



Carolyn A. Clark Elementary School

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Evergreen Elementary School District

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Data within this report are reflective of the 2006-07 school year, unless otherwise noted.

2007-2008 School Accountability Report Card

Principal's Message

Carolyn A. Clark School is dedicated to collaboratively creating a safe and friendly learning environment for our diverse population of students, families, staff, and community members. Standards-based instruction, relying heavily upon the use of technology, will provide each student with a learning environment that will promote a lifelong love of learning and offer each student avenues to reach his or her full potential.

Carolyn A. Clark School will provide children with a safe and nurturing environment. Students will be challenged by rigorous academic standards, yet be given individual accommodations to help them work at a proper pace. To become successful members of society, students need to learn how to process and evaluate information in order to make critical decisions academically and for their own futures. Self-esteem will be developed through participating in activities that give students opportunities to help each other and the broader community. We must instill an attitude in which respect for the individual is stressed, and one in which students have a sense of being a valuable part of the school and the community. Our students will feel challenged by the academic standards we set for them. They should develop a sense of self worth, confidence, and independence from the opportunities we provide for them. We will use the results of formal and informal assessments and surveys to evaluate our progress towards our goals. This assessment will drive our use of school and district level resources for staff development when we discover areas of need in our mission. With this as our mission, our students will become successful, productive members of society, ready to face the challenges of the future, and respect the lessons of the past.

School Mission Statement

Our school will provide children with a safe and nurturing environment. Students will be challenged by rigorous academic standards, yet be given individual accommodations to help them work at a proper pace. To become successful members of society, students need to learn how to process and evaluate information in order to make critical decisions academically, and for their own futures. Self-esteem will be developed through participating in activities that give students opportunities to help each other and the broader community. We must instill an attitude in which respect for the individual is stressed, and one in which students have a sense of being a valuable part of the school and the community. Our students will feel challenged by the academic standards we set for them. They should develop a sense of self worth, confidence, and independence from the opportunities we provide for them. We will use the results of formal and informal assessments and surveys to evaluate our progress towards our goals. This assessment will drive our use of district and school level resources for staff development when we discover areas of need in our mission. With this as our mission, our students will become successful, productive members of society, ready to face the challenges of the future, and respect the lessons of the past.

School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Clark Elementary, located on the eastern side of the district's borders, served 796 kindergarten through sixth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 8.0% "Socioeconomically Disadvantaged," 22.2% "English Learners," and 9.2% "Students with Disabilities."

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Student Enrollment by Ethnic Group

2006-07	
	Percentage
African American	2.3%
American Indian	0.4%
Asian	68.3%
Caucasian	8.2%
Filipino	7.7%
Hispanic	12.7%
Pacific Islander	0.4%
Multiple or No Response	0.1%

Discipline & Climate for Learning

Students at Clark Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children. The school supplements the district's discipline guidelines with the Common Language program.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, and the school website and marquee.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	6	4	3	691	613	787
Suspension Rate	0.86%	0.53%	0.38%	5.17%	4.57%	5.90%
Expulsions	0	0	0	14	29	36
Expulsion Rate	0.00%	0.00%	0.00%	0.10%	0.22%	0.27%

Student Recognition

Clark Elementary recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Honor Roll
- Cubby Cash
- Principal's Honor Roll
- Arts Attack

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. Extracurricular activities and programs include:

- Robotics
- Chess Club
- Run-Walk Club
- Odyssey of the Mind

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual. The school reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective.

The chart illustrates the enrollment trend by grade level for the most recent three-year period.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	118	131	112
1st	112	135	111
2nd	114	103	132
3rd	77	117	112
4th	100	85	125
5th	79	103	94
6th	101	81	110

Class Size

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from parent volunteers, instructional aides, and high school tutors.

The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	17	19	19	7	6	6	0	0	0	0	0	0
1st	20	19	20	5	6	6	0	0	0	0	0	0
2nd	19	19	20	6	5	6	0	0	0	0	0	0
3rd	19	20	20	4	6	5	0	0	0	0	0	0
4th	29	28	31	0	0	0	3	3	4	0	0	0
5th	31	30	31	0	0	0	2	3	2	0	0	1
6th	34	33	28	0	0	0	0	1	4	3	1	0
K-3	0	20	20	0	1	1	0	0	0	0	0	0
4th-6th	29	29	0	0	0	0	1	1	0	0	0	0

School Facilities & Safety

Clark Elementary, originally constructed in 2003, is currently comprised of 36 permanent classrooms, a library, a cafeteria/multipurpose room, a staff lounge, and one playground. The district passed a facilities bond measure in 2006 that will allow for future modernization. As a result of this bond, the school will have three portable classrooms added to the grounds in summer 2008.

School Safety

The safety of students and staff is a primary concern of Clark Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in summer 2007 by the Safety Committee. Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Schoolwide dress code
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.



The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/08/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Cleaning Process

Clark Elementary provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school's custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Clark Elementary's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen Elementary School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Budget Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted \$540,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. At the time of publication, the district's governing board had not approved any 2007-08 deferred maintenance projects for Clark Elementary.

Counseling & Support Staff

In addition to academics, the staff at Clark Elementary strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
English Language Development (ELD) Aide	1	1.0
English Language Development (ELD) Teacher	1	0.4
Librarian	2	As Needed
Library Media Assistant	1	1.0
Nurse	1	0.2
Occupational Therapist	1	As Needed
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	1.0
Speech and Language Specialist	1	0.2

Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.

At-Risk Interventions

Clark Elementary provides intervention programs for all grade levels and subject areas. Evergreen Valley High School students also offer tutoring to students who are struggling to meet grade-level standards.

English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

GATE

A Gifted and Talented Education (GATE) program is offered for identified students. The units of study are thematic and vary throughout the year.

Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.

Student Achievement & Testing

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements. These include the Noyce Assessment, district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.

Norm-Referenced Tests

Norm-Referenced Tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition (CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

Physical Fitness

In the spring of each year, Clark Elementary is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Upper Body Strength
- Body Composition
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 53.0% of Clark Elementary's fifth grade students met or exceeded state fitness standards.

CAT/6 Norm Referenced Test

% At or Above 50th Percentile

	Reading			Math		
	05	06	07	05	06	07
All Students						
School	63	63	66	86	80	83
District	49	52	49	72	74	73
State	36	37	38	55	55	56
Males						
School	53	63	59	80	81	83
Females						
School	73	64	74	92	79	83
Socioeconomically Disadvantaged						
School	*	36	*	*	45	*
Asian						
School	60	73	73	90	92	90
Hispanic						
School	*	42	47	*	37	68
English Learners						
School	50	33	27	79	54	55

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Data Sources

Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Parent & Community Involvement

Parents are invited to become actively involved at Clark Elementary by joining our PTA, and volunteering or attending the PTA activities. These activities are generally held on Friday nights and are preceded by a general meeting. Our School Site Council meets approximately eight times per year and parents make up half the members of the Council. We have an active volunteer program where parents help in the classrooms. A Family Literacy Night and Family Math Night are held for all parents as a joint effort by the teaching staff and the PTA. The first Friday of each month is a community visitation day. Parents of students who may be moving into the new housing around the school are invited to come in for an hour and visit classrooms.

Parents are encouraged to participate in the Project Cornerstone-sponsored ABC Parents. This particular aspect of the program allows parents to implement a lesson plan that uses literacy to address student issues and promote values.

The school also receives support from numerous local businesses and community organizations. Support and/or donations from Evergreen Valley High School, Marble Slab Creamery, and Jamba Juice have greatly added to the quality of instruction and overall school environment.

California Standards Test

The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals and of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English/Language Arts and Mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: advanced (exceeds State Standards), proficient (meets Standards), basic, below basic, and far below basic. Students scoring at the proficient or advanced level meet State Standards in that content area.

The combined percentage of students scoring at the "proficient" and "advanced" levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)																																			
Combined % of Students Scoring at Proficient and Advanced Levels																																			
	Language Arts															Math															Science				
	2			3			4			5			6			2			3			4			5			6			5				
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06
All Students																																			
School	72	83	86	73	70	69	82	81	82	73	83	69	66	76	81	78	90	92	85	87	85	83	84	83	74	81	52	62	74	79	63	76	70		
District	64	69	68	51	56	54	66	68	67	59	60	61	53	57	57	77	77	75	74	75	75	68	70	71	62	65	58	55	59	58	47	52	57		
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37		
Males																																			
School	72	84	81	66	68	62	77	71	78	69	82	60	57	73	76	79	93	89	75	88	86	82	76	83	69	84	54	64	76	79	64	69	79		
District	60	65	63	45	51	48	62	63	63	55	57	57	48	53	55	77	76	75	72	76	74	68	67	70	60	65	57	55	58	58	51	52	60		
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38		
Females																																			
School	73	82	89	78	72	77	90	91	86	77	86	77	76	78	87	78	86	93	95	85	85	85	91	83	77	80	50	60	73	78	62	86	62		
District	69	74	72	56	61	60	71	72	72	62	64	64	58	61	60	76	78	77	75	75	77	69	73	71	63	66	60	55	60	60	43	52	56		
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35		
Socioeconomically Disadvantaged																																			
School	42	*	*	*	27	*	*	*	75	*	*	36	35	*	*	42	*	*	*	55	*	*	*	62	*	*	27	29	*	*	*	*	45		
District	42	51	49	30	30	31	44	47	44	39	39	43	35	38	37	62	63	60	57	60	59	48	49	50	44	47	42	41	41	40	26	31	37		
State	28	33	35	17	22	23	32	35	36	28	28	29	22	26	27	45	48	48	44	46	47	38	42	45	32	35	36	26	28	28	14	18	22		
Asian																																			
School	87	90	90	75	87	76	89	89	93	83	86	80	79	83	81	90	94	95	88	96	96	85	94	96	85	89	64	79	83	84	79	79	73		
District	78	82	84	64	72	69	80	83	82	72	75	76	68	73	75	89	87	89	87	87	90	84	87	89	77	83	77	74	78	78	59	65	73		
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60		
Filipino																																			
School	*	*	*	*	*	*	79	*	*	*	80	*	*	*	87	*	*	*	*	*	*	86	*	*	*	80	*	*	*	87	*	67	*		
District	74	73	67	53	62	55	69	73	69	63	63	66	55	60	64	80	84	70	81	78	80	74	78	76	72	62	61	60	62	69	47	57	60		
State	61	68	69	46	53	53	66	69	70	60	60	62	53	60	60	72	74	75	74	76	76	70	73	75	63	67	67	56	59	59	41	43	51		
Hispanic																																			
School	19	67	67	*	16	42	*	53	44	*	75	39	43	42	75	25	73	73	*	53	63	*	47	28	*	58	17	26	42	58	*	67	67		
District	38	50	44	27	27	30	44	43	42	37	37	39	33	34	30	56	61	58	52	56	57	45	45	44	39	42	34	32	35	30	27	29	34		
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23		
Caucasian																																			
School	*	*	78	*	*	*	*	*	*	*	*	*	64	*	*	*	*	94	*	*	*	*	*	*	*	*	*	57	*	*	*	*	*		
District	77	82	78	67	77	75	84	81	85	75	80	74	68	78	77	87	88	85	84	88	85	81	78	86	71	80	69	63	72	71	67	73	78		
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58		
Students with Disabilities																																			
School	*	*	*	*	*	*	*	*	42	*	*	*	*	*	*	*	*	*	*	*	*	*	*	50	*	*	*	*	*	*	*	*	*		
District	26	24	28	13	21	22	23	25	24	15	17	17	16	19	16	39	40	37	39	39	38	26	30	28	26	19	19	21	18	15	16	16	22		
State	19	23	23	13	16	16	19	20	21	15	14	15	10	12	12	33	34	34	29	31	31	22	25	27	17	18	19	11	12	12	12	14	16		
English Learners																																			
School	69	72	78	57	42	36	50	*	47	42	*	*	*	*	*	77	88	88	79	75	64	56	*	55	50	*	*	*	*	*	25	*	*		
District	52	58	58	24	25	26	43	40	36	21	18	26	12	12	14	70	68	69	59	56	59	48	47	50	38	30	29	23	19	19	18	15	22		
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11		

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 223-4560.

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

District-Adopted Textbooks				
Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K	Mathematics	Harcourt Brace	2001	Yes
1st-6th	Mathematics	Pearson Scott Foresman	2001	Yes
K-6	Reading/ Language Arts	Houghton Mifflin	2003	Yes
6th	Science	Holt, Rinehart & Winston	2007	Yes
1st-5th	Science	MacMillan/ McGraw Hill	2007	Yes
K	Science	Pearson Scott Foresman	2007	Yes
1st-6th	Social Science/ History	Houghton Mifflin	2006	Yes
K	Social Science/ History	Pearson Scott Foresman	2006	Yes

API School Results

	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	n/a	10	10	
Similar Schools Rank	n/a	4	5	
All Students				
Actual Growth	B	21	1	916
Asian				
Actual Growth	-	17	-2	947
English Learners				
Actual Growth	-	9	-	-
B - means the school did not have a valid 2004 API Base and will not have any Growth or target information.				

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.



Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education. The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08).

The district does not currently have a Visual & Performing Arts curriculum adoption.

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading.

The library has a large inventory and also a bank of 36 PCs to which students have access. Students are scheduled to visit and to work on specified programs, and have an opportunity to create multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success. The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Accelerated Reader and Microsoft Office Suite foster students' independent study skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.

School Leadership

Leadership at Clark Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Jeff Smith since the school's opening in 2003. Prior to this position, Mr. Smith served in various administrative roles and as a classroom teacher.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include the following:

- Parent Teacher Association (PTA)
- Safety Committee
- Leadership Team
- Grade Level Teams
- Student Study Team
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)



Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Clark Elementary staffed 34 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	34	34	34	602
Without Full Credentials	1	1	0	5
Working Outside Subject	0	0	0	3

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	1	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	97.10%	2.90%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed within the chart.

Average Salary Information		
Teachers - Principal - Superintendent		
2005-06		
	District	State
Beginning Teachers	\$44,368	\$39,984
Mid-Range Teachers	\$71,795	\$63,798
Highest Teachers	\$83,910	\$79,204
Elementary School Principals	\$109,145	\$99,820
Middle School Principals	\$113,590	\$102,340
Superintendent	\$180,250	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	50.0%	43.0%
Administrative Salaries	6.0%	5.0%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the state was for the 2005-06 school year.

