School Year: **2022-23**

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	11/8/21	4/12/2022

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 identifed in the plan aligns with Evergreen School District's LCAP goals.

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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 safety survey given to all students in grades 3-6, parents and teachers. 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 iReady 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 ELLs 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, Stiggens, 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: Collegeboard 2016), Mathematics (K-3: Engage New York 2015; 4-5: Bridges in Mathematics 2nd edition 2015; 6-8: College Preparatory Math 2014), Science (K-5 Amplify 2021; 6-8 Accelerate Learning 2021), Social Studies (K: Scott Foresman 2006; 1-6: Houghton Mifflin 2006; 7-8: McDougal Littel 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 devloping 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.

In 2021, Evergreen Elementary School District entered a three year contract with Nicole Anderson and Associates Consulting, LLC to address and close existing educational equity gaps. This comprehensive scope of work is designed to build educational equity leadership for all stakeholders including EESD's governing board, executive leadership, extended cabinet, site principals, and teachers.

Governance workshop/study sessions support the strategic development of a governance plan with an equity lens for cohesive and sustainable equity leadership in the district.

Executive leadership and extended cabinet receive coaching on various aspects of internal and external strategic facilitation and equity impact action planning focused on strategically identifying, implementing, and monitoring actions that impact the closure of equity gaps for identified target student groups in the district. The overarching outcome is alignment of equity leadership across district departments, strategic collaboration, and planning and application for systematic change.

Principals and other site administrators participate in seven Equity Leadership Institute sessions, in which the focus is to build capacity of Principals and district leaders in leading for equity through taking a deep dive into concepts learned as well as develop the equity action plan through collaboration and coaching. Content is centered around mindset work while creating a parallel between adaptive and technical work in the school system to interrupt racist practices and close equity gaps.

Equity leadership site level coaching for teachers and other school staff involves customized support designed to provide differentiated professional services to individual principals and Site Equity/Leadership Teams based on their equity leadership journey. This entails a focus on capacity building at the site level through various aspects of equity impact action planning in strategically

identifying, implementing, and monitoring actions that impact the closure of equity gaps for identified target student groups. The content will be grounded in research around cultural proficiency, the equity leadership framework, implementation science, and the 6 conditions of systems change. Activities can include coaching, facilitation/co-facilitation of staff PD sessions, equity walks, data collection, student/parent forums or focus groups, and strategic planning.

An Equity Task Force has been developed to provide a safe space for collaboration and diving deeper into strategic planning for equity with a systemic lens. The purpose of this space is to provide input and recommendations to district leadership to inform decisions that impact historically marginalized student groups and stakeholders. Is also provides guidance on strategic implementation of equity driven practices.

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 Enlish Language Learner population is low and we are able to address the needs of 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 3/9/21; 9/13/21; 10/11/21; 11/8/21

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
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	68	43	93
Grade 1	74	80	49
Grade 2	97	79	88
Grade 3	84	98	84
Grade 4	99	85	100
Grade 5	94	101	84
Grade 6	91	83	94
Total Enrollment	607	569	592

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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	68	66	58	11.2%	11.6%	9.8%
Fluent English Proficient (FEP)	186	169	144	30.6%	29.7%	24.3%
Reclassified Fluent English Proficient (RFEP)	16	11	7	19.8%	16.2%	10.6%

Conclusions based on this data:

1. We are making growth in reclassifying our ELs.
2. Need to continue to support our Els to ensure they reclassify

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	91	83	84	90	83	0	90	83	0	98.9	100	0.0
Grade 4	92	101	100	91	98	0	91	98	0	98.9	97	0.0
Grade 5	99	95	84	98	94	0	98	94	0	99	98.9	0.0
Grade 6	91	90	94	91	89	0	91	89	0	100	98.9	0.0
All Grades	373	369	362	370	364	0	370	364	0	99.2	98.6	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2506.	2509.		66.67	65.06		18.89	19.28		10.00	9.64		4.44	6.02	
Grade 4	2554.	2560.		63.74	71.43		23.08	17.35		5.49	5.10		7.69	6.12	
Grade 5	2598.	2605.		63.27	69.15		21.43	22.34		11.22	5.32		4.08	3.19	
Grade 6	2622.	2627.		56.04	64.04		32.97	21.35		5.49	13.48		5.49	1.12	
All Grades	N/A	N/A	N/A	62.43	67.58		24.05	20.05		8.11	8.24		5.41	4.12	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71.11	63.86		23.33	32.53		5.56	3.61	
Grade 4	60.44	62.24		31.87	32.65		7.69	5.10	
Grade 5	62.24	68.09		30.61	30.85		7.14	1.06	
Grade 6	64.84	61.80		25.27	30.34		9.89	7.87	
All Grades	64.59	64.01		27.84	31.59		7.57	4.40	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57.78	43.37		35.56	49.40		6.67	7.23	
Grade 4	57.14	56.12		36.26	37.76		6.59	6.12	
Grade 5	73.47	71.28		22.45	23.40		4.08	5.32	
Grade 6	68.13	65.17		26.37	31.46		5.49	3.37	
All Grades	64.32	59.34		30.00	35.16		5.68	5.49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	52.22	46.99		46.67	51.81		1.11	1.20	
Grade 4	54.95	46.94		42.86	51.02		2.20	2.04	
Grade 5	39.80	39.36		58.16	55.32		2.04	5.32	
Grade 6	36.26	39.33		63.74	58.43		0.00	2.25	
All Grades	45.68	43.13		52.97	54.12		1.35	2.75	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	54.44	51.81		37.78	39.76		7.78	8.43	
Grade 4	53.85	54.08		37.36	39.80		8.79	6.12	
Grade 5	66.33	73.40		27.55	21.28		6.12	5.32	
Grade 6	65.93	69.66		30.77	28.09		3.30	2.25	
All Grades	60.27	62.36		33.24	32.14		6.49	5.49	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	91	83	84	90	83	0	90	83	0	98.9	100	0.0
Grade 4	92	101	100	92	98	0	92	98	0	100	97	0.0
Grade 5	99	95	84	98	94	0	98	94	0	99	98.9	0.0
Grade 6	91	90	94	91	89	0	91	89	0	100	98.9	0.0
All Grades	373	369	362	371	364	0	371	364	0	99.5	98.6	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2503.	2520.		52.22	62.65		30.00	25.30		13.33	12.05		4.44	0.00	
Grade 4	2558.	2562.		65.22	63.27		20.65	22.45		10.87	12.24		3.26	2.04	
Grade 5	2595.	2606.		64.29	70.21		17.35	12.77		10.20	14.89		8.16	2.13	
Grade 6	2642.	2632.		72.53	65.17		15.38	15.73		6.59	12.36		5.49	6.74	
All Grades	N/A	N/A	N/A	63.61	65.38		20.75	18.96		10.24	12.91		5.39	2.75	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	72.22	73.49		17.78	24.10		10.00	2.41	
Grade 4	79.35	79.59		11.96	14.29		8.70	6.12	
Grade 5	73.47	78.72		14.29	13.83		12.24	7.45	
Grade 6	74.73	68.54		15.38	21.35		9.89	10.11	
All Grades	74.93	75.27		14.82	18.13		10.24	6.59	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.78	69.88		26.67	25.30		5.56	4.82	
Grade 4	67.39	66.33		27.17	26.53		5.43	7.14	
Grade 5	60.20	55.32		31.63	40.43		8.16	4.26	
Grade 6	67.03	62.92		27.47	28.09		5.49	8.99	
All Grades	65.50	63.46		28.30	30.22		6.20	6.32	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	61.11	60.24		33.33	37.35		5.56	2.41	
Grade 4	68.48	60.20		21.74	36.73		9.78	3.06	
Grade 5	58.16	59.57		28.57	36.17		13.27	4.26	
Grade 6	69.23	69.66		24.18	20.22		6.59	10.11	
All Grades	64.15	62.36		26.95	32.69		8.89	4.95	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Local Assessment Data
English Language Arts/Literacy

Grades 3-6 Student Groups	**Grades 3-6** Total Enrollment	**Grades 3-6** Number Tested	**Grades 3-6** Percent Tested	**Grades 3-6** Percent Not Tested	**Grades 3-6** Percent At or Above Grade Level
All Students	361	361	100.00	0.00	86.70
Female	187	187	100.00	0.00	89.84
Male	174	174	100.00	0.00	83.33
American Indian or Alaska Native	--	--	--	--	--
Asian	212	212	100.00	0.00	89.62
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	17	17	100.00	0.00	88.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	95.00
White	74	74	100.00	0.00	81.08
English Learners	38	38	100.00	0.00	65.79
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	0.00	84.21
Students Receiving Migrant Education	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	46.67

Conclusions based on this data:

1. We test all of our students
2. Students with disabilities need more support
3. ELs need more support

School and Student Performance Data

Local Assessment Data
Mathematics

Grades 3-6 Student Groups	**Grades 3-6** Total Enrollment	**Grades 3-6** Number Tested	**Grades 3-6** Percent Tested	**Grades 3-6** Percent Not Tested	**Grades 3-6** Percent At or Above Grade Level
All Students	361	361	100.00	0.00	78.67
Female	187	187	100.00	0.00	81.28
Male	174	174	100.00	0.00	75.86
American Indian or Alaska Native	--	--	--	--	--
Asian	212	212	100.00	0.00	84.91
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	17	17	100.00	0.00	64.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	82.50
White	74	74	100.00	0.00	67.57
English Learners	38	38	100.00	0.00	57.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.00	0.00	63.16
Students Receiving Migrant Education	--	--	--	--	--
Students with Disabilities	15	15	100.00	0.00	33.33

Conclusions based on this data:

1. Overall good scores
2. Students with disabilities need more support
3. ELs and SED need more supports

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1438.7	*	*	1437.4	*	*	1441.0	*	*	17	10	10
1	1497.0	1503.1	*	1480.8	1496.5	*	1512.6	1509.1	*	22	13	4
2	*	1523.4	*	*	1502.4	*	*	1543.7	*	*	16	5
3	*	*	*	*	*	*	*	*	*	*	*	9
4	*	*	1550.8	*	*	1557.7	*	*	1543.5	*	6	13
5	*	*	*	*	*	*	*	*	*	*	6	5
6	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										57	56	51

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	46.15	*	*	38.46		*	15.38		*	0.00	*	*	13
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	49.12	55.36	55.10	35.09	30.36	30.61	*	12.50	14.29	*	1.79	0.00	57	56	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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	*	*	69.23	*	*	15.38		*	15.38		*	0.00	*	*	13
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	56.14	55.36	69.39	29.82	30.36	20.41	*	12.50	10.20	*	1.79	0.00	57	56	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
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		*	30.77	*	*	38.46	*	*	15.38		*	15.38	*	*	13
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	43.86	46.43	40.82	35.09	26.79	32.65	*	25.00	16.33	*	1.79	10.20	57	56	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	70.59	*	*	*	*	*	*	*	*	17	*	*
1	95.45	76.92	*	*	15.38	*		7.69	*	22	13	*
2	*	43.75	*	*	56.25	*		0.00	*	*	16	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	69.23	*	*	15.38		*	15.38	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	70.18	55.36	59.18	28.07	39.29	36.73	*	5.36	4.08	57	56	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	70.59	*	*	*	*	*	17	*	*
1	*	46.15	*	50.00	46.15	*	*	7.69	*	22	13	*
2		37.50	*	*	62.50	*		0.00	*	*	16	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	81.82		*	18.18		*	0.00	*	*	11
5	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*
All Grades	45.61	53.57	71.74	49.12	42.86	26.09	*	3.57	2.17	57	56	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	70.59	*	*		*	*	17	*	*
1	77.27	61.54	*	*	30.77	*		7.69	*	22	13	*
2	*	25.00	*	*	68.75	*		6.25	*	*	16	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	23.08	*	*	61.54	*	*	15.38	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	43.86	42.86	40.82	49.12	50.00	48.98	*	7.14	10.20	57	56	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	76.47	*	*	*	*	*		*	*	17	*	*
1	59.09	7.69	*	*	92.31	*		0.00	*	22	13	*
2	*	68.75	*		31.25	*		0.00	*	*	16	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	30.77	*	*	53.85		*	15.38	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
All Grades	57.89	44.64	36.73	40.35	55.36	55.10	*	0.00	8.16	57	56	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
592	7.1	9.8	
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.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	9.8
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	42	7.1
Students with Disabilities	16	2.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.2
American Indian or Alaska Native		
Asian	367	62.0
Filipino	24	4.1
Hispanic	39	6.6
Two or More Races	38	6.4
Native Hawaiian or Pacific Islander		
White	114	19.3

Conclusions based on this data:

1. Silver Oak has a diverse learning population.

2. We have a low number of ELs who take CAASPP who need support to continue to perform at grade level.

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Blue	**Chronic Absenteeism** Blue	**Suspension Rate** Green
Mathematics Blue		

Conclusions based on this data:

1. We are performing well in all categories.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	3

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

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
92.5 points above standard	62.9 points above standard	0 Students
Increased ++6.1 points	Increased ++10.8 points	
356	59	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	84.2 points above standard	0.7 points above standard
	Increased Significantly ++41.8 points	Declined -8.1 points
	18	12

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	105.5 points above standard	22.2 points above standard
1		Increased ++8 points	14
		216	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Blue	No Performance Color	Green
67.7 points above standard	107.5 points above standard	0 Students	71.4 points above standard
Increased Significantly ++49.8 points	Increased ++4 points		Declined -3.9 points
17	30		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	95.9 points above standard	88.4 points above standard
Increased Significantly ++27.3 points	Increased ++7.7 points	Maintained ++1.8 points
15	44	197

Conclusions based on this data:

1. We continue to perform well and grow.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

All Students	English Learners	Foster Youth
Blue	Blue	
81.6 points above standard	58.7 points above standard	
Increased ++6.8 points	Increased Significantly ++17.9 points	
356	59	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	No Performance Color
	47.6 points above standard	19.3 points below standard
	Increased Significantly ++33.7 points	Declined Significantly -18.3 points
	18	12

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 ++70.9 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 ++30.9 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

English Learner Progress
No Performance Color
72.1 making progress towards English language proficiency
Number of EL Students: 43
Performance Level: Very High

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 Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	3

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

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
1	2.9	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Maintained +0.1	0
622	70	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0	0
1	Maintained 0	Maintained 0
	39	24

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0.8	0
6	1	Declined -0.8	Maintained 0
		377	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Blue	No Performance Color	Blue
0	0	Less than 11 Students - Data Not Displayed for Privacy	1.5
Declined -4	Declined -1.6	0	Declined -0.6
27	58		131

Conclusions based on this data:

1. We can improve our EL chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	
0.5	2.8	
Increased +0.5	Increased +2.8	
627	71	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not	0	0
1	Maintained 0	Maintained 0
	39	25

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0.8	0
6	1	Increased +0.8	Maintained 0
		380	22
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Blue		Blue
0	0		0
Maintained 0	Maintained 0		Maintained 0
27	58		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, and 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)
5000	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

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)	Source(s)
0	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)
1500	General Fund 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)
6800	General 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)
3000	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)	Source(s)
5000	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: 2021-22

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 Safety 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, saber savers and school store all part of our PBIS 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)
2500	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)
3500	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: 2021-22

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 2025 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

Based off I-Ready and CAASSP Scores

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)
2500	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

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)	Source(s)
1500	General Fund 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)	Source(s)
1000	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)	Source(s)
1500	Supplemental Fund 1000-1999: Certificated Personnel Salaries
1500	General Fund

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)	Source(s)
4000	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)	Source(s)
2500	General Fund 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2021-22

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 iReady.

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 2025 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)	Source(s)
1694	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, and Math olympiad.

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 or overtime 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)
3694	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, XTRA Math, math manipulatives, BrainPop, 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: 2021-22

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)	Source(s)
4077	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 - Ellevation, Rosetta Stone

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: 2021-22

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 iReady 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 2023 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)
1558	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 STEAM 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)	Source(s)
3500	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 STEAM lab teacher team to visit other sites with existing STEAM 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)	Source(s)
0	General Fund 0001-0999: Unrestricted: Locally Defined

Annual Review

SPSA Year Reviewed: 2021-22

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 2022-2023 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: 2021-22

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: 2021-22

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

Heath and Wellness

LEA/LCAP Goal

Increase the percent of students who meet minimum physical fitness requirements by 3%

Goal 9

Improve individual student fitness and fundamental physical skills.

Identified Need

Physical Fitness 5th Grade Test

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)

4000	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: 2021-22

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

Increase professional development opportunities in MA, LA, and Equity to match needs of school district initiatives in the strategic plan and LCAP and to align professional development to school site needs according to the single school plans for student achievement.

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: 2021-22

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	$73,364.00

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	$4,077.00

Subtotal of additional federal funds included for this school: $4,077.00

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	$53,196.00
Supplemental Fund	$16,091.00

Subtotal of state or local funds included for this school: $69,287.00

Total of federal, state, and/or local funds for this school: $73,364.00

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	16091	0.00
General Fund	53196	0.00
Title III	4077	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	53,196.00
Supplemental Fund	16,091.00
Title III	4,077.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	13,358.00
0001-0999: Unrestricted: Locally Defined	0.00
1000-1999: Certificated Personnel Salaries	9,388.00
2000-2999: Classified Personnel Salaries	4,578.00
4000-4999: Books And Supplies	30,040.00
5000-5999: Services And Other Operating Expenditures	11,500.00
None Specified	3,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	General Fund	1,500.00
0000: Unrestricted	General Fund	13,358.00

0001-0999: Unrestricted: Locally Defined	General Fund	0.00
1000-1999: Certificated Personnel Salaries	General Fund	4,194.00
2000-2999: Classified Personnel Salaries	General Fund	4,578.00
4000-4999: Books And Supplies	General Fund	18,066.00
5000-5999: Services And Other Operating Expenditures	General Fund	8,500.00
None Specified	General Fund	3,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	5,194.00
4000-4999: Books And Supplies	Supplemental Fund	7,897.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	3,000.00
4000-4999: Books And Supplies	Title III	4,077.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,300.00
Goal 2	13,578.00
Goal 3	14,500.00
Goal 4	10,851.00
Goal 5	4,077.00
Goal 6	5,058.00
Goal 9	4,000.00

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
Bhawana Sharma	Parent or Community Member
Cassie Giannotta	Other School Staff
Sam Mahr	Classroom Teacher
Christina Krueger	Classroom Teacher
Robert Marks, Secretary	Parent or Community Member
Taline Yerganian	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 11/08/21.

Attested:

Principal, Howard Greenfield on 11/8/21

SSC Chairperson, Robert Marks on 11/8/21

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2022 School Plan for Student Achievement	2022-02-09		View	View	46

2 updated data fields saved successfully.

Save Data | View Current Document | View Section | All data saved.

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
Clear	☐ State Compensatory Education Advisory Committee
Clear DocuSigned by: irma treyo 55E370383F85449...	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 11/08/21 .

Attested:

Clear	Principal, Howard Greenfield on 11/8/21
Clear DocuSigned by: robert marks FCF79B88836F425...	SSC Chairperson, Robert Marks on 11/8/21

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Silver Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at your school. 2021-2022

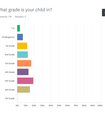
Community Survey 2022

QUESTION DISTRIBUTION | SAFETY TRENDS | INDIVIDUAL RESPONSES

Q7

What grade is your child in?

Answered: 79 Skipped: 1



ANSWER CHOICES	RESPONSES	
1st	6.33%	5
Kindergarten	8.86%	7
2nd Grade	12.66%	10
3rd Grade	12.66%	10
4th Grade	16.46%	13
5th Grade	15.19%	12
6th Grade	16.46%	13
7th Grade	16.46%	13
8th Grade	6.33%	5
9th Grade	0.00%	0
Total		79

Q8

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

Answered: 79 Skipped: 1

	LEAST PREVALENT (1 AT LEAST PREVALENT)	LEAST PREVALENT (2 LEAST PREVALENT)	LEAST PREVALENT (3 LEAST PREVALENT)	MOST PREVALENT (4 MOST PREVALENT)	MOST PREVALENT (5 MOST PREVALENT)	TOTAL	WEIGHTED AVERAGE
Bullying	5.06% 4	16.46% 13	34.18% 27	24.05% 19	20.25% 16	79	3.13
Physical fighting	5.06% 4	8.86% 7	17.72% 14	30.37% 24	38.00% 30	79	3.75
Fights over social media	5.06% 4	13.92% 11	16.46% 13	34.18% 27	30.38% 24	79	3.59
Racial discrimination	5.06% 4	11.39% 9	13.92% 11	35.44% 28	34.18% 27	79	3.63
Sexual harassment	5.06% 4	10.13% 8	16.46% 13	37.97% 30	30.38% 24	79	3.57
Lgbtq+ and confusion	5.06% 4	13.92% 11	16.46% 13	34.18% 27	30.38% 24	79	3.54
Sexual orientation	5.06% 4	8.86% 7	16.46% 13	34.18% 27	35.44% 28	79	3.68
Drugs etc	5.06% 4	13.92% 11	20.25% 16	30.38% 24	30.38% 24	79	3.50
Alcohol use	5.06% 4	13.92% 11	20.25% 16	34.18% 27	26.58% 21	79	3.43

Q9

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

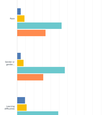
Answered: 79 Skipped: 1

ANSWER CHOICES	RESPONSES	
Often	6.33%	5
Sometimes	30.37%	24
Rarely	30.37%	24
Never	24.05%	19
I don't know	8.86%	7
Total		79

Q10

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

Answered: 79 Skipped: 1

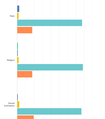


	OFTEN	SOMETIMES	RARELY	NEVER	TOTAL	WEIGHTED AVERAGE
Race	6.33% 5	6.33% 5	30.37% 24	56.96% 45	79	3.37
Gender or gender identity	6.33% 5	12.66% 10	7.59% 6	73.42% 58	79	3.51
Learning disabilities	6.33% 5	8.86% 7	15.19% 12	69.62% 55	79	3.51
Clothing or appearance	7.59% 6	8.86% 7	17.72% 14	65.82% 52	79	3.43
Religion or culture	6.33% 5	5.06% 4	13.92% 11	74.68% 59	79	3.57
Sexual orientation	6.33% 5	5.06% 4	17.72% 14	70.89% 56	79	3.53

Q11

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

Answered: 79 Skipped: 1

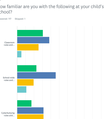


	OFTEN	SOMETIMES	RARELY	NEVER	TOTAL	WEIGHTED AVERAGE
Race	6.33% 5	3.80% 3	7.59% 6	82.28% 65	79	3.62
Religion	6.33% 5	3.80% 3	7.59% 6	82.28% 65	79	3.62
Sexual orientation	6.33% 5	3.80% 3	7.59% 6	82.28% 65	79	3.62
Learning disabilities	6.33% 5	3.80% 3	5.06% 4	84.81% 67	79	3.65

Q12

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

Answered: 79 Skipped: 1

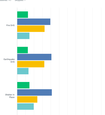


	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR	TOTAL	WEIGHTED AVERAGE
Classroom curriculum (Lessons taught in your child's classroom)	50.63% 40	29.11% 23	15.19% 12	5.06% 4	79	1.80
School-wide curriculum (Lessons taught to all students in the school)	50.63% 40	29.11% 23	15.19% 12	5.06% 4	79	1.80
Collaborating with teachers (Meetings between teachers and parents)	51.90% 41	22.78% 18	8.86% 7	16.46% 13	79	2.10

Q13

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

Answered: 79 Skipped: 1

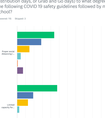


ANSWER CHOICES	RESPONSES	
Strongly agree	20.77%	16
Agree	77.92%	60
Fairly Disagree	1.30%	1
Strongly disagree	0.00%	0
Total		77

Q14

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

Answered: 77 Skipped: 3

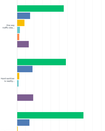


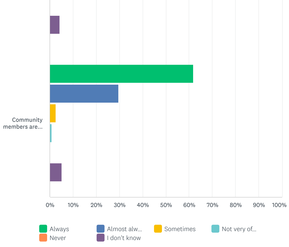
	VERY WELL	WELL	SOMEWHAT WELL	NOT WELL	TOTAL
Fire Drill	51.95% 40	33.77% 26	10.39% 8	3.90% 3	77
Earthquake drill	51.95% 40	33.77% 26	10.39% 8	3.90% 3	77
Shelter in Place	51.95% 40	33.77% 26	10.39% 8	3.90% 3	77
Bus / Other Vehicle	51.95% 40	33.77% 26	10.39% 8	3.90% 3	77

Q15

When I visit the campus (for example on material distribution days, or Grab and Go days) in what degree are the following COVID 19 safety guidelines followed by my school?

Answered: 80 Skipped: 2



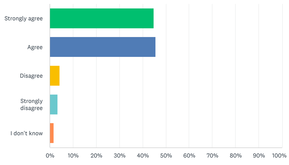


	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	I DON'T KNOW	TOTAL
Proper social distancing is maintained	44.35% 51	28.70% 33	14.78% 17	4.35% 5	0.87% 1	6.96% 8	115
Limited capacity for entering buildings	47.83% 55	19.13% 22	13.04% 15	2.61% 3	0.00% 0	17.39% 20	115
One way traffic clearly marked	55.65% 64	15.65% 18	8.70% 10	3.48% 4	2.61% 3	13.91% 16	115
Hand sanitizer is readily available	58.26% 67	18.26% 21	2.61% 3	1.74% 2	0.00% 0	19.13% 22	115
Staff members are wearing protective masks	79.13% 91	14.78% 17	0.87% 1	0.87% 1	0.00% 0	4.35% 5	115
Community members are wearing protective masks	61.74% 71	29.57% 34	2.61% 3	0.87% 1	0.00% 0	5.22% 6	115

Q10

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

Answered: 116 Skipped: 2

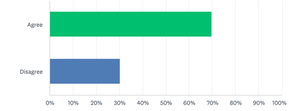


ANSWER CHOICES	RESPONSES	
Strongly agree	44.83%	52
Agree	45.69%	53
Disagree	4.31%	5
Strongly disagree	3.45%	4
I don't know	1.72%	2
TOTAL		**116**

Q11

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

Answered: 116 Skipped: 2

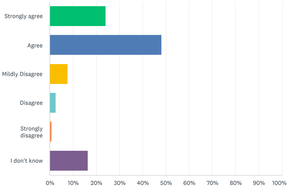


ANSWER CHOICES	RESPONSES	
Agree	69.83%	81
Disagree	30.17%	35
TOTAL		**116**

Q12

My child's school has adequate resources to help students in an emergency or crisis, even during distance learning.

Answered: 116 Skipped: 2

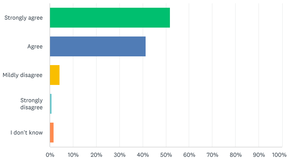


ANSWER CHOICES	RESPONSES	
Strongly agree	24.14%	28
Agree	48.28%	56
Mildly Disagree	7.76%	9
Disagree	2.59%	3
Strongly disagree	0.86%	1
I don't know	16.38%	19
TOTAL		**116**

Q13

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

Answered: 116 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly agree	51.72%	60
Agree	41.38%	48
Mildly disagree	4.31%	5
Strongly disagree	0.86%	1
I don't know	1.72%	2
TOTAL		**116**

Q14

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

Answered: 60 Skipped: 58

All are good to me.

1/2/2022 5:47 PM

Safety is fine. Just teach kids math science and English

11/10/2021 9:43 AM

parents following traffic rules during drop-off & pick

11/9/2021 7:17 PM

Partner with San Jose police and eliminate vandalism

11/9/2021 6:51 PM

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Evergreen School District
From strong roots grow bright futures

General Fund Site Budget 2022-23

SCHOOL: *Silver Oak* **SITE #** **016** *3 digits - 0##* **ALLOCATION:** **$ 53,196.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	016	5,500
SEAT School Enrichment(required $46 x 125 hours)	010-0000-0	1120	00-1170	1000	016	5,750
Substitute Teachers (*paid by site)*	010-0000-0	1150	00-1170	1000	016	3,156
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	010-0000-0		00-1170		016	
22.3502% Benefits	010-0000-0	3xx1	00-1170			3,220
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	016	500
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	016	500
Hourly Clerical	010-0000-0	2460	00-1170	2700	016	4,578
Hourly Health Aide	010-0000-0	2950	00-1170	3140	016	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	016	
*Other**	010-0000-0		00-1170		016	
35.5502% Benefits	010-0000-0	3xx2	00-1170			1,983
Supplies (for POs & reimbursements)						
Books (00004200##)	**010-0000-0**	**4200**	**00-1170**	**1000**	**016**	3,066
Classroom Supplies (00004310##)	**010-0000-0**	**4310**	**00-1170**	**1000**	**016**	6,000
Office Supplies (00004351##)	**010-0000-0**	**4351**	**00-1170**	**2700**	**016**	6,558
Parts/Supplies M.O.T. (00004365##)	**010-0000-0**	**4365**	**00-1170**	**8100**	**016**	3,500
Equipment $500 -4,999 *(function depends on use*)*	010-0000-0	4400	00-1170		016	
*Other**	010-0000-0		00-1170		016	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0000-0	5210	00-1170	1000	016	3,000
Conference Registration Fees	010-0000-0	5220	00-1170	1000	016	800
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	016	
Maintenance Repair	010-0000-0	5610	00-1170	8100	016	
Computer Repair	010-0000-0	5611	00-1170	1000	016	1,500
Copier Maintenance *(required = Purchasing PO)*	010-0000-0	5615	00-1170	1000	**016**	2,585
Consultant/Contractors (00005815##)	**010-0000-0**	**5815**	**00-1170**	**1000**	**016**	
Software, Subscriptions & Licenses (00005826##)	**010-0000-0**	**5826**	**00-1170**	**1000**	**016**	1,000
Field Trip	010-0000-0	5840	00-1170	1000	016	
*Other**	010-0000-0		00-1170		016	
*Other**	010-0000-0		00-1170			

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

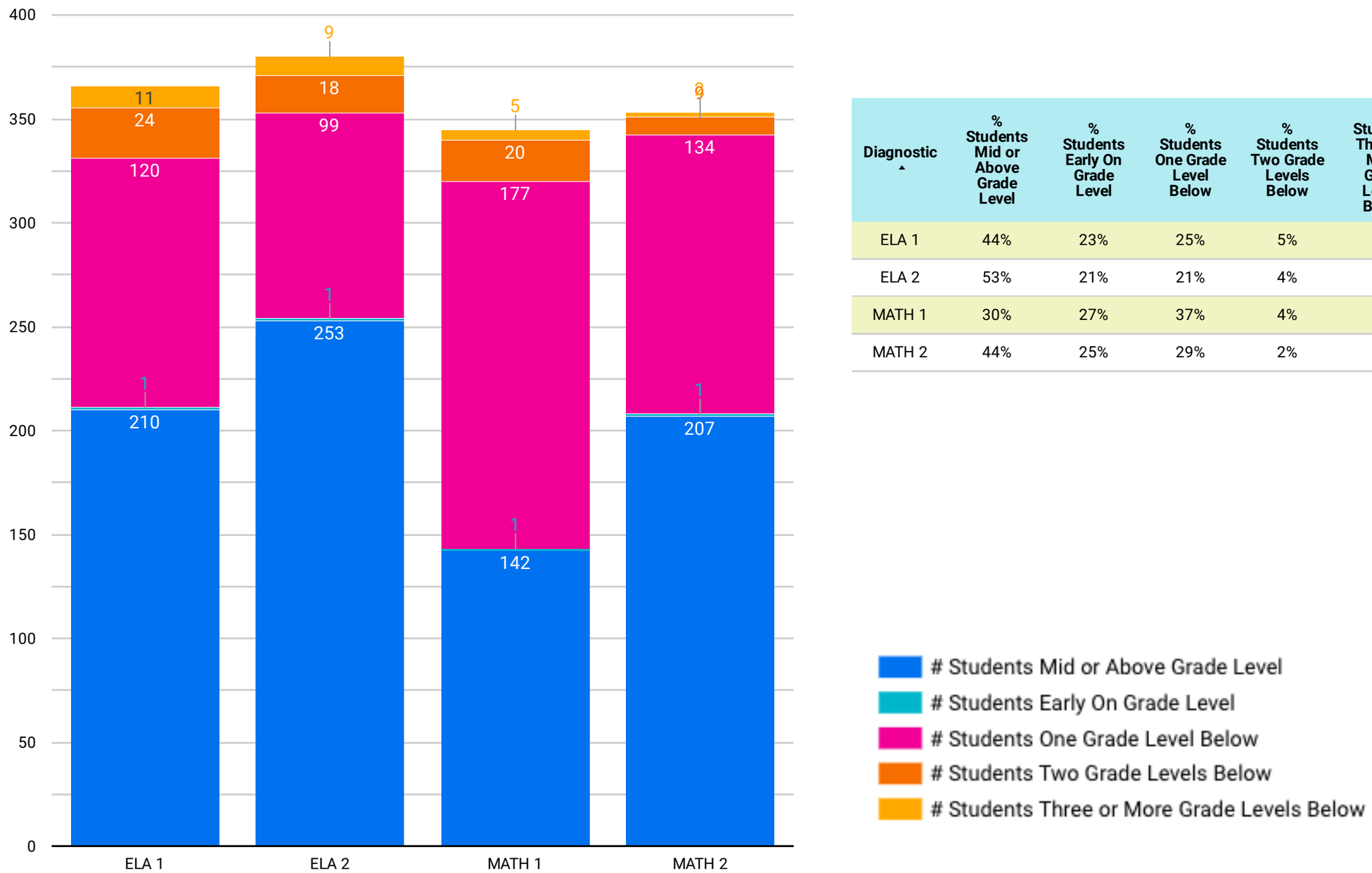
TOTAL GENERAL SITE BUDGET **53,196**

should match Allocation

variance: 0

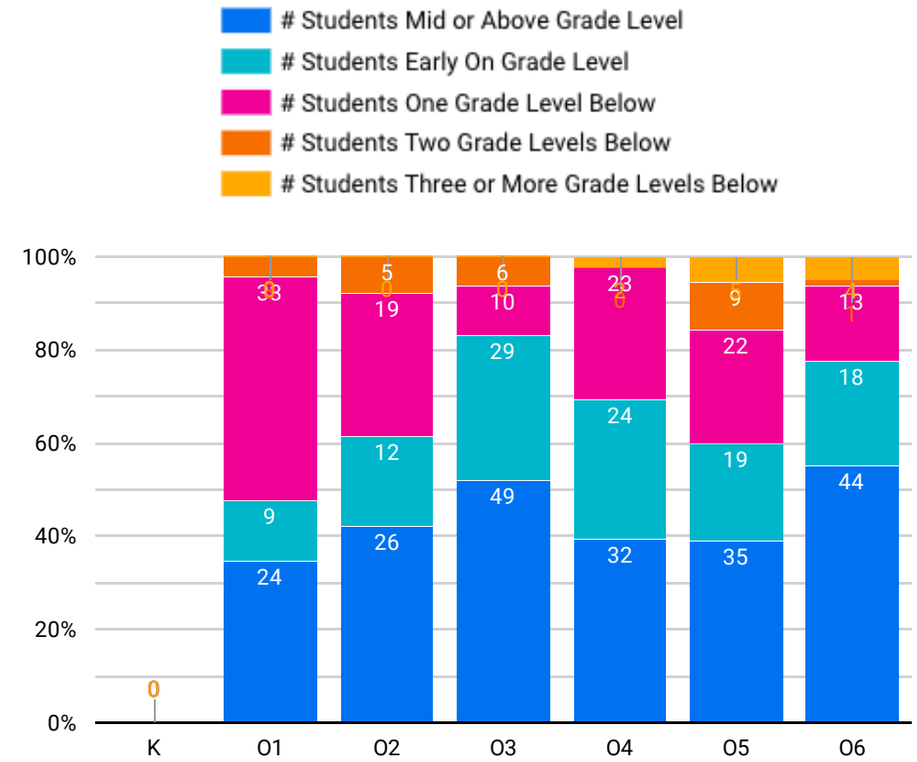
Statutory Benefits Calculation		
19.1000%	STRS (Certificated only)	3101
26.1000%	PERS (Classfied only)	3202
6.2000%	OASDI (CL)	331X
1.4500%	Medicare (CE & CL)	332X
0.5000%	State Unemployment (CE & CL)	350X
1.3002%	Workers Comp (CE & CL)	360X

Silver Oak Students



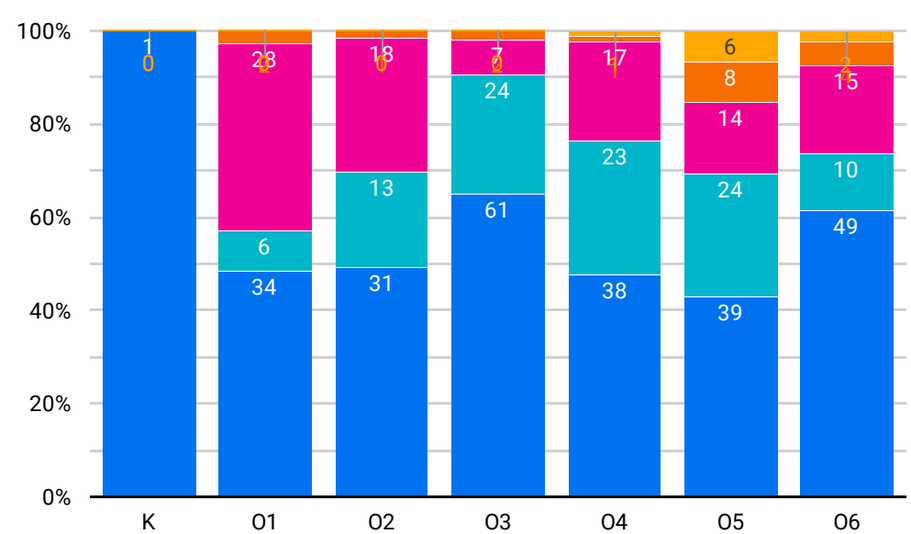
Diagnostic	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
ELA 1	44%	23%	25%	5%	2%
ELA 2	53%	21%	21%	4%	2%
MATH 1	30%	27%	37%	4%	1%
MATH 2	44%	25%	29%	2%	1%

Silver Oak ELA By Grade



ELA Diagnostic 1

Grade	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
K	0%	0%	0%	0%	0%
O1	35%	13%	48%	4%	0%
O2	42%	19%	31%	8%	0%
O3	52%	31%	11%	6%	0%
O4	40%	30%	28%	0%	2%
O5	39%	21%	24%	10%	6%
O6	55%	23%	16%	1%	5%



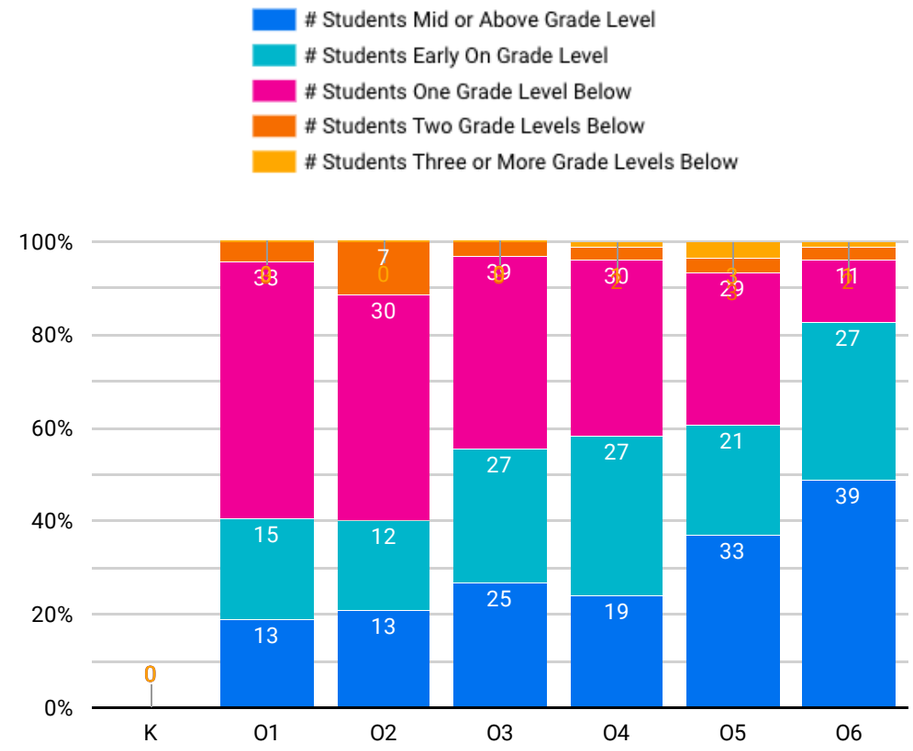
ELA Diagnostic 2

Grade	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
K	100%	0%	0%	0%	0%
O1	49%	9%	40%	3%	0%
O2	49%	21%	29%	2%	0%
O3	65%	26%	7%	2%	0%
O4	48%	29%	21%	1%	1%
O5	43%	26%	15%	9%	7%
O6	61%	13%	19%	5%	3%

Silver Oak Math By Grade

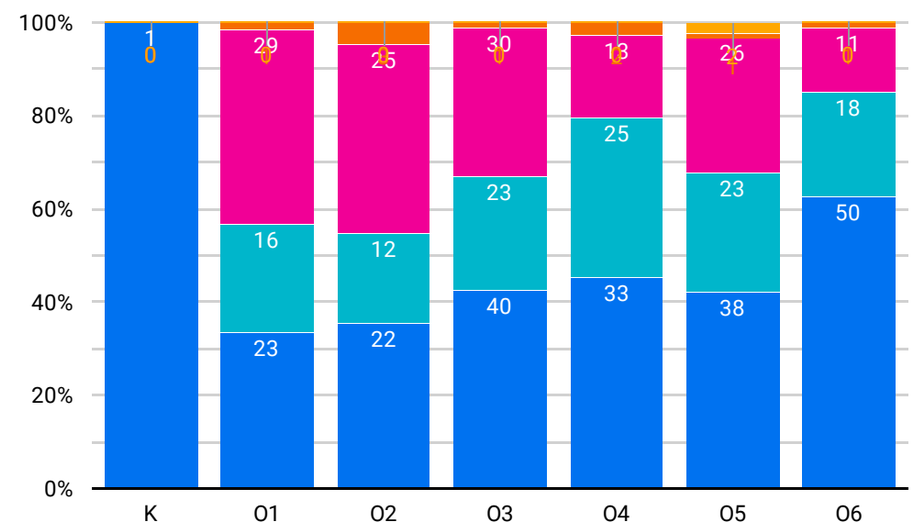
Math Diagnostic 1

Grade	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
K	0%	0%	0%	0%	0%
01	19%	22%	55%	4%	0%
02	21%	19%	48%	11%	0%
03	27%	29%	41%	3%	0%
04	24%	34%	38%	3%	1%
05	37%	24%	33%	3%	3%
06	49%	34%	14%	3%	1%



Math Diagnostic 2

Grade	% Students Mid or Above Grade Level	% Students Early On Grade Level	% Students One Grade Level Below	% Students Two Grade Levels Below	% Students Three or More Grade Levels Below
K	100%	0%	0%	0%	0%
01	33%	23%	42%	1%	0%
02	35%	19%	40%	5%	0%
03	43%	24%	32%	1%	0%
04	45%	34%	18%	3%	0%
05	42%	26%	29%	1%	2%
06	63%	23%	14%	1%	0%



Silver Oak Students Assessed for Each Diagnostic

ELA Diagnostic 1

Grade ▲	Students Assessed	Missing	Total
K	0	100	100
O1	69	5	74
O2	62	1	63
O3	94	1	95
O4	81	2	83
O5	90	4	94
O6	80	0	80

ELA Diagnostic 2

Grade ▲	Students Assessed	Missing	Total
K	1	99	100
O1	70	4	74
O2	63	0	63
O3	94	1	95
O4	80	3	83
O5	91	3	94
O6	80	0	80

Math Diagnostic 1

Grade ▲	Students Assessed	Missing	Total
K	0	100	100
O1	69	5	74
O2	62	1	63
O3	94	1	95
O4	79	4	83
O5	89	5	94
O6	80	0	80

Math Diagnostic 2

Grade ▲	Students Assessed	Missing	Total
K	1	99	100
O1	69	5	74
O2	62	1	63
O3	94	1	95
O4	73	10	83
O5	90	4	94
O6	80	0	80

Silver Oak's Parent Involvement Policy

2022-2023

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

Silver Oak Encuesta de Seguridad Comunitaria: Por favor responda estas preguntas. 2021-2022

RESUMEN POR PREGUNTA | TENDENCIAS DE DATOS | RESPUESTAS INDIVIDUALES

P1

1. ¿Cuál es su curso actual?

Respondieron 1 · Omitieron 0

OPCIONES DE RESPUESTA	RESPUESTAS	
Pre	0.00 %	0
Kindergarten	0.00 %	0
1er Grado	100.00 %	1
2do Grado	0.00 %	0
3er Grado	0.00 %	0
4to Grado	0.00 %	0
5to Grado	0.00 %	0
6to Grado	0.00 %	0
7mo Grado	0.00 %	0
8vo Grado	0.00 %	0
TOTAL		**1**

P2

LEA cual medida considera que lo siguiente es un problema en la escuela de su hijo?

Respondieron 1 · Omitieron 0

	MUY SERIO	MODERADO	POCO SERIO	NO ES UN PROBLEMA	TOTAL	PONDERACIÓN PROMEDIO
Acoso	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	1	0.00
Acoso / Ciberacoso	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	1	0.00
Peleas y juegos	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	1	0.00
Uso de alcohol y drogas	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	1	0.00
Armas / Violencia	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	1	0.00
Robo / Vandalismo	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	1	0.00
Daño que causan a la escuela	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	1	0.00
Falta de respeto a los maestros	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	1	0.00

P3

¿Con qué frecuencia escucha o ve algún acto de intimidación en su escuela? Definición de acoso escolar: Cuando un niño o un grupo de niños molesta, amenaza, hace o acciones a propósito, generalmente más de una vez, se siente mal por ella y tiene dificultades para detener lo que está sucediendo. Los tipos de intimidación incluyen: intimidación física, verbal, emocional, social y cibernética.

Respondieron 1 · Omitieron 0

OPCIONES DE RESPUESTA	RESPUESTAS	
A menudo	0.00 %	0
A veces	0.00 %	0
Ocasionalmente	0.00 %	0
Nunca	100.00 %	1
No lo sé	0.00 %	0
TOTAL		**1**

P4

Los estudiantes de la escuela de mi hijo son rechazados por su...

Respondieron 1 · Omitieron 0

	A MUCHA FRECUENCIA	A VECES	OCASIONALMENTE	NUNCA	NO LO SÉ	TOTAL	PONDERACIÓN PROMEDIO
Raza	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Religión / creencias	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Orientación sexual	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Habilidades académicas	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Apariencia física	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Ninguno / Ninguna	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Otro motivo de discriminación	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00

P5

¿Con qué frecuencia escucha a ADULTOS en la escuela de su hijo burlarse de diferencias como ...

Respondieron 1 · Omitieron 0

	A MUCHA FRECUENCIA	A VECES	OCASIONALMENTE	NUNCA	NO LO SÉ	TOTAL	PONDERACIÓN PROMEDIO
Raza	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Religión	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Orientación sexual	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00
Otro motivo de discriminación	0.00 % 0	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1	0.00

P6

¿Qué tan familiarizado está con lo siguiente en la escuela de su hijo?

Respondieron 1 · Omitieron 0

	MUY FAMILIARIZADO	FAMILIARIZADO	POCO FAMILIARIZADO	NO TENGO TARJETAS DE REGISTRO	TOTAL	PONDERACIÓN PROMEDIO
Reglas del aula / Tarjetas de registro (Ts. Rs.)	100.00 % 1	0.00 % 0	0.00 % 0	0.00 % 0	1	1.00
Reglas / consecuencias de la escuela / Tarjetas de registro (Ts. Rs.)	100.00 % 1	0.00 % 0	0.00 % 0	0.00 % 0	1	1.00

P7

Las reglas y expectativas de la escuela son claras y las conozco bien.

Respondieron 1 · Omitieron 0

OPCIONES DE RESPUESTA	RESPUESTAS	
Totalmente de acuerdo	100.00 %	1
De acuerdo	0.00 %	0
Levemente en desacuerdo	0.00 %	0
Para nada de acuerdo	0.00 %	0
TOTAL		**1**

P8

¿Qué tan bien comprende los procedimientos de emergencia en la escuela de su hijo?

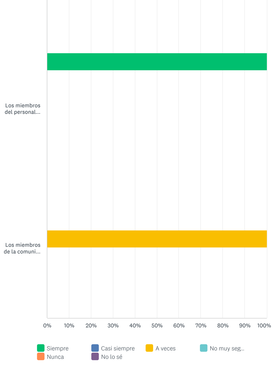
Respondieron 1 · Omitieron 0

	MUY FAMILIARIZADO	FAMILIARIZADO	ALGO FAMILIARIZADO	NO ESTOY FAMILIARIZADO CON ESTE PROCEDIMIENTO	TOTAL
Procedimientos de cierre	100.00 % 1	100.00 % 1	0.00 % 0	0.00 % 0	2
Procedimientos de evacuación	0.00 % 0	0.00 % 0	100.00 % 1	0.00 % 0	1
Refugio en el lugar	0.00 % 0	100.00 % 1	0.00 % 0	0.00 % 0	1
Cierre de emergencia	100.00 % 1	100.00 % 1	0.00 % 0	0.00 % 0	2

P9

Cuando visito el campus (por ejemplo, en los días de distribución de materiales, o en los días Grab and Go/Recoger y llevar), siento que por la escuela sigue las siguientes pautas de seguridad de COVID 19?

Respondieron 1 · Omitieron 0

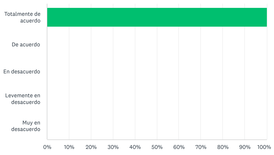


	SIEMPRE	CASI SIEMPRE	A VECES	NO MUY SEGUIDO	NUNCA	NO LO SÉ	TOTAL
Se mantiene un adecuado distanciamiento social	100,00 % 1	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	1
Capacidad limitada para ingresar a edificios	100,00 % 1	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	1
Tráfico unidireccional claramente marcado	100,00 % 1	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	1
Hay desinfectante de manos fácilmente disponible	100,00 % 1	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	1
Los miembros del personal llevan máscaras protectoras	100,00 % 1	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	0,00 % 0	1
Los miembros de la comunidad usan máscaras protectoras	0,00 % 0	0,00 % 0	100,00 % 1	0,00 % 0	0,00 % 0	0,00 % 0	1

P10

Las instalaciones y los terrenos están bien mantenidos en la escuela de mi hijo.

Respondidas: 1 Omitidas: 0

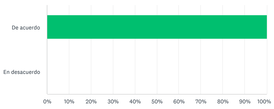


OPCIONES DE RESPUESTA	RESPUESTAS	
Totalmente de acuerdo	100,00 %	1
De acuerdo	0,00 %	0
En desacuerdo	0,00 %	0
Levemente en desacuerdo	0,00 %	0
Muy en desacuerdo	0,00 %	0
TOTAL		1

P11

Estoy al tanto de la página web Wellness Connections del distrito con recursos para estudiantes y familias.

Respondidas: 1 Omitidas: 0

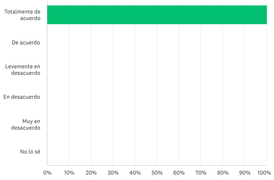


OPCIONES DE RESPUESTA	RESPUESTAS	
De acuerdo	100,00 %	1
En desacuerdo	0,00 %	0
TOTAL		1

P12

La escuela de mi hijo tiene los recursos adecuados para ayudar a los estudiantes en una emergencia o crisis, incluso durante el aprendizaje a la distancia.

Respondidas: 1 Omitidas: 0

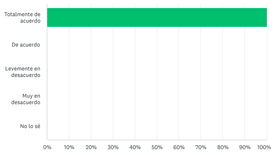


OPCIONES DE RESPUESTA	RESPUESTAS	
Totalmente de acuerdo	100,00 %	1
De acuerdo	0,00 %	0
Levemente en desacuerdo	0,00 %	0
En desacuerdo	0,00 %	0
Muy en desacuerdo	0,00 %	0
No lo sé	0,00 %	0
TOTAL		1

P13

La escuela de mi hijo tiene una forma de reconocer el comportamiento positivo entre los estudiantes.

Respondidas: 1 Omitidas: 0



OPCIONES DE RESPUESTA	RESPUESTAS	
Totalmente de acuerdo	100,00 %	1
De acuerdo	0,00 %	0
Levemente en desacuerdo	0,00 %	0
Muy en desacuerdo	0,00 %	0
No lo sé	0,00 %	0
TOTAL		1

P14

¿Qué es algo que le gustaría que mejorara con respecto a la seguridad en su escuela?

Respondidas: 1 Omitidas: 0

To have enough people watching them during reassess or lunch time

02/11/2021 14:55

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Silver Oak Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at your school. 2021-2022

Answered: 14 Skipped: 0

SUMMARY | DETAILS | TRENDS | INDIVIDUAL RESPONSES

Q1

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

DISPLAY OPTIONS

Answered: 14 Skipped: 0

	LEAST PREVALENT (LEAST PREVALENT OF THE FOUR OPTIONS)	LESS PREVALENT (LESS PREVALENT OF THE FOUR OPTIONS)	FAIRLY PREVALENT (FAIRLY PREVALENT OF THE FOUR OPTIONS)	MOST PREVALENT (MOST PREVALENT OF THE FOUR OPTIONS)	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% (0)	7.14% (1)	28.57% (4)	57.14% (8)	14	3.50
Discrimination / Hate	0.00% (0)	7.14% (1)	0.00% (0)	92.86% (13)	14	3.93
Sexual Harassment	0.00% (0)	7.69% (1)	0.00% (0)	92.31% (12)	13	3.92
Physical Violence	0.00% (0)	0.00% (0)	7.69% (1)	92.31% (12)	13	4.07
Verbal Violence	0.00% (0)	7.14% (1)	0.00% (0)	92.86% (13)	14	3.93
Graffiti and Vandalism	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00
Drugs Distribution	7.14% (1)	7.14% (1)	0.00% (0)	85.71% (12)	14	3.86
Drug Use	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00
Alcohol use	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00

Q2

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

Answered: 14 Skipped: 0

ANSWER CHOICES	RESPONSES
Other	0.00% (0)
Sometimes	57.14% (8)
Monthly	7.14% (1)
Never	35.71% (5)
TOTAL	14

Q3

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

Answered: 14 Skipped: 0

	OFTEN	SOMETIMES	RARELY	NEVER	TOTAL	WEIGHTED AVERAGE
Race	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00
Gender or gender identity	0.00% (0)	0.00% (0)	8.14% (1)	92.86% (13)	14	3.93
Learning difficulties	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00
Physical appearance or weight	0.00% (0)	0.00% (0)	7.14% (1)	92.86% (13)	14	3.93
Religion or beliefs	0.00% (0)	0.00% (0)	7.14% (1)	92.86% (13)	14	3.93
Sexual orientation	0.00% (0)	0.00% (0)	7.14% (1)	92.86% (13)	14	3.93
Learning Disorder (LD)	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00

Q4

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

Answered: 14 Skipped: 0

	OFTEN	SOMETIMES	RARELY	NEVER	TOTAL	WEIGHTED AVERAGE
Race	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00
Religion	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00
Sexual orientation	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00
Learning Disorder (LD)	0.00% (0)	0.00% (0)	7.14% (1)	92.86% (13)	14	3.93

Q5

How familiar are you with the following?

Answered: 14 Skipped: 0

	NEVER	SOMETIMES	OFTEN (MORE THAN ONCE A MONTH)	ALWAYS (DAILY OR WEEKLY)	TOTAL	WEIGHTED AVERAGE
Social Justice Standards	14.29% (2)	57.14% (8)	7.14% (1)	21.43% (3)	14	3.07
Universal Design for Learning (UDL)	0.00% (0)	35.71% (5)	35.71% (5)	28.57% (4)	14	3.93

Q6

Staff enforces school rules fairly and appropriately?

Answered: 14 Skipped: 0

ANSWER CHOICES	RESPONSES
Strongly agree	28.57% (4)
Agree	57.14% (8)
Kinda agree	14.29% (2)
Strongly Disagree	0.00% (0)
TOTAL	14

Q7

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

Answered: 14 Skipped: 0

ANSWER CHOICES	RESPONSES
Strongly agree	28.57% (4)
Agree	57.14% (8)
Sometimes disagree	14.29% (2)
Disagree	0.00% (0)
TOTAL	14

Q8

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

Answered: 14 Skipped: 0

	VERY SATISFIED (VERY SATISFIED)	SATISFIED (SATISFIED)	SOMETIMES UNSATISFIED (SOMETIMES UNSATISFIED)	UNSATISFIED (UNSATISFIED)	TOTAL	WEIGHTED AVERAGE
Very satisfied	14.29% (2)	0.00% (0)	0.00% (0)	85.71% (12)	14	3.57
Satisfied	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	14	1.00
Sometimes unsatisfied	0.00% (0)	0.00% (0)	0.00% (0)	100.00% (14)	14	4.00
Unsatisfied	100.00% (14)	0.00% (0)	0.00% (0)	0.00% (0)	14	1.00

Q9

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

Answered: 14 Skipped: 0

ANSWER CHOICES	RESPONSES
Strongly agree	28.57% (4)
Agree	57.14% (8)
Kinda disagree	14.29% (2)
Strongly Disagree	0.00% (0)
TOTAL	14

Q10

How well do you understand your schools Emergency procedures?

Answered: 14 Skipped: 0

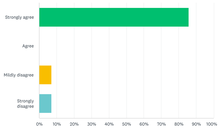
	VERY WELL (VERY WELL)	FAIRLY WELL (FAIRLY WELL)	KINDA WELL (KINDA WELL)	NOT AT ALL / VERY LITTLE (NOT AT ALL / VERY LITTLE)	TOTAL

Fire Drill	85.71% 12	14.29% 2	0.00% 0	0.00% 0	0.00% 0	14
Earthquake Drill	71.43% 10	21.43% 3	7.14% 1	0.00% 0	0.00% 0	14
Shelter in Place	64.29% 9	28.57% 4	7.14% 1	0.00% 0	0.00% 0	14
Run, Hide, Defend	71.43% 10	14.29% 2	7.14% 1	7.14% 1	0.00% 0	14

Q11

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

Answered: 14 Skipped: 0

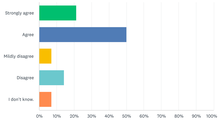


ANSWER CHOICES	RESPONSES	
Strongly agree	85.71%	12
Agree	0.00%	0
Mildly disagree	7.14%	1
Strongly disagree	7.14%	1
TOTAL		14

Q12

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

Answered: 14 Skipped: 0

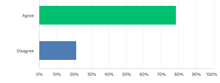


ANSWER CHOICES	RESPONSES	
Strongly agree	21.43%	3
Agree	50.00%	7
Mildly disagree	7.14%	1
Disagree	14.29%	2
I don't know.	7.14%	1
TOTAL		14

Q13

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

Answered: 14 Skipped: 0

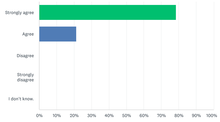


ANSWER CHOICES	RESPONSES	
Agree	78.57%	11
Disagree	21.43%	3
TOTAL		14

Q14

The facilities and grounds are well maintained at my school.

Answered: 14 Skipped: 0

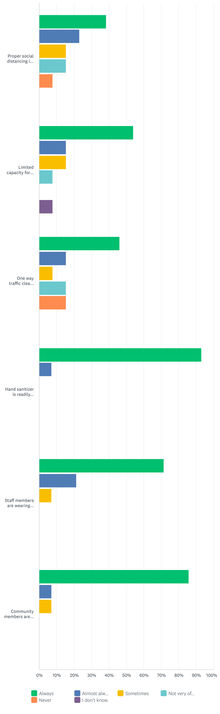


ANSWER CHOICES	RESPONSES	
Strongly agree	78.57%	11
Agree	21.43%	3
Disagree	0.00%	0
Strongly disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		14

Q15

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

Answered: 14 Skipped: 0



	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	I DON'T KNOW.	TOTAL
Proper social distancing is maintained	38.46% 5	23.08% 3	15.38% 2	15.38% 2	7.69% 1	0.00% 0	13
Limited capacity for entering buildings	53.85% 7	15.38% 2	15.38% 2	7.69% 1	0.00% 0	7.69% 1	13
One way traffic clearly marked	46.15% 6	15.38% 2	7.69% 1	15.38% 2	15.38% 2	0.00% 0	13
Hand sanitizer is readily available	92.86% 13	7.14% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	14
Staff members are wearing protective masks	71.43% 10	21.43% 3	7.14% 1	0.00% 0	0.00% 0	0.00% 0	14
Community members are wearing protective masks	85.71% 12	7.14% 1	7.14% 1	0.00% 0	0.00% 0	0.00% 0	14

Q16

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

Answered: 4 Skipped: 10

NO

10/19/2021 8:05 PM

Playground safety, no running on or around Big Structures on the rubber mat.

10/15/2021 7:26 PM

I feel the the district nursing and psyisupport staff has been missing from our campus. I have emailed and request information from various members of these teams. There response is very delayed or not at all. It is quite disturbing to me the our students needs are not being met in these critical areas.

10/15/2021 11:42 AM

My observations are somewhat skewed as I am in the library so observation time is limited and teachers are usually present.

10/15/2021 10:16 AM

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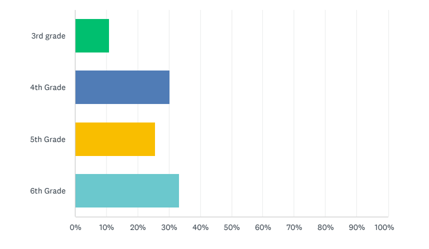
Silver Oak Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at your school. 2021-2022

Q1

What is your current grade?

Answered: 231 Skipped: 1

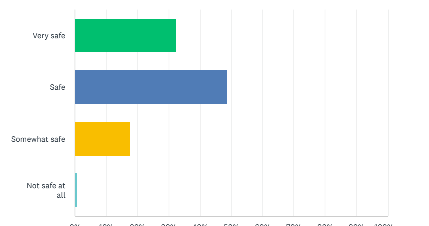


ANSWER CHOICES	RESPONSES	
3rd grade	10.82%	25
4th Grade	30.30%	70
5th Grade	25.54%	59
6th Grade	33.33%	77
TOTAL		231

Q2

How safe do you feel at school?

Answered: 231 Skipped: 1

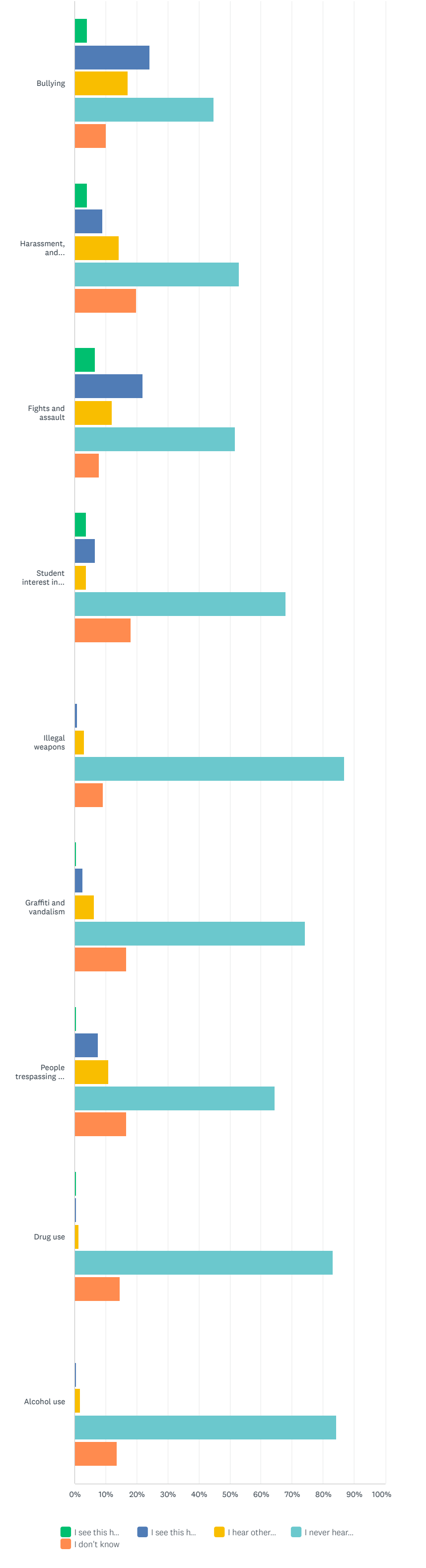


ANSWER CHOICES	RESPONSES	
Very safe	32.47%	75
Safe	48.92%	113
Somewhat safe	17.75%	41
Not safe at all	0.87%	2
TOTAL		231

Q3

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

Answered: 231 Skipped: 1

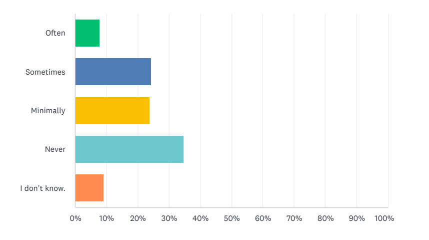


	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	3.95% 9	24.12% 55	17.11% 39	44.74% 102	10.09% 23	228
Harassment, and intimidation	4.04% 9	8.97% 20	14.35% 32	52.91% 118	19.73% 44	223
Fights and assault	6.61% 15	22.03% 50	11.89% 27	51.54% 117	7.93% 18	227
Student interest in gangs	3.56% 8	6.67% 15	3.56% 8	68.00% 153	18.22% 41	225
Illegal weapons	0.00% 0	0.88% 2	3.08% 7	86.78% 197	9.25% 21	227
Graffiti and vandalism	0.44% 1	2.63% 6	6.14% 14	74.12% 169	16.67% 38	228
People trespassing on campus	0.44% 1	7.46% 17	10.96% 25	64.47% 147	16.67% 38	228
Drug use	0.44% 1	0.44% 1	1.32% 3	83.26% 189	14.54% 33	227
Alcohol use	0.00% 0	0.44% 1	1.76% 4	84.14% 191	13.66% 31	227

Q4

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

Answered: 230 Skipped: 2

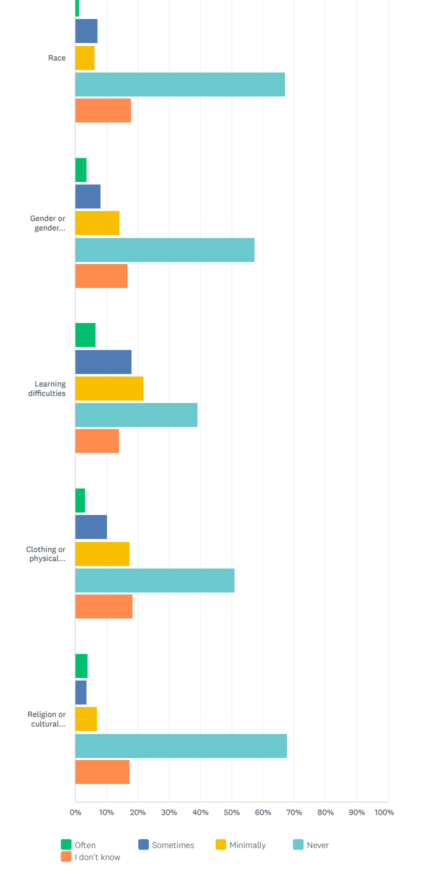


ANSWER CHOICES	RESPONSES	
Often	7.83%	18
Sometimes	24.35%	56
Minimally	23.91%	55
Never	34.78%	80
I don't know.	9.13%	21
TOTAL		230

Q5

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

Answered: 230 Skipped: 2

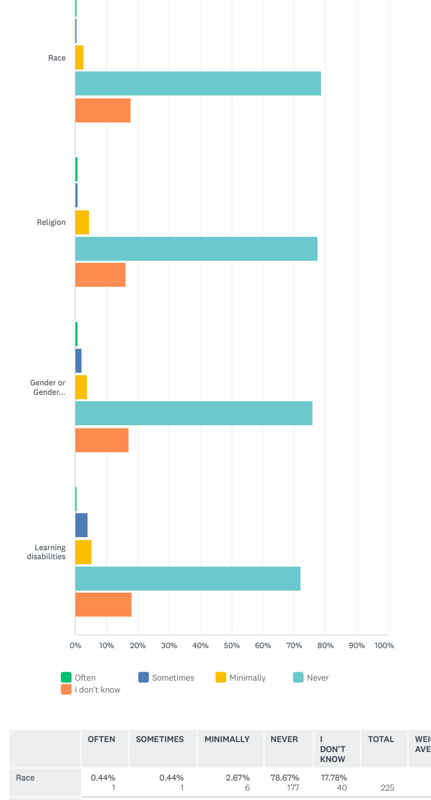


	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	1.35% 3	7.17% 16	6.28% 14	67.26% 150	17.94% 40	223	3.93
Gender or gender identification	3.56% 8	8.00% 18	14.22% 32	57.33% 129	16.89% 38	225	3.76
Learning difficulties	6.61% 15	18.06% 41	22.03% 50	39.21% 89	14.10% 32	227	3.36
Clothing or physical appearance	3.13% 7	10.27% 23	17.41% 39	50.89% 114	18.30% 41	224	3.71
Religion or cultural practices	4.02% 9	3.57% 8	7.14% 16	67.86% 152	17.41% 39	224	3.91

Q6

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

Answered: 230 Skipped: 2

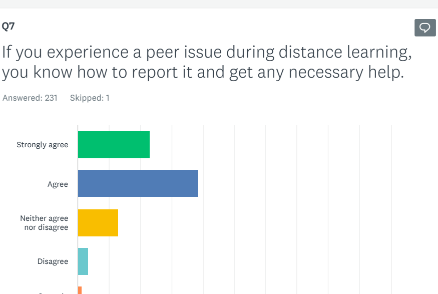


	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.44% 1	0.44% 1	2.67% 6	78.67% 177	17.78% 40	225	4.13
Religion	0.88% 2	0.88% 2	4.39% 10	77.63% 177	16.23% 37	228	4.07
Gender or Gender Identification	0.87% 2	2.18% 5	3.93% 9	75.98% 174	17.03% 39	229	4.06
Learning disabilities	0.44% 1	3.98% 9	5.31% 12	72.12% 163	18.14% 41	226	4.04

Q7

If you experience a peer issue during distance learning, you know how to report it and get any necessary help.

Answered: 231 Skipped: 1

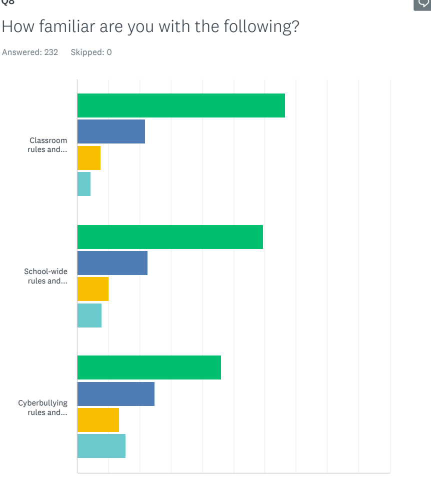


ANSWER CHOICES	RESPONSES	
Strongly agree	22.94%	53
Agree	38.53%	89
Neither agree nor disagree	12.99%	30
Disagree	3.46%	8
Strongly disagree	1.30%	3
I don't know.	20.78%	48
TOTAL		231

Q8

How familiar are you with the following?

Answered: 232 Skipped: 0

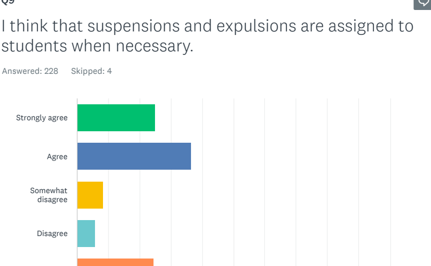


	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	66.52% 153	21.74% 50	7.39% 17	4.35% 10	230	1.50
School-wide rules and consequences when those rules are broken.	59.57% 137	22.61% 52	10.00% 23	7.83% 18	230	1.66
Cyberbullying rules and consequences when those rules are broken.	46.09% 106	24.78% 57	13.48% 31	15.65% 36	230	1.99

Q9

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

Answered: 228 Skipped: 4

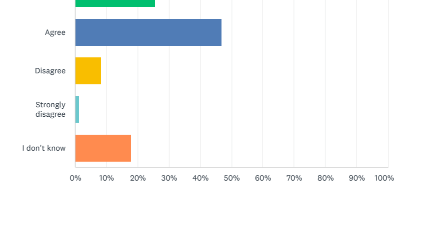


ANSWER CHOICES	RESPONSES	
Strongly agree	25.00%	57
Agree	36.40%	83
Somewhat disagree	8.33%	19
Disagree	5.70%	13
I don't know	24.56%	56
TOTAL		228

Q10

The facilities and grounds are well maintained at my school.

Answered: 230 Skipped: 2

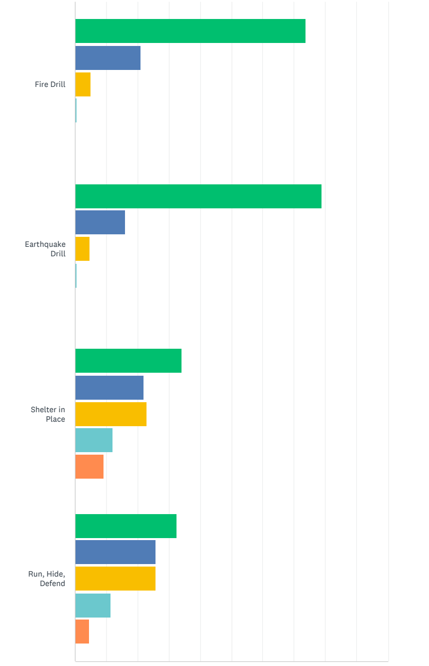


ANSWER CHOICES	RESPONSES	
Strongly agree	25.65%	59
Agree	46.96%	108
Disagree	8.26%	19
Strongly disagree	1.30%	3
I don't know	17.83%	41
TOTAL		230

Q11

How well do you understand your schools Emergency procedures?

Answered: 232 Skipped: 0

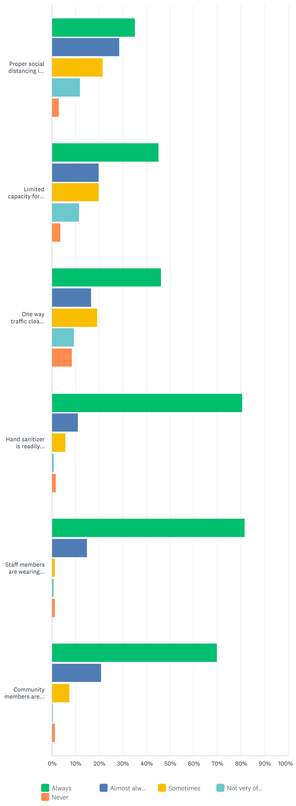


	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	73.80% 169	20.96% 48	4.80% 11	0.44% 1	0.00% 0	229
Earthquake Drill	78.79% 182	16.02% 37	4.76% 11	0.43% 1	0.00% 0	231
Shelter in Place	34.21% 78	21.93% 50	22.81% 52	11.84% 27	9.21% 21	228
Run, Hide, Defend	32.46% 74	25.88% 59	25.88% 59	11.40% 26	4.39% 10	228

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: 231 Skipped: 1

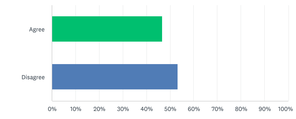


	ALWAYS	ALMOST ALWAYS	SOMETIMES	NOT VERY OFTEN	NEVER	TOTAL
Proper social distancing is maintained	35.09% 80	28.51% 65	21.49% 49	11.84% 27	3.07% 7	228
Limited capacity for entering buildings	45.13% 102	19.91% 45	19.91% 45	11.50% 26	3.54% 8	226
One way traffic clearly marked	46.19% 103	16.59% 37	19.28% 43	9.42% 21	8.52% 19	223
Hand sanitizer is readily available	80.62% 183	11.01% 25	5.73% 13	0.88% 2	1.76% 4	227
Staff members are wearing protective masks	81.66% 187	14.85% 34	1.31% 3	0.87% 2	1.31% 3	229
Community members are wearing protective masks	70.00% 161	20.87% 48	7.39% 17	0.43% 1	1.30% 3	230

Q13

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

Answered: 231 Skipped: 1

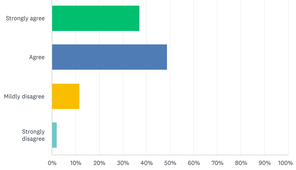


ANSWER CHOICES	RESPONSES	
Agree	46.75%	108
Disagree	53.25%	123
TOTAL		**231**

Q14

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

Answered: 229 Skipped: 3



ANSWER CHOICES	RESPONSES	
Strongly agree	37.12%	85
Agree	48.91%	112
Mildly disagree	11.79%	27
Strongly disagree	2.18%	5
TOTAL		**229**

Q15

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

Answered: 195 Skipped: 37

For the teachers and the principal takes care and keeps us safe

11/2/2021 10:49 AM

something i would like to fix is that he hot lunch is sometimes expired

10/25/2021 1:39 PM

Something I would like to see improved at my school is the hot lunch because the school sometimes gives out expired foods and on the food's wrappers it tells us the date so we know when it is expired.

10/25/2021 1:37 PM

I don't know.

10/25/2021 1:37 PM

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Evergreen School District
From strong roots grow bright futures

Supplemental Fund Site Budget 2022-23

SCHOOL: *Silver Oak* **SITE #** **016** *3 digits - 0##* **ALLOCATION:** **$ 16,091.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	016	3,694
Hourly Teacher	010-0000-0	1120	00-1170	1000	016	
Substitute Teachers (*paid by site)*	010-0000-0	1150	00-1170	1000	016	1,500
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	
*Other**	010-0000-0		00-1170		016	
22.3502% Benefits	010-0000-0	3xx1	00-1170			1,161
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	016	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	016	
Hourly Clerical	010-0000-0	2460	00-1170	2700	016	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	016	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	016	
*Other**	010-0000-0		00-1170		016	
35.5502% Benefits	010-0000-0	3xx2	00-1170			-
Supplies (for POs & reimbursements)						
Books (00004200##)	**010-0000-0**	**4200**	**00-1170**	**1000**	**016**	1,500
Classroom Supplies (00004310##)	**010-0000-0**	**4310**	**00-1170**	**1000**	**016**	4,500
Office Supplies (00004351##)	**010-0000-0**	**4351**	**00-1170**	**2700**	**016**	1,897
Parts/Supplies M.O.T. (00004365##)	**010-0000-0**	**4365**	**00-1170**	**8100**	**016**	1,839
Equipment $500 -4,999 *(function depends on use*)*	010-0000-0	4400	00-1170		016	
*Other**	010-0000-0		00-1170		016	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0000-0	5210	00-1170	1000	016	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	016	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	016	
Maintenance Repair	010-0000-0	5610	00-1170	8100	016	
Computer Repair	010-0000-0	5611	00-1170	1000	016	
Copier Maintenance *(required = Purchasing PO)*	010-0000-0	5615	00-1170	1000	**016**	
Consultant/Contractors (00005815##)	**010-0000-0**	**5815**	**00-1170**	**1000**	**016**	
Software, Subscriptions & Licenses (00005826##)	**010-0000-0**	**5826**	**00-1170**	**1000**	**016**	
Field Trip	010-0000-0	5840	00-1170	1000	016	
*Other**	010-0000-0		00-1170		016	
*Other**	010-0000-0		00-1170			

TOTAL SUPPLEMNETAL SITE BUDGET **16,091**

should match Allocation

variance: -

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

Statutory Benefits Calculation		
19.1000%	STRS (Certificated only)	3101
26.1000%	PERS (Classfied only)	3202
6.2000%	OASDI (CL)	331X
1.4500%	Medicare (CE & CL)	332X
0.5000%	State Unemployment (CE & CL)	350X
1.3002%	Workers Comp (CE & CL)	360X

Evergreen School District
From strong roots grow bright futures

Titile III Site Budget 2022-23

DEPARTMENT: *Silver Oak* **SITE #** **016** *3 digits - 0##* **ALLOCATION:** **$ 4,077.00**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
TBD			00-GOAL		016	
Hourly Teacher		1120	00-GOAL	1000	016	
Hourly Teacher		1120	00-GOAL	1000	016	
Substitute Teachers (*paid by site*)		1150	00-GOAL	1000	016	
Subs for absences are charged to the District:		1150	00-1298	1000	081	
*Other**			00-GOAL		016	
22.3502% Benefits		3xx1	00-GOAL			-
Classified Salaries (for timesheets)						
TBD			00-GOAL		016	
Hourly Classroom Aide / Paraprofessional		2190	00-GOAL	1000	016	
Hourly M&O / Custodian		2224	00-GOAL	8100	016	
Hourly Clerical		2460	00-GOAL	2700	016	
Hourly Health Aide		2950	00-GOAL	3140	016	
Hourly Noon Duty		2950	00-GOAL	3900	016	
*Other**			00-GOAL		016	
35.5502% Benefits		3xx2	00-GOAL			-
Supplies (for POs & reimbursements)						
Books (00004200##)		**4200**	**00-GOAL**	**1000**	**016**	2,000
Classroom Supplies (00004310##)		**4310**	**00-GOAL**	**1000**	**016**	2,077
Office Supplies (00004351##)		**4351**	**00-GOAL**	**2700**	**016**	
Parts/Supplies M.O.T. (00004365##)		**4365**	**00-GOAL**	**8100**	**016**	
Equipment $500 -4,999 *(function depends on use*)*		4400	00-GOAL		016	
*Other**			00-GOAL		016	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference		5210	00-GOAL	1000	016	
Conference Registration Fees		5220	00-GOAL	1000	016	
Mileage Reimbursement		5299	00-GOAL	1000	016	
Maintenance Repair		5610	00-GOAL	8100	016	
Computer Repair		5611	00-GOAL	1000	016	
Copier Maintenance *(required = Purchasing PO)*		5615	00-GOAL	1000	**016**	
Consultant/Contractors (00005815##)		**5815**	**00-GOAL**	**1000**	**016**	
Software, Subscriptions & Licenses (00005826##)		**5826**	**00-GOAL**	**1000**	**016**	
Field Trip		5840	00-GOAL	1000	016	
*Other**			00-GOAL		016	
*Other**			00-GOAL			

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

TOTAL TITLE III SITE BUDGET **4,077**

should match Allocation

variance: -

Statutory Benefits Calculation		
19.1000%	STRS (Certificated only)	3101
26.1000%	PERS (Classfied only)	3202
6.2000%	OASDI (CL)	331X
1.4500%	Medicare (CE & CL)	332X
0.5000%	State Unemployment (CE & CL)	350X
1.3002%	Workers Comp (CE & CL)	360X

Silver Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi nhằm giúp chúng chúng tôi hiểu rõ hơn về khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học nếu cần thiết

QUESTION SUMMARY | DATA TABLES | INDIVIDUAL RESPONSES

Q1

1. Con quý vị hiện đang học lớp mấy?

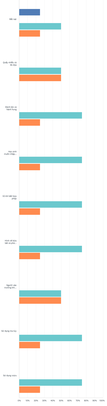
Số lượng phản hồi: 14

ANSWER CHOICES	RESPONSES	
Kết quả cuộc điều "Tôi"	0.00%	0
Kết quả "Không phù hợp"	0.00%	0
Lớp 1	14.29%	2
Lớp 2	35.71%	5
Lớp 3	21.43%	3
Lớp 4	14.29%	2
Lớp 5	14.29%	2
Lớp 6	0.00%	0
Lớp 7	0.00%	0
Lớp 8	0.00%	0
Tổng số		14

Q2

Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?

Số lượng phản hồi: 14 · Số câu hỏi: 7



	Rất nhiều	Khá nhiều	Ít nhiều	Hầu như không	TỔNG SỐ	NGHĨA CỦA CÂU TRẢ LỜI
Bắt nạt trong lớp học	0.00%	0.00%	14.29%	85.71%	7	3.86
Bắt nạt trong sân trường	0.00%	0.00%	0.00%	100.00%	7	4.00
Bắt nạt trên mạng	0.00%	0.00%	0.00%	100.00%	7	4.00
Thiếu tôn trọng giữa học sinh với giáo viên	0.00%	0.00%	0.00%	100.00%	7	4.00
Thiếu tôn trọng giữa học sinh với nhau	0.00%	0.00%	0.00%	100.00%	7	4.00
Thiếu tôn trọng giữa giáo viên với nhau	0.00%	0.00%	0.00%	100.00%	7	4.00
Thiếu tôn trọng giữa giáo viên với phụ huynh	0.00%	0.00%	0.00%	100.00%	7	4.00
Tổng số	0.00%	0.00%	2.04%	97.96%	49	3.98

Q3

Quý vị nghe hoặc thấy hành động bắt nạt tại trường của con quý vị thường xuyên đến mức nào? Bắt nạt là hành vi lặp lại và đã bị cố tình thường đe dọa hoặc hành động để ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn vợi và không thể ngăn chặn hành vi đó xảy ra với họ. Các hình thức bắt nạt bao gồm bắt nạt về thể chất, lời nói, tình cảm, và gian ác trên mạng.

Số lượng phản hồi: 14 · Số câu hỏi: 1

ANSWER CHOICES	RESPONSES	
Thường xuyên	0.00%	0
Đôi khi	100.00%	14
Hiếm khi	0.00%	0
Không bao giờ	0.00%	0
Tổng số		14

Q4

Học sinh tại trường của con quý vị bị hạ thấp vì ...

Số lượng phản hồi: 14 · Số câu hỏi: 4

	Rất nhiều	Khá nhiều	Ít nhiều	Hầu như không	TỔNG SỐ	NGHĨA CỦA CÂU TRẢ LỜI
Chủng tộc	0.00%	0.00%	0.00%	100.00%	7	4.00
Giới tính hoặc nhận dạng giới tính	0.00%	0.00%	0.00%	100.00%	7	4.00
Khả năng hoặc tình trạng sức khỏe	0.00%	0.00%	0.00%	100.00%	7	4.00
Thuộc nhóm thiểu số	0.00%	0.00%	0.00%	100.00%	7	4.00
Tổng số	0.00%	0.00%	0.00%	100.00%	28	4.00

Q5

Quý vị nghe NGƯỜI LỚN ở trường của con quý vị nói gần sự khác biệt về điều sau thường xuyên đến mức nào?

Số lượng phản hồi: 14 · Số câu hỏi: 4

	Rất nhiều	Khá nhiều	Ít nhiều	Hầu như không	TỔNG SỐ	NGHĨA CỦA CÂU TRẢ LỜI
Chủng tộc	0.00%	0.00%	0.00%	100.00%	7	4.00
Tôn giáo	0.00%	0.00%	0.00%	100.00%	7	4.00
Khả năng hoặc tình trạng sức khỏe	0.00%	0.00%	0.00%	100.00%	7	4.00
Thuộc dân tộc thiểu số	0.00%	0.00%	0.00%	100.00%	7	4.00
Tổng số	0.00%	0.00%	0.00%	100.00%	28	4.00

Q6

Quý vị quan thuộc với những điều sau ở trường của con quý vị đến mức nào?

Số lượng phản hồi: 14 · Số câu hỏi: 4

	RẤT QUEN THUỘC	KHÁ QUEN THUỘC	ÍT QUEN THUỘC	HẦU NHƯ KHÔNG QUEN THUỘC	TỔNG SỐ	NGHĨA CỦA CÂU TRẢ LỜI
Nhà vệ sinh	0.00%	0.00%	0.00%	100.00%	7	4.00
Nhà ăn	0.00%	0.00%	0.00%	100.00%	7	4.00
Sân chơi	0.00%	0.00%	0.00%	100.00%	7	4.00
Phòng thể dục	0.00%	0.00%	0.00%	100.00%	7	4.00
Tổng số	0.00%	0.00%	0.00%	100.00%	28	4.00

Q7

Các quy định và kỷ luật của trường được nêu ở vàng và được tôi hiểu biết.

Số lượng phản hồi: 14 · Số câu hỏi: 1

ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	57.14%	8
Đồng ý	42.86%	6
Vừa đồng ý vừa không đồng ý	0.00%	0
Không đồng ý	0.00%	0
Tổng số		14

Q8

Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?

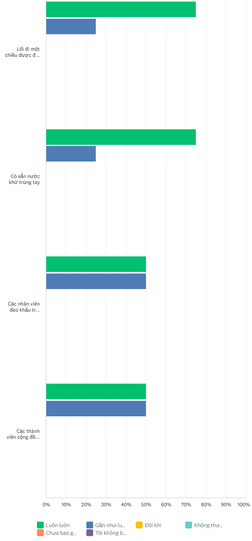
Số lượng phản hồi: 14 · Số câu hỏi: 4

	HOÀN TOÀN HIỂU RÕ	KHÁ HIỂU RÕ	ÍT HIỂU RÕ	HẦU NHƯ KHÔNG HIỂU RÕ	TỔNG SỐ	NGHĨA CỦA CÂU TRẢ LỜI
Hoàn toàn hiểu rõ	50.00%	50.00%	0.00%	0.00%	7	3.50
Khá hiểu rõ	50.00%	50.00%	0.00%	0.00%	7	3.50
Ít hiểu rõ	50.00%	50.00%	0.00%	0.00%	7	3.50
Hầu như không hiểu rõ	50.00%	50.00%	0.00%	0.00%	7	3.50
Tổng số	50.00%	50.00%	0.00%	0.00%	28	3.50

Q9

Kể quý vị sẵn trường có dự thảo sáo ngày phòng phải cấp tiếp, hoặc ngày đến nhận lại trước, trường hợp của quý vị đã tuân theo các nguyên tắc gặt an toàn COVID-19 sau đây đến mức nào?

Số lượng phản hồi: 14 · Số câu hỏi: 1

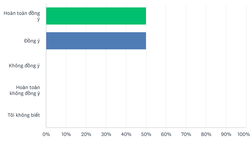


	LUÔN LUÔN	GẦN NHƯ LUÔN LUÔN	ĐÔI KHI	KHÔNG THƯỜNG XUYÊN	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL
Giữ đủ khoảng cách an toàn	25.00% 1	50.00% 2	0.00% 0	0.00% 0	0.00% 0	25.00% 1	4
Hạn chế số lượng người được vào trong trường	50.00% 2	25.00% 1	0.00% 0	0.00% 0	0.00% 0	25.00% 1	4
Lối đi một chiều được đánh dấu rõ ràng	75.00% 3	25.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4
Có sẵn nước khử trùng tay	75.00% 3	25.00% 1	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4
Các nhân viên đeo khẩu trang bảo hộ	50.00% 2	50.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4
Các thành viên cộng đồng đeo khẩu trang bảo hộ	50.00% 2	50.00% 2	0.00% 0	0.00% 0	0.00% 0	0.00% 0	4

Q10

Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

Answered: 4 Skipped: 0

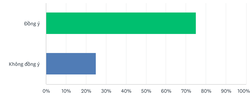


ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	50.00%	2
Đồng ý	50.00%	2
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		4

Q11

Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

Answered: 4 Skipped: 0

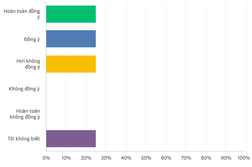


ANSWER CHOICES	RESPONSES	
Đồng ý	75.00%	3
Không đồng ý	25.00%	1
TOTAL		4

Q12

Trường học của con tôi có đủ nguồn hỗ trợ để giúp học sinh trong trường hợp khẩn cấp hoặc khủng hoảng, ngay cả trong thời gian dạy học từ xa.

Answered: 4 Skipped: 0

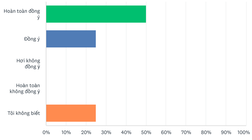


ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	25.00%	1
Đồng ý	25.00%	1
Hơi không đồng ý	25.00%	1
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	25.00%	1
TOTAL		4

Q13

Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	50.00%	2
Đồng ý	25.00%	1
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	25.00%	1
TOTAL		4

Q14

Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Answered: 2 Skipped: 2

No

11/8/2021 9:36 PM

None

11/1/2021 9:31 AM

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