

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Oak Elementary School	43-69435-6111942	11/9/20	6/10/2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Each of the goals that Silver Oak Elementary School identified in the plan aligns with Evergreen School District's LCAP goals.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 4
- Stakeholder Involvement 14
- Resource Inequities 14
- School and Student Performance Data 15
 - Student Enrollment..... 15
 - CAASPP Results..... 17
 - ELPAC Results 21
 - Student Population 24
 - Overall Performance 25
 - Academic Performance 26
 - Academic Engagement 32
 - Conditions & Climate..... 35
- Goals, Strategies, & Proposed Expenditures..... 37
 - Goal 1..... 37
 - Goal 2..... 42
 - Goal 3..... 47
 - Goal 4..... 51
 - Goal 5..... 55
 - Goal 6..... 58
 - Goal 7..... 62
 - Goal 8..... 66
 - Goal 9..... 68
 - Goal 10..... 71
- Budget Summary 73
 - Budget Summary 73
 - Other Federal, State, and Local Funds 73
- Budgeted Funds and Expenditures in this Plan 74
 - Funds Budgeted to the School by Funding Source..... 74
 - Expenditures by Funding Source 74

Expenditures by Budget Reference74
Expenditures by Budget Reference and Funding Source74
Expenditures by Goal75
School Site Council Membership76
Recommendations and Assurances77

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

At Silver Oak our community uses a number of surveys to identify the needs of our school. We have a safety survey given to all students in grades 3-6, parents and teachers. We also give the School Climate survey yearly along with the California Healthy Kids survey also. Highlights included students feeling engaged with the school, the way teachers connect students experiences in school to their lives more broadly, students having strong supportive relationships with their teachers, orderly respectful classroom environments.

Classroom Observations

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

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

These efforts, in accordance with Elementary and Secondary Education Act (ESEA), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. ESEA Teacher Quality requires that teachers:

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

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

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

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

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

Staff development is directly aligned to content standards, assessed student performance, and professional needs through faculty meetings, grade level meetings, grade level leadership team meetings and cross grade level articulation committees. This collaboration is on-going and occurs during designated staff development days, teacher prep periods and after school. All eligible new teachers participate in the BTSA program to earn their clear credentials and which familiarizes them with content standards, local assessments, and standards based on the teaching profession.

The Administration works closely with teacher and grade level leads to get input on staff needs and couples this with research based, proven effective programs and strategies that help schools build proficiency to meet state standards, improve performance rate on state tests.

Each grade level reflects on the previous year's test scores to help create new standard based goals. The administration and grade level teams help to facilitate on-going conversation surrounding student assessment. This leads to data-driven instruction.

Professional needs are then addressed based on the goals and data through staff development with the ultimate objective of closing the achievement gap and increasing student achievement. This can be supported through staff development that is directly aligned to content standards, assessment, and professional needs.

During the school year, our professional learning community will focus on embedding a 21st century skills into the curriculum with a specific focus on collaboration and precision. Project Based Learning and iPad implementation along with Readers and Writers Workshop are a few of the specific areas of our professional development focus.

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

- Making sure the content, approach, and efficacy of the training will help the school reach its vision
- Having a shared vision of expectations and implementation
- Planning and scheduling training in advance
- Following-through/accountability with implementation
- Incentives for staff that commit to on-going, long-term professional development
- Making sure all staff are involved in appropriate professional development

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

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated formally three times per year and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. The staff has embraced the Step Up to Writing Program, Writer's Workshop and Reader's Workshop as strategies for reading and writing achievement to support all students. Writer's workshop is being implemented by a core group of teachers to propel student writing to the next level with a focus on choice and voice. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan .

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

Research suggests that collaboration with colleagues around student instruction is an essential aspect of every teacher's job and results in rising student achievement. At Silver Oak we believe that when teachers work together with their colleagues to look at student learning data, use it to determine student learning needs, and then determine their own learning needs based on what students need, they design programs that really help improve instruction. The work of Schmoker, DuFour, Stiggins, Marzano, Tomlinson, Calkins and others support this view. In order for students to succeed, we must work together as a team and not in isolation. At Silver Oak collaboration is a site focus as grade level and cross grade level collaboration occurs often...during teacher and site based minimum days, faculty meetings and full day professional development opportunities. During the first weeks of the school year, teachers work together to identify grade level goals using information from available assessments as well as additional formative and summative data. At subsequent regularly scheduled collaboration meetings, teachers work together to review and analyze progress towards established student achievement goals using data to support standards based achievement and refine and adjust goals and/or instruction to ensure growth in student growth. Because of this strong professional learning community established at Silver Oak the continuous improvement process fosters increased student learning and achievement.

Teaching and Learning

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

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

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

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October.

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

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

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

The recommended daily instructional minutes for areas of focus include:

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

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

Adherence to the recommended guidelines are:

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

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

Pacing schedules are developed in all curricular areas during grade level collaboration at the beginning of the year. Common, formative, summative and unit assessments allow us to monitor student progress toward proficiency and adjust pacing accordingly. For students who are not making appropriate progress, intervention is prescribed. Teachers use a variety of in-classroom intervention strategies including small group instruction, front-loading, differentiated instruction, along with utilizing specifically designed intervention resources that align with the adopted materials as well as the utilization of resource personnel. Additionally, the school offers Homework Club and online intervention programs such as IXL and Scootpad for students who are at-risk, special needs or below grade level proficiency.

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

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

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

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-8 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-5: Macmillan/McGraw-Hill 2016; 6-8: Springboard 2016), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6-8: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6-8: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007; 7-8: McDougal Littell 2006), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

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

Opportunity and Equal Educational Access

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

Parent Workshops

Counselors

MFT Interns

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

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

The English Learner Advisory Committee (ELAC) is merged with the School Site Council. The reason for the merger is that Silver Oak's English Language Learner population is low and we are able to address the needs of our ELs during our SSC time. The percent of parents on the committee is reflective of the percent of English Learners at the school. The SSC/ELAC committee helps develop and implement the plan for English Learners. The SSC has been trained to accept the roles and responsibilities of the ELAC. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The SSC have taken on the roles and responsibilities of the ELAC. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

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

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

Fiscal support (EPC)

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council/ELAC meetings 3/9/20; 9/14/20; 10/12/20; 11/8/20

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.32%	%	0.18%	2		1
African American	0.48%	0.82%	1.23%	3	5	7
Asian	57.90%	60.79%	61.51%	359	369	350
Filipino	4.19%	3.62%	4.39%	26	22	25
Hispanic/Latino	4.03%	3.95%	4.39%	25	24	25
Pacific Islander	0.32%	%	0%	2		0
White	22.58%	21.58%	20.56%	140	131	117
Multiple/No Response	1.29%	%	7.73%	8		0
Total Enrollment				620	607	569

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	73	68	43
Grade 1	95	74	80
Grade 2	79	97	79
Grade3	91	84	98
Grade 4	93	99	85
Grade 5	97	94	101
Grade 6	92	91	83
Total Enrollment	620	607	569

Conclusions based on this data:

1. Silver Oak has a very diverse student population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	81	68	66	13.1%	11.2%	11.6%
Fluent English Proficient (FEP)	142	186	169	22.9%	30.6%	29.7%
Reclassified Fluent English Proficient (RFEP)		16	11	0	19.8%	16.2%

Conclusions based on this data:

1. We are making growth in reclassifying our ELs.
2. In 2017-2018, the number of enrolled RFEP students is reflective of CBEDS data taken on October 4, 2017. Reclassified student data was updated in CALPADS in December of 2017.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	91	83	85	90	83	85	90	83	95.5	98.9	100
Grade 4	96	92	101	96	91	98	96	91	98	100	98.9	97
Grade 5	97	99	95	94	98	94	94	98	94	96.9	99	98.9
Grade 6	112	91	90	111	91	89	111	91	89	99.1	100	98.9
All	394	373	369	386	370	364	386	370	364	98	99.2	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2511.	2506.	2509.	68.24	66.67	65.06	18.82	18.89	19.28	5.88	10.00	9.64	7.06	4.44	6.02
Grade 4	2538.	2554.	2560.	60.42	63.74	71.43	16.67	23.08	17.35	9.38	5.49	5.10	13.54	7.69	6.12
Grade 5	2594.	2598.	2605.	61.70	63.27	69.15	25.53	21.43	22.34	6.38	11.22	5.32	6.38	4.08	3.19
Grade 6	2608.	2622.	2627.	50.45	56.04	64.04	34.23	32.97	21.35	9.01	5.49	13.48	6.31	5.49	1.12
All Grades	N/A	N/A	N/A	59.59	62.43	67.58	24.35	24.05	20.05	7.77	8.11	8.24	8.29	5.41	4.12

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	65.88	71.11	63.86	27.06	23.33	32.53	7.06	5.56	3.61	
Grade 4	56.25	60.44	62.24	34.38	31.87	32.65	9.38	7.69	5.10	
Grade 5	58.51	62.24	68.09	32.98	30.61	30.85	8.51	7.14	1.06	
Grade 6	51.35	64.84	61.80	39.64	25.27	30.34	9.01	9.89	7.87	
All Grades	57.51	64.59	64.01	33.94	27.84	31.59	8.55	7.57	4.40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	62.35	57.78	43.37	30.59	35.56	49.40	7.06	6.67	7.23
Grade 4	63.54	57.14	56.12	23.96	36.26	37.76	12.50	6.59	6.12
Grade 5	75.53	73.47	71.28	19.15	22.45	23.40	5.32	4.08	5.32
Grade 6	62.16	68.13	65.17	32.43	26.37	31.46	5.41	5.49	3.37
All Grades	65.80	64.32	59.34	26.68	30.00	35.16	7.51	5.68	5.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.47	52.22	46.99	42.35	46.67	51.81	1.18	1.11	1.20
Grade 4	40.63	54.95	46.94	47.92	42.86	51.02	11.46	2.20	2.04
Grade 5	53.19	39.80	39.36	39.36	58.16	55.32	7.45	2.04	5.32
Grade 6	38.74	36.26	39.33	54.05	63.74	58.43	7.21	0.00	2.25
All Grades	46.63	45.68	43.13	46.37	52.97	54.12	6.99	1.35	2.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.47	54.44	51.81	37.65	37.78	39.76	5.88	7.78	8.43
Grade 4	44.79	53.85	54.08	41.67	37.36	39.80	13.54	8.79	6.12
Grade 5	61.70	66.33	73.40	30.85	27.55	21.28	7.45	6.12	5.32
Grade 6	53.15	65.93	69.66	41.44	30.77	28.09	5.41	3.30	2.25
All Grades	53.89	60.27	62.36	38.08	33.24	32.14	8.03	6.49	5.49

Conclusions based on this data:

1. Grade 3 students need more opportunities to test using on-line testing similar to CAASPP.
2. We continue to perform well on State test.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	89	91	83	85	90	83	85	90	83	95.5	98.9	100
Grade 4	96	92	101	96	92	98	96	92	98	100	100	97
Grade 5	97	99	95	94	98	94	94	98	94	96.9	99	98.9
Grade 6	112	91	90	111	91	89	111	91	89	99.1	100	98.9
All	394	373	369	386	371	364	386	371	364	98	99.5	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2519.	2503.	2520.	64.71	52.22	62.65	23.53	30.00	25.30	8.24	13.33	12.05	3.53	4.44	0.00
Grade 4	2551.	2558.	2562.	54.17	65.22	63.27	22.92	20.65	22.45	14.58	10.87	12.24	8.33	3.26	2.04
Grade 5	2600.	2595.	2606.	68.09	64.29	70.21	15.96	17.35	12.77	11.70	10.20	14.89	4.26	8.16	2.13
Grade 6	2614.	2642.	2632.	52.25	72.53	65.17	26.13	15.38	15.73	16.22	6.59	12.36	5.41	5.49	6.74
All Grades	N/A	N/A	N/A	59.33	63.61	65.38	22.28	20.75	18.96	12.95	10.24	12.91	5.44	5.39	2.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	82.35	72.22	73.49	12.94	17.78	24.10	4.71	10.00	2.41
Grade 4	66.67	79.35	79.59	20.83	11.96	14.29	12.50	8.70	6.12
Grade 5	76.60	73.47	78.72	14.89	14.29	13.83	8.51	12.24	7.45
Grade 6	61.26	74.73	68.54	28.83	15.38	21.35	9.91	9.89	10.11
All Grades	70.98	74.93	75.27	19.95	14.82	18.13	9.07	10.24	6.59

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.53	67.78	69.88	32.94	26.67	25.30	3.53	5.56	4.82
Grade 4	55.21	67.39	66.33	34.38	27.17	26.53	10.42	5.43	7.14
Grade 5	69.15	60.20	55.32	24.47	31.63	40.43	6.38	8.16	4.26
Grade 6	45.95	67.03	62.92	43.24	27.47	28.09	10.81	5.49	8.99
All Grades	57.77	65.50	63.46	34.20	28.30	30.22	8.03	6.20	6.32

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.53	61.11	60.24	31.76	33.33	37.35	4.71	5.56	2.41
Grade 4	59.38	68.48	60.20	30.21	21.74	36.73	10.42	9.78	3.06
Grade 5	58.51	58.16	59.57	32.98	28.57	36.17	8.51	13.27	4.26
Grade 6	54.05	69.23	69.66	40.54	24.18	20.22	5.41	6.59	10.11
All Grades	58.55	64.15	62.36	34.20	26.95	32.69	7.25	8.89	4.95

Conclusions based on this data:

1. Scores have increased for students at Silver Oak.
2. We strive to continue to make sure each child is at grade level.

School and Student Performance Data

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1438.7	*	1437.4	*	1441.0	*	17	10
Grade 1	1497.0	1503.1	1480.8	1496.5	1512.6	1509.1	22	13
Grade 2	*	1523.4	*	1502.4	*	1543.7	*	16
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	6
Grade 5	*	*	*	*	*	*	*	6
Grade 6	*	*	*	*	*	*	*	*
All Grades							57	56

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	17	*
1	81.82	46.15	*	38.46	*	15.38		0.00	22	13
2	*	50.00	*	31.25		18.75		0.00	*	16
3		*	*	*	*	*	*	*	*	*
5	*	*	*	*		*		*	*	*
All Grades	49.12	55.36	35.09	30.36	*	12.50	*	1.79	57	56

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*	17	*
1	77.27	46.15	*	30.77		23.08	*	0.00	22	13
2	*	43.75	*	43.75		12.50		0.00	*	16
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*	*	*		*		*	*	*
All Grades	56.14	55.36	29.82	30.36	*	12.50	*	1.79	57	56

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	17	*
1	77.27	46.15	*	46.15		0.00		7.69	22	13
2	*	37.50	*	31.25		31.25		0.00	*	16
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6		*	*	*	*	*		*	*	*
All Grades	43.86	46.43	35.09	26.79	*	25.00	*	1.79	57	56

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	70.59	*	*	*	*	*	17	*	
1	95.45	76.92	*	15.38		7.69	22	13	
2	*	43.75	*	56.25		0.00	*	16	
All Grades	70.18	55.36	28.07	39.29	*	5.36	57	56	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	70.59	*	*	*	17	*	
1	*	46.15	50.00	46.15	*	7.69	22	13	
2		37.50	*	62.50		0.00	*	16	
3	*	*	*	*	*	*	*	*	
All Grades	45.61	53.57	49.12	42.86	*	3.57	57	56	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*	*	70.59	*		*	17	*	
1	77.27	61.54	*	30.77		7.69	22	13	
2	*	25.00	*	68.75		6.25	*	16	
All Grades	43.86	42.86	49.12	50.00	*	7.14	57	56	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	76.47	*	*	*		*	17	*
1	59.09	7.69	*	92.31		0.00	22	13
2	*	68.75		31.25		0.00	*	16
All Grades	57.89	44.64	40.35	55.36	*	0.00	57	56

Conclusions based on this data:

1. Most students who took ELPAC are scoring well.
2. We have very few long term EL Learners.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
607	5.4	11.2	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	11.2
Socioeconomically Disadvantaged	33	5.4
Students with Disabilities	20	3.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.8
Asian	369	60.8
Filipino	22	3.6
Hispanic	24	4.0
Two or More Races	56	9.2
White	131	21.6

Conclusions based on this data:

1. Silver Oak has a diverse learning population.
2. We have a low number of EIs who take CAASPP who need support to continue to perform at grade level.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Blue

Academic Engagement

Chronic Absenteeism



Blue

Conditions & Climate

Suspension Rate



Green

Conclusions based on this data:

1. We are performing well in all categories.

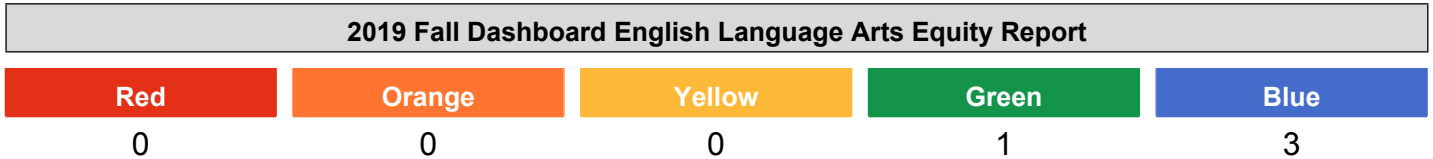
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 92.5 points above standard Increased ++6.1 points 356	<p>English Learners</p>  Blue 62.9 points above standard Increased ++10.8 points 59	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 84.2 points above standard Increased Significantly ++11.8 points 18	<p>Students with Disabilities</p>  No Performance Color 0.7 points above standard Declined -8.1 points 12

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Blue 105.5 points above standard Increased ++8 points 216	 No Performance Color 22.2 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 67.7 points above standard Increased Significantly ++10.8 points 17	 Blue 107.5 points above standard Increased ++4 points 30	 No Performance Color 0 Students	 Green 71.4 points above standard Declined -3.9 points 78

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
33.9 points below standard Increased Significantly ++27.3 points 15	95.9 points above standard Increased ++7.7 points 44	88.4 points above standard Maintained ++1.8 points 197

Conclusions based on this data:

1. We continue to perform well and grow.

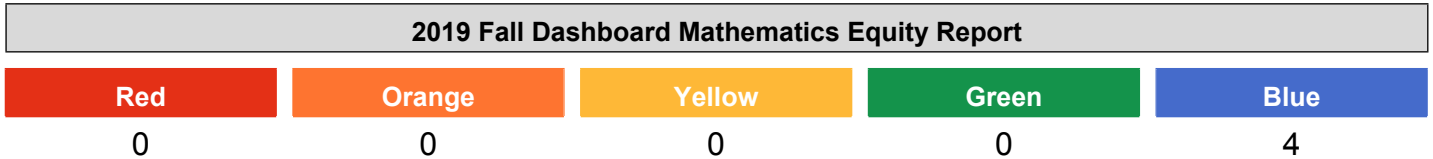
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>81.6 points above standard</p> <p>Increased ++6.8 points</p> <p>356</p>	<p>English Learners</p>  <p>Blue</p> <p>58.7 points above standard</p> <p>Increased Significantly ++17.9 points</p> <p>59</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>47.6 points above standard</p> <p>Increased Significantly ++33.7 points</p> <p>18</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>19.3 points below standard</p> <p>Declined Significantly -18.3 points</p> <p>12</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 Blue 96.7 points above standard Increased ++5.9 points 216	 No Performance Color 27.7 points above standard 14
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 53.3 points above standard Increased Significantly ++7.0 points 17	 Blue 83.3 points above standard Increased ++5.4 points 30		 Blue 59.9 points above standard Maintained -0.2 points 78

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
18.1 points below standard Increased Significantly ++3.0 points 15	84.8 points above standard Increased Significantly ++15.4 points 44	74.4 points above standard Maintained ++1.6 points 197

Conclusions based on this data:

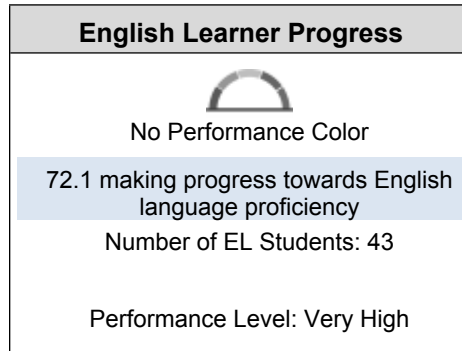
1. We continue to perform well and grow.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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.

2019 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
9.3	18.6	9.3	62.7

Conclusions based on this data:

1. We are making steady growth.

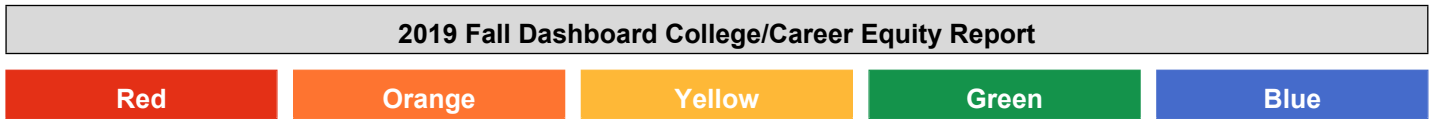
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

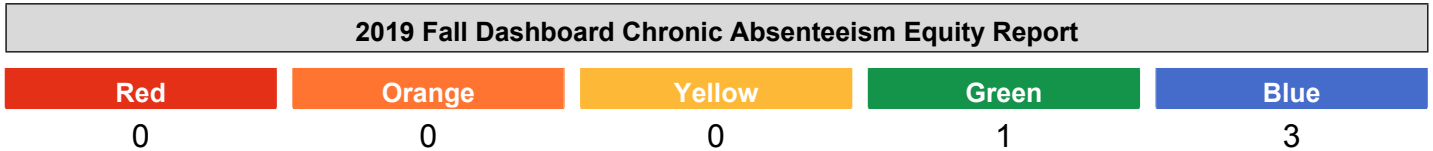
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>1</p> <p>Declined -0.8</p> <p>622</p>	<p>English Learners</p>  <p>Green</p> <p>2.9</p> <p>Maintained +0.1</p> <p>70</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>39</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>24</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 0.8 Declined -0.8 377	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Declined -4 27	 Blue 0 Declined -1.6 58	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 1.5 Declined -0.6 131

Conclusions based on this data:

1. We can improve our EL chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

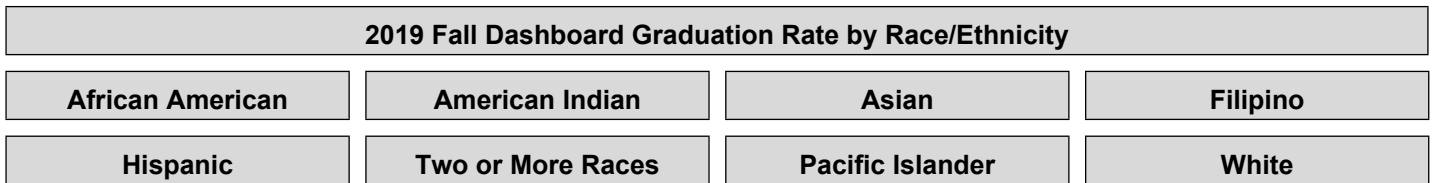
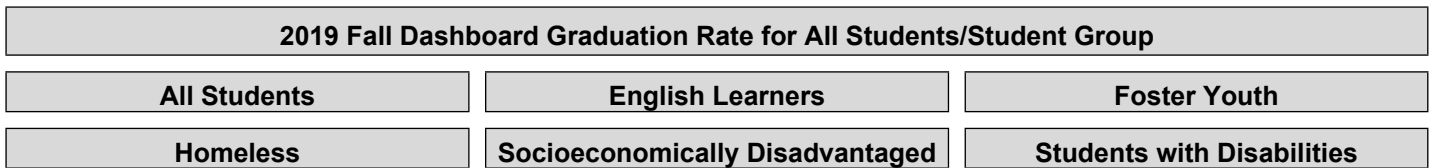
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

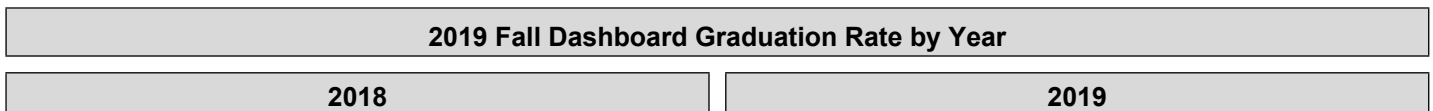
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

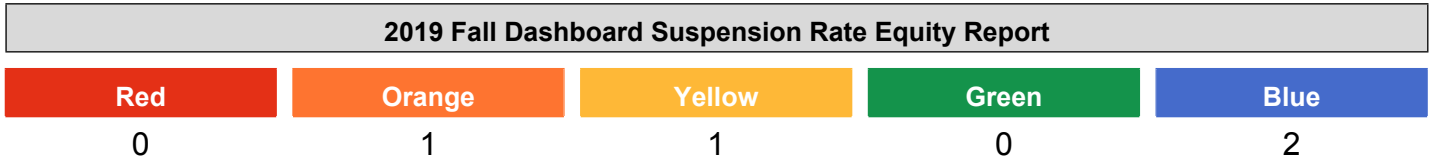
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 0.5 Increased +0.5 627	 Orange 2.8 Increased +2.8 71	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 1	 No Performance Color 0 Maintained 0 39	 No Performance Color 0 Maintained 0 25

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 1	 Yellow 0.8 Increased +0.8 380	 No Performance Color 0 Maintained 0 22
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Maintained 0 27	 Blue 0 Maintained 0 58		 Blue 0 Maintained 0 133

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.5

Conclusions based on this data:

1. We have very few suspensions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

21st Century Teaching and Learning with Technology

LEA/LCAP Goal

Promote achievement of all students in a rigorous and innovative 21st century learning environment of collaboration, communication, critical thinking, and creativity.

Goal 1

Make use of 21st century learning tools, technology and methods across all subject areas to improve student learning, performance and collaboration.

Identified Need

More devices to get to 1-1, online learning programs to support students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	88% Level 3 & 4	92% Level 3 & 4

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Facilitate and encourage the use of technology in all subject areas and across all grades, including but not limited to access to xtra math, Raz Kids,, iReady, Chromebooks, Studies weekly, and Google Classroom, Scholastic news/science, mystery science, gonoodle, brainpop jr. zoom google meets, clever, path to excel, see saw, flipgirp, kami,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3900	Supplemental Fund 0000: Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue to support and expand use of technology in all grades, including the Education Technology Team's development of a plan for 1:1 use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

General Fund
0001-0999: Unrestricted: Locally Defined
Funds for additional hardware

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue to maintain security to safeguard hardware, including physically securing desktops, reinforcing mobile device storage areas, and software protections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide students with Digital Citizenship instruction. commonsensemedia.com

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide ongoing professional development opportunities for teachers in the instructional application of technology, project based learning and other collaborative teaching by strategies with project specialist

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Supplemental Fund
0000: Unrestricted

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase replacement technology parts and other technology supplies, including but not limited to surge protectors, projector bulbs and mobile cart locks when needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Supplemental Fund

4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

copy machine

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

General Fund
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund
5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Strategies are working as our students continually perform at or above grade level on state assessments.

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

None

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.

Continue to strengthen our strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Wellness and Safety

LEA/LCAP Goal

Promote equitable education resources and facilities for our students

Goal 2

Provide a positive school climate for students, with focus on safety and conflict-resolution.

Identified Need

Survey indicates some issues around bullying

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate survey	20% of students state they see bullying	10% of students state they see bullying

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue use of project cornerstone k-4, Exhibiting excellence, student of the month, Solutions Team and Expect Respect programs to provide a "bully-free" campus for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	General Fund 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All grade k-4

Strategy/Activity

Support Project Cornerstone efforts in the classroom, for K through 4.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Employ 2 hour/day health aide to monitor students with health needs and provide support in office for students as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4578

General Fund
2000-2999: Classified Personnel Salaries

General Fund
3000-3999: Employee Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Conduct annual review and revision of the Comprehensive School Safety Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Second step social emotional learning program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Promote Red Ribbon Week to encourage students to “say no” to drugs, alcohol and tobacco.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

General Fund
4000-4999: Books And Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

custodial supplies purchased to keep school clean

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

General Fund
5000-5999: Services And Other Operating Expenditures

3000

Supplemental Fund
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

COVID 19 safety: Posting signs, identify specific entrances and exit points, masks, mandatory hand washing, directional paths, social distancing, bathrooms and water fountains, spacing out lunches, PPE, plexiglass sheilds

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Continue to see growth in number of exhibiting excellence awards given to students.

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

None.

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.

Continue to encourage and promote positive behavior throughout school.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

For the next five years, all students including significant subgroups will grow at least 4% annually until reaching at least 95.6% by 2017 as will be indicated on a specified district Language Arts spring assessment.

Goal 3

Integrate and use technology and 21st Century learning tools and strategies to increase students' proficiency in the following areas: non-fiction reading, analytical thinking, evidence-based reading and writing, and communication of ideas through writing, presentations and project-based collaborations. Provide instructional support for integration of Common Core State Standards for English Language Arts and Literacy.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASSP	88% level 3 & 4	92% level 3 & 4

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff will have the opportunity to collaborate with their team and project specialist with either subs or overtime pay.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	General Fund

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Focus on CCSS ELA implementation. Evaluate supplemental materials to meet CCSS. Identify supplemental needs with new curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Maintain AR enterprise, Battle of the Books program, and seek opportunities to expand motivational reading programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund
4000-4999: Books And Supplies**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide substitutes and support to allow teachers to perform assessments, attend professional conferences/training, plan effective grade-level lessons, and implement project-based learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Supplemental Fund
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase supplemental materials to improve student proficiency in ELA, including but not limited to Reader's and Writer's Workshops, SUTW materials and other CCSS support resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

General Fund
4000-4999: Books And Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Office and Classroom Supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

General Fund
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

We continue to perform in the 85%-90% range for ELA CAASPP

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

None

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.

Will have a ELA intervention group using i-ready.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

For the next five years, all students including significant subgroups will grow at least 4% annually until reaching at least 95.8% by 2017 as will be indicated on a specified district Mathematics spring assessment.

Goal 4

Build students' understanding of mathematical practices to deepen their knowledge of grade level math content and improve mathematical thinking with support from the Unit Plan resources and Common Core aligned resources.

Identified Need

CAASPP Score at 84% level 3 or 4

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	84% Level 3 and 4	88% Level Level 3 and 4

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Staff will have the opportunity to collaborate with their team and project specialist with either subs or overtime pay.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Invite and encourage parental involvement in programs such as Kangaroo Math, Robotics and Computer programming

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide substitutes and support to allow teachers to perform assessments, attend professional conferences/training, and collaborate with grade level teams to select appropriate resources, plan instruction and implement project-based learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

250

Supplemental Fund
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Support acquisition of tools and materials including but not limited to Engage NY, Khan Academy, IXL/XTRA Math, math manipulatives, BrainPop, ScootPad, and iReady.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1897	Supplemental Fund 4000-4999: Books And Supplies
566	General Fund 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase of classroom supplies related to math instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Supplemental Fund 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Silver Oak students perform between 80%-85% on yearly CAASPP testing.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

ESD LEA states in Performance Goal #2, All limited English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.”

Goal 5

Silver Oak English Language Learners show growth by one level annually, as measured by the ELPAC test.

Identified Need

ELs perform lower on CAASPP

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	25% Level 3 and 4	40% Level 3 or 4

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Supplemental resources are provided by the Evergreen School District based on the schools needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3747

Source(s)

Title III
4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Staff will have the opportunity to observe model ELA lessons by colleagues and the instructional coach, with substitutes provided as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide supplemental academic support to English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Provide professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title III
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Small group instruction and i-ready intervention.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in science. Proficiency in the content areas has a direct correlation to ELA proficiency.

Goal 6

Build students' understanding of grade-level science content as outlined in the new science standards. Silver Oak 5th grade students will continue to perform at the proficient or advanced levels on the science portion of the 2020 CST.

Identified Need

Transition to Next Gen Science Standards

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CST	80% Level 3 and 4	85% Level 3 and 4

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue to support extra-curricular activities such as Science Night, robotics, beginning and advanced computer programming classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	General Fund

0000: Unrestricted

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide access to materials, computer science programs and STEM lab supplies .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500

Source(s)

General Fund
4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Incorporate rigorous non fiction reading materials and writing into Science lessons to help students build on the foundation in ELA of reading informational text and drafting evidence-based papers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide sub time for the STEM lab teacher team to visit other sites with existing STEM labs in place.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

General Fund
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide a STEAM lab project specialist to teach and support teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

General Fund
0001-0999: Unrestricted: Locally Defined

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Provide STEAM lab instruction 3xs a month to all students. Support teachers with transition to Next Gen Science Standards.

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

None.

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.

None.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement

LEA/LCAP Goal

Promote equitable education resources and facilities for parent involvement. Use of Parent Portal and Parent Square as a means to increase parent involvement

Goal 7

During the 2019-2020 year, 100% of parents will have the opportunity to participate in one or more volunteer, learning or enrichment activities.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent registration on powerschool	100% registered	100% registered

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Continue to encourage parent volunteer opportunities at both the school level and individual classroom participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Use of Parent Square as the main source of information for parents. Continue sending out weekly e-newsletters and timely event announcements to parents via email. Conduct monthly Principal's Café meetings for exchange of information and ideas. 100% of parents registered on Powerschool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Annually ensure 100% parent registration on PowerSchool Parent Portal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Foundation
None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide parents with information to access the Common Core State Standards for the current academic year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified
Principal

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Offer family activities, such as Makers Faire, Bingo Nights, Art Fair, International Night, and other community building opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified
Principal, staff, parent volunteers

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Parents are all registered in power school and we do many events to engage our parent community.

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

None.

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.

None.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Visual and Performing Arts

LEA/LCAP Goal

The District applies indirect costs to support Silver Oak's growth targets.

Goal 8

All students will have the opportunity to participate in one or more VAPA offerings at Silver Oak.

Identified Need

Support well rounded students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide access to visual and performing arts activities, both through Silver Oak and PTO, including in-class art and music instruction and plays.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	None Specified
	None Specified
	Principal, staff, parent volunteers, specialists

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

We provide music to all students through music for minors and other outside agencies. We support art to all students through arts attacks and San Jose Museum of Art.

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

None.

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.

None.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Health and Wellness

LEA/LCAP Goal

An ESD 2012-2015 Strategic Plan goal is to promote collaboration, transparency and communication with students, parents, staff and the broader community.

Goal 9

Improve individual student fitness and fundamental physical skills.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PFT	7.4% needs improvement in Body Composition and Aerobic Capacity	4% needs improvement in Body Composition and Aerobic Capacity

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Support purchases of PE equipment for classrooms and encourage use of SPARK physical education curriculum or similar physical education activities that provide improvement of fitness and fundamental physical skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

General Fund
4000-4999: Books And Supplies
Principal, staff

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Investigate PE curriculum options including a PE instructional coach, rock wall or other motivating physical fitness apparatus and accompanying programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified
Principal, staff, PTO

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide students with a minimum of 100 minutes per week of physical activity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Donations
None Specified
Principal, staff

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Continue to provide 100 minutes a week of PE to all students.

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

None.

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.

None.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning Network

LEA/LCAP Goal

Goal 10

Students of all grade levels will demonstrate deeper thinking across all subjects; additional grade levels will commit to project based learning in order to support deeper learning competencies: mastering core academic content; thinking critically and solving complex problems; working collaboratively; communicating effectively; learning how to learn and developing academic mindsets. We believe that project based learning is a key strategy to promote deeper learning for teachers and students.

Identified Need

Develop 4 C's, critical thinking, collaboration, creativity and communication skills for all students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Profile of Learning Implementation	Student know all 6 outcomes our profile of a learner expects	Deeper understanding of each outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide support for teachers to implement the Depth of Knowledge chart to facilitate deeper level questioning promoting deeper level thinking.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified
Principal, staff

Annual Review

SPSA Year Reviewed: 2020-21

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 deleted.

ANALYSIS

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

Focused on Critical Thinking skills including a performance task to identify students needs.

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

None.

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.

None.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$58,938.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title III	\$3,747.00

Subtotal of additional federal funds included for this school: \$3,747.00

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

State or Local Programs	Allocation (\$)
General Fund	\$40,644.00
None Specified	\$0.00
Supplemental Fund	\$14,547.00

Subtotal of state or local funds included for this school: \$55,191.00

Total of federal, state, and/or local funds for this school: \$58,938.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Fund	14547	0.00
General Fund	40644	0.00
Title III	3747	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	40,644.00
None Specified	0.00
Supplemental Fund	14,547.00
Title III	3,747.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	14,900.00
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	1,750.00
2000-2999: Classified Personnel Salaries	4,578.00
4000-4999: Books And Supplies	22,210.00
5000-5999: Services And Other Operating Expenditures	10,500.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	General Fund	10,000.00

0001-0999: Unrestricted: Locally Defined	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	General Fund	1,000.00
2000-2999: Classified Personnel Salaries	General Fund	4,578.00
4000-4999: Books And Supplies	General Fund	12,566.00
5000-5999: Services And Other Operating Expenditures	General Fund	7,500.00
None Specified	None Specified	0.00
0000: Unrestricted	Supplemental Fund	4,900.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	750.00
4000-4999: Books And Supplies	Supplemental Fund	5,897.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	3,000.00
4000-4999: Books And Supplies	Title III	3,747.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,900.00
Goal 2	10,578.00
Goal 3	6,000.00
Goal 4	6,213.00
Goal 5	3,747.00
Goal 6	13,500.00
Goal 9	3,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Howard Greenfield - Principal/Chair	Principal
David Rasti	Parent or Community Member
Cassie Giannotta	Other School Staff
Kori Tibbens	Classroom Teacher
Vicki Neil	Classroom Teacher
Robert Marks, Secretary	Parent or Community Member
Sarah Barragin - DAC Representative	Parent or Community Member
Ali Warrach	Parent or Community Member
Julie Watkins	Classroom Teacher
Irma Torres, ELAC Representative	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 11/08/20.

Attested:



Principal, Howard Greenfield on 11/9/20

SSC Chairperson, Sarah Barragan on 11/9/20

Documents (Active | Archived)

Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2020 School Plan for Student Achievement	2021-03-23		View	View	44

Previous Section	Current Section	Next Section
School Site Council Membership	Recommendations and Assurances	Instructions: Overview

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
<p style="text-align: right;">Clear</p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> State Compensatory Education Advisory Committee </div>
<p style="text-align: right;">Clear</p> <div style="border: 1px solid black; padding: 5px;"> <p style="font-size: small;">DocuSigned by: <i>irma trejo</i> 40DE44FD85D4402...</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> English Learner Advisory Committee </div>
<p style="text-align: right;">Clear</p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Special Education Advisory Committee </div>
<p style="text-align: right;">Clear</p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee </div>
<p style="text-align: right;">Clear</p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement </div>
<p style="text-align: right;">Clear</p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Compensatory Education Advisory Committee </div>
<p style="text-align: right;">Clear</p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Departmental Advisory Committee </div>
<p style="text-align: right;">Clear</p> <div style="border: 1px solid black; height: 25px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Other: <input style="width: 80%;" type="text"/> </div>

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 11/18/19 .

Attested:

[Clear](#)

Principal, on

[Clear](#)

DocuSigned by:
irma trejo
4F973EGD181E41A...

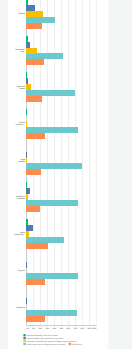
SSC Chairperson, on

Previous Section	Current Section	Next Section
School Site Council Membership	Recommendations and Assurances	Instructions: Overview

1. How do you rate your school's performance in the following areas?



2. How do you rate your school's performance in the following areas?

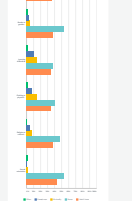


Area	Very Good	Good	Fair	Poor	Very Poor
Academic Achievement	15%	45%	30%	8%	2%
Teacher Quality	10%	40%	35%	12%	3%
Student Safety	20%	55%	20%	3%	2%
Facilities	5%	30%	40%	15%	10%
Communication	12%	48%	32%	6%	2%
Parent Involvement	8%	35%	38%	15%	5%
Community Relations	18%	50%	25%	5%	2%

3. How do you rate your school's performance in the following areas?



4. How do you rate your school's performance in the following areas?



Area	Very Good	Good	Fair	Poor	Very Poor
Academic Achievement	10%	40%	35%	12%	3%
Teacher Quality	7%	35%	38%	18%	4%
Student Safety	12%	50%	28%	6%	2%
Facilities	2%	25%	45%	20%	8%
Communication	9%	42%	32%	13%	3%
Parent Involvement	5%	30%	40%	18%	7%
Community Relations	11%	45%	30%	10%	3%

5. How do you rate your school's performance in the following areas?



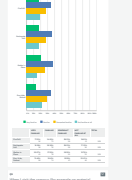
6. How do you rate your school's performance in the following areas?



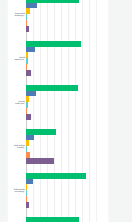
7. How do you rate your school's performance in the following areas?

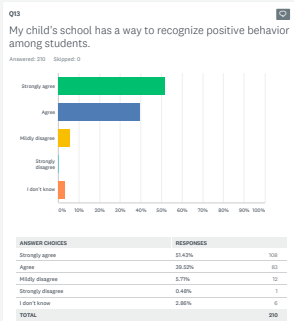
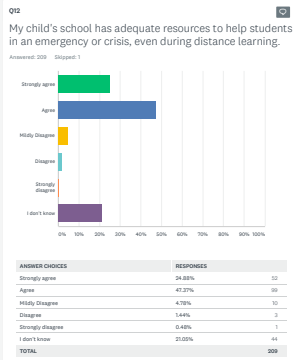
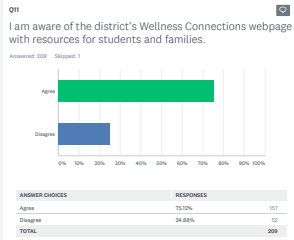
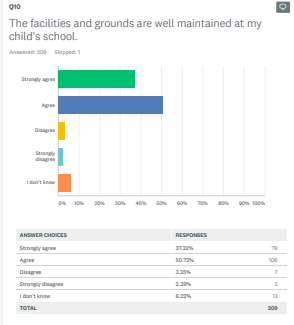
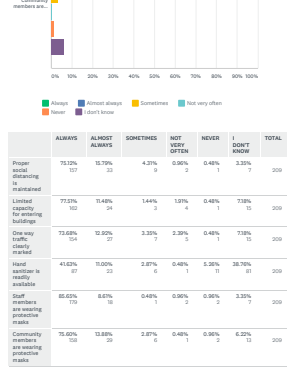


8. How do you rate your school's performance in the following areas?



9. How do you rate your school's performance in the following areas?





Q14

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

Answered: 80 Skipped: 120

Not sure
11/6/2020 10:58 AM

None
11/6/2020 10:52 AM

attention on cyberbullying and mess gpt behavior especially during after school activities and social class (less than 10 minutes of the normal classroom app)
11/6/2020 10:42 AM

We don't go to school. So it doesn't matter
11/6/2020 10:13 AM

General Site Budget Details Form 2002-21

SITE: _____

PRINCIPAL: _____

SCHOOL SUPPLIES 1170

	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	SITE
Hourly Teacher	010-0000-0	1120	00-1170-1000	
Substitute Teachers	010-0000-0	1150	00-1170-1000	
Consultant/District Employees (Non-Instruc.)	010-0000-0	1910	00-1170-2110	
Project Specialist	010-0000-0	1940	00-1170-2110	
Instructional Aides	010-0000-0	2110	00-1170-1000	
Reg. Maintenance Operations	010-0000-0	2210	00-1170-8110	
Regular Clerical	010-0000-0	2410	00-1170-2110	
Office Aides	010-0000-0	2430	00-1170-2110	
Benefits	010-0000-0	3000	00-1170-1000	
Instructional Supplies	010-0000-0	4310	00-1170-1000	
Computer Software	010-0000-0	4312	00-1170-1000	
General Supplies	010-0000-0	4351	00-1170-1000	
Periodicals & Publications	010-0000-0	4360	00-1170-1000	
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170-1000	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-1170-1000	
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-1170-1000	
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	
Contracted Maintenance Repair	010-0000-0	5610	00-1170-1000	
Contracted Computer Repairs	010-0000-0	5611	00-1170-1000	
Copier Maintenance	010-0000-0	5615	00-1170-1000	
Field Trips (District Buses)	010-0000-0	5720	00-1170-1000	
Consultant/Contractors	010-0000-0	5815	00-1170-1000	
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1170-1000	
Field Trips (Outside Buses)	010-0000-0	5841	00-1170-1000	

CLASSROOM TOTAL

COPIER MAINTENANCE 1175

Copier Maintenance	010-0000-0	5615	00-1175-1000	
--------------------	------------	------	--------------	--

COPIER MAINTENANCE TOTAL

LOCAL SCHOOL ADMIN SUPPLIES 9485

NON-CLASSROOM

General Supplies	010-0000-0	4351	00-9485-2700	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-0000-0	4400	00-9485-2700	
Computer Equipment (Valued at \$500-\$4,999)	010-0000-0	4401	00-9485-2700	
Telephone Lines	010-0000-0	5930	00-9485-2700	

LOCAL SCHOOL ADMIN SUPPLIES 9485

NON CLASSROOM TOTAL

CUSTODIAL 9856

Parts and Supplies M.O.T.	010-0000-0	4365	00-9856-8200
Contracted Maintenance Repair	010-0000-0	5610	00-9856-8200

CUSTODIAL TOTAL

GENERAL BUDGET TOTAL

AMOUNT

\$2,500

2,179.00

\$2,569.00

\$14,321.00

\$1,000.00

\$500.00

\$500.00

\$23,569.00

\$10,000.00

\$10,000.00

\$1,000.00

\$1,000.00

\$6,075.00

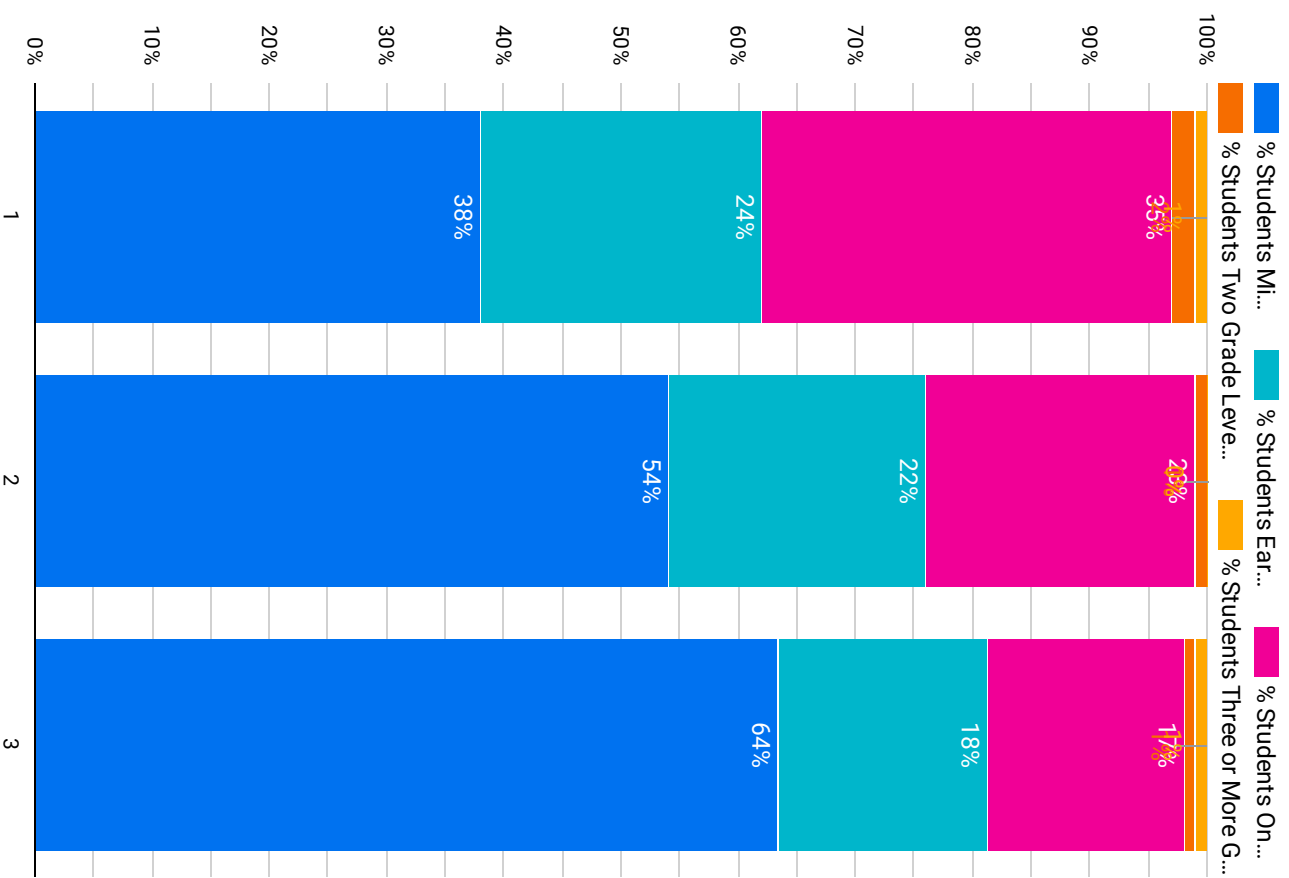
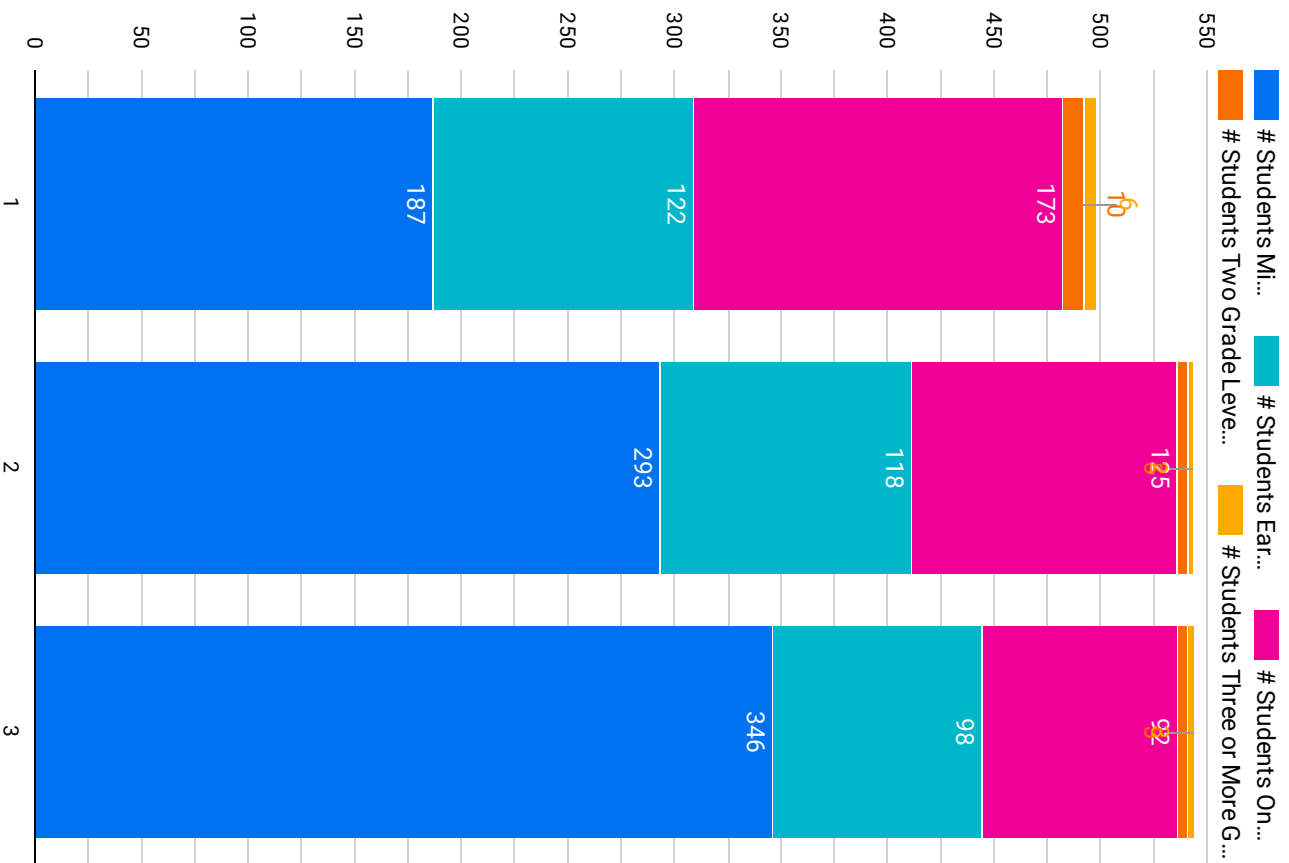
\$6,075.00

\$40,644.00

Silver Oak: Reading



Silver Oak: Math

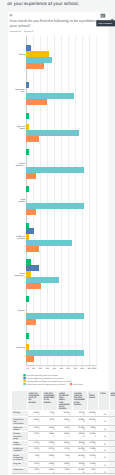


Silver Oak's Parent Involvement Policy

2021-2022

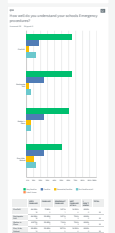
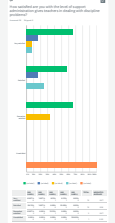
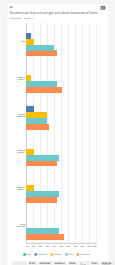
Parents have a variety of ways to be informed about student progress and events, become members of school and district committees and to become involved in the programs for students that extend learning..

1. Parent and school sponsored virtual community events are numerous some of which are: Astronomy Night, Family Math, Science, various multicultural events, writing nights, anti-bullying and cyber-bullying workshops, Common Core workshops and webinars, Fitness Run, Community Carnival, Curriculum Back to School Night, Kindergarten Orientations, PTA/SOEP Back to School Social, PTA and SOEP meetings and fundraising events
2. Committee opportunities include: School Site Council, English Language Advisory and District English Language Advisory Committees, District Advisory Committee, Parent Advisory Council, Safe School Plan, weekly Principal's Forum, and Parent Teacher Organization
3. Communications – Silver Oak Website, Student/Parent folder, Principal's Forum, Parent/Teacher Conferences, Progress Reports, Report Cards, Back to School State of the School meeting, district & state assessment results, teacher to parent communications including but not limited to notes, emails and phone calls
4. Parent led and or supported student extended learning opportunities include: Robotics, Math Olympiad, Odyssey of the Mind, Battle of the Books, Spelling Bee, Kangaroo Math, Chess, One on One Basketball, Advanced and Beginning Computer Programming, writing workshop and public speaking, performing arts, choir

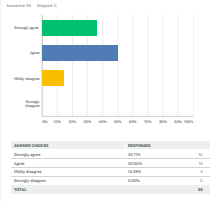


2. How well do you think the following measures are being implemented in your department at your school? (continued)

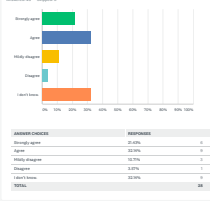
School Type	Very well	Well	Not well	Not at all
Primary	15%	35%	40%	10%
Secondary	10%	30%	45%	15%
Specialist	20%	40%	30%	10%



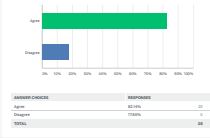
Q4
Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.



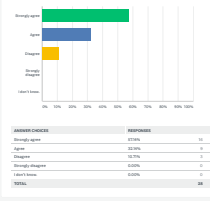
Q5
The school has adequate resources to help students in an emergency or crisis, even during distance learning.



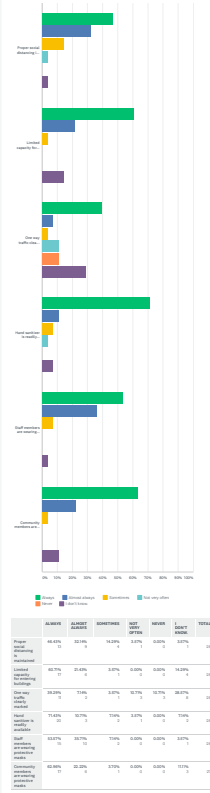
Q6
I am aware of the district's Wellness Connections webpage for staff and students.



Q7
The facilities and grounds are well maintained at my school.



Q8
When I visit the campus, to what degree are the following COVID-19 safety guidelines followed by my school?



Q9
What is something you would like to see improved regarding safety at your school?

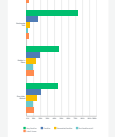
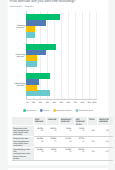
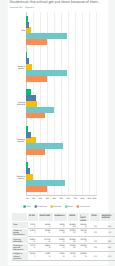
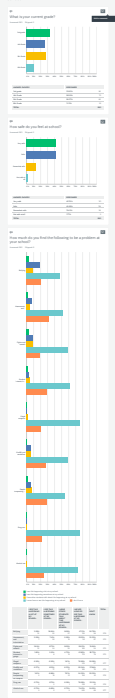
Answers 12 | Response 10

None COVID-19 resources
10/25/2020 1:08 PM

Are already pretty good
10/25/2020 1:08 PM

Continue to monitor during the 2021 school COVID has a seasonal nature
10/25/2020 1:08 PM

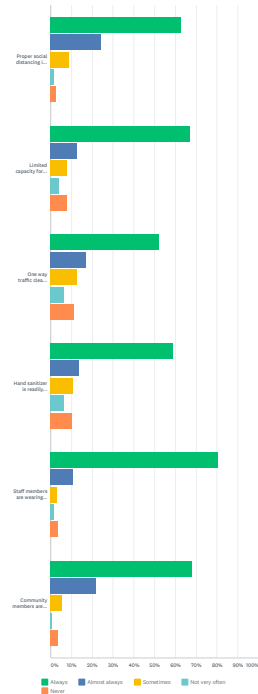
Not sure why we are getting the survey either we are not at school?
10/25/2020 1:08 PM



ANSWERS	100%	100%	100%	100%	100%
Earthquake Drill	73.05%	17.02%	5.32%	1.42%	2.19%
Shelter in Place	48.81%	19.86%	13.12%	8.22%	10.99%
Run, Hide, Defend	44.84%	21.01%	14.59%	8.22%	10.33%

Q12
When I visit the campus (for example on Grab and Go days) to what degree are the following COVID 19 safety guidelines followed by my school?

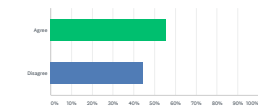
Answered: 279 Skipped: 6



	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	TOTAL
Proper social distancing in hallways	63.72%	24.37%	8.90%	1.42%	2.57%	279
Limited capacity for entering buildings	67.02%	13.04%	7.91%	3.98%	7.97%	276
One way traffic lines in entry	33.32%	17.04%	10.55%	6.67%	14.48%	270
Hand sanitizer is readily available	58.78%	13.95%	10.78%	6.32%	10.49%	363
Staff members are wearing protective masks	80.42%	10.87%	3.50%	1.81%	3.62%	276
Community members are wearing protective masks	68.10%	21.85%	5.56%	0.74%	3.70%	270

Q13
I am aware of the district's Wellness Connections webpage.

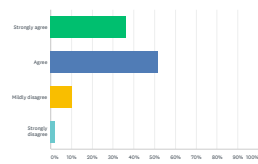
Answered: 278 Skipped: 7



ANSWER CHOICES	RESPONSES
Agree	154
Disagree	124
TOTAL	278

Q14
The school has a way to recognize and reinforce positive behavior among students.

Answered: 282 Skipped: 3



ANSWER CHOICES	RESPONSES
Strongly agree	100
Agree	141
Highly disagree	29
Strongly disagree	6
TOTAL	282

Q15
What is something you would like to see improved regarding safety at your school?

Answered: 278 Skipped: 07

- Nothing
11/9/2020 10:31 AM
- Nothing (there are school doesn't need improvement unless if there's bullying but I don't see it very often.
11/9/2020 10:00 AM
- I don't know
11/9/2020 10:00 AM
- Absolutely Nothing
11/9/2020 9:59 AM

Supplemental 1590 2020-21

SITE: _____

PRINCIPAL: _____

SUPPLEMENTAL 1590

	FND-RESC-Y	OBJECT	SO-GOAL-FUNC	SITE
Hourly Teacher	010-3010-0	1120	00-1590-1000	
Substitute Teachers	010-3010-0	1150	00-1590-1000	
Directors/Instructional	010-3010-0	1330	00-1590-1000	
Consultant/District Employee	010-3010-0	1910	00-1590-2110	
Project Specialist	010-3010-0	1940	00-1590-2110	
Other Consult./Resource Teacher/Not in Classrm.	010-3010-0	1950	00-1590-2110	
Instructional Aides	010-3010-0	2110	00-1590-1000	
Non-Reg. Main./Oper.Staff	010-3010-0	2224	00-1590-8200	
School Secretaries	010-3010-0	2420	00-1590-2110	
Office Aides	010-3010-0	2430	00-1590-2110	
Non-Regular Clerica	010-3010-0	2450	00-1590-2110	
Noon Duty & Health Aide	010-3010-0	2910	00-1590-1000	
Consultant Employee	010-3010-0	2920	00-1590-1000	
Benefits	010-3010-0	3000	00-1590-XXXX	
Instructional Supplies	010-3010-0	4310	00-1590-1000	
Computer Software	010-3010-0	4312	00-1590-1000	
General Supplies	010-3010-0	4351	00-1590-1000	
Periodicals & Publications	010-3010-0	4360	00-1590-1000	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-3010-0	4400	00-1590-1000	
Computer Equipment (Valued at \$500-\$4,999)	010-3010-0	4401	00-1590-1000	
Travel/Conference	010-3010-0	5210	00-1590-1000	
Conference Registration Fees	010-3010-0	5220	00-1590-1000	
Mileage Reimbursement	010-3010-0	5299	00-1590-1000	
Dues And Membership	010-3010-0	5310	00-1590-1000	
Contracted Maintenance Repair	010-3010-0	5610	00-1590-1000	
Contracted Computer Repair	010-3010-0	5611	00-1590-1000	
Equipment/Rental/Materials	010-3010-0	5635	00-1590-1000	
Field Trips (District Buses)	010-3010-0	5720	00-1590-1000	
Consultant/Contractors	010-3010-0	5815	00-1590-1000	
Other Services (Field Trips/Entrance Fees)	010-3010-0	5840	00-1590-1000	
Field Trips (Outside Buses)	010-3010-0	5841	00-1590-1000	
Audit Expenses	010-3010-0	5894	00-1590-1000	
Inter Program Support Cost	010-3010-0	7310	00-1590-1000	

SUPPLEMENTAL 1590 TOTAL

AMOUNT

\$2,500.00

\$2,000.00

\$4,068.00

\$2,979.00

\$11,547.00

**Title III LIMITED ENGLISH PROFICIENCY 1551
2020-21**

SITE: _____

PRINCIPAL: _____

TITLE III LEP

	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	SITE
Hourly Teacher	010-4203-0	1120	00-1551-1000	
Substitute Teachers	010-4203-0	1150	00-1551-1000	
Directors/Instructional	010-4203-0	1330	00-1551-1000	
Consultant/District Employee	010-4203-0	1910	00-1551-2110	
Project Specialist	010-4203-0	1940	00-1551-2110	
Other Consult./Resource Teacher/Not in Classrm.	010-4203-0	1950	00-1551-2110	
Instructional Aides	010-4203-0	2110	00-1551-1000	
Non-Reg. Main./Oper.Staff	010-4203-0	2224	00-1551-8200	
Regular Clerical	010-4203-0	2410	00-1551-2110	
Office Aides	010-4203-0	2430	00-1551-2110	
Substitute Clerical	010-4203-0	2460	00-1551-2110	
Noon Duty & Health Aide	010-4203-0	2910	00-1551-1000	
Consultant Employee	010-4203-0	2920	00-1551-1000	
Benefits	010-4203-0	3000	00-1551-XXXX	
Instructional Supplies	010-4203-0	4310	00-1551-1000	
Computer Software	010-4203-0	4312	00-1551-1000	
General Supplies	010-4203-0	4351	00-1551-1000	
Periodicals & Publications	010-4203-0	4360	00-1551-1000	
Equipment Non-Depreciated (Valued at \$500 -\$4,999)	010-4203-0	4400	00-1551-1000	
Computer Equipment (Valued at \$500-\$4,999)	010-4203-0	4401	00-1551-1000	
Travel/Conference	010-4203-0	5210	00-1551-1000	
Conference Registration Fees	010-4203-0	5220	00-1551-1000	
Mileage Reimbursement	010-4203-0	5299	00-1551-1000	
Dues And Membership	010-4203-0	5310	00-1551-1000	
Contracted Maintenance Repair	010-4203-0	5610	00-1551-1000	
Contracted Computer Repair	010-4203-0	5611	00-1551-1000	
Equipment/Rental/Materials	010-4203-0	5635	00-1551-1000	
Field Trips (District Buses)	010-4203-0	5720	00-1551-1000	
Consultant/Contractors	010-4203-0	5815	00-1551-1000	
Other Services (Field Trips/Entrance Fees)	010-4203-0	5840	00-1551-1000	
Field Trips (Outside Buses)	010-4203-0	5841	00-1551-1000	
Audit Expenses	010-4203-0	5894	00-1551-1000	
Inter Program Support Cost	010-4203-0	7310	00-1551-1000	

TITLE III TOTAL

AMOUNT

2,398.00

1,349.00

\$3,747.00