School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Carolyn A. Clark Elementary	43-69435-0102616	May 29. 2024	June 20, 2024

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

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

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

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

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

- Schoolwide Program

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

Table of Contents

SPSA Title Page 1
Table of Contents 2
Plan Description 3
Educational Partner Involvement 3
Resource Inequities 3
Comprehensive Needs Assessment Components 3
California School Dashboard (Dashboard) Indicators 3
Other Needs 4
School and Student Performance Data 5
Student Enrollment 5
CAASPP Results 7
ELPAC Results 13
California School Dashboard 17
Goals, Strategies, & Proposed Expenditures 30
Goal 1 30
Goal 2 33
Goal 3 38
Budget Summary 41
Budget Summary 41
Other Federal, State, and Local Funds 41
Budgeted Funds and Expenditures in this Plan 42
Funds Budgeted to the School by Funding Source 42
Expenditures by Funding Source 42
Expenditures by Budget Reference 42
Expenditures by Budget Reference and Funding Source 42
Expenditures by Goal 43
School Site Council Membership 44
Recommendations and Assurances 45

Plan Description

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

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

- Schoolwide Program

The School Plan describes our use of funds for programs, as well as lists our Goals and Action items.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

Teachers are involved in developing their grade-level goals for the SPSA during grade-level collaboration time, and School Site Council gives input and reviews the budget as it pertains to school improvement and the school plan during SSC meetings and over email communications.

Resource Inequities

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

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

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

100% of current EL students did not progress on the Summative Alternate ELPAC. Designated and integrated ELD instruction will be implemented and monitored in our 1/2/3 and 4/5/6 SDC classes through whole group and small group instruction, utilizing supplemental materials and Elevation, as well as activating the universal access component within our curriculum.

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

21.4% of our Hispanic and Socioeconomically Disadvantaged population are chronically absent. Administration will work with parents, guardians and the students to support positive attendance by holding attendance workshops, placing students & families on Attendance Success Plans and Attendance Contracts and will work with the school attendance clerk to monitor attendance. The PBIS leadership team will work to address chronic absenteeism and may offer incentives to boost attendance.

Other Needs

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

27.1% of our students with disabilities are chronically absent. Administration will work with parents, guardians and the students to support positive attendance by holding attendance workshops, placing students & families on Attendance Success Plans and Attendance Contracts and will work with the school attendance clerk to monitor attendance. The PBIS leadership team will work to address chronic absenteeism and may offer incentives to boost attendance.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.49%	0.36%	%	3	2	
African American	0.33%	0.36%	0.74%	2	2	4
Asian	65.57%	64.95%	66.79%	398	365	362
Filipino	6.92%	7.65%	7.56%	42	43	41
Hispanic/Latino	15.82%	17.79%	15.68%	96	100	85
Pacific Islander	0.16%	0.18%	0.18%	1	1	1
White	3.79%	3.2%	2.77%	23	18	15
Multiple/No Response	6.43%	5.34%	5.90%	39	30	32
			Total Enrollment	607	562	542

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	88	69	53
Grade 1	69	62	65
Grade 2	98	77	64
Grade3	93	89	80
Grade 4	89	91	84
Grade 5	88	88	88
Grade 6	82	86	88
Total Enrollment	607	562	542

Conclusions based on this data:

1. While our predominant demographic is Eastern Asian, we are a diverse school and have many ethnicities and cultures represented at Carolyn Clark.
2. Our Hispanic population continues to increase yearly.
3. We continue to be in declining enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	141	129	129	18.60%	23.2%	23%
Fluent English Proficient (FEP)	136	124	124	25.30%	22.4%	22.4%
Reclassified Fluent English Proficient (RFEP)	9	44	44	3.5%	6.4%	6.4%

Conclusions based on this data:

1. Percentage of ELs enrolled at Carolyn Clark has maintained the same over the past two years.
2. Percentage of FEP students at Clark has maintained at 22.4%
3. 6.4% of our students are reclassified as Fluent English Proficient

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	92	89	0	90	88	0	90	88	0.0	97.8	98.9
Grade 4	71	88	92	0	84	91	0	84	91	0.0	95.5	98.9
Grade 5	86	86	89	0	83	86	0	83	86	0.0	96.5	96.6
Grade 6	93	82	85	0	80	85	0	80	85	0.0	97.6	100.0
All Grades	350	348	355	0	337	350	0	337	350	0.0	96.8	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2494.	2452.		58.89	39.77		20.00	22.73		10.00	19.32		11.11	18.18
Grade 4		2536.	2511.		58.33	46.15		22.62	20.88		7.14	17.58		11.90	15.38
Grade 5		2579.	2560.		57.83	44.19		21.69	34.88		12.05	9.30		8.43	11.63
Grade 6		2572.	2581.		37.50	41.18		32.50	31.76		20.00	17.65		10.00	9.41
All Grades	N/A	N/A	N/A		53.41	42.86		24.04	27.43		12.17	16.00		10.39	13.71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.67	29.55		44.44	55.68		8.89	14.77
Grade 4		40.48	28.57		54.76	60.44		4.76	10.99
Grade 5		38.55	38.37		55.42	54.65		6.02	6.98
Grade 6		32.50	43.53		51.25	43.53		16.25	12.94
All Grades		39.76	34.86		51.34	53.71		8.90	11.43

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.33	28.41		41.11	53.41		15.56	18.18
Grade 4		46.43	34.07		44.05	52.75		9.52	13.19
Grade 5		50.60	38.37		37.35	47.67		12.05	13.95
Grade 6		33.75	32.94		51.25	51.76		15.00	15.29
All Grades		43.62	33.43		43.32	51.43		13.06	15.14

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.33	13.64		68.89	75.00		7.78	11.36
Grade 4		21.43	16.48		72.62	71.43		5.95	12.09
Grade 5		28.92	23.26		66.27	63.95		4.82	12.79
Grade 6		23.75	21.18		70.00	71.76		6.25	7.06
All Grades		24.33	18.57		69.44	70.57		6.23	10.86

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		42.22	23.86		50.00	61.36		7.78	14.77
Grade 4		30.95	24.18		59.52	65.93		9.52	9.89
Grade 5		37.35	44.19		48.19	46.51		14.46	9.30
Grade 6		35.00	37.65		58.75	50.59		6.25	11.76
All Grades		36.50	32.29		54.01	56.29		9.50	11.43

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Conclusions based on this data:

1. Almost 100% of the students enrolled in the program were tested.
2. 77% of the students met or exceeded the standards in 21-22, compared to 70% in 22-23.
3. We can conclude that our students overall are strong in Reading, Writing, Listening and Research/Inquiry, as the percentage for students at/near to above standard ranges from 85 - 89%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	92	89	0	90	89	0	90	89	0.0	97.8	100.0
Grade 4	71	88	92	0	84	92	0	84	92	0.0	95.5	100.0
Grade 5	86	86	89	0	82	87	0	82	87	0.0	95.3	97.8
Grade 6	93	82	85	0	80	85	0	80	85	0.0	97.6	100.0
All Grades	350	348	355	0	336	353	0	336	353	0.0	96.6	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2497.	2475.		52.22	47.19		26.67	25.84		11.11	8.99		10.00	17.98
Grade 4		2544.	2529.		50.00	46.74		30.95	22.83		10.71	19.57		8.33	10.87
Grade 5		2581.	2564.		56.10	55.17		19.51	21.84		13.41	10.34		10.98	12.64
Grade 6		2586.	2598.		43.75	49.41		28.75	16.47		15.00	23.53		12.50	10.59
All Grades	N/A	N/A	N/A		50.60	49.58		26.49	21.81		12.50	15.58		10.42	13.03

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		58.89	47.19		30.00	37.08		11.11	15.73
Grade 4		64.29	48.91		29.76	36.96		5.95	14.13
Grade 5		56.10	50.57		32.93	36.78		10.98	12.64
Grade 6		41.25	44.71		47.50	38.82		11.25	16.47
All Grades		55.36	47.88		34.82	37.39		9.82	14.73

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.00	44.94		38.89	38.20		11.11	16.85
Grade 4		46.43	46.74		47.62	43.48		5.95	9.78
Grade 5		47.56	40.23		40.24	49.43		12.20	10.34
Grade 6		35.00	43.53		48.75	47.06		16.25	9.41
All Grades		44.94	43.91		43.75	44.48		11.31	11.61

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		52.22	42.70		40.00	41.57		7.78	15.73
Grade 4		47.62	45.65		42.86	41.30		9.52	13.04
Grade 5		48.78	42.53		41.46	40.23		9.76	17.24
Grade 6		36.25	42.35		55.00	49.41		8.75	8.24
All Grades		46.43	43.34		44.64	43.06		8.93	13.60

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Conclusions based on this data:

1. 72% of the students who took the CAASPP met or exceeded the standards as compared to last year's 77% in the 21-22 school year in Math.
2. A 5% decline from last SY in Concepts & Procedures. In 21-22, 90% of the students scored near, at or above standard, compared to 85% in 22-23 SY. In ProblemSolving & Modeling/Data Analysis, 89% of the students scored near, at or above standard. In Communicating Reasoning, 86% of the students scored near, at and above standard.

3. Based on the data, Problem Solving & Modeling/Data Analysis remain the same at 88% near, at or above standards and Communicating Reasoning has a 1% difference.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1448.3	1425.8	1473.7	1449.6	1409.2	1469.4	1444.6	1463.8	1483.6	12	17	15
1	1507.4	1476.3	*	1499.9	1459.0	*	1514.3	1493.2	*	24	21	10
2	1544.1	1512.3	1491.3	1539.9	1493.9	1484.8	1547.8	1530.2	1497.3	14	32	16
3	1507.3	1513.9	1493.3	1496.4	1504.9	1481.0	1517.8	1522.6	1504.9	21	17	18
4	*	1513.4	*	*	1502.6	*	*	1523.5	*	5	17	8
5	1546.8	1544.7	1496.4	1544.3	1523.4	1487.3	1549.1	1565.6	1504.8	15	13	12
6	*	1533.5	*	*	1530.3	*	*	1536.4	*	8	15	9
All Grades										99	132	88

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	35.29	33.33	33.33	11.76	46.67	16.67	29.41	20.00	16.67	23.53	0.00	12	17	15
1	54.17	28.57	*	33.33	38.10	*	12.50	14.29	*	0.00	19.05	*	24	21	*
2	50.00	40.63	25.00	42.86	37.50	43.75	7.14	12.50	25.00	0.00	9.38	6.25	14	32	16
3	28.57	52.94	22.22	23.81	17.65	33.33	33.33	5.88	27.78	14.29	23.53	16.67	21	17	18
4	*	47.06	*	*	17.65	*	*	11.76	*	*	23.53	*	*	17	*
5	40.00	38.46	8.33	26.67	38.46	50.00	26.67	15.38	0.00	6.67	7.69	41.67	15	13	12
6	*	13.33	*	*	53.33	*	*	20.00	*	*	13.33	*	*	15	*
All Grades	39.39	37.12	18.18	34.34	31.06	45.45	19.19	15.15	19.32	7.07	16.67	17.05	99	132	88

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	25.00	11.76	33.33	33.33	35.29	53.33	25.00	35.29	13.33	16.67	17.65	0.00	12	17	15
1	62.50	38.10	*	25.00	23.81	*	12.50	23.81	*	0.00	14.29	*	24	21	*
2	64.29	50.00	18.75	28.57	25.00	50.00	7.14	18.75	25.00	0.00	6.25	6.25	14	32	16
3	38.10	47.06	16.67	23.81	23.53	61.11	28.57	5.88	5.56	9.52	23.53	16.67	21	17	18
4	*	41.18	*	*	29.41	*	*	11.76	*	*	17.65	*	*	17	*
5	66.67	38.46	16.67	20.00	46.15	41.67	6.67	0.00	8.33	6.67	15.38	33.33	15	13	12
6	*	46.67	*	*	26.67	*	*	20.00	*	*	6.67	*	*	15	*
All Grades	50.51	40.15	25.00	27.27	28.79	45.45	15.15	17.42	14.77	7.07	13.64	14.77	99	132	88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	41.67	29.41	26.67	25.00	17.65	40.00	16.67	35.29	13.33	16.67	17.65	20.00	12	17	15
1	25.00	38.10	*	66.67	33.33	*	8.33	4.76	*	0.00	23.81	*	24	21	*
2	42.86	31.25	25.00	50.00	46.88	50.00	0.00	12.50	6.25	7.14	9.38	18.75	14	32	16
3	23.81	41.18	22.22	23.81	29.41	16.67	38.10	5.88	50.00	14.29	23.53	11.11	21	17	18
4	*	29.41	*	*	23.53	*	*	17.65	*	*	29.41	*	*	17	*
5	26.67	30.77	0.00	13.33	15.38	25.00	46.67	46.15	33.33	13.33	7.69	41.67	15	13	12
6	*	6.67	*	*	20.00	*	*	60.00	*	*	13.33	*	*	15	*
All Grades	30.30	30.30	15.91	37.37	29.55	34.09	21.21	22.73	27.27	11.11	17.42	22.73	99	132	88

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	25.00	23.53	53.33	50.00	47.06	46.67	25.00	29.41	0.00	12	17	15
1	75.00	57.14	*	25.00	33.33	*	0.00	9.52	*	24	21	*
2	64.29	56.25	43.75	35.71	34.38	50.00	0.00	9.38	6.25	14	32	16
3	38.10	64.71	22.22	57.14	17.65	66.67	4.76	17.65	11.11	21	17	18
4	*	64.71	*	*	23.53	*	*	11.76	*	*	17	*
5	33.33	30.77	41.67	60.00	61.54	25.00	6.67	7.69	33.33	15	13	12
6	*	13.33	*	*	73.33	*	*	13.33	*	*	15	*
All Grades	47.47	46.97	34.09	45.45	39.39	52.27	7.07	13.64	13.64	99	132	88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	11.76	26.67	41.67	64.71	66.67	25.00	23.53	6.67	12	17	15
1	29.17	19.05	*	58.33	57.14	*	12.50	23.81	*	24	21	*
2	50.00	37.50	25.00	50.00	53.13	68.75	0.00	9.38	6.25	14	32	16
3	33.33	35.29	16.67	42.86	47.06	66.67	23.81	17.65	16.67	21	17	18
4	*	0.00	*	*	88.24	*	*	11.76	*	*	17	*
5	80.00	69.23	41.67	13.33	15.38	25.00	6.67	15.38	33.33	15	13	12
6	*	60.00	*	*	40.00	*	*	0.00	*	*	15	*
All Grades	46.46	31.82	28.41	39.39	53.79	53.41	14.14	14.39	18.18	99	132	88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	29.41	26.67	75.00	47.06	66.67	16.67	23.53	6.67	12	17	15
1	70.83	57.14	*	25.00	19.05	*	4.17	23.81	*	24	21	*
2	50.00	31.25	37.50	42.86	59.38	50.00	7.14	9.38	12.50	14	32	16
3	23.81	29.41	11.11	61.90	47.06	50.00	14.29	23.53	38.89	21	17	18
4	*	41.18	*	*	23.53	*	*	35.29	*	*	17	*
5	26.67	38.46	16.67	53.33	53.85	41.67	20.00	7.69	41.67	15	13	12
6	*	13.33	*	*	40.00	*	*	46.67	*	*	15	*
All Grades	38.38	34.85	19.32	47.47	42.42	54.55	14.14	22.73	26.14	99	132	88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	66.67	52.94	60.00	16.67	29.41	20.00	16.67	17.65	20.00	12	17	15
1	12.50	42.86	*	87.50	33.33	*	0.00	23.81	*	24	21	*
2	57.14	46.88	37.50	35.71	40.63	50.00	7.14	12.50	12.50	14	32	16
3	28.57	58.82	27.78	52.38	23.53	61.11	19.05	17.65	11.11	21	17	18
4	*	23.53	*	*	47.06	*	*	29.41	*	*	17	*
5	20.00	38.46	8.33	66.67	46.15	50.00	13.33	15.38	41.67	15	13	12
6	*	26.67	*	*	66.67	*	*	6.67	*	*	15	*
All Grades	33.33	42.42	30.68	57.58	40.15	46.59	9.09	17.42	22.73	99	132	88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Total number of ELL students tested decreased by 44, as compared to the previous year.
2. The data shows about 64% of the students are performing at level 3 & 4.
3. The data shows a higher percentage of our EL students performing as well developed in Listening and Speaking, as compared to Reading and Writing.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
562	**20.1**	**23**	**0.4**
Total Number of Students enrolled in Carolyn A. Clark Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	129	23
Foster Youth	2	0.4
Homeless		
Socioeconomically Disadvantaged	113	20.1
Students with Disabilities	75	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian	2	0.4
Asian	365	64.9
Filipino	43	7.7
Hispanic	100	17.8
Two or More Races	30	5.3
Pacific Islander	1	0.2
White	18	3.2

Conclusions based on this data:

1. The student demographics have changed over the course of the years. Inter-district and intra-district approvals have increased. 20% of our student population is socioeconomically disadvantaged. This is a 4% increase from last year. Our English Language Learners have maintained at 23% of our student population.
2. Students with disabilities make up 14% of our student population.
3. Asians, including Asian Indian continue to make up over half the demographics at Carolyn Clark at 65% of our student population.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We are performing in the green in both ELA and Math.
2. Chronic absenteeism has raised to red. Parents are sent truancy letters and are invited to an attendance workshop where the parents sign success plans and attendance contracts.

3. The data indicates Carolyn Clark is in the yellow with suspension rate. Students with special needs are being suspended at a higher rate than students without special need. The PBIS leadership team will work to identify the cause root of the suspensions and implement PBIS strategies and help the students follow the Code of Conduct. Lack of training, tools and resources may be part of the issue with responding to the behaviors and needs for our students with special needs.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	2	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	Less than 11 Students
44.3 points above standard	16.8 points above standard	1 Student
Decreased Significantly -17.5 points	Decreased -6.7 points	
343 Students	86 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	28.6 points below standard	74.1 points below standard
	Decreased -11.9 points	Increased Significantly +18.8 points
	62 Students	45 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Green 63.3 points above standard Decreased -6.5 points 226 Students	6.8 points above standard Decreased Significantly - 40.9 points 24 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 12.5 points below standard Decreased Significantly - 28.2 points 58 Students	47.8 points above standard Decreased Significantly - 38.4 points 19 Students	Less than 11 Students 1 Student	41.7 points above standard Decreased Significantly - 25.3 points 12 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
53.3 points below standard Decreased Significantly -38.2 points 42 Students	83.8 points above standard Decreased -3.5 points 44 Students	45.2 points above standard Decreased Significantly -24.3 points 177 Students

Conclusions based on this data:

1. Data indicates we need more resources for our socioeconomically disadvantaged students, as they are 28.6 points below standard overall.
2. ELLs currently in the program are continuing to score below standard on standardized tests, averaging 53.3 points below standard, while Reclassified ELLs score 83.8 points above standard and out-perform their English Only counterparts by almost 39 points overall.
3. While English Only students scored 45.2 points above standard, it was still a 24.3 decrease from last year.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	1

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Less than 11 Students
45.6 points above standard	22.9 points above standard	1 Student
Decreased -7.6 points	Decreased -4.2 points	
343 Students	86 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
0 Students	19.7 points below standard	57.7 points below standard
	Increased +5 points	Increased Significantly +29.8 points
	62 Students	45 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 1 Student	Blue 66.1 points above standard Maintained -1 points 226 Students	6 points above standard Decreased Significantly -30.7 points 24 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 19 points below standard Decreased -6 points 58 Students	50.1 points above standard Decreased Significantly -24.3 points 19 Students	Less than 11 Students 1 Student	45.8 points above standard Increased +8.4 points 12 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
47.2 points below standard Decreased Significantly -34.9 points 42 Students	89.8 points above standard Maintained -2.4 points 44 Students	47.2 points above standard Decreased -10 points 177 Students

Conclusions based on this data:

1. 45.6 % of the students who took the CAASPP are performing above standard in Math on the Smarter Balanced Summative Assessment, as indicated on the dashboard.
2. Current English Learners scored 22.9 points above standard on this year's CAASPP. Their Reclassified English Learners counterparts maintained at 89.8 points above standard.
3. While EOs scored 47.2 points above standard on the CAASPP in Math.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
37.7% making progress towards English language proficiency
Number of EL Students: 69 Students
Performance Level: 2

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	32	1	25

Conclusions based on this data:

1. 38% of the students assessed are making progress towards English Language Proficiency.
2. 10 EL students decreased by one English Language Performance Indicator Level.
3. 32 EL students Maintained ELPI Levels 1 - 3.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	Less than 11 Students
11.5% Chronically Absent	13.9% Chronically Absent	2 Students
Increased Significantly 5.5	Increased 3.1	
583 Students	137 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
0 Students	27.4% Chronically Absent	27.1% Chronically Absent
	Increased 12	Increased 7.1
	124 Students	85 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Orange 7.1% Chronically Absent Increased 2.9 378 Students	Orange 13.6% Chronically Absent Increased 9 44 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 21.4% Chronically Absent Increased 8.5 103 Students	Orange 18.2% Chronically Absent Increased 9.1 33 Students	Less than 11 Students 1 Student	30% Chronically Absent Increased 30 20 Students

Conclusions based on this data:

1. Chronic Absenteeism has increased by 5.5%
2. When broken down by Race/Ethnicity, subgroups, such as Asian, Filipino and students identified under two or more races are in the medium, while Hispanic is in the high range.
3. Our SWD population and socioeconomically disadvantaged students are also falling in the high range and are in need of supports to promote positive attendance.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	1	2

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
0.8% suspended at least one day	2.1% suspended at least one day	2 Students
Increased 0.7	Increased 2.1	
595 Students	140 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
0 Students	3.2% suspended at least one day	3.4% suspended at least one day
	Increased 3.2	Increased 2.4
	126 Students	89 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Green 0.5% suspended at least one day Increased 0.5 387 Students	Blue 0% suspended at least one day Maintained 0 44 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.9% suspended at least one day Increased 1.9 105 Students	Blue 0% suspended at least one day Maintained 0 34 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 20 Students

Conclusions based on this data:

1. Our suspension rate remains low from the previous year, but has increased 0.7% for all students.
2. ELs being suspended increased by 2.1%, Socioeconomically disadvantage increased by 3.2%, SWD increased by 2.4%, Asian increased by 0.5%, Filipino maintained at 0%, Hispanic increased at 1.9%, and two or more races maintained at 0%.
3. PBIS is in year 7 of implementation and is contributing to other means of correction action before getting to a suspension situation. Restorative practices (when appropriate) are our first approach to address behavior that may have lead to suspension in the past. Staff will be trained in Restorative Practices by our district's social worker team.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Students in grades 3-6, are assessed in Math and Language Arts on the CAASPP. At Clark, all students scored 45.6 points above standard in Math, and 44.3 points above standard in Language Arts. Proficiency gaps existed for Hispanics and Students with Disabilities in Math. Proficiency gaps existed for Hispanics, Socioeconomically Disadvantaged and Students with Disabilities in Language Arts.

Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 37.7% of ELs at Carolyn Clark are making progress towards English Language proficiency, putting Carolyn Clark in the red.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 78% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 74% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate https://www.caschooldashboard.org/reports/43694350102616/2023/conditions-and-climate	Overall Student Suspension Rate is yellow with 0.8% suspended at least one day. 3.4% of Students with Disabilities subgroup were suspended, putting them in orange. 3.2% of subgroup Socioeconomically Disadvantaged students were suspended, also putting them in orange.	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 0.5%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies. Activities: Consultants to provide PD on designated ELD, de-escalation, other site needs. Substitutes for teacher release to attend PD. Coaches (Equity, PBIS, POL, VAPA, Social Workers, BCBAs, New Tech)	All Students	4000 General Fund 5800: Professional/Consulting Services And Operating Expenditures 1000 General Fund 5000-5999: Services And Other Operating Expenditures
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports. Activities: During & After school school intervention programs Substitutes for teachers to attend SST, IEP, 504 during school day. Instructional materials to support intervention. Conferences Teacher OT for support services	EL students Students below grade level Students with behavior that impedes learning	1000 Supplemental Fund 1000-1999: Certificated Personnel Salaries 5052.21 Title III 1000-1999: Certificated Personnel Salaries
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, and Science. Activities: RAZ Kids Brainpop Mystery Science Learning A-Z	All Students ELs Students below grade level Students with behavior that impedes learning.	1000 Supplemental Fund 1000-1999: Certificated Personnel Salaries 1000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures
1.4	Strategy 1.4 Facility Maintenance	All Students/Staff	2000

	Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition. Activities: Custodial Supplies OT for custodians/clerical/noon duties *See Comprehensive School Safety Plan		General Fund 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The California School Dashboard utilizes Chronic Absentee rate as an indicator of student engagement. Carolyn Clark is rated in the red with 11.5% of students chronically absent. The dashboard indicates a need to focus on students that are in the Hispanic, Socioeconomically Disadvantaged and Student with Disabilities subgroup.

Suspension rate indicates the amount of engagement that students have at school. Carolyn Clark is rated yellow on the California School Dashboard. While suspensions at Carolyn Clark are very low, the dashboard indicates a need to focus on students that are in English Language Learners, Hispanic, Socioeconomically Disadvantaged and Student with Disabilities subgroups.

According to the PowerSchool Chronic Absenteeism report 10% of students were chronically absent from August of 2023 to April of 2024. The report indicates a need to focus on students aforementioned.

According to the PowerSchool Incident Management Report, there were 76 referrals to the office. Other means of correction (OMC) were used as a consequence in 92% of those incidents. The report indicated a need to focus on students aforementioned.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, community, and students in grades 3-6 Results of that survey indicate that 90% of staff, students, and the community are familiar or very familiar with school wide rules.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement https://www.caschooldashboard.org/reports/43694350102616/2023/academic-engagement	Overall Student Chronic Absentee Rate is color red with 11.5% chronically absent. 27.1% of Students with Disabilities subgroup were chronically absent, putting them in red.	The overall rate of students that are chronically absent will decrease by 5%, with rates for identified groups also decreasing by 5%.
CA Dashboard Conditions and Climate https://www.caschooldashboard.org/re	Overall Student Suspension Rate is yellow with 0.8% suspended at least one day. 3.4% of Students with Disabilities subgroup were suspended,	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 0.5%.

ports/43694350102616/2023/conditions-and-climate	putting them in the orange. 2.9% of our Hispanic student subgroup were suspended, also putting them in orange.	
PowerSchool Incident Management PowerSchool Start Page Select All Students Scroll down on the left?RealTime Reports Scroll down to discipline ? Choose "Incident Management"	71 office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool. Student groups that were referred disproportionately included SWD.	5% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups that were referred disproportionately will decrease in office referrals as follows: 5% of SWD
EESD Safety Survey Staff? Question 5 https://www.surveymonkey.com/results/SM-_2B3h38rQ2EgeWxzLCECT7UA_3D_3D/ Students? Question 7 https://www.surveymonkey.com/results/SM-IQt9Vb10R_2BwM6aep68gOTA_3D_3D/ Community? Question 6 https://www.surveymonkey.com/results/SM-rz1LfTVMyg965mhVcYOXsw_3D_3D/	In fall 2023, 56.67% of staff are familiar or very familiar with the school wide rules. 45.28% of students are familiar or very familiar with the school wide rules. 31.58% of community are familiar or very familiar with the school wide rules.	In fall 2024, 100% of staff will be exposed to school wide rules and 70% familiar or very familiar with the school wide rules. 100% of students will be exposed to school wide rules and 70% of the students will be familiar or very familiar with the school wide rules. 100% of the community will be exposed to school wide rules and 50% will be familiar or very familiar with the school wide rules.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies. Possible Expenditures: Incentives Assemblies Release days for teachers Additional Noon duties to support students Professional Development	All Students	3000 General Fund 2000-2999: Classified Personnel Salaries Noon Duty Supervisors 1000 General Fund 3000-3999: Employee Benefits Noon Duty Supervisor 1000 Supplemental Fund 2000-2999: Classified Personnel Salaries Noon Duty Supervisor 1000 Supplemental Fund 3000-3999: Employee Benefits Noon Duty Supervisor 1000

			General Fund 4000-4999: Books And Supplies Incentives 1000 Supplemental Fund 4000-4999: Books And Supplies Incentives 1000 General Fund 5000-5999: Services And Other Operating Expenditures Assemblies 1000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Assemblies 2000 General Fund 5800: Professional/Consulting Services And Operating Expenditures PD 1000 Supplemental Fund 5900: Communications Communication
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.	All Students	1000 General Fund 1000-1999: Certificated Personnel Salaries Substitutes 1000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Substitutes 1000 General Fund 1000-1999: Certificated Personnel Salaries OT for teachers organizing 1000 Supplemental Fund 1000-1999: Certificated Personnel Salaries OT for teachers organizing 1000 General Fund 4000-4999: Books And Supplies Supplies/Materials for actives 1000 Supplemental Fund 4000-4999: Books And Supplies Supplies/Materials for activités 1000

			General Fund 5000-5999: Services And Other Operating Expenditures Enrichment activities 1000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Any activities in service of this goal
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.	All Students	1000 General Fund 1000-1999: Certificated Personnel Salaries Liaisons 1000 General Fund 3000-3999: Employee Benefits Liaisons 2000 Supplemental Fund 2000-2999: Classified Personnel Salaries Liaisons 500 Supplemental Fund 3000-3999: Employee Benefits Liaisons 1000 Supplemental Fund 5900: Communications Translations 500 None Specified 5900: Communications Handbooks (PBIS, SST, 504) 0 None Specified 5900: Communications Homework planners, agendas (PTA)
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and teacher led clubs.	All Students	3000 General Fund 5000-5999: Services And Other Operating Expenditures Assemblies 2000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Homework Club 1000 Supplemental Fund 3000-3999: Employee Benefits Benefits 3000 General Fund

			1000-1999: Certificated Personnel Salaries SEAT 5000 General Fund 4000-4999: Books And Supplies Materials and Supplies 1000 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Field Trips 5000 General Fund 5800: Professional/Consulting Services And Operating Expenditures Student Leadership
2.5	Strategy 2.5 Sports Implement a Sports/PE/Physical Fitness program by contracting out or through the purchase of a program, so the students are exposed to and have the opportunity to be in engaged in a comprehensive program to learn skills, coordination, teamwork and stamina.	All Students	5000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Coaches/Advisors 800 General Fund 3000-3999: Employee Benefits Staff 3000 General Fund 4000-4999: Books And Supplies Supplies and Equipment

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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

This year serves as a baseline.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Carolyn Clark scored green in Math because students decreased their proficiency by 7.9 points. Carolyn Clark scored green in Language Arts because students declined their proficiency levels by 17.5 points.

The California Science Test (CAST) measures progress towards Science standards for 5th graders. At Carolyn Clark 58.3% of the students scored proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through 6 to monitor student progress toward grade level proficiency. In March of 2024, 78% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. In March of 2024, 74% of all students were "Early on" or "Mid or Above" grade level proficiency in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results SARC has percentages to review - https://www.eesd.org/district/about/sarc	46.66% of all students Met or Exceeded Standard for ELA Declined 17.5 Points	50% of all students will be proficient in ELA. Close the achievement gap by decreasing the amount of points below standard.
CAASPP Math Results SARC has percentages to review - https://www.eesd.org/district/about/sarc	34.62% of all students Met or Exceeded Standard for Math Declined 7.6 Points	40% of all students will be proficient in Math. Close the achievement gap by decreasing the amount of points below standard.

CAST Results SARC has percentages to review - https://www.eesd.org/district/about/sarc	58.3% of all 5th grade students who took the CAST scored proficient.	60% of all 5th grade students will be proficient in the CAST.
iReady Reading T3 Diagnostic. Analyze Early on and Mid or Above Grade percentages for all students.	In March of 2024, 74% of all students were “Early on” or “Mid or Above” grade level proficiency in Math.	In March of 2025, 80% of all students will be “Early on” or “Mid or Above” grade level proficiency in Math.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments In order for students tha access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to: classroom budgets, site specific budgets, copier maintenance and supplies, overtime for staff to complete projects that are outside of their working hours. Possible Expenditures: Class budgets Classified OT (office staff, custodial, materials preparation) Department Budgets	All Students	2000 General Fund 4000-4999: Books And Supplies Supplies 2000 General Fund 2000-2999: Classified Personnel Salaries Staffing 989.09 General Fund 5000-5999: Services And Other Operating Expenditures Operations 2000 General Fund 7000-7439: Other Outgo Other costs
3.3	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration. Possible Expenditures: Substitutes OT Materials needed for meetings	All Students	4000 Supplemental Fund 1000-1999: Certificated Personnel Salaries Staffing 692.02 Supplemental Fund 3000-3999: Employee Benefits Benefits 3000 General Fund 4000-4999: Books And Supplies Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This goal is aligned to new LCAP goals. This is a baseline year.

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

This year serves as a baseline.

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

This year serves as a baseline.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$85,533.32
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title III	$5,052.21

Subtotal of additional federal funds included for this school: $5,052.21

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

State or Local Programs	Allocation ($)
General Fund	$50,789.09
None Specified	$500.00
Supplemental Fund	$29,192.02

Subtotal of state or local funds included for this school: $80,481.11

Total of federal, state, and/or local funds for this school: $85,533.32

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
General Fund	$50,789.09	0.00
Supplemental Fund	$29,192.02	0.00
Title III	$5,052.21	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	50,789.09
None Specified	500.00
Supplemental Fund	29,192.02
Title III	5,052.21

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	26,052.21
2000-2999: Classified Personnel Salaries	8,000.00
3000-3999: Employee Benefits	5,992.02
4000-4999: Books And Supplies	17,000.00
5000-5999: Services And Other Operating Expenditures	12,989.09
5800: Professional/Consulting Services And Operating Expenditures	11,000.00
5900: Communications	2,500.00
7000-7439: Other Outgo	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	6,000.00
2000-2999: Classified Personnel Salaries	General Fund	5,000.00
3000-3999: Employee Benefits	General Fund	2,800.00

4000-4999: Books And Supplies	General Fund	15,000.00
5000-5999: Services And Other Operating Expenditures	General Fund	8,989.09
5800: Professional/Consulting Services And Operating Expenditures	General Fund	11,000.00
7000-7439: Other Outgo	General Fund	2,000.00
5900: Communications	None Specified	500.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	15,000.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	3,000.00
3000-3999: Employee Benefits	Supplemental Fund	3,192.02
4000-4999: Books And Supplies	Supplemental Fund	2,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	4,000.00
5900: Communications	Supplemental Fund	2,000.00
1000-1999: Certificated Personnel Salaries	Title III	5,052.21

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,052.21
Goal 2	55,800.00
Goal 3	14,681.11

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Gina Fierro	Principal
Zuesette Zamora	Other School Staff
Michelle Rojas	Classroom Teacher
Cheryl Connolly	Classroom Teacher
Sabrina Cuevas	Classroom Teacher
Amrinder Jhajj	Parent or Community Member
Leilani LLaneza	Parent or Community Member
Suneet Kaur	Parent or Community Member
Hang Le	Parent or Community Member
Marie Truong	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/19/23.

Attested:

Principal, Gina Fierro on 5/29/24

SSC Chairperson, Michelle Rojas on 5/29/24

Evergreen School District
From strong roots grow bright futures

General Fund Site Budget 2024-25

SCHOOL: _____ **SITE #** _____ *3 digits - 0##* **ALLOCATION:** **$ 50,789.09**

Certificated Salaries *(for timesheets)*	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000		
SEAT School Enrichment (required $53 x 125 hours)	010-0000-0	1120	00-1170	1000		**5,300**
Substitute Teachers (*paid by site*)	010-0000-0	1150	00-1170	1000		
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	010-0000-0		00-1170			
22.1637% Benefits	010-0000-0	3xx1	00-1170			1,175
Classified Salaries *(for timesheets)*						
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000		500
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100		
Hourly Clerical	010-0000-0	2460	00-1170	2700		500
Hourly Health Aide	010-0000-0	2950	00-1170	3140		500
Hourly Noon Duty	010-0000-0	2950	00-1170	3900		1,000
*Other**	010-0000-0		00-1170			
36.2637% Benefits	010-0000-0	3xx2	00-1170			907
Supplies *(for POs & reimbursements)*						
Books	**010-0000-0**	**4200**	**00-1170**	**1000**		
Classroom Supplies	**010-0000-0**	**4310**	**00-1170**	**1000**		16,407
Office Supplies	**010-0000-0**	**4351**	**00-1170**	**2700**		4,000
Parts/Supplies M.O.T.	**010-0000-0**	**4365**	**00-1170**	**8100**		9,000
Equipment $500 -4,999 *(function depends on use*)*	010-0000-0	4400	00-1170			
*Other**	010-0000-0		00-1170			
Other Services & Operating Costs *(for POs & reimbursements)*						
Travel/Conference	010-0000-0	5210	00-1170	1000		
Conference Registration Fees	010-0000-0	5220	00-1170	1000		
Mileage Reimbursement	010-0000-0	5299	00-1170	1000		
Maintenance Repair	010-0000-0	5610	00-1170	8100		
Computer Repair	010-0000-0	5611	00-1170	1000		
Copier Maintenance *(required = Purchasing PO)*	010-0000-0	5615	00-1170	1000		3,000
Consultant/Contractors	**010-0000-0**	**5815**	**00-1170**	**1000**		1,500
Software, Subscriptions & Licenses	**010-0000-0**	**5826**	**00-1170**	**1000**		7,000
Field Trip	010-0000-0	5840	00-1170	1000		
*Other**	010-0000-0		00-1170			
*Other**	010-0000-0		00-1170			

TOTAL BUDGET **50,789**

should match Allocation

variance: 0

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

Statutory Benefits Calculation		
19.1000%	STRS (Certificated only)	3101
27.0000%	PERS (Classfied only)	3202
6.2000%	OASDI (CL)	331X
1.4500%	Medicare (CE & CL)	332X
0.5000%	State Unemployment (CE & CL)	350X
1.1137%	Workers Comp (CE & CL)	360X

Diagnostic Results

School	CAROLYN CLARK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	None

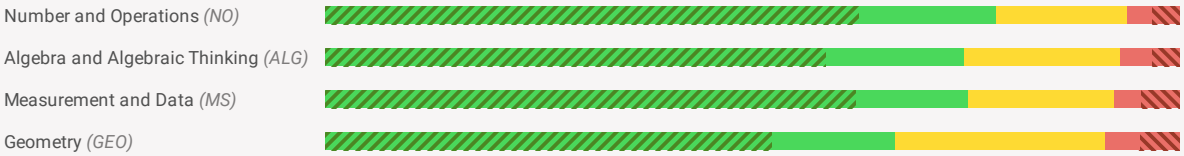
Criterion Referenced

Overall Placement

Students Assessed/Total: **516/543**

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
292 Students	**91 Students**	**94 Students**	**18 Students**	**21 Students**

Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		67%	14%	20%	0%	0%	51/72
Grade 1		54%	22%	25%	0%	0%	65/65
Grade 2		45%	16%	26%	13%	0%	62/63
Grade 3		55%	19%	18%	1%	6%	78/80
Grade 4		57%	19%	14%	6%	4%	84/85
Grade 5		56%	18%	18%	0%	7%	87/89

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Diagnostic Results

School	CAROLYN CLARK ELEMENTARY SCHOOL
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 6		62%	15%	11%	4%	8%	89/89

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Diagnostic Results

School	CAROLYN CLARK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	None

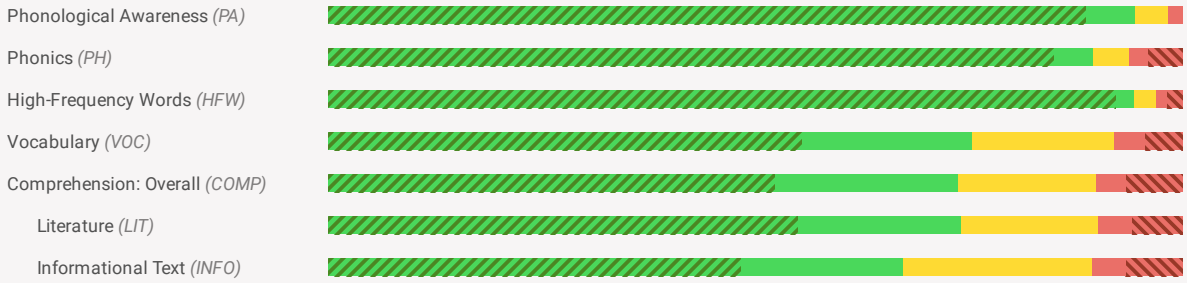
Criterion Referenced

Overall Placement

Students Assessed/Total: **515/543**

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
289 Students	**118 Students**	**61 Students**	**20 Students**	**27 Students**

Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 7 of 7

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade K		58%	35%	8%	0%	0%	52/72
Grade 1		72%	17%	11%	0%	0%	65/65
Grade 2		69%	10%	11%	10%	0%	62/63
Grade 3		57%	28%	6%	3%	6%	79/80
Grade 4		43%	22%	25%	1%	8%	83/85

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Diagnostic Results

School	CAROLYN CLARK ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	None

Grade	Overall Grade-Level Placement						Students Assessed/Total
Grade 5		49%	27%	13%	8%	3%	86/89
Grade 6		52%	23%	7%	5%	14%	88/89

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Carolyn Clark's Parent Involvement Policy

2024-2025

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

1. Various parent gatherings may include, but not limited to:
    - Family Science Night
    - Curriculum Night (Back to School Night)
    - Open House
    - Exhibitions
    - PBL Presentations
    - Spoken Word
    - Kindergarten Orientation
    - PTA events
    - PTA General Meetings
    - Socials
    - Fall carnival
    - Winter Festival – Winter Wonderland
    - Parent/Child Breakfast
    - No One Eats Alone
    - Grandparents Day
    - Parent/Child Dance
    - Coffee with the Principal
    - Eid Festival
    - Screen Free Week
2. Informational opportunities for parents may include, but not limited to:
    - ABC Readers
    - Arts Attack
    - Safety Meeting
    - VAPA Parent meetings
    - Attendance workshops
    - YWCA Parent Informational Meetings
    - Science Camp Parent Meetings
    - Human Growth & Development

3. Various committee & leadership opportunities may include, but not limited to:
    - School Site Council (SSC)
    - English Language Advisory Committee (ELAC)

- District Advisory Committee (DAC)
- District English Language Advisory Committee (DELAC)
- PTA
- ABC Reader
- Arts Attack
- Mindfulness & Wellness

4. Various communications may include, but are not limited to:
   - Newsletters (school & classroom)
   - School & District Website
   - ParentSquare
   - Peach Jar
   - Parent Portal
   - Student/Parent Handbook (School/District & PBIS)
   - Parent/Teacher conferences
   - IEP Reports / Progress Reports
   - Progress Reports
   - Report Cards
   - District & State Assessment Results & reports (iReady & CAASPP)
   - Weekly grade print out at some grade levels
   - Notes
   - Emails
   - Zoom
   - Phone calls
   - Platforms such as, Class Dojo, Seesaw and Google Classroom

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 and special meetings as needed. Google translate can be used as well. ParentSquare also has a translation feature.

*Policy was revised in 2024

Evergreen School District
From strong roots grow bright futures

Supplemental Site Budget 2024-25

SCHOOL: _____ **SITE #** _____ *3 digits - 0##* **ALLOCATION:** **$ 29,192.02**

Certificated Salaries *(for timesheets)*	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000		4,932
Hourly Teacher	010-0159-0	1120	00-1590	1000		
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000		4,500
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590			
22.1637% Benefits	010-0159-0	3xx1	00-1590			2,090
Classified Salaries *(for timesheets)*						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000		
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100		
Hourly Clerical	010-0159-0	2460	00-1590	2700		500
Hourly Health Aide	010-0159-0	2950	00-1590	3140		500
Hourly Noon Duty	010-0159-0	2950	00-1590	3900		2,500
*Other**	010-0159-0		00-1590			
36.2637% Benefits	010-0159-0	3xx2	00-1590			1,269
Supplies *(for POs & reimbursements)*						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**		
Classroom Supplies	**010-0159-0**	**4310**	**00-1590**	**1000**		6,000
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**		
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**		
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590			
*Other**	010-0159-0		00-1590			
Other Services & Operating Costs *(for POs & reimbursements)*						
Travel/Conference	010-0159-0	5210	00-1590	1000		3,200
Conference Registration Fees	010-0159-0	5220	00-1590	1000		1,500
Mileage Reimbursement	010-0159-0	5299	00-1590	1000		
Maintenance Repair	010-0159-0	5610	00-1590	8100		
Computer Repair	010-0159-0	5611	00-1590	1000		
Copier Maintenance	010-0159-0	5615	00-1590	1000		500
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**		
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**		1,700
Field Trip	010-0159-0	5840	00-1590	1000		
*Other**	010-0159-0		00-1590			
*Other**	010-0159-0		00-1590			

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

TOTAL BUDGET **29,191**

should match Allocation

variance: 1

Statutory Benefits Calculation		
19.1000%	STRS (Certificated only)	3101
27.0000%	PERS (Classfied only)	3202
6.2000%	OASDI (CL)	331X
1.4500%	Medicare (CE & CL)	332X
0.5000%	State Unemployment (CE & CL)	350X
1.1137%	Workers Comp (CE & CL)	360X

Evergreen School District
From strong roots grow bright futures

Title III Budget 2024-25

SCHOOL: _____ **SITE #** _____ *3 digits - 0##* **ALLOCATION:** **$ 5,052.21**

Certificated Salaries *(for timesheets)*	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000		
Hourly Teacher	060-4203-0-	1120	00-1551	1000		
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000		4,135
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
*Other**	060-4203-0-		00-1551			
22.1637% Benefits	060-4203-0-	3xx1	00-1551			916
Classified Salaries *(for timesheets)*						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000		
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100		
Hourly Clerical	060-4203-0-	2460	00-1551	2700		
Hourly Health Aide	060-4203-0-	2950	00-1551	3140		
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900		
*Other**	060-4203-0-		00-1551			
36.2637% Benefits	060-4203-0-	3xx2	00-1551			-
Supplies *(for POs & reimbursements)*						
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**		
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**		
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**		
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**		
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551			
*Other**	060-4203-0-		00-1551			
Other Services & Operating Costs *(for POs & reimbursements)*						
Travel/Conference	060-4203-0-	5210	00-1551	1000		
Conference Registration Fees	060-4203-0-	5220	00-1551	1000		
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000		
Maintenance Repair	060-4203-0-	5610	00-1551	8100		
Computer Repair	060-4203-0-	5611	00-1551	1000		
Copier Maintenance	060-4203-0-	5615	00-1551	1000		
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**		
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**		
Field Trip	060-4203-0-	5840	00-1551	1000		
*Other**	060-4203-0-		00-1551			
*Other**	060-4203-0-		00-1551			

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

TOTAL BUDGET **5,051**

should match Allocation

variance: 1

Statutory Benefits Calculation		
19.1000%	STRS (Certificated only)	3101
27.0000%	PERS (Classfied only)	3202
6.2000%	OASDI (CL)	331X
1.4500%	Medicare (CE & CL)	332X
0.5000%	State Unemployment (CE & CL)	350X
1.1137%	Workers Comp (CE & CL)	360X

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/19/23.

Attested:

Gina Fierro	Principal, Gina Fierro on 5/29/24
Michelle Rojas	SSC Chairperson, Michelle Rojas on 5/29/24

Carolyn Clark Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Response Ate Then | Edit Link | 0

QUESTION SUMMARY | DATA TRENDS | INDIVIDUAL RESPONSES

Q1 What grade is your child in?

Skip Logic

Answered: 38 Skipped: 1

ANSWER CHOICES	RESPONSES	
Pre-Kindergarten	2.63%	1
Kindergarten	13.16%	5
1st Grade	18.42%	7
2nd Grade	5.26%	2
3rd Grade	13.16%	5
4th Grade	15.79%	6
5th Grade	7.89%	3
6th Grade	13.16%	5
7th Grade	10.53%	4
8th Grade	0.00%	0
TOTAL		38

Q2 How much do you find the following to be a problem at your child's school?

Answered: 38 Skipped: 1

	VERY PROBLEMATIC	SOMETIMES PROBLEMATIC	SLIGHTLY PROBLEMATIC	NOT AT ALL PROBLEMATIC	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Inappropriate Language	0.00%	0.00%	16.00%	84.00%	0.00%	37	3.84
Drugs and Alcohol	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Student Disrespect to Adults	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Illegal Activity	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Conflict with Other Students	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Threats Against Students	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Vandalism	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Student Use	0.00%	0.00%	0.00%	97.30%	2.70%	37	3.95

Q3 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 38 Skipped: 1

ANSWER CHOICES	RESPONSES	
Other	2.63%	1
Sometimes	15.79%	6
Monthly	18.42%	7
Weekly	13.16%	5
Don't Know	50.00%	19
TOTAL		38

Q4 Students at my child's school get put down because of their...

Answered: 38 Skipped: 1

	OFTEN	SOMETIMES	RARELY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Identity or gender expression	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Learning difficulties	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Knowledge of physical appearance	0.00%	0.00%	10.00%	87.50%	2.50%	37	3.93
Religion or school of preference	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Sexual orientation	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 38 Skipped: 1

	OFTEN	SOMETIMES	RARELY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Religion	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Sexual orientation	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00
Identity or gender expression	0.00%	0.00%	0.00%	100.00%	0.00%	37	4.00

Q6 How familiar are you with the following at your child's school?

Answered: 38 Skipped: 1

	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Classroom rules and expectations of those rules are in place	0.00%	0.00%	0.00%	100.00%	37	4.00
Consequences are in place and implemented if the rules are not followed	0.00%	16.00%	84.00%	0.00%	37	3.84
Celebrating the rules and expectations of those rules are in place	10.00%	80.00%	10.00%	0.00%	37	2.70

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 38 Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	47.37%	18
Agree	52.63%	20
Strongly disagree	0.00%	0
Don't know	0.00%	0
TOTAL		38

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 38 Skipped: 1

	VERY WELL	WELL	SOMEWHAT WELL	NOT WELL	NOT AVAILABLE AT ALL	TOTAL
Fire Drill	54.17%	45.83%	0.00%	0.00%	0.00%	24
Earthquake Drill	54.17%	45.83%	0.00%	0.00%	0.00%	24
Shelter in Place	54.17%	45.83%	0.00%	0.00%	0.00%	24
Run, Hide, Defend	54.17%	45.83%	0.00%	0.00%	0.00%	24

Q9 The facilities and grounds are well maintained at my child's school.

Answered: 38 Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	19
Agree	47.37%	18
Strongly disagree	0.00%	0
Don't know	2.63%	1
TOTAL		38

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

Answered: 38 Skipped: 1

ANSWER CHOICES	RESPONSES	
Yes	97.37%	37
Maybe	2.63%	1
TOTAL		38

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 38 Skipped: 1

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	19
Agree	39.47%	15
Mildly disagree	5.26%	2
Strongly disagree	0.00%	0
I don't know	5.26%	2
TOTAL		**38**

Q12

What is something you would like to see improved regarding safety at your school?

Answered: 26 Skipped: 12

Traffic safety

10/6/2023 11:04 PM

Trespasser and bum loitering.

10/4/2023 05:19 PM

Pick up and drop off

10/3/2023 05:46 PM

More parents meeting with teachers to understand and share concerns.

10/3/2023 02:51 PM

Better management of drivers not following safe driving. How does the school monitor the potential for gun related

Powered by SurveyMonkey

Check out our sample surveys and create your own now!

Carolyn Clark Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

QUESTION SUMMARY | DATA TRENDS | INDIVIDUAL RESPONSES

Show results

Q1

How much do you find the following to be a problem at our school?

Answered: 24 Skipped: 1

	Not a Problem (1 point)	Minor Problem (2 points)	Major Problem (3 points)	Severe Problem (4 points)	Count	Total	Weighted Average
Bullying	0.00%	20.00%	55.00%	15.00%	20	57	2.95
Inappropriate Language	0.00%	16.67%	50.00%	33.33%	18	60	3.16
Student Physical Altercations	0.00%	10.00%	70.00%	20.00%	20	57	3.10
Student Verbal Altercations	0.00%	15.00%	65.00%	20.00%	20	58	3.05
Sexual Harassment	0.00%	0.00%	50.00%	50.00%	20	70	3.50
Drugs	0.00%	0.00%	50.00%	50.00%	20	70	3.50
Graffiti and Vandalism	0.00%	30.00%	50.00%	20.00%	20	57	2.90
Threats of Violence	0.00%	0.00%	50.00%	50.00%	20	70	3.50
Drug use	0.00%	0.00%	50.00%	50.00%	20	70	3.50
Alcohol use	0.00%	0.00%	50.00%	50.00%	20	70	3.50

Q2

How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include physical, verbal, emotional, social, and cyberbullying.

Answered: 24 Skipped: 1

ANSWER CHOICES	RESPONSES	
Often	2.08%	1
Sometimes	41.67%	20
Rarely	41.67%	20
Never	14.58%	7
Total:		**48**

Q3

Students at this school get put down because of their...

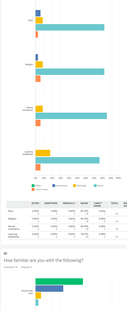
Answered: 24 Skipped: 1

	OFTEN	SOMETIMES	RARELY	NEVER	COUNT	TOTAL	WEIGHTED AVERAGE
Race	0.00%	0.00%	40.00%	60.00%	20	68	3.40
Gender or gender identity	0.00%	0.00%	47.37%	52.63%	19	67	3.53
Learning difficulties	0.00%	15.00%	60.00%	25.00%	20	60	3.10
Learning or physical disabilities	0.00%	15.00%	60.00%	25.00%	20	60	3.10
Religious or cultural backgrounds	0.00%	0.00%	50.00%	50.00%	20	70	3.50
Sexual orientation	0.00%	0.00%	50.00%	50.00%	20	70	3.50

Q4

How often do you hear ADULTS at school make fun of differences both at...

Answered: 24 Skipped: 1



	OFTEN	SOMETIMES	RARELY	NEVER	COUNT	TOTAL	WEIGHTED AVERAGE
Race	0.00%	0.00%	40.00%	60.00%	20	68	3.40
Religion	0.00%	0.00%	40.00%	60.00%	20	68	3.40
Sexual orientation	0.00%	0.00%	40.00%	60.00%	20	68	3.40
Learning disabilities	0.00%	0.00%	50.00%	50.00%	20	70	3.50

Q5

How familiar are you with the following?

Answered: 24 Skipped: 1

	NOT FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	VERY FAMILIAR	COUNT	TOTAL	WEIGHTED AVERAGE
School wide rules	16.67%	33.33%	8.67%	1.33%	20	51	2.55
Community Helping Hands	30.77%	41.67%	16.67%	1.33%	20	44	2.20

Q6

Staff enforces school rules fairly and appropriately?

Answered: 24 Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	8.33%	2
Agree	41.67%	10
Strongly disagree	8.33%	2
Disagree	41.67%	10
Total:		**24**

Q7

I think that suspensions and expulsions are assigned to students when necessary.

Answered: 24 Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	8.33%	2
Agree	41.67%	10
Strongly disagree	0.00%	0
Disagree	41.67%	10
I don't know	8.33%	2
Total:		**24**

Q8

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

Answered: 24 Skipped: 1

	DID LABEL	TOTAL
Very satisfied	16.67%	4
Satisfied	50.00%	12
Somewhat unsatisfied	16.67%	4
Unsatisfied	16.67%	4
		24

Q9

The school provides adequate training for staff on school policies and procedures?

Answered: 24 Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	8.33%	2
Agree	41.67%	10
Strongly disagree	0.00%	0
Disagree	50.00%	12
Total:		**24**

Q10

How well do you understand your schools Emergency procedures?

Answered: 24 Skipped: 1

	I know well (1 point)	Strongly agree (2 points)	Agree (3 points)	Strongly disagree (4 points)	Disagree (5 points)	I don't know (6 points)	Count	Total
I know well	16.67%	33.33%	0.00%	0.00%	0.00%	0.00%	20	53
Strongly agree	0.00%	33.33%	0.00%	8.33%	0.00%	0.00%	20	62
Agree	0.00%	16.67%	50.00%	0.00%	0.00%	0.00%	20	66
Strongly disagree	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	20	80
Disagree	0.00%	16.67%	50.00%	0.00%	0.00%	0.00%	20	66
I don't know	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	20	90

Q11

Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

Answered: 24 Skipped: 1

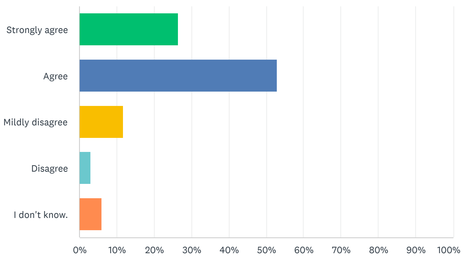
ANSWER CHOICES	RESPONSES	
Strongly agree	41.67%	10
Agree	41.67%	10
Strongly disagree	0.00%	0
Disagree	16.67%	4
Total:		**24**

Mildly disagree	2.94%	1
Strongly disagree	0.00%	0
TOTAL		34

Q12

The school has adequate resources to help students in an emergency or crisis.

Answered: 34 Skipped: 0

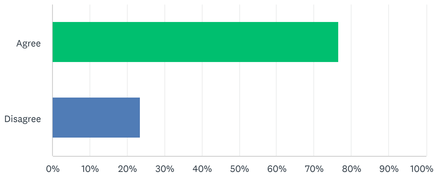


ANSWER CHOICES	RESPONSES	
Strongly agree	26.47%	9
Agree	52.94%	18
Mildly disagree	11.76%	4
Disagree	2.94%	1
I don't know.	5.88%	2
TOTAL		34

Q13

I am aware of the district's Wellness Connections webpage for staff and students.

Answered: 34 Skipped: 0

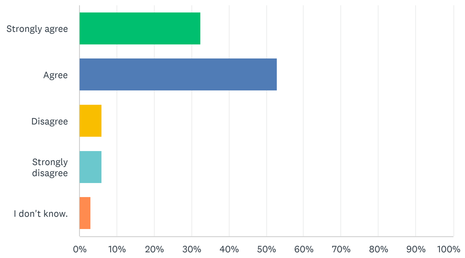


ANSWER CHOICES	RESPONSES	
Agree	76.47%	26
Disagree	23.53%	8
TOTAL		34

Q14

The facilities and grounds are well maintained at my school.

Answered: 34 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly agree	32.35%	11
Agree	52.94%	18
Disagree	5.88%	2
Strongly disagree	5.88%	2
I don't know.	2.94%	1
TOTAL		34

Q15

What is something you would like to see improved regarding safety at your school?

Answered: 21 Skipped: 13

increased safety at bus loop

10/5/2023 12:19 PM

It would be nice to have more security for the front office. Maybe a buzz-in system for visitors.

10/4/2023 12:02 PM

Be more careful with the enter doors

10/4/2023 09:13 AM

I would like more staff to be present during drop off and pickup. Younger kids sometimes get confused, lost and upset when the regular route they take to class is changed unexpectedly (like a gate/door being locked). Sometimes parents get stuck in long queues during pickup and drop-offs so if the teacher/ substitute can stay 5 minutes after dismissal and consistently drop the kids to office to prevent confusion it would be helpful.

10/4/2023 12:17 AM

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34 responses

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Carolyn Clark Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school. 2023-2024

QUESTION SUMMARY | DATA TRENDS | INDIVIDUAL RESPONSES

Q1

What is your current grade?

Answered: 230 Skipped: 0

ANSWER CHOICES	RESPONSES
5th Grade	19.13% 44
4th Grade	24.348% 56
3rd Grade	15.652% 36
2nd Grade	40.87% 94
1st Grade	0% 0
Total	100% 230

Q2

How safe do you feel at school?

Answered: 230 Skipped: 0

ANSWER CHOICES	RESPONSES
Very safe	27.73% 64
Safe	51.95% 119
Somewhat safe	16.522% 38
Not safe at all	3.48% 8
Total	100% 230

Q3

How much do you find the following to be a problem at your school?

Answered: 230 Skipped: 0

	NOT A PROBLEM	MINOR PROBLEM	MODERATE PROBLEM	MAJOR PROBLEM	TOTAL
Bullying	13.04% 30	34.783% 80	21.74% 50	30.435% 70	230
Inappropriate language	13.04% 30	41.74% 96	27.39% 63	17.826% 41	230
Inappropriate behavior	12.4% 29	34.19% 80	34.19% 80	19.23% 45	234
Cheating	33.04% 76	41.74% 96	15.65% 36	9.565% 22	230
Lying	30.435% 70	41.74% 96	17.39% 40	10.435% 24	230
Cruelty to other students	13.04% 30	34.19% 80	34.19% 80	19.23% 45	234
Theft	33.04% 76	41.74% 96	15.65% 36	9.565% 22	230
Drug use	33.04% 76	41.74% 96	15.65% 36	9.565% 22	230
Alcohol use	33.04% 76	41.74% 96	15.65% 36	9.565% 22	230

Q4

How often do you hear or see any act of bullying at your school? Bullying is defined as any unwanted aggressive behavior, words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include physical, verbal, emotional, social, and cybe

Answered: 230 Skipped: 0

ANSWER CHOICES	RESPONSES
Always	8.696% 20
Sometimes	34.783% 80
Rarely	26.087% 60
Never	30.435% 70
I don't know	10.43% 24
Total	100% 230

Q5

Students at this school get put down because of their...

Answered: 230 Skipped: 0

	OFTEN	SOMETIMES	RARELY	NEVER	TOTAL	WEIGHTED AVERAGE
Race	13.04% 30	34.783% 80	15.65% 36	36.52% 84	230	2.75
Gender or gender identity	13.04% 30	34.783% 80	19.13% 44	33.04% 76	230	2.72
Sexual orientation	13.04% 30	34.783% 80	19.13% 44	33.04% 76	230	2.72
Ability or disability	13.04% 30	34.783% 80	19.13% 44	33.04% 76	230	2.72
Religion or religious beliefs	13.04% 30	34.783% 80	19.13% 44	33.04% 76	230	2.72
Weight or appearance	13.04% 30	34.783% 80	19.13% 44	33.04% 76	230	2.72

Q6

ADULTS at school make fun of differences such as...

Answered: 230 Skipped: 0

	OFTEN	SOMETIMES	RARELY	NEVER	TOTAL	WEIGHTED AVERAGE
Race	13.04% 30	13.04% 30	34.783% 80	39.13% 90	230	3.00
Religion	13.04% 30	13.04% 30	17.39% 40	56.52% 130	230	3.18
Gender or gender identity	13.04% 30	13.04% 30	17.39% 40	56.52% 130	230	3.18
Sexual orientation	13.04% 30	13.04% 30	17.39% 40	56.52% 130	230	3.18

Q7

How familiar are you with the following?

Answered: 230 Skipped: 0

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR	TOTAL	WEIGHTED AVERAGE
Capture Kindness Connections (Grade 1 and 2 students only)	17.39% 40	17.39% 40	34.783% 80	30.435% 70	230	2.78
Capture Kindness Connections (Grade 3 and 4 students only)	46.96% 108	23.04% 53	17.391% 40	12.61% 29	230	2.29
Cyberbullying Prevention Connections (Grade 3 and 4 students only)	46.96% 108	16.52% 38	19.565% 45	16.96% 39	230	2.36

Q8

I think that suspensions and expulsions are assigned to students when necessary...

Answered: 230 Skipped: 0

ANSWER CHOICES	RESPONSES
Strongly agree	34.35% 79
Agree	45.65% 105
Somewhat disagree	13.91% 32
Disagree	6.09% 14
Strongly disagree	0.00% 0
Total	100% 230

Q9

The facilities and grounds are well maintained at my school.

Answered: 230 Skipped: 0

ANSWER CHOICES	RESPONSES
Strongly agree	34.35% 79
Agree	45.65% 105
Disagree	13.91% 32
Strongly disagree	6.09% 14
I do not know	0.00% 0
Total	100% 230

Q10

How well do you understand your schools Emergency procedures?

Answered: 230 Skipped: 0

	VERY GOOD	GOOD	SOMEWHAT GOOD	NOT FAMILIAR	I DON'T KNOW	TOTAL
Fire drill	34.35% 79	45.65% 105	13.91% 32	6.09% 14	0.00% 0	230
Tornado drill	34.35% 79	45.65% 105	13.91% 32	6.09% 14	0.00% 0	230
Lockdown drill	34.35% 79	45.65% 105	13.91% 32	6.09% 14	0.00% 0	230
Active Shooter drill	34.35% 79	45.65% 105	13.91% 32	6.09% 14	0.00% 0	230
Bus Drill	34.35% 79	45.65% 105	13.91% 32	6.09% 14	0.00% 0	230

Q11

I am aware of the district's Wellness Connections webpage.

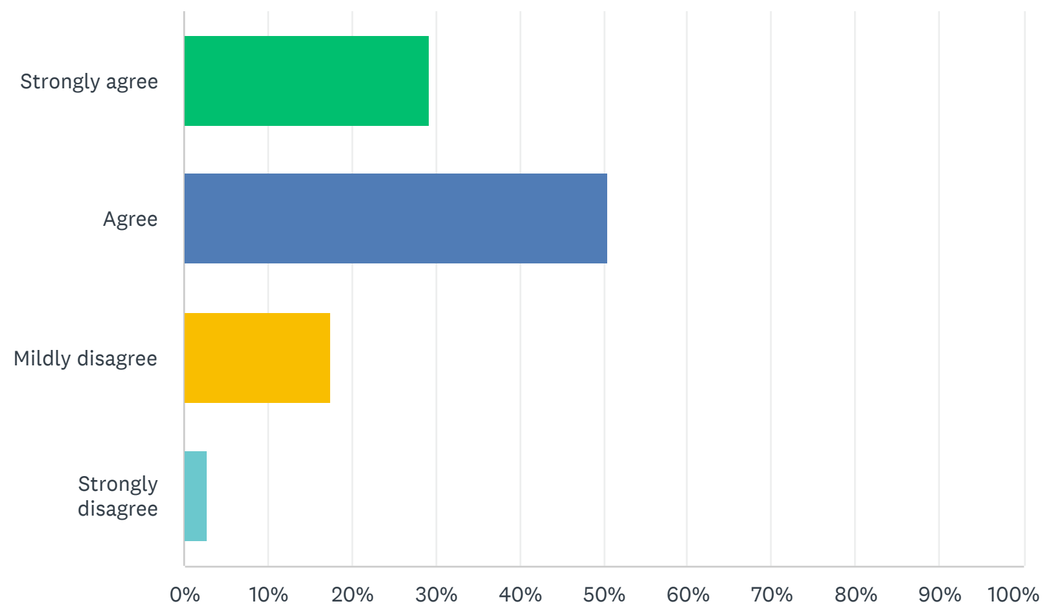
Answered: 230 Skipped: 0

ANSWER CHOICES	RESPONSES
Agree	51.74% 119
Disagree	48.26% 111
Total	100% 230

Q12

The school has a way to recognize and reinforce positive behavior among students.

Answered: 212 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly agree	29.25%	62
Agree	50.47%	107
Mildly disagree	17.45%	37
Strongly disagree	2.83%	6
TOTAL		**212**

Q13

What is something you would like to see improved regarding safety at your school?

Answered: 200 Skipped: 13

less bullying, no excluding people in any game except games that is not appropriate for school, like tackle football and only touch, or games that include physical contact.

10/10/2023 01:38 PM

If anyone is breaking rules,don't give them a second chance.they will do it again and again and you probably won't notice. Also students get highly annoyed and disturbed when they sit next to kids who are "bad kids" please change this arrangement.

10/10/2023 01:36 PM

more fire drills and more gates so people with guns dont go in scools.

10/10/2023 01:34 PM

To put a big table on the doors.

10/10/2023 01:34 PM

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