark Elementary: I am aware of the District's Wellness Connections webpage.



Carolyn Clark Elementary: My school has a way to recognize positive behavior among students.

