

# The Single Plan for Student Achievement

**School:** Carolyn A. Clark Elementary  
**CDS Code:** 43-69435-0102616  
**District:** Evergreen Elementary School District  
**Principal:** Gina Juarez  
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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## School Vision and Mission

### Carolyn A. Clark Elementary's Vision and Mission Statements

#### 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. Through Common Core State Standards-based instruction, and the use of technology, we will provide each student with a learning environment that promotes a lifelong love of learning and offers each student avenues to reach his or her full potential.

#### Mission Statement

Our school will provide children with a safe and nurturing environment to learn. Students will be challenged by rigorous academic standards, yet be given individual accommodations to help them be successful. To become positive contributing members of society, students need to learn how to process and evaluate information, so that they can 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 provided for them. We will use the results of formal and informal assessments and surveys to evaluate our progress towards our goals. This assessment will inform our instruction and 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 twenty-first century learners, productive members of society, ready to face the challenges of the future, and respect the lessons of the past through critical thinking, creativity, collaboration, and communication skills.

#### Community & School Profile

Evergreen 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 975,000 residents.

Clark Elementary School is located on the eastern side of the district's borders. In the 2014-2015 school year, the school served over 800 students in grades Transitional Kinder through sixth grade on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

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

## School Profile

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the 2012/2013 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Carolyn Clark School. The goals of the safety plan the group generated searched for information about the effectiveness of the Project Cornerstone Program at our school. Based on the group's conversation, two surveys were to be created. The first survey

was a parent survey which asked questions about the parent's general knowledge of the Project Cornerstone ABC program as well as some of the finer details of the program. The second survey was a student survey which focused on Developmental Assets in which the students scored themselves weaker on the Project Cornerstone Me and My World Survey. Both of the surveys will be administered for the first time in Fall of 2013 through the use of an online survey program. A follow up survey that will measure growth of the school year will be given in the Spring of 2014.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:

- At least once a year for temporary personnel
- At least once a year for probationary personnel
- At least once every other year for personnel with permanent status

Informal classroom observations are conducted routinely throughout the school year by the school administrator.

### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

#### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

The use of state and local assessments at Carolyn Clark School are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level for each child. All teachers that teach kindergarten through sixth grade administer reading fluency tests. In addition, each grade level has their own assessment pieces they complete at their grade level. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children. They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Evergreen Elementary School.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Carolyn Clark School has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers use the language arts pacing guide and unit assessments to inform their instruction and differentiate based on student needs. The language arts unit assessments are conducted once at the beginning of a unit and once at the end of the unit as a means of progress monitoring. The weekly assessments are given between the unit assessments. These assessments inform teachers on student progress and effectiveness of instruction in all reading/language arts. Carolyn Clark students are also given beginning and end of the year assessment to mark their growth in mathematics over the year. These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

1. Have at least a bachelor's degree from an accredited institution of higher education.
2. Hold full state certification.
3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials, training on SBE-adopted instructional materials) (EPC)

Evergreen Elementary School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:

- a. the use of data to analyze and to inform classroom and school wide practices.
- b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust instruction.
- c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
- d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
- e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
- f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is directly aligned to the school's vision/directions, content standards, assessed student performance, and professional needs through faculty meetings, site-days, grade-level meetings, articulation committees and PLCs. This collaboration is on-going and occurs during designated staff meetings, staff development days, structured release time and after school. All new teachers go through the BTSA program which familiarizes them with content standards and with any new standards-based adopted curriculum comes staff development. \*Currently Clark does not have any new teachers.

The Administration works closely with teacher and grade-level leads to get input on staff needs and couples this with research-based, proven effective programs and strategies that help schools build proficiency to meet state standards, improve student achievement, and demonstrate adequate progress required at the state and federal level.

Each grade-level reflects on the previous year's test scores to help create new standard based goals. The administration, grade-level leads and the leadership teams help to facilitate on-going conversation surrounding student assessment. This leads to data-driven instruction. Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement. This can be supported through staff development that is directly aligned to content standards, assessment, and professional needs to inform our practice.

A few key points to professional/staff development that lead to successful school improvement and real change in the classroom are:

- Ensure the content, approach, and efficacy of the training will help the school reach its vision
- Having a shared vision of expectations and implementation
- Plan and schedule training in advance
- Follow-through/accountability with implementation
- Foster a collaborative culture of teachers that reflect on their practice
- Make sure all staff are involved in meaningful professional development

\* Create the time and space for adult learning to occur

\* Have a focus & be intentional with the work.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data informs our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated formally and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. The staff has embraced strategies in the recent past, such as, but not limited to the Step Up to Writing Program and Writers Workshop school wide to support all students in writing. Writers workshop is implemented by a core group of teachers to propel student writing to the next level. Teachers in grade K and 1 worked with a Writing Coach to support the implementation of Writers Workshop and teachers at grade 6 were part of a district collaborative receiving coaching support in meeting the writing needs of English Language Learners. More recently the first grade team has adopted CAFE and Daily 5 to support their ELA program. Teachers and specialists have participated in trainings to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as Twilight professional development, ELL lead teacher meetings, and Courageous Conversations. Teacher facilitators bring their newly acquired and refined skills from the training back to the staff. Teachers implement the strategies to ensure that all students achieve State standards. In the area of mathematics, grade-levels are trained in their new adoption (Eureka Math, Bridges, and CPM). The same process will be established to support the implementation of the new Language Arts program. Additionally, teachers meet twice a month in Professional Learning Communities to share expertise, to analyze student assessments and plan interventions. The critical mass have been trained in PBL and use this instructional strategy to go deeper with their instruction. The teachers will have the opportunity to observe common core demo lessons, and work with a master teacher on best teaching practices and receive support with their PBL project if interested or use the one FTE district release day to collaborate with their grade-level team. Teachers will continue to work with our Instructional Coach to move forward in and reflect on their practice. As part of the New Tech Network, teachers will be provided an onsite coach three times this year to do work around collaboration and Project Based Learning.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is and has been embraced by the district and at each school site using the research based strategies found in the works of DuFour, Marzano, Tomlinson, Berger and Dweck to name a few. It is our firm belief that in order for students to succeed, we must work as a team with a common goal and not in isolation... In an environment where adult learning is at the forefront. At Carolyn A. Clark, grade level and cross grade level collaboration occurs at least twice monthly. Working collaboratively is truly becoming the culture at Clark. The administration has set the conditions for on-going structured collab. time through scheduled release days. During the first collaboration weeks of the school year, teachers work together to identify grade level goals using information from state and local assessments as well as other formative and summative data. At subsequent regularly scheduled collaboration meetings, they work and meet together in a PLC to go through the "coaching process". This structured to review and analyze progress towards established student achievement goals that have a positive impact on the classroom using information from a variety of formative and summative sources, including a deep analysis of student work, observation, and local benchmark and assessment data. This collaboration consists of teachers looking at data to support standards based achievement and refine or adjust goals and/or instruction to ensure growth in student achievement. This is part of the professional learning community established at Carolyn A. Clark. In addition to our site based teamwork together at each grade level and across grade levels, teachers spend five professional district days working in grade level teams to gain additional professional development in core subject matter. This articulation allows for opportunities to discuss best successful research based practices as well as identify challenges and potential solutions to grade level issues that may come up. Because of the instilled belief that we work together, teachers at Carolyn A. Clark are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum, instruction, and materials that is delivered by teachers at Carolyn Clark School are aligned to content and performance standards. All teachers at Carolyn Clark School are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.

All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.



9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:

- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:

- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Instructional days have been designated in math and reading/language arts and unit and module assessments allow us to monitor student progress toward proficiency. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with specifically designed intervention resources that align with the units and supplemental materials. Additionally, the school offers extended day classes for students who are at-risk of retention, as well as Study Island as an intervention program in both ELA and Math.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

#### Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. Carolyn Clark is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services.

Carolyn Clark classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Program (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The Carolyn Clark staff believes that it is our job as educators to help bring out the academic potential of every student.

#### 14. Research-based educational practices to raise student achievement

The mission of Carolyn Clark School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, *What Works in Classrooms* as a guide. Carolyn Clark School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

#### Parental Involvement

#### 15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and Carolyn Clark School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.

- Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
- Carolyn Clark's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
- Carolyn Clark School posts weekly newsletters on the school's website to inform parents of current events.

Parent University  
Counselors  
MFT Interns

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

### Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). Carolyn Clark School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

## **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	115	114	99.1	114	2496.1	59	22	15	4
Grade 4	123	123	100.0	123	2538.5	59	24	11	6
Grade 5	142	140	98.6	140	2583.4	59	24	11	6
Grade 6	127	126	99.2	126	2601.3	43	42	10	5
All Grades	507	503	99.2	503		55	28	12	5

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	48	44	8	65	33	2	29	68	4	48	43	9
Grade 4	49	44	7	54	40	6	41	56	3	47	48	5
Grade 5	56	35	9	64	29	7	41	54	5	60	37	3
Grade 6	46	45	9	57	37	6	30	67	3	55	42	3
All Grades	50	42	8	60	35	5	36	61	4	53	42	5

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	115	114	99.1	114	2497.2	47	35	14	4
Grade 4	123	123	100.0	123	2538.3	50	24	24	2
Grade 5	142	140	98.6	140	2579.0	52	28	11	9
Grade 6	127	126	99.2	126	2616.5	59	19	14	8
All Grades	507	503	99.2	503		52	26	16	6

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	64	29	7	61	33	6	60	36	4
Grade 4	59	29	11	54	40	7	52	41	7
Grade 5	59	29	12	54	35	11	47	43	10
Grade 6	68	19	13	54	37	10	58	34	8
All Grades	63	26	11	55	36	9	54	39	7

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	***** *	***									*****
<b>1</b>	3	12	12	46	6	23	2	8	3	12	26
<b>2</b>	2	13	9	56	5	31					16
<b>3</b>	7	33	6	29	8	38					21
<b>4</b>	4	33	7	58	1	8					12
<b>5</b>	3	30	4	40	2	20			1	10	10
<b>6</b>	2	29	4	57			1	14			7
<b>Total</b>	22	24	42	45	22	24	3	3	4	4	93

#### Conclusions based on this data:

1. 59% of the students tested on the CELDT are either Early Advanced or Advanced.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>	5	10	13	25	27	52	3	6	4	8	52
<b>1</b>	6	18	14	41	9	26	2	6	3	9	34
<b>2</b>	2	12	10	59	5	29					17
<b>3</b>	8	36	6	27	8	36					22
<b>4</b>	5	38	7	54	1	8					13
<b>5</b>	5	42	4	33	2	17			1	8	12
<b>6</b>	4	44	4	44			1	11			9
<b>Total</b>	35	22	58	36	52	33	6	4	8	5	159

#### Conclusions based on this data:

1. 51% of the students scored Advanced or Early Advanced on the CELDT.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	136	112	93
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	136	112	93
Number Met	103	89	71
Percent Met	75.7%	79.5%	76.3%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	156	7	138	5	119	12
Number Met	81	--	66	--	50	--
Percent Met	51.9%	--	47.8%	--	42.0%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--
<b>Mathematics</b>			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

#### Conclusions based on this data:

1. 8.1% increase in AMAO 1 from 2010-2011 to 2011-2012
2. 10.2% increase in AMAO 2 from 2010-2011 to 2011-2012
3. All EL subgroups met their Adequate Yearly Progress targets in both ELA and Math.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

#### Conclusions based on this data:

1. This is the first year that we have not made AMAO 1...and we are literally .2% below the target.
2. We still have been able to meet the target for the less than 5 years cohort.
3. Our >5 target percent did have a 4.4% increase

## School and Student Performance Data

### California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.4	25.7	55.2

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.7	28.4	48.0

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.1	30.4	46.7

## Planned Improvements in Student Performance

### Reading/Language Arts, School Goal #1, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Arts</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Language Arts: Grades 3-6 Carolyn Clark students will increase in the total percentage of students scoring at "Standard Met" & "Standard Exceeded" as measured by the CAASPP in 2016.
<b>Data Used to Form this Goal:</b>
CAASPP results. Current data shows 83% of the 3rd through 6th graders are scoring in these two categories.
<b>Findings from the Analysis of this Data:</b>
See Appendix: 2015 Clark CAASPP ELA data Scores will serve as a baseline.
<b>How the School will Evaluate the Progress of this Goal:</b>
Results from the CAASPP given in the Spring of 2016

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase items such as, but not limited to online assessments and technology to support the implementation of Common Core State Standards in ELA.	8/19/2015-12/31/2016	Principal, Teachers, Support Staff	4312	4000-4999: Books And Supplies	General Fund	100
Implement an after school homework club/program using credentialed teachers to support the needs of at risk students recommended by the teachers.	10/26/2015-12/31/2016	Principal, and Certificated Instructor		1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	None Specified None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize the Smart Board as an instructional strategy to raise targeted students, ie, the Smart Board Notebooks are used in ELA weekly lessons.	8/19/2015-12/31/2016	Classroom Teachers		None Specified	None Specified	
SWBAT locate evidence in texts to demonstrate understanding when answering text dependent questions as measured by informal and formal observation.	8/19/2015-12/31/2016	Principal, TK, & Kinder Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Teachers will monitor and compare student data from BPST to guide instruction as measured by first grade BPST totals, and first, second, and third trimester benchmark proficiency scores, as well as implement CAFE & Daily 5 to enhance their ELA program.	8/19/2015-12/31/2016	Principal & First grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Teachers will engage students in rich and rigorous evidence based conversations about literary and informational texts.	8/19/2015-12/31/2016	Principal & Second grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Teachers will incorporate a balance of text types to increase the proficiency of the third grade students' reading comprehension.	8/19/2015-12/31/2016	Principal & Third grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
The teachers will use strategies such as, but not limited to guided reading/writing, mini-lessons, and small group instruction to move fifteen to twenty-five fourth grade students from non-proficient and approaching proficient to proficient on the writing benchmarks.	8/19/2015-12/31/2016	Principal & Fourth grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will focus on shift four "Text-Based Answers" as a grade-level, as they strive to implement Common Core with ELA by implementing strategies such as "A.C.E., Text Talk and Four Corners" as a way to engage students with the text while citing specific text references as evidence. Teachers will use the Reading, Science and Social Studies texts as well as articles, novels and other grade-appropriate text to instruct students on using evidence from the text to support answers to questions. Teachers will examine and rewrite questions from the T.E.s as text-based questions, while students will be expected to answer questions in complete sentences, cite evidence for all answers, and quote accurately from a text when appropriate.	8/19/2015-12/31/2016	Principal & Fifth grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Utilize resources such as, but not limited to "Scholastic Guide: Building Your Vocabulary" by Marvin Terban and "The Learning Works, Prefixes and Suffixes" by Trisha Callellaper per sixth grade teacher to support the development in academic vocabulary, as well as everyday language. Teachers will implement vocabulary strategies in the content areas to improve reading and writing through on-going assessments. Teachers will also enhance their curriculum through Project Based Learning.	8/19/2015-12/31/2016	Principal & Sixth grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will develop and enhance their skills by observing teachers with "Best Practices". This will be made possible through the availability of release time.	8/19/2015-12/31/2016	Principal, Instructional Coach, & Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Teachers will have the option to work with an Instructional Coach/Mater Teacher to develop comprehensive, thematic units to support deeper learning, common core and PBL made possible through release days including the one FTE release day provided by the district.	10/2015-12/31/2016	Principal, Instructional Coach, Teachers		5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	None Specified None Specified None Specified	
Teachers will have on-gong structures in place to support collaboration and PLC work around student achievement in ELA made possible through release time and site days.	8/2015-12/31/2016	Principal, Instructional Coach & Teachers		None Specified	None Specified	

## Planned Improvements in Student Performance

### Mathematics, School Goal #2, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Math: Grades 3-6 Carolyn Clark students will increase in the total percentage of students scoring at "Standard Met" & "Standard Exceeded" as measured by the CAASPP in 2016.
<b>Data Used to Form this Goal:</b>
CAASPP results. Current data shows 78% of the 3rd through 6th graders are scoring in these two categories.
<b>Findings from the Analysis of this Data:</b>
See Appendix: 2015 Clark CAASPP Math data These scores will serve as a baseline.
<b>How the School will Evaluate the Progress of this Goal:</b>
Results from CAASPP given in the Spring of 2016



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The teachers will focus on the mathematical practice of modeling. TK students will focus on counting and cardinality, as measured by informal and formal teacher observations. Kinder students will use manipulatives to create addition and subtraction problems, as measured by the the use of informal and formal observations and third trimester addition and subtraction assessments.	8/19/2015-12/31/2016	Principal, TK & Kinder Teachers	4312	1000-1999: Certificated Personnel Salaries	None Specified	
Teachers will monitor results of XtraMath, so that all students will successfully complete a six second test in addition and subtraction, as measured by results of XtraMath student data.	8/19/2015-12/31/2016	Principal & First grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Teachers will provide for and teach students to use appropriate tools strategically in geometry and measurement.	8/19/2015-12/31/2016	Principal & Second grade Teachers		None Specified	None Specified	
Teachers will provide opportunities for students to solve real-world problems in a way that shows how the answer was reached, along with an explanation that make sense to others, as measured by many common core activities and the Smarter Balanced Assessments.	8/19/2015-12/31/2016	Principal & Third grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
The teachers will use strategies such as, but not limited to small group instruction, peer tutoring, and after school intervention. 85% of students will score proficient on chapter quizzes and tests, as measured by math quizzes and tests.	8/19/2015-12/31/2016	Principal & Fourth grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will focus on developing additional lessons, word problems, and math PBL experiences to support common core standards, with a focus on deepening students understanding of key concepts. The teachers will research and develop real-world problems for students to apply mathematical concepts, and will develop practice problems as may be seen on Smarter Balanced, so that the students will be able to apply this knowledge to solve real-world problems and demonstrate a deeper understanding of these concepts.	8/19/2015-12/31/2016	Principal & Fifth grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Teachers will teach students to apply and extend previous understandings of multiplication and division to divide fractions by fractions and to multiply and divide multi-digit numbers and find common factors and multiples. Students will also be able to apply and extend previous understandings of numbers to the system of rational numbers. Teachers will use CPM as the primary curriculum to teach these standards, concepts and skills.	8/19/2015-12/31/2016	Principal & Sixth grade Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Homework club will be instituted for our specific student groups and will have a math focus.	10/26/2105-12/31/2016	Principal, Certificated Teachers & Support Staff		1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	None Specified None Specified	
Utilize the Interactive Smart Board math programs to engage and motivate students to learn problem solving and other targeted math skills.	8/19/2015-12/31/2016	Principal & Teachers		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
In addition to the Eureka Math, Bridges, and CPM, students will use online resources, such as apps like Front Row, Cognition to learn and reinforce concepts and skills.	8/19/2015-12/31/2016	Principal & Teachers		4000-4999: Books And Supplies	General Fund	100
Teachers will develop and enhance their skills by observing teachers with "Best Practices". This will be made possible through the availability of release time.	8/19/2015-12/31/2016	Principal, Teachers, Instructional Coach		1000-1999: Certificated Personnel Salaries 0000: Unrestricted	None Specified Donations	
Teachers will be provided training specific to their new math adoption (Engage New York, Bridges and CPM)	9/2015-8/2016	Principal, Teachers, District Support Staff & Personnel		None Specified	None Specified	

## Planned Improvements in Student Performance

### ELD, School Goal #3, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: English Language Development</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Enhancing Instructional Practices for EL Students Carolyn Clark students will perform at the "Standard MET" & "Standard EXCEEDED" levels on the English/Language Arts portion of the CAASPP and individual students will make one year's growth on the CELDT.
<b>Data Used to Form this Goal:</b>
EL subgroup data from the 2015 CAASPP results.
<b>Findings from the Analysis of this Data:</b>
64% of our EL students fall in the "Standard Met" & "Standard Exceeded" level.
<b>How the School will Evaluate the Progress of this Goal:</b>
CELDT Exam Reports and the CAASPP performance results reports.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Resources are provided by the Evergreen School District in the form of direct services to students (both push-in & pull-out programs). EL support and oversight will be provided to ELL students by an ELD specialist. Instructional support will be provided to EL students by a highly qualified instructional aide working under the supervision of the Instruction Department and the classroom teacher.	8/2015-12/31/2016	Melissa Valenzuela, Gabriel Candelas, and the ELD Dept.		1000-1999: Certificated Personnel Salaries	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development opportunities will be provided to all ELD Instructional Assistants, Para-Professionals, Classroom Teachers and Administrators.	8/2015-12/31/2016	Denise Williams & Department Staff		5800: Professional/Consulting Services And Operating Expenditures	None Specified	
An extended-day program or designated services or resources will be instituted for our specific student groups.	10/26/2016-12/31/2016	Principal, Certificated Instructor, and Volunteers		1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title III None Specified	7500

## Planned Improvements in Student Performance

### History/Social Science, School Goal #4, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: History/Social Science</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Social Studies Students at Carolyn Clark School will experience deeper learning through the Social Studies Curriculum (rich tasks will supplement the current textbooks). Students will make connections and go deeper with the curriculum through the use of Project Based Learning and the Arts Attack program.
<b>Data Used to Form this Goal:</b>
CAASPP report, PBL exhibitions, authentic assessments such as presentation and deliverables & chapter tests and quizzes.
<b>Findings from the Analysis of this Data:</b>
Social Studies is rich in reading comprehension and text complexity and will transfer over to an increase in ELA scores on the CAASPP.
<b>How the School will Evaluate the Progress of this Goal:</b>
Analysis of CST & CAASPP scores in ELA over five years: 2015 Scores: 83% Met or Exceeded the Standards 2014 Scores: Not reported 2013 Scores: 91% At or above Proficient 2012 Scores: 88% 2011 Scores: 88%

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The Social Studies Curriculum will be integrated across the subject areas and enriched through the use of art, music, and project base learning projects and lessons. Lessons that are in alignment with curriculum at each grade level will be identified and presented during the year in class. To further the achievement of the goal, purchases of materials and technology, registration fees/attendance fees at conferences and classes, use of outside consultants, substitute time for planning or demonstration teaching, and clerical time to organize materials will be provided when determined necessary.	8/19/2015-12/31/16	Principal, Teachers, Support-Staff, Arts Attack Docents & PTA		4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5800: Professional/Consulting Services And Operating Expenditures	None Specified None Specified None Specified	

## Planned Improvements in Student Performance

### Goal Title, School Goal #5, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Science</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Science Carolyn Clark students will increase in the total percentage of students scoring at the "Proficient" & "Advance" levels, as measured by the CSTs in 2016.
<b>Data Used to Form this Goal:</b>
CST Science - 5th grade
<b>Findings from the Analysis of this Data:</b>
91% of the students performed at the Proficient & Advanced levels.
<b>How the School will Evaluate the Progress of this Goal:</b>
2016 CST

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students and parents will be provided opportunities to participate in Science related projects and activities such as, but not limited to Family Science Night and Science Fair.	2015-12/31/2016	Staff, Students, Parents, Teachers & Community Partners	4351	4000-4999: Books And Supplies	General Fund	436
Students will participate in cross-curricular lessons, activities, and project-based learning that will tie into science standards.	8/19/14-12/31/2016	TK-6 Teachers		4000-4999: Books And Supplies	None Specified	
Teachers will start to engage in looking at and understanding Next Gen. Science Standards	2015-12/31/2016	All Teachers		None Specified	None Specified	





## Planned Improvements in Student Performance

### Technology, School Goal #6, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Technology</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Technology 100% of students will have access to up to date technology to support student achievement through differentiated instruction and projects specific to meeting the common core standards.
<b>Data Used to Form this Goal:</b>
Lesson plans, classroom observations, PBLs, and students' progress with Technology.
<b>Findings from the Analysis of this Data:</b>
School survey data and Spring Assessments such as the CAASPP.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher observation and overall student achievement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Completed round 3 of a three-year technology purchase and implementation program. Maintain established equitable norms for technology use, such as sign-out procedures and "guardian of the cart" protocols, as well as maintenance & repairs.	8/19/2014-12/31/2016	Principal, Teachers, SSC and Support Staff	5611	5000-5999: Services And Other Operating Expenditures	General Fund	1000
			2210	5000-5999: Services And Other Operating Expenditures	General Fund	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To provide training and resources for teachers in current technology practices.	8/19/2015-12/31/2016	Teachers, Principal and Support Staff	4351	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	General Fund None Specified	500
Release time will be available for teachers to observe others integrating technology into their Project Based Learning projects and common core standards lessons and curriculum.	2015-12/31/2016	Principal & Teachers		1000-1999: Certificated Personnel Salaries	None Specified	
Purchase additional computers, software and technological equipment as needed.	8/19/2015-12/31/2016	Principal & Teachers	4312 4400, 4401	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Supplemental Fund General Fund	1000 4000
Purchase a chrome book cart.	2015-2016	Principal	4401	4000-4999: Books And Supplies	Supplemental Fund	12146

## Planned Improvements in Student Performance

### VAPA, School Goal #7, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Visual &amp; Performing Arts</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
VAPA To increase opportunities for the students in the visual and performing arts, along with music appreciation.
<b>Data Used to Form this Goal:</b>
Spring Assessment scores.
<b>Findings from the Analysis of this Data:</b>
A direct-correlation between success in the core academic content areas, such as English Language Arts, and the Visual and Performing Arts, including Music.
<b>How the School will Evaluate the Progress of this Goal:</b>
Progress and success will be determined by the amount of students that participate in music & movement and art programs. Research suggests that students who participate in the performing arts and music are academically more successful.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase items such as but not limited to assemblies, performance equipment, sound equipment, art supplies and appropriate staffing to facilitate these activities.	8/19/2015-12/31/2016	Principal, Teachers & Support Staff	4351	4000-4999: Books And Supplies	General Fund	1,500
			4351	0000: Unrestricted	Donations	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchasing materials and programs that will support this goal, such as, but not limited to a choir and drama teacher.	2015-12/31/2016	Principal, Staff, Support Staff & PTA		4000-4999: Books And Supplies	None Specified	
				5800: Professional/Consulting Services And Operating Expenditures	None Specified	
			1120	1000-1999: Certificated Personnel Salaries	General Fund	1250
			3000	3000-3999: Employee Benefits	General Fund	115
Support programs like the Talent Shows and other opportunities for students to show case their talents and skills.	8/19/2015-12/31/2016	Principal, Staff & Support Staff	4351	4000-4999: Books And Supplies	General Fund	500
			1120	1000-1999: Certificated Personnel Salaries	General Fund	500
			3000	3000-3999: Employee Benefits	General Fund	100

## Planned Improvements in Student Performance

### Positive School Climate, School Goal #8, District LCAP #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Positive School Climate</b>
<b>LCAP GOAL:</b>
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
<b>LCAP SCHOOL GOAL:</b>
School Climate Grades TK-6 A positive school climate will be maintained, which is safe, orderly, and provides many opportunities for developing the diverse interests of the student population, as well as fostering positive character traits and developmental assets.
<b>Data Used to Form this Goal:</b>
Data from the Project Cornerstone Developmental Asset Survey & Youth Truth Survey
<b>Findings from the Analysis of this Data:</b>
Students that feel safe and included at school and who have 30 or more developmental assets statistically perform better academically and are less likely to participate in risky behavior.
<b>How the School will Evaluate the Progress of this Goal:</b>
Number of citations and log-in incidents as compared to previous years and student progress/achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All students will be exposed to character development and positive asset building lessons and activities, such as a character ed word of the week to focus on and lessons led by ABC parents.	8/19/2015-12/31/2016	Principal, Teachers, Support Staff, Noon-Duty Supervisors, Fun-Visors and ABC Parent Volunteers	4310	None Specified 4000-4999: Books And Supplies	None Specified General Fund	1,242
Staff members will help to foster school success through effective and meaningful collaboration.	8/19/2015-12/31/2016	Staff & Principal		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase electronic marquee and continue communication through the use of School Loop, email, peachjar and school website.	8/19/2015-12/31/2016	Principal & Staff		5900: Communications	Donations	5000
Purchase additional safety equipment, such as, but not limited to surveillance cameras, additional traffic and safety signs, panic bars, and speed bumps in the parking-lot.	8/19/2015-12/31/2016	Principal, Staff & PTA		4000-4999: Books And Supplies	None Specified	
Reduce “unexcused” absences by 1%, by working with the staff, parents and community to promote positive school attendance with activities such as, but not limited to; Assemblies, Walking Wednesdays and Fridays through the walk n roll program, along with positive reinforcement and recognition for perfect attendance.	8/19/2015-12/31/2016	Principal, Attendance Clerk, Teachers, Parents, Students & Committees		2000-2999: Classified Personnel Salaries 0000: Unrestricted	None Specified None Specified	
Release time will be given and materials will be purchased to help support the needs of the school.	8/19/2015-12/31/2016	Principal, Admin Designee	1120  3000  4310	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	General Fund General Fund General Fund	1,000 100 1000
Beautification activities and projects will be looked at to promote a positive, clean, and well-maintained school environment, such as trimming back the bushes that outline the back of the school, planting trees, installing canopies for shade, and umbrella tables.	8/19/2015-12/31/2016	Principal, Staff, PTA & the Community	4351  4365	4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	General Fund None Specified General Fund	16112  875

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Personnel & purchases will be made as needed to support clubs and enrichment activities throughout the year such as, but not limited to Project Cornerstone and Student Council through SEAT monies.	8/19/2015-12/31/2016	Principal, Designated Teachers and Support Staff	4351	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 3000-3999: Employee Benefits	None Specified General Fund	1,000
Students will have the opportunity to participate in on-going service learning activities/projects integrated into the curriculum as directed by the teacher to help them develop assets related to community (school community & beyond).	8/19/2015-12/31/2016	Principal, Teachers, Support Staff, ABC Parent Volunteers & Other Staff.		4000-4999: Books And Supplies	None Specified	
A comprehensive Anti-bullying program will be implemented in the spring.	8/19/2015-12/31/2016	Principal, Teachers, SSC, PTA, & Support Staff	4351	5000-5999: Services And Other Operating Expenditures	General Fund	1,000
Continue to support student-led, on-going programs and clubs like Student Council, Project Cornerstone, Walk N Roll and Green Heroes.	8/19/2015-12/31/2016	Principal, Teacher Advisors, SSC, PTA, & Support Staff		4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 5000-5999: Services And Other Operating Expenditures	None Specified None Specified None Specified None Specified	



## Planned Improvements in Student Performance

### Library, School Goal #9, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Library</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Library 100% of the students will have access to additional reading materials and leveled AR books and tests in the school library.
<b>Data Used to Form this Goal:</b>
Checkout of Library Books, such as AR books, and AR test results by the students
<b>Findings from the Analysis of this Data:</b>
Students need a wide variety of reading materials that are readily available for them to check out and Clark serves one of the highest student populations, yet has the lowest number of library books per student in the district.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teacher observation and overall student achievement, along with monitoring the process and progress of purchasing new books to the library through the student-led "Fill our Shelves" campaign through P.O.s.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase additional books, materials and AR quizzes for the library.	8/19/2015-12/31/2016	Librarian, Library Media Assistant and Principal		4000-4999: Books And Supplies	Donations	

## Planned Improvements in Student Performance

### Wellness, School Goal #10, LCAP Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Health &amp; Wellness</b>
<b>LCAP GOAL:</b>
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
<b>LCAP SCHOOL GOAL:</b>
Health and Wellness In the 2015-2016 school year, 100 percent of Carolyn Clark students will participate in the required 100 minutes of Physical Education per week. Physical Education classes are based upon the five Physical Education Model Content Standards for California Public Schools and the Fit for Learning Program. In addition to the PE component, it is also the expectation that all students will be exposed to a Safe and Drug Free prevention curriculum to promote safety and a healthy lifestyle.
<b>Data Used to Form this Goal:</b>
Student Achievement, Teacher lesson plans, California Healthy Kids Survey and California Physical Fitness Test for fifth grade
<b>Findings from the Analysis of this Data:</b>
There is a direct correlation between the health and well being of all students and academic success.
<b>How the School will Evaluate the Progress of this Goal:</b>
Observations, schedules, lesson plans, CHKS, the fifth grade fitness test results and academic progress

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Activities for movement and structured play to foster the health and fitness of our students such as, but not limited to the Fun-Visor, Walk n Roll program and Music and Movement program.	8/19/2015-12/31/2016	Teachers, Support Staff, ABC Parent Volunteers, Student Council, Walk n Roll Club, Walk n Roll Commissioner, Other Staff, and Principal.		5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies 5000-5999: Services And Other Operating Expenditures 5900: Communications	Donations  None Specified None Specified Donations None Specified None Specified	
Maintain an adequate supply of Safety & PE Equipment for student use, along with storage equipment.	2015-12/31/2016	Principal, Staff, Community, PTA & SSC	4351	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Donations General Fund	1000
Activities and lessons will be implemented that support a safe and drug free environment, such as, but not limited to Red Ribbon Week.	8/19/2015-12/31/2016	Principal, Staff, Support Staff, Community, PTA & SSC	4310, 4351	4000-4999: Books And Supplies	General Fund	1000
Purchase Assemblies and programs that promote health and well being.	8/19/2015-12/31/2016	Principal, Staff, PTA & SSC	5840	5000-5999: Services And Other Operating Expenditures	General Fund	1000

## Planned Improvements in Student Performance

### Instruction, School Goal #12, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Instruction</b>
<b>LCAP GOAL:</b>
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
<b>LCAP SCHOOL GOAL:</b>
Teachers will continue to implement the common core shifts in Math and ELA, along with the newly adopted math materials (Engage New York, Bridges and CPM). Teachers will continue to use supplemental materials to enhance their program and will work towards full implementation of the Common Core State Standards. This will ensure the students a rich academic experience that fosters deeper learning.
<b>Data Used to Form this Goal:</b>
Principal observations and walk-throughs
<b>Findings from the Analysis of this Data:</b>
Using the curriculum with fidelity will enhance the understanding of core concepts and increase student achievement.
<b>How the School will Evaluate the Progress of this Goal:</b>
The teacher observation and evaluation process, coaching model & student achievement

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The students will have the opportunity to participate in meaningful learning experiences such as, but not limited to fieldtrips, problem-based and project based learning.	8/19/2015-12/31/2016	Principal, Teachers & Staff	4351	4000-4999: Books And Supplies	General Fund	500
			5720	5000-5999: Services And Other Operating Expenditures	General Fund	2000
			5841	5000-5999: Services And Other Operating Expenditures	General Fund	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials and supplies will be purchased to enhance and support the learning environment and overall student achievement, including periodicals and publications.	8/19/2015-12/31/2016	Principal, Teachers & Staff	4310, 4351	4000-4999: Books And Supplies	General Fund	12500
			4310-1590	4000-4999: Books And Supplies	Supplemental Fund	783
			4360	4000-4999: Books And Supplies	General Fund	500
An Instructional Coach will be provided to support the staff with their instructional needs and focus areas.	8/19/2015-12/31/2016	Principal & Instructional Coach		None Specified	None Specified	
Teachers will have opportunities to attend professional development, conferences, workshops, demo lessons, and visit classrooms with release time, that will enhance and develop their overall instructional practice.	8/19/2015-12/31/2016	Principal, Support Staff, Certificated Staff & Classified Staff	1120	1000-1999: Certificated Personnel Salaries	General Fund	2000
			5851	5800: Professional/Consulting Services And Operating Expenditures	General Fund	5000
			5210	5000-5999: Services And Other Operating Expenditures	General Fund	2000
			5220, 5299	5000-5999: Services And Other Operating Expenditures	General Fund	1200
			1150	1000-1999: Certificated Personnel Salaries	General Fund	2000
			2410	5000-5999: Services And Other Operating Expenditures	General Fund	500
			3000	3000-3999: Employee Benefits	General Fund	700
Homework Club will be provided for at risk students either on mandatory retention or recommended by their teacher.	10/26/2015-12/31/2016	Principal, Certificated Teacher & Support Staff	1120-1590	1000-1999: Certificated Personnel Salaries	Supplemental Fund	18000
			3000-1590	3000-3999: Employee Benefits	Supplemental Fund	2520

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Study Island will be purchased as an intervention program to support struggling students in ELA & Math.	10/2015-6/2016	Principal & District Librarian	4312-1590	4000-4999: Books And Supplies	Supplemental Fund	1212

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts</b>
<b>SCHOOL GOAL #1:</b>
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>8/14-6/17</li> </ul>	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
• Support teachers with needed instructional materials to enhance instructional practices.	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
• Provide PBL Professional Development to support students and also address the needs of ELs.	• 9/14- 6/17	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified  3000-3999: Employee Benefits	Supplemental Fund	185,000
• Provide intervention for targeted students. • Provide intervention for English learners and specifically for LTELs based on the need of the school.	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits	Title I  Title III  None Specified	143,000  135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries  5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund  Title I	  42,000



## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #2

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics</b>
<b>SCHOOL GOAL #2:</b>
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits	Supplemental Fund   Title II Teacher Quality and Lottery	150,000   3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	11/14- 6/17	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> <li>Targeted ELs and LTELs</li> </ul>	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I  Title III  General Fund	143,000  135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality Supplemental Fund Title II Teacher Quality	63,500 50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagagement		Supplemental Fund  None Specified	42,000

## Centralized Services for Planned Improvements in Student Performance

### Centralized Service Goal #3

**SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency**

**SCHOOL GOAL #3:**

By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students.  Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries  1000-1999: Certificated Personnel Salaries	Supplemental Fund  General Fund	312,539
<ul style="list-style-type: none"> <li>Targeted students will be involved in specific intervention strategies and/or programs. (PI schools)</li> <li>Targeted Intervention for ELs and LTELs(all schools)</li> </ul>	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I	286,000
					Title III	135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund  General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction  Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund  None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University  Site parent Activities/Nights			42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	5,000.00
General Fund	66,330.00
Supplemental Fund	35,661.00
Title III	7,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	32,250.00
3000-3999: Employee Benefits	3,535.00
4000-4999: Books And Supplies	57,131.00
5000-5999: Services And Other Operating Expenditures	11,575.00
5800: Professional/Consulting Services And Operating	5,000.00
5900: Communications	5,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5900: Communications	Donations	5,000.00
1000-1999: Certificated Personnel Salaries	General Fund	6,750.00
3000-3999: Employee Benefits	General Fund	1,015.00
4000-4999: Books And Supplies	General Fund	41,990.00
5000-5999: Services And Other Operating	General Fund	11,575.00
5800: Professional/Consulting Services And	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	18,000.00
3000-3999: Employee Benefits	Supplemental Fund	2,520.00
4000-4999: Books And Supplies	Supplemental Fund	15,141.00
1000-1999: Certificated Personnel Salaries	Title III	7,500.00

## Summary of Expenditures in this Plan

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100.00
Goal 2	100.00
Goal 3	7,500.00
Goal 5	436.00
Goal 6	19,646.00
Goal 7	3,965.00
Goal 8	27,329.00
Goal 10	3,000.00
Goal 12	52,415.00

## 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gina Juarez	X				
Kerry Principi			X		
Michelle Sobilloff		X			
Cheryl Connolly		X			
Chris Che				X	
Saras Venkatram				X	
Parminder Grewal				X	
Sundari Revanur				X	
Sandesh Bharadwaj				X	
Sanobar Mehta				X	
Arthi Aiyappan				X	
Zabin Alibhai				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>8</b>	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 10/21/2015.

Attested:

Gina Juarez

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Michelle Sobiloff

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

# Compliance Items Management Calendar

Carolyn A. Clark

## COMPLIANCE ITEMS

Description	Date	Procedure & Comments	Completed
ACCESS TO CORE CURRICULUM/MODIFICATION			
Monitoring	Ongoing		
Discussions	8/19/2015	At first general faculty meeting.	
COMMUNICATION WITH SPECIALIST			
List to teachers	Aug-15	Specialists to indicate to teachers who is in programs	
Weekly collaboration	Ongoing	Written weekly collaboration between classroom/spec.	
Scheduled communication (specialist/teacher)	triannually	Done in Nov., Jan., and April	
Scheduled communication (specialist/specialist)	triannually	Done as SST meeting in Nov., Jan. and April	
UNIFORM COMPLAINT POLICY			
Student Orientation	8/19/2015	Included in parent/student handbook	
Staff Training	8/17/2015	At first general faculty meeting	
Written notification	8/17/2015	In teachers handbook/livebinder	
NONDISCRIMINATION POLICY			
Student Orientation	8/20/2014	Included in parent/student handbook	
Rules assemblies	Fall/Spring	reviewed at assemblies/classroom visits	
Written notification	8/17/2015	In teacher's handbook/livebinder	
Staff training	8/17/2015	At first general faculty meeting	
SEXUAL HARASSMENT POLICY			
Staff training	8/17/2015	At first general faculty meeting/livebinder	
Student list	Aug. 2015	Included in the parent/student handbook	
Rules assemblies	Fall/Spring	reviewed at assemblies/classroom visits	
SAFE/DRUG FREE/TUPE	OCT. 26 -30	Daily Activities scheduled for Red Ribbon Week	

## Compliance Items Management Calendar

Character education/conflict resolution	Ongoing	Weekly Character Traits	
Intervention list	SEPT. 15		
DISTRICT PARENT INVOLVEMENT POLICY			
Site parent involvement activities	Ongoing	Parenting skills are focused in the areas of conflict resolution, healthy living habits as proposed in "Fit for Learning" and review of curriculum implementation and teaching strategies.	
(other than PTA)			
Site staff parent involvement training activities	Ongoing		
Year end evaluation	May-16		
ADVISORY COMMITTEES MEMBERSHIP SELECTION			
ELAC/DELAC	Fall 2015	Arranged by the Principal & District	
School Site Council	Fall 2015	Done in general election after start of year	
SCE/SAC/DAC	Oct. 2015	Reps. selected for the 2015-2016 school year	

# Carolyn Clark's Parent Involvement Policy

2015-2016

Parents have a variety of means to become more educated regarding Carolyn Clark School and the programs involving its students.

1. Various parent gatherings may include Family Science Night, Curriculum Night, Open House, Exhibitions, Kindergarten Orientation, PTA Events, PTA meetings, Coffee with the Principal (AM), and Dessert with the Principal (PM). Other informational nights for parents such as, but not limited to, common core presentations, Smarter Balanced Testing, PBL presentations, and Asset Building Workshop.
2. Various committee opportunities – School Site Council, English Language Advisory Committee, District Advisory Committee, Parent Advisory Committee, Arts Attack, Project Cornerstone (Funvisor), and PTA.
3. Various communications – Weekly Newsletters (school & classroom), Marquee, Web Site, Schoolloop, Peach Jar, parent portal, Student/Parent Handbook, Parent/Teacher conferences, Progress Reports, Report Cards, District & State Assessment Results, weekly grade print out at some grade levels, notes, e-mails, and phone calls.
4. District and school information is available in Spanish and Vietnamese and is translated into other languages upon request. Translators are also available for parent-teacher conferences as needed.

## Carolyn Clark School Safety Plan 2015-2016

### SCHOOL SAFETY ACTION PLAN

The School Safety Plan was developed in 2004 by the following members and updated with a Comprehensive Safety Plan during the 2012-2013 school year: The principal, one certificated ETA teacher representative, one parent School Site Council member, one classified CSEA member, a representative of the San Jose Police Department, and with input from the entire school teaching staff. It is reviewed at the beginning of each year and amended as necessary.

#### Component 1 - Personal Characteristics of Students & Staff

### ANALYSIS OF CURRENT CONDITIONS

The informal discussions with students, parents, and staff followed by dialogue with the staff found that:

- \* Project Cornerstone will continue to be instituted in all grades.
- \* Cultural awareness among staff and students is high.
- \* Drug awareness program and vigilance for drug awareness in the upper grades in collaboration with parent resources and the DEA will continue, as well as on-going conversations and lessons as needed, with a school-wide focus during Red Ribbon Week in October.

### STUDENT PERFORMANCE OBJECTIVE

1. By April 2016, 100% of Carolyn Clark students will have participated in at least one drug awareness presentation and character education activity through ABC reading.

### IMPROVEMENT ACTIVITIES (August 2015 - June 2016)

- Use Red Ribbon Week activities to increase drug awareness for all grade levels.
- The Cornerstone Program based on the six pillars of character will continue to be implemented. Expect-Respect training will be given to Cornerstone students and coupled with Student Council activities starting in November 2015. Monthly meetings will be held and activities planned throughout the school year. There is a need to implement activities to expand/extend on the project cornerstone foundation, such as, but not limited to a comprehensive anti-bullying program. Implement a service-learning goal program where students



submit a write-up of their project or activity to the school and community using the school website and district's newsroom.

- Continue with the Fun-visor Program, which is an opportunity for parents who are interested in volunteering to organize games and activities with kids during their lunchtime recess. This program allows students the opportunity to interact with more caring adults on campus and provides additional supervision, and organized structured playtime, team building and sportsmanship. These parents have been trained and fingerprinted, as have all of the noon-duty supervisors and substitutes.
- Cyber-bullying awareness week takes place in September and students are provided with lessons that address digital citizenship.

### **Taking It Personally Parent Study Group**

Flyers will be provided with information on dates, times and locations. The six-session 'Take It Personally Parent Study Group' is designed to help parents learn how they can help their children thrive. The workshop will answer questions such as: How can I show my child I support their efforts and dreams? How can I know what is most important in helping my child succeed in school academically AND in life? Are there enough positive adults in my child's life?

## Component 2 - School Environment

### ANALYSIS OF CURRENT CONDITIONS

The informal discussions with students, parents, and staff followed by dialogue with the staff found that:

- The Carolyn Clark School rules are printed on the student planner, posted in the hallways, are on the school web page and distributed at the beginning of the year. In class and during school-wide assemblies, the rules are reviewed and reinforced.
- The school-wide pedestrian safety assembly is brought to the students by the city of San Jose's Walk N Roll program.
- Topics are grade-level appropriate, such as internet-safety for upper grade and delivered through differentiated means.
- The expectations assembly is differentiated. The principal will review the school expectations with the students, focusing on specific grade levels during a lunchtime assembly given at all three lunches.
- An open door policy exists for students, parents and staff.
- A "Cubby Cash" Program in which one child per classroom has the opportunity to receive a reward each Friday for being chosen as a good citizen. Classes have the opportunity to select a Student of the Week who models our character education word of the week.
- Supervision is provided 15 minutes before school, during recess, and 20 minutes after dismissal.
- Students may have the opportunity to participate in school organizations and extra-curricular activities such as, but not limited to Student Council, Project Cornerstone, Odyssey of the Mind, Chess Club, Hip Hop, Mad Science, Arts Attack, Art prep, Math Olympiad, Public Speaking Class, Junior Achievement, Bricks for Kids, Upper grade & Primary Talent Show, Band, Strings Ensemble, Code for Fun, Green Heroes, Choir, Girls on the Run, Music & Movement such as Ujam, Cubs Run the World Club and Drama Club.
- Leadership training is provided to student council officers and members, along with students chosen for Project Cornerstone.

- Parents will continue with the ABC Parent program to reinforce the forty-one character assets.
- Evening events are provided for students and their families such as, but not limited to, Back to School Kick Off, Back to School/Curriculum Night, Open House/Exhibition Nights, Night, Carnivals, Movie Nights, International Dance Festival, Family Nights Out at local restaurants, shows and performances, and Family Science Night.
- A coaching model has been reinstated. Once a month grade levels meet with their coach to discuss interventions for students not making progress towards standards, or who may need a more challenging curriculum.
- A Student Success Team (SST), consisting of the principal, school psychologist, speech therapist, ELD specialist, teacher representative and resource specialists, meets with teachers and parents to address a student's academic, emotional, and social needs.
- An MFT is provided by the district to support the needs of our students at our site.
- Some teachers have classroom websites where information and events can be posted.

### STUDENT PERFORMANCE OBJECTIVES

1. By May 2016, 100% of Carolyn Clark students have the opportunity to participate in or is exposed to enrichment beyond the core academics to foster the whole child.

### IMPROVEMENT ACTIVITIES (August 2015 - June 2016)

- Drills and review of safety procedures will continue. An emergency call out system will be activated by the site and district in an emergency.
- The school will continue to promote character education with a greater focus on students displaying these attributes.
- Throughout the year, grade level coaching meetings will address

the needs of the teacher identified “at-risk” students.

## Component 3 - Physical Environment

### ANALYSIS OF CURRENT CONDITIONS

The informal discussions with students, parents, and staff followed by dialog with the staff found that:

- . Traffic and parking lot safety continues to be a major concern and is being addressed through a joint effort between the City of San Jose and The Walk N Roll student-led club here at Clark to promote safety, health and the environment.
- . Response for fire emergencies is understood and executed in a timely manner (monthly drills are practiced).
- . Students and staff need to feel that the school is a well-maintained and pleasant place.
- . The emergency plan and the Lock Down and Evacuation Procedures have been refined, and will be practiced and communicated to the staff. The evacuation maps have been updated to reflect the most current exit routes, along with icons to display the location of the gas (uploaded into livebinder for staff to reference).
- . Crosswalks, signage, and proper curb markings on the streets have been placed surrounding and bordering the school. An all-way stop has been put in at the intersection of Rue Mirassou, Mosher and the entrance to the parking lot at the school.
- . Evergreen School district has painted arrows to direct traffic, positioned gates to restrict traffic in the bus loop, positioned traffic control devices to direct the traffic flow in the parking lot, install signage, and painted curbs in the parking lot area.

### STUDENT PERFORMANCE OBJECTIVES

1. By April 2016, 100% of Clark students and staff will be able to fully implement the Emergency Procedures.

### IMPROVEMENT ACTIVITIES (August 2015 - June 2016)

- . Unannounced/announced fire drills (one each month) will occur at varying times of the day.
- . A San Jose Police Liaison officer will be contacted to assist in enforcement of traffic laws or school needs in general.
- . A San Jose Police Officer will be called upon to review code red procedures with staff.
- . Disaster drills will be held a minimum of twice a year (fall/spring).

- Walk n Roll program is in its fourth year of implementation with Walking Wednesdays & Fridays. In collaboration with Student Council, the Walk n Roll committee is now student led, overseen by a Parent Advisor. Will continue to work with Student Council to implement an incentive program.
- Working with the district to add functional surveillance cameras able to record around the school with the monitors located in the office (estimated time of installation around November/December 2015).
- Working with the district to install speed bumps in the parking lot.
- Put in a work order to have the bushes trimmed significantly back and to maintain on a regular basis.
- Ordered canopies for both playgrounds to provide shade for the students at play (estimated time of installment, February 2016).
- Ordered umbrella tables for the blacktop and kinder area for student use (estimated time of installment unknown – will continue to follow up on this).
- Placed a work order to replace the damaged padding (squares) on the big playground.

## Component 4 - School Culture

### ANALYSIS OF CURRENT CONDITIONS

The informal discussions with students, parents, and staff followed by dialogue with the staff found that:

- . Some school-wide student leadership opportunities exist for students, such as, but not limited to Student Leadership Conference over the summer through CADA, Student Council, Project Cornerstone, and Walk n Roll.

Service Club opportunities exist for Carolyn Clark students: Student Council, Second Harvest Food Drive, Project Cornerstone, Green Heroes, Specific PBL projects, etc.

### STUDENT PERFORMANCE OBJECTIVES

1. By April 2016, 100% of Carolyn Clark students will have the opportunity to participate in school-wide or classroom activities, which foster a sense of community responsibility through curriculum and Project Based Learning opportunities.

### IMPROVEMENT ACTIVITIES (August 2015 - June 2016)

- . Service Clubs and activities will be encouraged to continue and to grow.
- . All students will have the opportunity to participate in community service projects that will be sponsored by various clubs or classes at school.  
All students will have experience with Service Learning Projects, Problem and Project Based Learning, along with Deeper Learning to foster a positive school culture.

# General Site Budget 2015-16

**School:** Carolyn Clark

**Principal:** Gina Juarez

<b>CLASSROOM</b>	<b>FND-RESC-Y-</b>	<b>OBJECT</b>	<b>SO-GOAL-FUNC</b>	<b>AMOUNT</b>
Hourly Teacher	010-0000-0	1120	00-1170-1000	\$5,250
Substitute Teachers	010-0000-0	1150	00-1170-1000	\$2,000.00
Consultant/District Employees (Non-Instruc.)	010-0000-0	1910	00-1170-2110	\$0.00
Project Specialist	010-0000-0	1940	00-1170-2110	\$0.00
Instructional Aides	010-0000-0	2110	00-1170-1000	\$0.00
Reg. Maintenance Operations	010-0000-0	2210	00-1170-8110	\$1,000.00
Regular Clerical	010-0000-0	2410	00-1170-2110	\$500.00
Office Aides	010-0000-0	2430	00-1170-2110	\$0.00
Benefits	010-0000-0	3000	00-1170-1000	\$1,015.00
Instructional Supplies	010-0000-0	4310	00-1170-1000	\$8,242.00
Computer Software	010-0000-0	4312	00-1170-1000	\$200.00
General Supplies	010-0000-0	4351	00-1170-1000	\$14,436.00
Periodicals & Publications	010-0000-0	4360	00-1170-1000	\$500.00
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170-1000	\$875.00
Equipment Non-Depreciated (Valued at \$500 - \$4,999)	010-0000-0	4400	00-1170-1000	\$3,000.00
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1170-1000	\$1,000.00
Travel/Conference	010-0000-0	5210	00-1170-1000	\$2,000.00
Conference Registration Fees	010-0000-0	5220	00-1170-1000	\$1,000.00
Mileage Reimbursement	010-0000-0	5299	00-1170-1000	\$200.00
Contracted Maintenance Repair	010-0000-0	5610	00-1170-1000	\$0.00
Contracted Computer Repairs	010-0000-0	5611	00-1170-1000	\$1,000.00
Copier Maintenance	010-0000-0	5615	00-1170-1000	\$0.00
Field Trips (District Buses)	010-0000-0	5720	00-1170-1000	\$2,000.00
Consultant/Contractors	010-0000-0	5815	00-1170-1000	\$5,000.00
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1170-1000	\$1,000.00
Field Trips (Outside Buses)	010-0000-0	5841	00-1170-1000	\$1,000.00
<b>CLASSROOM TOTAL</b>				<b>\$51,218.00</b>
<b>AUDIO VISUAL (9451)</b>				
General Supplies	010-0000-0	4351	00-9451-2420	
Contracted Maintenance Repair	010-0000-0	5610	00-9451-2420	
<b>AUDIO VISUAL TOTAL</b>				
<b>NON CLASSROOM EXPENSES (9485) (OFFICE SUPPLIES)</b>				
General Supplies	010-0000-0	4351	00-9485-2700	
Equipment Non-Depreciated (Valued at \$500 - \$4,999)	010-0000-0	4400	00-9485-2700	
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-9485-2700	
Telephone Lines	010-0000-0	5930	00-9485-2700	
<b>NON CLASSROOM TOTAL</b>				<b>\$1,500.00</b>
<b>CUSTODIAL (9855)</b>				
Parts and Supplies M.O.T.	010-0000-0	4365	00-9855-8200	
Contracted Maintenance Repair	010-0000-0	5610	00-9855-8200	
<b>CUSTODIAL TOTAL</b>				<b>\$6,119.00</b>
<b>COPIER MAINTENANCE (1175)</b>				
Copier Maintenance	010-0000-0	5615	00-1175-1000	
<b>COPIER MAINTENANCE TOTAL</b>				<b>\$7,493.00</b>
<b>TOTAL GENERAL SITE BUDGET</b>				<b>\$66,330.00</b>



# Supplemental Site Budget (1590)

## 2015-16

**School:** Carolyn Clark

**Principal:** Gina Juarez

### SUPPLEMENTAL (1590)

	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Summer/Hourly Teacher	010-0000-0	1120	00-1590-1000	\$18,000.00
Substitute Teachers	010-0000-0	1150	00-1590-1000	
Consultant/District Employee	010-0000-0	1910	00-1590-2110	
Project Specialist	010-0000-0	1940	00-1590-2110	
Other Consult/Resource Teacher/Not in Classrm.	010-0000-0	1950	00-1590-2110	
Instructional Aides	010-0000-0	2110	00-1590-1000	
Non-Reg. Main./Oper.Staff	010-0000-0	2224	00-1590-8200	
Regular Clerical	010-0000-0	2410	00-1590-2110	
Clerical Assistant	010-0000-0	2430	00-1590-2110	
Sub Clerical	010-0000-0	2460	00-1590-2110	
Noon Duty & Health Aide	010-0000-0	2910	00-1590-1000	
Consultant Employee	010-0000-0	2920	00-1590-1000	
Benefits	010-0000-0	3000	00-1590-XXXX	\$2,520.00
Instructional Supplies	010-0000-0	4310	00-1590-1000	\$783.00
Computer Software	010-0000-0	4312	00-1590-1000	\$1,212.00
General Supplies	010-0000-0	4351	00-1590-1000	
Periodicals & Publications	010-0000-0	4360	00-1590-1000	
Equipment Non-Depreciated (Valued at \$500 -\$4,99	010-0000-0	4400	00-1590-1000	
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1590-1000	
Travel/Conference	010-0000-0	5210	00-1590-1000	
Conference Registration Fees	010-0000-0	5220	00-1590-1000	
Mileage Reimbursement	010-0000-0	5299	00-1590-1000	
Dues and Membership	010-0000-0	5310	00-1590-1000	
Contracted Maintenance Repair	010-0000-0	5610	00-1590-1000	
Contracted Computer Repair	010-0000-0	5611	00-1590-1000	
Field Trips (District Buses)	010-0000-0	5720	00-1590-1000	
Consultant/Contractors	010-0000-0	5815	00-1590-1000	
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1590-1000	
Field Trip (Outside Buses)	010-0000-0	5841	00-1590-1000	
<b>TOTAL SUPPLEMENTAL BUDGET (1590)</b>				<b>\$22,515.00</b>

## Supplemental Technology Site Budget (1592) 2015-16

**School:** Carolyn Clark

**Principal:** Gina Juarez

### TECHNOLOGY (1592)

<b>CLASSROOM</b>	<b>FND-RESC-Y-</b>	<b>OBJECT</b>	<b>SO-GOAL-FUNC</b>
Summer/Hourly Teacher	010-0000-0	1120	00-1592-1000
Substitute Teachers	010-0000-0	1150	00-1592-1000
Consultant/District Employee	010-0000-0	1910	00-1592-2110
Project Specialist	010-0000-0	1940	00-1592-2110
Other Consult/Resource Teacher/Not in Class	010-0000-0	1950	00-1592-2110
Instructional Aides	010-0000-0	2110	00-1592-1000
Non-Reg. Main./Oper.Staff	010-0000-0	2224	00-1592-8200
Regular Clerical	010-0000-0	2410	00-1592-2110
Clerical Assistant	010-0000-0	2430	00-1592-2110
Sub Clerical	010-0000-0	2460	00-1592-2110
Noon Duty & Health Aide	010-0000-0	2910	00-1592-1000
Consultant Employee	010-0000-0	2920	00-1592-1000
Benefits	010-0000-0	3000	00-1592-XXXX
Instructional Supplies	010-0000-0	4310	00-1592-1000
Computer Software	010-0000-0	4312	00-1592-1000
General Supplies	010-0000-0	4351	00-1592-1000
Periodicals & Publications	010-0000-0	4360	00-1592-1000
Equipment Non-Depreciated (Valued at \$500 - \$	010-0000-0	4400	00-1592-1000
Computer Equipment (Valued at \$500-\$4,999	010-0000-0	4401	00-1592-1000
Travel/Conference	010-0000-0	5210	00-1592-1000
Conference Registration Fees	010-0000-0	5220	00-1592-1000
Mileage Reimbursement	010-0000-0	5299	00-1592-1000
Dues and Membership	010-0000-0	5310	00-1592-1000
Contracted Maintenance Repair	010-0000-0	5610	00-1592-1000
Contracted Computer Repair	010-0000-0	5611	00-1592-1000
Field Trips (District Buses)	010-0000-0	5720	00-1592-1000
Consultant/Contractors	010-0000-0	5815	00-1592-1000
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1592-1000
Field Trip (Outside Buses)	010-0000-0	5841	00-1592-1000

### TOTAL TECHNOLOGY BUDGET (1590)

[illegible]

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[illegible]

**\$13,146.00**



# 2015 Test Results for English Language Arts/Literacy and Mathematics

[Test Results](#)[Research Files](#)[Science/STS Test Results](#)[About CAASPP](#)[Contact](#)

Test Results for:

## Carolyn A. Clark Elementary School

CDS Code: 43-69435-0102616

Evergreen Elementary District

Santa Clara County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 504

Total Number of Students Tested in School: 503

**Select to Review Results by Group/Subgroup:**

All Students (Default) ▼

Select

[Print Test Results](#)

### Export Report

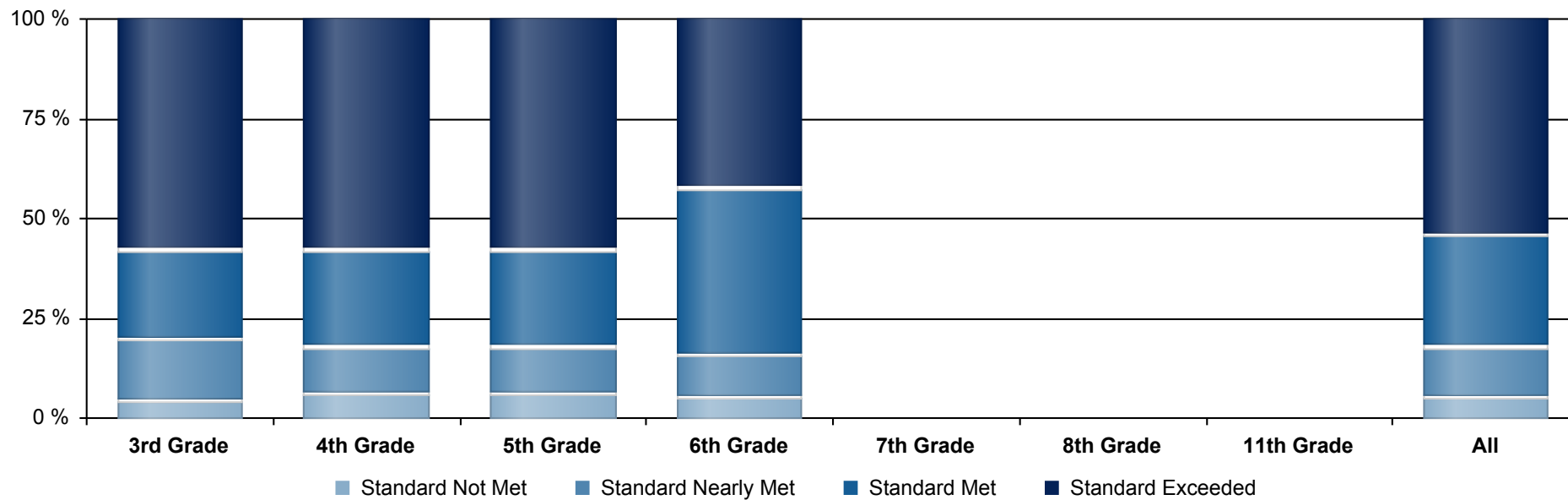
[Export these test results as a Research File](#)  
for more complex analyses and customized  
reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

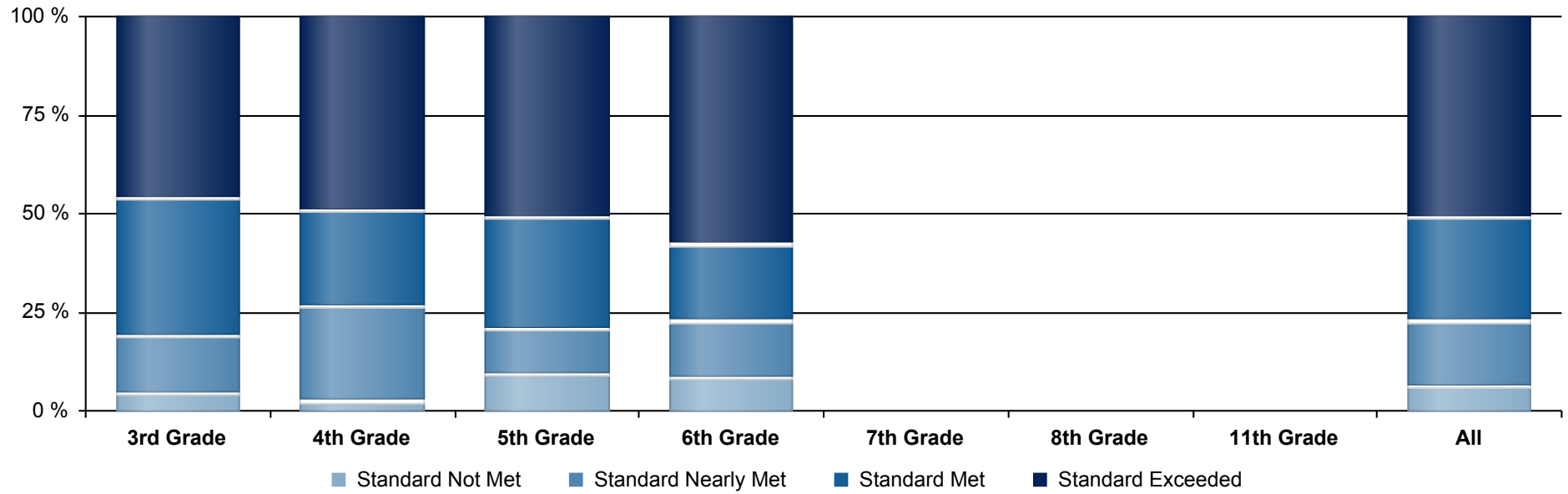
## ENGLISH LANGUAGE ARTS/LITERACY

## Achievement Level Distribution

[English Language Arts/Literacy Achievement Level Descriptors](#)All Students

## MATHEMATICS

## Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

All Students



# 2015 Test Results for English Language Arts/Literacy and Mathematics

[Test Results](#)[Research Files](#)[Science/STS Test Results](#)[About CAASPP](#)[Contact](#)

Test Results for:

## Carolyn A. Clark Elementary School

CDS Code: 43-69435-0102616

Evergreen Elementary District

Santa Clara County

[Edit Search Criteria](#)

Total Number of Students Enrolled in Grades Tested in School: 504

Total Number of Students Tested in School: 503

**Select to Review Results by Group/Subgroup:**

English-Language Fluency ▼

Select

[Print Test Results](#)

## Export Report

[Export these test results as a Research File](#)  
for more complex analyses and customized  
reporting of the data.

Please note: because these exams are based on more challenging academic standards, the results are too fundamentally different to compare to old scores. Instead, these scores are a starting point—a baseline for the progress students will make over time. To learn more, see [Understanding CAASPP Reports](#).

In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on Internet test results where 10 or fewer students had valid test scores.

# Results by English-Language Fluency

## ENGLISH LANGUAGE ARTS/LITERACY

Fluent-English Proficient and English Only

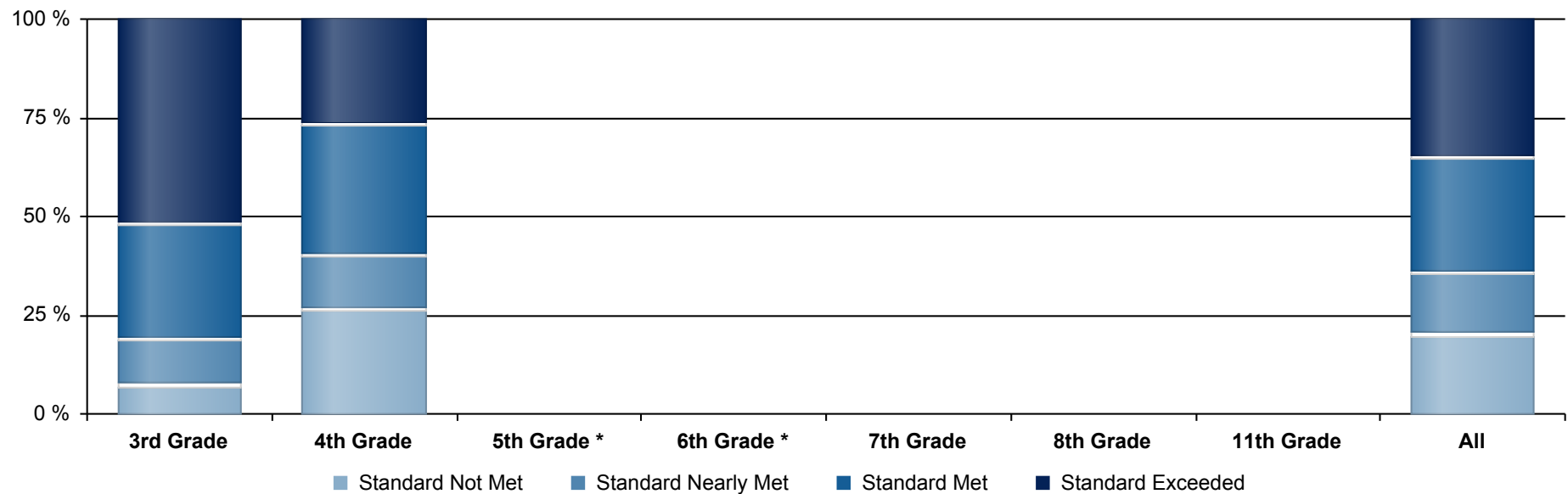
Initially-Fluent English Proficient (I-FEP)

Reclassified-Fluent English Proficient (R-FEP)

English Learners Enrolled in School in the U.S. 12 Months or More

English Learner

### Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)




## Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	114	123	140	127	N/A	N/A	N/A	504
Number of Students Tested	45	15	10	9	N/A	N/A	N/A	79
Percent of Enrolled Students Tested	39.5 %	12.2 %	7.1 %	7.1 %	N/A	N/A	N/A	15.7 %
Number of Students With Scores	45	15	10	9	N/A	N/A	N/A	79
<b>Mean Scale Score</b>	<b>2489.7</b>	<b>2480.5</b>	<b>*</b>	<b>*</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Standard Exceeded	53 %	27 %	*	*	N/A	N/A	N/A	35 %
Standard Met	29 %	33 %	*	*	N/A	N/A	N/A	29 %
Standard Nearly Met	11 %	13 %	*	*	N/A	N/A	N/A	15 %
Standard Not Met	7 %	27 %	*	*	N/A	N/A	N/A	20 %

### [English Language Arts/Literacy Scale Score Ranges](#)

## Areas

### Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	47 %	27 %	*	*	N/A	N/A	N/A	34 %
At or Near Standard	44 %	47 %	*	*	N/A	N/A	N/A	44 %
Below Standard	9 %	27 %	*	*	N/A	N/A	N/A	22 %

## Writing: Producing clear and purposeful writing



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	62 %	33 %	*	*	N/A	N/A	N/A	43 %
At or Near Standard	33 %	40 %	*	*	N/A	N/A	N/A	35 %
Below Standard	4 %	27 %	*	*	N/A	N/A	N/A	22 %

## Listening: Demonstrating effective communication skills



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	22 %	20 %	*	*	N/A	N/A	N/A	19 %
At or Near Standard	73 %	80 %	*	*	N/A	N/A	N/A	72 %
Below Standard	4 %	0 %	*	*	N/A	N/A	N/A	9 %

## Research/Inquiry: Investigating, analyzing, and presenting information



	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	51 %	20 %	*	*	N/A	N/A	N/A	35 %
At or Near Standard	40 %	67 %	*	*	N/A	N/A	N/A	51 %
Below Standard	9 %	13 %	*	*	N/A	N/A	N/A	14 %

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## [English Language Arts/Literacy Area Achievement Level Descriptors](#)

[English Only](#)

### MATHEMATICS

[Fluent-English Proficient and English Only](#)

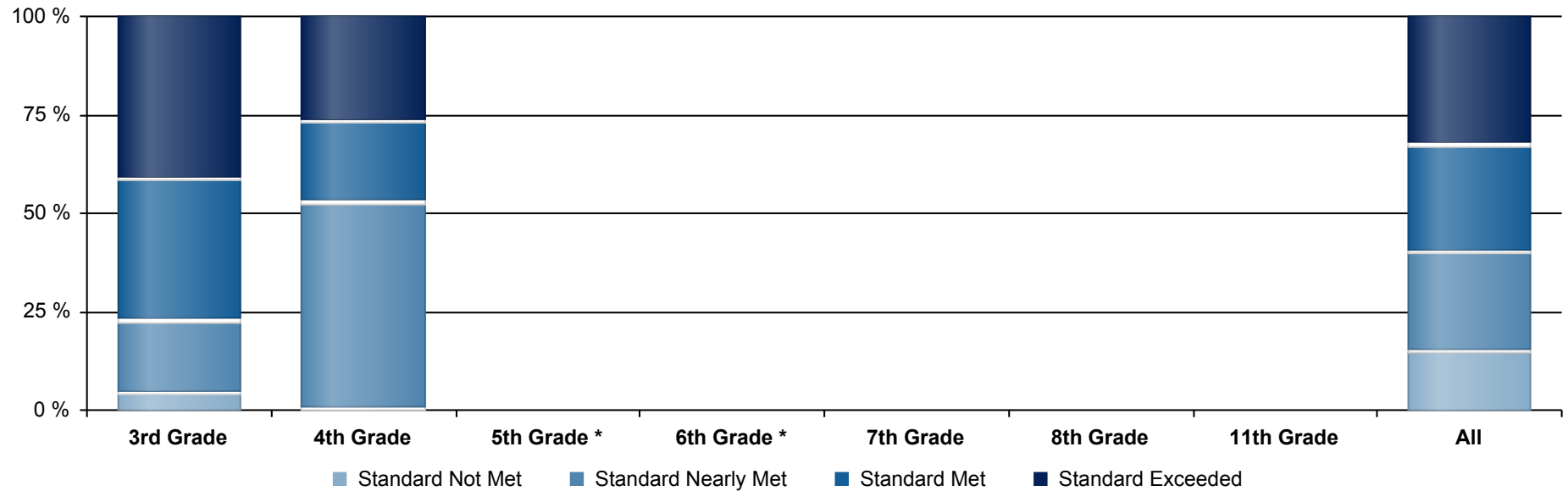
[Initially-Fluent English Proficient \(I-FEP\)](#)

[Reclassified-Fluent English Proficient \(R-FEP\)](#)

[English Learners Enrolled in School in the U.S. 12 Months or More](#)

[English Learner](#)

### **Achievement Level Distribution**



### [Mathematics Achievement Level Descriptors](#)

## Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	114	123	140	127	N/A	N/A	N/A	504
Number of Students Tested	45	15	10	9	N/A	N/A	N/A	79
Percent of Enrolled Students Tested	39.5 %	12.2 %	7.1 %	7.1 %	N/A	N/A	N/A	15.7 %
Number of Students With Scores	45	15	10	9	N/A	N/A	N/A	79
<b>Mean Scale Score</b>	<b>2491.4</b>	<b>2501.1</b>	*	*	N/A	N/A	N/A	N/A
Standard Exceeded	42 %	27 %	*	*	N/A	N/A	N/A	33 %
Standard Met	36 %	20 %	*	*	N/A	N/A	N/A	27 %
Standard Nearly Met	18 %	53 %	*	*	N/A	N/A	N/A	25 %

Standard Not Met

4 %

0 %

\*

\*

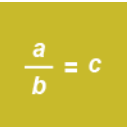
N/A

N/A


N/A

15 %

Mathematics Scale Score Ranges**Areas****CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	62 %	33 %	*	*	N/A	N/A	N/A	47 %
At or Near Standard	27 %	47 %	*	*	N/A	N/A	N/A	27 %
Below Standard	11 %	20 %	*	*	N/A	N/A	N/A	27 %

**PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	62 %	27 %	*	*	N/A	N/A	N/A	46 %
At or Near Standard	31 %	60 %	*	*	N/A	N/A	N/A	35 %
Below Standard	7 %	13 %	*	*	N/A	N/A	N/A	19 %

**COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

11th

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	Grade	All
 Above Standard	53 %	33 %	*	*	N/A	N/A	N/A	41 %
At or Near Standard	40 %	40 %	*	*	N/A	N/A	N/A	39 %
Below Standard	7 %	27 %	*	*	N/A	N/A	N/A	20 %

[Mathematics Area Achievement Level Descriptors](#)

English Only



# 2014 CAASPP Test Results

## Carolyn A. Clark Elementary School

### All Students - California Standards Test Scores

County Name: Santa Clara County

District Name: Evergreen Elementary District

School Name: Carolyn A. Clark Elementary School

CDS Code: 43-69435-0102616

Total Number Tested: 135

Total Number Tested in Selected Subgroup: 135

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				131							
Students with Scores				131							
Mean Scale Score				442.7							
% Advanced				73 %							
% Proficient				18 %							
% Basic				5 %							
% Below Basic				3 %							
% Far Below Basic				2 %							



## 2014 CAASPP Test Results

### Carolyn A. Clark Elementary School

#### Fluent-English Proficient and English Only - California Standards Test Scores

County Name: Santa Clara County

District Name: Evergreen Elementary District

School Name: Carolyn A. Clark Elementary School

CDS Code: 43-69435-0102616

Total Number Tested: 135

Total Number Tested in Selected Subgroup: 127

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				126							
Students with Scores				126							
Mean Scale Score				446.4							
% Proficient and Above				92 %							

California Department of Education

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## 2014 CAASPP Test Results

### Carolyn A. Clark Elementary School

#### Hispanic or Latino - California Standards Test Scores

County Name: Santa Clara County

District Name: Evergreen Elementary District

School Name: Carolyn A. Clark Elementary School

CDS Code: 43-69435-0102616

Total Number Tested: 135

Total Number Tested in Selected Subgroup: 10

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. EOC stands for end-of-course.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

#### CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11	EOC
Students Tested				8							
Students with Scores				8							
Mean Scale Score				*							
% Proficient and Above				*							