



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 2008-09 school year, unless otherwise noted.

2009-2010 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.

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 fifteen 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 School is located on the eastern side of the district's borders. In the 2008-09 school year, the school served 862 students in grades kindergarten through six on a traditional calendar schedule.

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

2008-09

	Percentage
African American	1.9%
American Indian	0.1%
Asian	70.8%
Caucasian	8.7%
Filipino	6.4%
Hispanic or Latino	11.7%
Pacific Islander	0.5%
Multiple or No Response	0.0%

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, e-mails, 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		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	3	2	9	787	690	484
Suspension Rate	0.4%	0.2%	1.0%	5.9%	5.2%	3.6%
Expulsions	0	0	0	36	25	9
Expulsion Rate	0.0%	0.0%	0.0%	0.3%	0.2%	0.1%

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
- Principal's Honor Roll
- Character Education Student-of-the-Week
- Arts Attack
- Cubby Cash

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
- Run-Walk Club
- Choir, Band, & Keyboarding
- Chess Club
- Golf
- Odyssey of the Mind

School 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.

Class Size

The Class Size Distribution table illustrates the average class size by grade or subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	07	08	09	1-20 Students			21-32 Students			33+ Students		
	07	08	09	07	08	09	07	08	09	07	08	09
K	19	19	20	6	6	6	-	-	-	-	-	-
1	20	20	20	6	6	6	-	-	-	-	-	-
2	20	20	19	6	6	7	-	-	-	-	-	-
3	20	20	20	5	6	6	-	-	-	-	-	-
4	31	28	29	-	-	-	4	4	4	-	-	-
5	31	31	29	-	-	-	2	4	3	1	-	-
6	28	29	29	-	-	-	4	3	4	-	-	-
K-3	20	20	20	1	1	1	-	-	-	-	-	-
4-6	-	30	29	-	-	-	-	1	2	-	-	-

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 Brian Martes since the start of the 2008-09 school year. Prior to this position, Mr. Martes served in various administrative roles and as a classroom teacher. He has 14 years of experience in education.

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

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.

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.

Training & Curriculum Improvement

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.

Textbooks & Instructional Materials

Evergreen Elementary School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Evergreen Elementary School District held a Public Hearing on October 15, 2009, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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 Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th	Mathematics	Glencoe (MacMillan/McGraw Hill)	2008	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-6	Reading/ Language Arts	Houghton Mifflin	2003	Yes	0.0%
6th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
1st-5th	Science	MacMillan/ McGraw Hill	2007	Yes	0.0%
K	Science	Pearson Scott Foresman	2007	Yes	0.0%
1st-6th	Social Science/ History	Houghton Mifflin	2006	Yes	0.0%
K	Social Science/ History	Pearson Scott Foresman	2006	Yes	0.0%

Library & Technology Resources

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 six Macs to which students have access. Two computer carts with a total of 50 laptops are also available. The school is also equipped with 12 Smart Boards and all classes have projectors and document cameras. 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>.

Data Sources

Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2008-09 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.

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 district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools)

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
Made AYP Overall	Yes		No	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	1
% of Schools Identified for PI	-	5.56%

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

	API School Results			
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	5	4	1	
All Students				
Actual Growth	1	1	25	938
Asian				
Actual Growth	-2	-1	21	965
English Learners				
Actual Growth	-	-	31	891

California Standards Test

The California Standards Test (CST) show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5 and 8 through 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	78	78	83	60	64	67	43	46	50
Mathematics	79	82	86	65	68	71	40	43	46
Science	70	78	79	57	69	71	38	46	50
History/Social Science	*	*	*	51	52	57	33	36	41

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

California Standards Test (CST) Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/Social Science
African American	61	44	*	
Asian	89	93	91	
Filipino	77	79	*	
Hispanic or Latino	54	48	38	
Pacific Islander	*	*		
Caucasian	92	90	*	
Males	80	85	80	
Females	87	86	79	
Socioeconomically Disadvantaged	59	69	64	
English Learners	58	73	*	
Students with Disabilities	52	58	*	
Migrant Education	*	*	*	

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

Physical Fitness

In the spring of each year, Carolyn A. Clark Elementary School is required by the state to administer a physical fitness test to all students in the fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. This table displays by grade level the percent of students meeting fitness standards (scoring in the "healthy fitness zone" on all six fitness standards) for the most recent testing period. Detailed information regarding this test may be found at the CDE website at <http://www.cde.ca.gov/ta/tg/pf/>.

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2%	29.5%	39.3%



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by Students with Disabilities and/or English Language Learners for grades four and eight.

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress					
Reading and Mathematics Results for Grades 4 & 8					
By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress				
Reading and Mathematics Results for				
Students with Disabilities (SD) and/or English Language Learners (ELL)				
By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

Staff Development

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.

Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2008-09 school year, the school staffed 39 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

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.

	Teacher Credential Status			
	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	34	37	39	611
Without Full Credentials	1	0	0	12
Working Outside Subject	0	0	0	5

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

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

Counseling & Support Staff

In addition to academics, the staff 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 school does not have an academic counselor. The table lists the support service personnel available at the school.

GATE

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

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.

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.

School Facilities

Clark Elementary, originally constructed in 2004, is currently comprised of 38 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.

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.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	94.3%	5.7%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	92.6%	7.4%

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
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

School Facility Conditions

Date of Last Inspection: 11/18/2009

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Deferred Maintenance Budget

The State School Deferred Maintenance 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 roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

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 September 2009 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.

District Expenditures

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,614
From Restricted Sources	\$112
From Unrestricted Sources	\$4,503
District	
From Unrestricted Sources	\$4,664
Percentage of Variation between School & District	3.45%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	18.31%

District Revenue Sources

In addition to general state funding, all schools within Evergreen Elementary School District received state and federal categorical funding for the following support programs:

- School & Library Improvement Program
- Gifted & Talented Education (GATE)
- Peer Assistance & Review (PAR)
- Tobacco Use Prevention Education (TUPE)
- Title I, Targeted Assistance
- Title II, Staff Development
- Title III, Economic Impact Aide
- Title IV, Safe & Drug Free Schools & Communities
- Title V, Innovative Programs
- Peer Assistance & Review (PAR)

Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$49,401	\$41,866
Mid-Range Teachers	\$79,939	\$68,220
Highest Teachers	\$92,975	\$86,536
Elementary School Principals	\$118,215	\$107,858
Middle School Principals	\$126,476	\$111,405
Superintendent	\$200,679	\$178,938
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.7%	42.1%
Administrative Salaries	5.5%	5.5%

School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$69,098
District	\$72,849
Percentage of Variation	5.15%
School & State	
All Elementary School Districts	\$67,082
Percentage of Variation	3.00%