School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silver Oak Elementary School	43-69435-6111942	5/13/24	6/13/24

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

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

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

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

This plan is being used by Silver Oak Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> Silver Oak has been identified as ATSI for socioeconomically disadvantaged students for chronic absenteeism based on the 2022 California Dashboard.

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

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Plan Description

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

This plan is being used by Silver Oak Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement

Silver Oak has been identified as ATSI for socioeconomically disadvantaged students for chronic absenteeism based on the 2022 California Dashboard.

Silver Oak completes a needs assessment each year to inform and develop their SPSA. The school's lead teams are able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on school site council (SSC). The Silver Oak Lead teams developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence based practices to improve chronic absenteeism for socioeconomically disadvantaged students. Silver Oak's SPSA goals are aligned with the district's LCAP goals and Silver Oak utilizes a continuous improvement model to implement, monitor, and annually evaluate the SPSA.

As mentioned, socioeconomically disadvantaged students have been identified as chronically absent. In order to identify and determine the needs of our students with disabilities, Silver Oak will be implementing a student re-engagement plan to ensure all students who are chronically absent are working on ensuring they are at school daily. A MTSS team will be formed to establish a process at Silver Oak to more accurately address the needs of our socioeconomically disadvantaged students who are chronically absent.

Educational Partner Involvement

How, when, and with whom did Silver Oak Elementary 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

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

School Site Council/ELAC meetings 9/11/24; 10/9/24; 11/13/24; 12/11/24; 1/8/25; 3/12/25

Resource Inequities

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

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

Silver Oak as a whole has a high absenteeism with an 11.9% rate. This is partly due to family vacations and extended trips outside of the country. Specifically, our socioeconomic disadvantaged students have a higher chronic absenteeism rate of 24.4%. This student subgroup's absenteeism rate increase higher than any other subgroup. Silver Oak will conduct an assessment of our student absences and implement strategies to reengage our students and parents in order for them to come to school more consistently.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism Rate - Red

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

Socioeconomic Disadvantaged Students - 24.4% Red
Hispanic 21.1% Red
Asian 11.1% Red

Other Needs

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

At Silver Oak, absenteeism need to be address school wide and specifically with our socioeconomic disadvantaged sub group.
Parent information meetings will continue to be held as well as individual meetings to address their students absence and the effect on their academic progress.
Attendance awareness will be added into the weekly newsletter.
Topics of attendance will be address during monthly Parent Cafe's.
Silver Oak's PBIS program will include positive reinforcement of student attendance and awareness of the effects of absenteeism.
Individual conferencing with student and parents to address absenteeism will be held.
Information regarding absenteeism and it's affects will be added to the school website.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.87%	0.55%	0.59%	5	3	3
Asian	66.08%	67.64%	65.74%	378	372	332
Filipino	4.55%	3.82%	4.36%	26	21	22
Hispanic/Latino	6.47%	6.73%	8.91%	37	37	45
Pacific Islander	0.17%	0.36%	0.40%	1	2	2
White	15.56%	14.73%	13.66%	89	81	69
Multiple/No Response	5.42%	5.82%	5.94%	31	32	30
			Total Enrollment	572	550	505

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	93	78	49
Grade 1	72	72	53
Grade 2	62	75	75
Grade3	93	64	79
Grade 4	80	91	69
Grade 5	92	81	92
Grade 6	80	89	68
Total Enrollment	572	550	505

Conclusions based on this data:

1. Silver Oak has a very diverse student population.

2. Silver Oak is declining in enrollment.

3. Our Asian student group is our largest student population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	75	69	50	9.80%	13.1%	9.9%
Fluent English Proficient (FEP)	151	139	133	24.30%	26.4%	26.3%
Reclassified Fluent English Proficient (RFEP)	6	29	7	12.1%	8.0%	

Conclusions based on this data:

1. Silver Oak has decreased in English Learners by 3.2%

2. There is a need to continue to support our EL students to ensure they are reclassified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	96	65	0	95	65	0	95	65	0.0	99.0	100.0
Grade 4	100	83	92	0	82	92	0	82	92	0.0	98.8	100.0
Grade 5	84	95	82	0	91	82	0	91	82	0.0	95.8	100.0
Grade 6	94	80	91	0	80	89	0	80	89	0.0	100.0	97.8
All Grades	362	354	330	0	348	328	0	348	328	0.0	98.3	99.4

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2501.	2515.		55.79	60.00		27.37	26.15		9.47	7.69		7.37	6.15
Grade 4		2545.	2542.		57.32	53.26		26.83	26.09		12.20	9.78		3.66	10.87
Grade 5		2582.	2579.		62.64	54.88		21.98	25.61		7.69	12.20		7.69	7.32
Grade 6		2632.	2624.		62.50	55.06		28.75	31.46		5.00	6.74		3.75	6.74
All Grades	N/A	N/A	N/A		59.48	55.49		26.15	27.44		8.62	9.15		5.75	7.93

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

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		49.47	50.77		48.42	43.08		2.11	6.15
Grade 4		39.02	46.74		57.32	46.74		3.66	6.52
Grade 5		41.76	52.44		51.65	40.24		6.59	7.32
Grade 6		58.75	50.56		37.50	42.70		3.75	6.74
All Grades		47.13	50.00		48.85	43.29		4.02	6.71

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Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.16	40.00		44.21	53.85		12.63	6.15
Grade 4		45.12	34.78		52.44	59.78		2.44	5.43
Grade 5		53.85	42.68		37.36	51.22		8.79	6.10
Grade 6		50.00	44.94		45.00	49.44		5.00	5.62
All Grades		47.99	40.55		44.54	53.66		7.47	5.79

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Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.16	35.38		70.53	61.54		6.32	3.08
Grade 4		28.05	27.17		64.63	66.30		7.32	6.52
Grade 5		21.98	32.93		73.63	62.20		4.40	4.88
Grade 6		31.25	32.58		65.00	65.17		3.75	2.25
All Grades		25.86	31.71		68.68	64.02		5.46	4.27

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		41.05	46.15		52.63	52.31		6.32	1.54
Grade 4		32.93	32.61		62.20	60.87		4.88	6.52
Grade 5		39.56	28.05		56.04	64.63		4.40	7.32
Grade 6		53.75	50.56		42.50	47.19		3.75	2.25
All Grades		41.67	39.02		53.45	56.40		4.89	4.57

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Conclusions based on this data:

1. Grade 3 students made the most growth in the overall meeting or exceeding results on CAASPP .

2. 4th Grade students decreased the most on the Reading portion of CAASPP.

3. Silver Oak continues to perform well overall on state assessments.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	96	65	0	95	65	0	95	65	0.0	99.0	100.0
Grade 4	100	83	92	0	82	92	0	82	92	0.0	98.8	100.0
Grade 5	84	95	82	0	90	82	0	90	82	0.0	94.7	100.0
Grade 6	94	80	91	0	80	89	0	80	89	0.0	100.0	97.8
All Grades	362	354	330	0	347	328	0	347	328	0.0	98.0	99.4

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2506.	2519.		51.58	64.62		31.58	26.15		14.74	7.69		2.11	1.54
Grade 4		2558.	2572.		59.76	61.96		23.17	26.09		15.85	8.70		1.22	3.26
Grade 5		2571.	2583.		53.33	54.88		21.11	19.51		16.67	18.29		8.89	7.32
Grade 6		2646.	2633.		73.75	58.43		10.00	25.84		11.25	13.48		5.00	2.25
All Grades	N/A	N/A	N/A		59.08	59.76		21.90	24.39		14.70	12.20		4.32	3.66

Overall Achievement for All Students

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		63.16	70.77		33.68	29.23		3.16	0.00
Grade 4		59.76	67.39		37.80	29.35		2.44	3.26
Grade 5		51.11	54.88		37.78	35.37		11.11	9.76
Grade 6		71.25	56.18		23.75	39.33		5.00	4.49
All Grades		61.10	61.89		33.43	33.54		5.48	4.57

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.42	58.46		47.37	40.00		4.21	1.54
Grade 4		54.88	57.61		42.68	38.04		2.44	4.35
Grade 5		40.00	45.12		51.11	46.34		8.89	8.54
Grade 6		48.75	47.19		42.50	50.56		8.75	2.25
All Grades		47.84	51.83		46.11	43.90		6.05	4.27

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		56.84	58.46		43.16	41.54		0.00	0.00
Grade 4		52.44	54.35		41.46	41.30		6.10	4.35
Grade 5		38.89	39.02		50.00	52.44		11.11	8.54
Grade 6		58.75	48.31		37.50	51.69		3.75	0.00
All Grades		51.59	49.70		43.23	46.95		5.19	3.35

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Conclusions based on this data:

1. Silver Oak students have maintained their levels of proficiency in the exceeding and met standards

2. 6th grade students increased in the area of standard not met by 2.75%

3. Silver Oak will continue to ensure that each student meets grade level proficiency

School and Student Performance Data

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

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

ELPAC Results

<table>
<tr><th colspan="13">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Overall</th><th colspan="3">Oral Language</th><th colspan="3">Written Language</th><th colspan="3">Number of Students Tested</th></tr>
<tr><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th></tr>
<tr><td>K</td><td>*</td><td>1501.8</td><td>1372.7</td><td>*</td><td>1473.8</td><td>1363.8</td><td>*</td><td>1567.6</td><td>1393.7</td><td>10</td><td>13</td><td>21</td></tr>
<tr><td>1</td><td>*</td><td>1499.4</td><td>*</td><td>*</td><td>1521.6</td><td>*</td><td>*</td><td>1476.8</td><td>*</td><td>4</td><td>11</td><td>4</td></tr>
<tr><td>2</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>5</td><td>8</td><td>6</td></tr>
<tr><td>3</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>9</td><td>9</td><td>*</td></tr>
<tr><td>4</td><td>1550.8</td><td>1568.6</td><td>*</td><td>1557.7</td><td>1588.3</td><td>*</td><td>1543.5</td><td>1548.3</td><td>*</td><td>13</td><td>12</td><td>8</td></tr>
<tr><td>5</td><td>*</td><td>1565.2</td><td>*</td><td>*</td><td>1564.0</td><td>*</td><td>*</td><td>1565.7</td><td>*</td><td>5</td><td>11</td><td>5</td></tr>
<tr><td>6</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>5</td><td>6</td><td>6</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>51</td><td>70</td><td>52</td></tr>
</table>

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<table>
<tr><th colspan="13">Overall Language
Percentage of Students at Each Performance Level for All Students</th></tr>
<tr><th rowspan="2">Grade Level</th><th colspan="3">Level 4</th><th colspan="3">Level 3</th><th colspan="3">Level 2</th><th colspan="3">Level 1</th><th colspan="3">Total Number of Students</th></tr>
<tr><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th><th>20-21</th><th>21-22</th><th>22-23</th></tr>
<tr><td>K</td><td>*</td><td>61.54</td><td>23.81</td><td>*</td><td>23.08</td><td>33.33</td><td>*</td><td>15.38</td><td>4.76</td><td>*</td><td>0.00</td><td>38.10</td><td>*</td><td>13</td><td>21</td></tr>
<tr><td>1</td><td>*</td><td>54.55</td><td>*</td><td>*</td><td>9.09</td><td>*</td><td>*</td><td>36.36</td><td>*</td><td>*</td><td>0.00</td><td>*</td><td>*</td><td>11</td><td>*</td></tr>
<tr><td>2</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>3</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>4</td><td>46.15</td><td>75.00</td><td>*</td><td>38.46</td><td>0.00</td><td>*</td><td>15.38</td><td>25.00</td><td>*</td><td>0.00</td><td>0.00</td><td>*</td><td>13</td><td>12</td><td>*</td></tr>
<tr><td>5</td><td>*</td><td>72.73</td><td>*</td><td>*</td><td>9.09</td><td>*</td><td>*</td><td>9.09</td><td>*</td><td>*</td><td>9.09</td><td>*</td><td>*</td><td>11</td><td>*</td></tr>
<tr><td>6</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td><td>*</td></tr>
<tr><td>All Grades</td><td>55.10</td><td>62.86</td><td>36.54</td><td>30.61</td><td>20.00</td><td>28.85</td><td>14.29</td><td>15.71</td><td>19.23</td><td>0.00</td><td>1.43</td><td>15.38</td><td>49</td><td>70</td><td>52</td></tr>
</table>

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Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	38.46	14.29	*	38.46	47.62	*	23.08	0.00	*	0.00	38.10	*	13	21
1	*	63.64	*	*	9.09	*	*	27.27	*	*	0.00	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	69.23	75.00	*	15.38	25.00	*	15.38	0.00	*	0.00	0.00	*	13	12	*
5	*	72.73	*	*	9.09	*	*	9.09	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	69.39	62.86	36.54	20.41	25.71	40.38	10.20	10.00	5.77	0.00	1.43	17.31	49	70	52

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Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	53.85	19.05	*	30.77	23.81	*	7.69	19.05	*	7.69	38.10	*	13	21
1	*	27.27	*	*	36.36	*	*	36.36	*	*	0.00	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	30.77	16.67	*	38.46	58.33	*	15.38	25.00	*	15.38	0.00	*	13	12	*
5	*	45.45	*	*	18.18	*	*	27.27	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.82	34.29	19.23	32.65	41.43	30.77	16.33	21.43	32.69	10.20	2.86	17.31	49	70	52

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Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	46.15	23.81	*	53.85	38.10	*	0.00	38.10	*	13	21
1	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	69.23	75.00	*	15.38	16.67	*	15.38	8.33	*	13	12	*
5	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	59.18	54.29	32.69	36.73	42.86	51.92	4.08	2.86	15.38	49	70	52

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Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	46.15	9.52	*	38.46	52.38	*	15.38	38.10	*	13	21
1	*	54.55	*	*	36.36	*	*	9.09	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	81.82	75.00	*	18.18	25.00	*	0.00	0.00	*	11	12	*
5	*	72.73	*	*	18.18	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	71.74	71.43	46.15	26.09	22.86	34.62	2.17	5.71	19.23	46	70	52

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	53.85	19.05	*	46.15	42.86	*	0.00	38.10	*	13	21
1	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	23.08	16.67	*	61.54	75.00	*	15.38	8.33	*	13	12	*
5	*	45.45	*	*	36.36	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.82	34.29	28.85	48.98	54.29	46.15	10.20	11.43	25.00	49	70	52

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	76.92	42.86	*	15.38	19.05	*	7.69	38.10	*	13	21
1	*	18.18	*	*	81.82	*	*	0.00	*	*	11	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	30.77	41.67	*	53.85	58.33	*	15.38	0.00	*	13	12	*
5	*	45.45	*	*	45.45	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.73	45.71	36.54	55.10	51.43	46.15	8.16	2.86	17.31	49	70	52

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

Conclusions based on this data:

1. Most students who took ELPAC are scoring well, although the number of student who scored Level 1 increased.

2. Silver Oak decreased in the number of English Learners by 18 students.

3. Silver Oak continues to maintain high reclassification rates for EL students.

School and Student Performance Data

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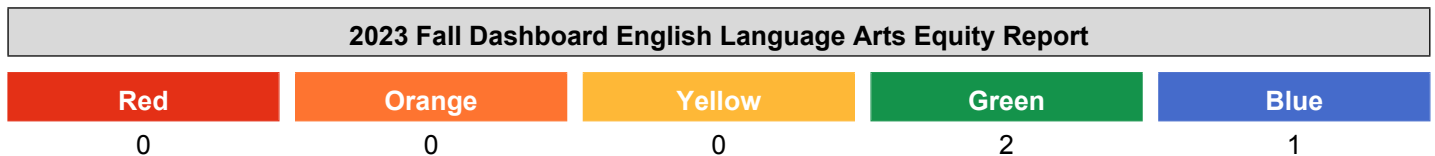
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
550	**7.1**	**12.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Silver Oak Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	69	12.5
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	39	7.1
Students with Disabilities	28	5.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.5
Asian	372	67.6
Filipino	21	3.8
Hispanic	37	6.7
Two or More Races	32	5.8
Pacific Islander	2	0.4
White	81	14.7

Conclusions based on this data:

1. Silver Oak has a diverse learning population.

2.   Our English Learners are the largest student sub group.

3.   Our African American and Pacific Islander is our lowest enrolled sub group.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. We are performing well in most categories.

2. Our absentee rate has the lowest indicator, most of student absences are due to students missing school for extended family trips.

School and Student Performance Data
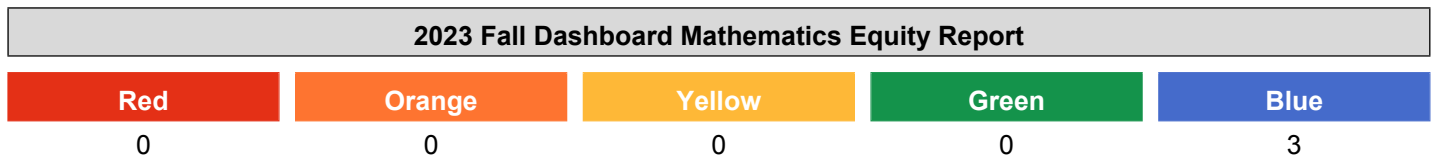
Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
80.6 points above standard	29.5 points above standard	0 Students
Maintained -1 points	Decreased Significantly -18.5 points	
321 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	30.2 points above standard	Less than 11 Students
0 Students	Decreased Significantly -32.8 points	9 Students
	19 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students

3 Students | No Performance Color

0 Students | Green

87 points above standard

Decreased -5 points

212 Students | 25.5 points above standard

Maintained +1.4 points

15 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| 28.9 points above standard

Decreased Significantly -28.4 points

19 Students | 107.3 points above standard

Increased Significantly +24.6 points

17 Students | No Performance Color

0 Students | Blue

78.4 points above standard

Increased Significantly +15.2 points

55 Students |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
35.9 points below standard

Decreased Significantly -57 points

18 Students | 68.7 points above standard

Decreased Significantly -20.1 points

30 Students | 79.1 points above standard

Increased +4.3 points

194 Students |

Conclusions based on this data:

1. Silver Oak English Learners decreased in Language Arts Testing

2. Silver Oak as a whole maintained their scoring proficiency

3. Socioeconomic Disadvantaged students decreased in Language Arts Testing

School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	3

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
77 points above standard	39.4 points above standard	0 Students
Increased +6.6 points	Maintained +0.5 points	
321 Students	48 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	2.1 points above standard	Less than 11 Students
0 Students	Decreased Significantly -38.2 points	9 Students
	19 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	No Performance Color 0 Students	Blue 91.4 points above standard Increased +8 points 212 Students	18.2 points above standard Increased Significantly +23.3 points 15 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
20.4 points below standard Decreased Significantly -52.5 points 19 Students	99.9 points above standard Increased Significantly +33 points 17 Students	No Performance Color 0 Students	Blue 63.8 points above standard Increased Significantly +19 points 55 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
23.2 points below standard Decreased Significantly -30.9 points 18 Students	77 points above standard Decreased -9.5 points 30 Students	70.2 points above standard Increased +5 points 194 Students

Conclusions based on this data:

1. Silver Oak as a whole increased it proficiency in Mathematics

2. English Learners decreased in proficiency in Mathematics

3. Our Asian population increased in proficiency in Mathematics
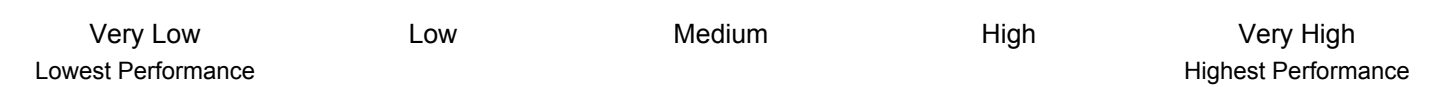
School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
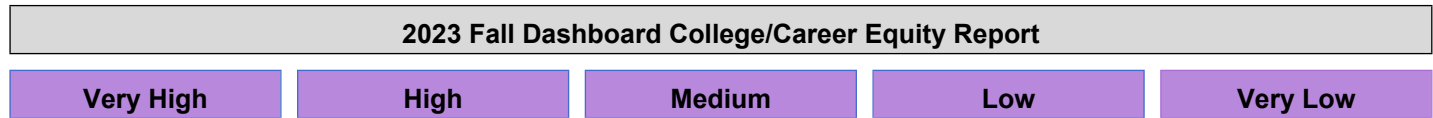
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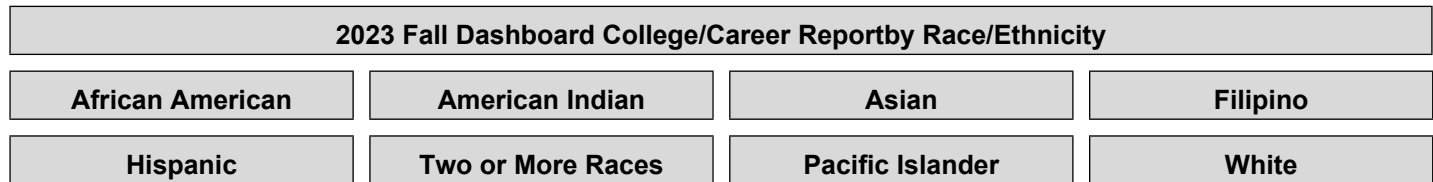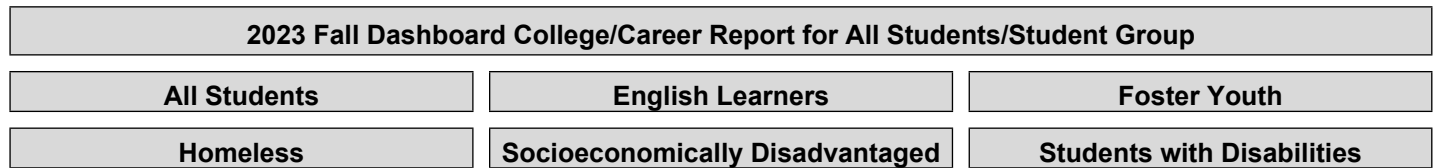
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
71.4% making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3	5	7	13

Conclusions based on this data:

1. 13 English Learners have increased their ELPI by 1 level .

2. EL students continue to perform higher than state averages.

3. 3 English Learner students decreased their ELPI by 1 level.

School and Student Performance Data

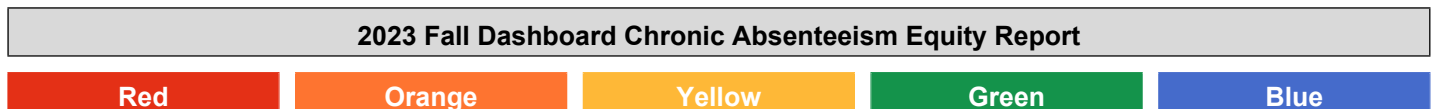## Academic Performance
College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
11.9% Chronically Absent	16% Chronically Absent	0 Students
Increased Significantly 6.1	Increased 9.6	
562 Students	81 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	44.8% Chronically Absent
0 Students	24.4% Chronically Absent	Increased 39.6
	Increased 4	29 Students
	45 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Red	9.1% Chronically Absent
4 Students	0 Students	11.1% Chronically Absent	Increased 1.1
		Increased Significantly 6.7	22 Students
		380 Students	

Hispanic	Two or More Races	Pacific Islander	White
Red	Orange	Less than 11 Students	Orange
21.1% Chronically Absent	9.1% Chronically Absent	2 Students	12% Chronically Absent
Increased 4.8	Increased 3.7		Increased 5.4
38 Students	33 Students		83 Students

Conclusions based on this data:

1. 24.4% of our socioeconomic disadvantaged students are considered chronically absent.

2. 11.9% of our students as a whole are considered chronically absent.

3. 21.1% of our Hispanic students are considered chronically absent.

School and Student Performance Data

Academic Engagement
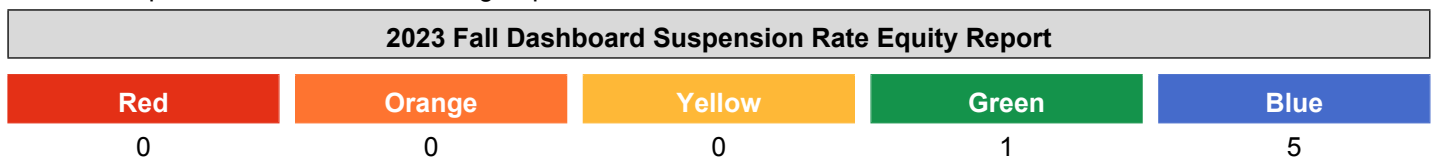### Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	5

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0.2% suspended at least one day	0% suspended at least one day	0 Students
Maintained -0.2	Maintained 0	
566 Students	82 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	0% suspended at least one day
0 Students	0% suspended at least one day	Declined -5
	Maintained 0	32 Students
	49 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	Green 0.3% suspended at least one day Increased 0.3 380 Students	0% suspended at least one day Maintained 0 22 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained 0 41 Students	Blue 0% suspended at least one day Declined -2.7 33 Students	Less than 11 Students 2 Students	Blue 0% suspended at least one day Declined -1.1 84 Students

Conclusions based on this data:

1. Silver Oak maintained a very low suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Student Outcomes
Through rigorous instruction based on state standards, increase student proficiency in all student subgroups in the areas of English Language Arts, Mathematics, and Science on the California Assessment of student performance and progress (CAASPP) and California Science Test.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.
Priority 4,8

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

Based off of CAASPP testing results our students declined slightly in English Language Arts while in Mathematics our students increased slightly. Areas of focus will be to address student proficiency with our Hispanic, English Learner, and Socioeconomic Disadvantaged students as they are our lowest scoring student subgroups.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Mathematics	84% Level 3 & 4 15% Level 1 & 2	87% Level 3 & 4 12% Level 1 & 2
CAASPP - English language Arts	82% Level 3 & 4 17% Level 1 & 2	85% Level 3 & 4 14% Level 1 & 2
CAST - Science	59% Level 3 & 4 40% Level 1 & 2	62% Level 3 & 4 37% Level 1 & 2

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Facilitate 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	All	10000 General Fund 0000: Unrestricted

		Classroom, Scholastic news/science, mystery science, Brainpop jr.		Funding to support software purchases that are used by students and teachers.
	1.2	Purchase of classroom supplies and instruction materials related to Math, English Language Arts, and Science instruction	All	10000 General Fund 0000: Unrestricted Funding to support teacher instruction and student learning through the purchase of classroom materials.
	1.3	Provide professional development and time for collaboration for teachers to analyze data, plan for instruction, and identify areas of growth needed.	All	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Although the previous activities were carried out the prior school year. Our ELA scores dropped by 3%, while our mathematics scores rose by 4%. for met and exceeded Science scores in rose by 1% for met and exceeded.

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

No major differences were notes in the implementation of the previous years plan or budget.

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.

Based off the data, there will be a renewed focus on English Language Arts and Science standards.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Conditions of Learning
Through rigorous instruction based on state standards and instruction designed to support students, our English Learner students will make gains in their achievement in all academic areas and increase their proficiency on the English Language Proficiency Assessments for California (ELPAC).

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.
Priority 1,2,7

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

Silver Oak's English Learner population is a sub group identified as consistently scoring lower on the CAASPP. There was an increase in the number of English Learner students scoring a 1 on the ELPAC test.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - Math	55% Level 3 & 4 45% Level 1 & 2	58% Level 3 & 4 42% Level 1 & 2
CAASPP - English Language Arts	35% Level 3 & 4 65% Level 1 & 2	38% Level 3 & 4 62% Level 1 & 2
ELPAC	65% Level 3 & 4 34% Level 1 & 2	68% Level 3 & 4 31% Level 1 & 2

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Silver Oak will continue the before/after school intervention program to support our English Learner students throughout the school year	English Learner students / students who are a grade level or more below (identified by iReady data)	2776 Title III 4000-4999: Books And Supplies

2.2	Push in / Pull Out services for English Learners who scored a 1 or 2 on their ELPAC	English Learner Students	
2.3	Funds allocated for the purchase of new books and materials for the library.	English Learner / All students	2522 Supplemental Fund 4000-4999: Books And Supplies
2.4	Differentiated instruction to address student learning needs	English Learner / All students	
2.7	Daily small group instruction	English Learners / All students	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

This school year, there was a deliberate focus on our English Learner population and their academic progress. Teachers conducted before/after school intervention programs from December through April. Small group instruction took place in the classroom and student data was analyzed by staff members.

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

This program was implemented in the 2023-2024 school year and was not previously an activity that took place at Silver Oak. Title III funds were used for staff overtime and learning materials for intervention class.

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.

These strategies will continue in the 2024-2025 school year, our expectation is that each English Learner student grow by a minimum of one grade level based on their iReading diagnostic.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Engagement**
> Through the implementation of programs such as PBIS, Profile of a Learner, Positive Attendance Program, and the continuation of Visual and Performing Arts (VAPA) and STEAM programming Silver Oak we will increase student attendance specifically in the Socioeconomic Disadvantaged sub group, build school culture, and continue to create a clean, organized, and positive school climate for all students and our community.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.
> Priority 3,5,6

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

> Silver Oak will complete a needs assessment each year to inform and develop their SPSA. The school's lead teams are able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on school site council (SSC). The Silver Oak Lead teams developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence based practices to improve academic, behavioral, and social-emotional outcomes for our Socioeconomic Disadvantaged students who are considered chronically absent. Silver Oak's SPSA goals are aligned with the district's LCAP goals and Silver Oak utilizes a continuous improvement model to implement, monitor, and annually evaluate the SPSA. As mentioned, our socioeconomic disadvantaged students are absent at a higher rate than the rest of the student population. In order to identify and determine the needs of our students Silver Oak will be implementing parent outreach meetings and conducting individual parent meetings to support our families with difficulties they may be having getting their student to school on a consistent basis. In addition, our PBIS team will meet to form a plan to address absenteeism at the classroom level.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism - California Dashboard	11.9% of All Students Chronically Absent 24.4% of Socioeconomic Disadvantaged Student subgroup are Chronically Absent	Reduce all students rate of absence by 4% Reduce all Socioeconomic Disadvantaged students by 6%
PBIS SAS Survey Results	Tier II and Tier III Survey results average in the 45% -55% of strategies in place	Tier II and Tier III Survey results will increase by 20% of implementation in place.

| Safety Survey | 86% of Students feel Safe/Very Safe at School
30% of students have see bullying sometimes/a lot at school
92% of students are somewhat/very familiar with the school rules and expectations
86% of students are aware of the school recognition system | 90% of Student will feel Safe/Very Safe at School
There will be a reduction of 5% in the category of Bullying sometimes/a lot at school
95% of student will report they are somewhat/very familiar with the school rules and expectation
90% of students will be aware of the school recognition system |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement our positive attendance program in order to address our school's chronic absenteeism, specifically within our socioeconomic disadvantaged population. Hold monthly attendance meeting to families to stress the importance of good attendance. Hold parent meetings to address student attendance.	All students / socioeconomic disadvantaged students	
3.2	Provide overtime and release time for teacher collaboration, professional development, and training	All	6086 Supplemental Fund 1000-1999: Certificated Personnel Salaries
3.3	Provide SEAT funds for teacher to conduct after school clubs, talent show, yearbook, and a variety of other activities.	All	6451 General Fund 0000: Unrestricted
3.4	Employ 2 hour/day health aide to monitor students with health needs and provide support in office for students as needed.	All	13661 General Fund 2000-2999: Classified Personnel Salaries
3.5	Custodial supplies purchased to keep school clean	All	2500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures 5000 General Fund 5000-5999: Services And Other Operating Expenditures
3.6	Conduct assemblies and invite guest speakers for staff and students	All	1500 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures

3.7	Copier maintenance for the upkeep and longevity of school equipment	All	2220 General Fund 5000-5999: Services And Other Operating Expenditures
3.8	Classroom and office supplies are needed to ensure that all students are able to have the instructional materials needed for the school day.	All	1500 Supplemental Fund 4000-4999: Books And Supplies 5000 Supplemental Fund 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Silver Oak's chronic absenteeism rate has increase by 6.1%. Silver Oak has implemented the district SARB program, holding monthly attendance meetings and individual parent meeting. With these systems in place, there was still an increase in student absenteeism. Silver Oak's PBIS program has continued to be implemented. The school has created posters, created common expectations, and has meet to discuss student behaviors and how to address them.

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

There were no major changes in the initial plan or budget to implement strategies to meet this goal.

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.

Silver Oak will continue to implement the district SARB program, in addition our staff will assess our absentee data and create re-engagement plans for students who are consistently absent this includes our students who are socioeconomically disadvantages as this subgroup represents our largest group of students who are absent.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$69,216.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title III	$2,776.00

Subtotal of additional federal funds included for this school: $2,776.00

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	$47,332.00
Supplemental Fund	$19,108.00

Subtotal of state or local funds included for this school: $66,440.00

Total of federal, state, and/or local funds for this school: $69,216.00

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	19108	0.00
General Fund	47332	0.00
Title III	2776	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	47,332.00
Supplemental Fund	19,108.00
Title III	2,776.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	26,451.00
1000-1999: Certificated Personnel Salaries	6,086.00
2000-2999: Classified Personnel Salaries	13,661.00
4000-4999: Books And Supplies	11,798.00
5000-5999: Services And Other Operating Expenditures	9,720.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	General Fund	26,451.00
2000-2999: Classified Personnel Salaries	General Fund	13,661.00
5000-5999: Services And Other Operating Expenditures	General Fund	7,220.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	6,086.00
4000-4999: Books And Supplies	Supplemental Fund	9,022.00

5000-5999: Services And Other Operating Expenditures	Supplemental Fund	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	1,500.00
4000-4999: Books And Supplies	Title III	2,776.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,000.00
Goal 2	5,298.00
Goal 3	43,918.00

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
Kyle Sanchez - Principal/Chair	Principal
Vanessa Bell	Parent or Community Member
Cassie Giannotta	Other School Staff
Sam Mahr	Classroom Teacher
Victoria Neil	Classroom Teacher
Robert Marks, Secretary	Parent or Community Member
Priya Shirodkar	Parent or Community Member
Ali Warrach	Parent or Community Member
Julie Watkins	Classroom Teacher
Jose Manuel Sebastian Marco, 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 5/13/24.

Attested:

Principal, Kyle Sanchez on 5/13/24
SSC Chairperson, Vanessa Bell on 5/13/24

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

School Year	Number of Responses	Date Completed
2023-24	12	3/6/2024

Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Schoolwide	High	Med	Low	n
83%	17%	N/A	12	**1. Team Composition:** In my school, a team exists for schoolwide social-emotional-behavior support, planning, and problem solving and the school administrator is an active member of the team.	29%	29%	43%	7
83%	17%	N/A	12	**2. Behavior Expectations:** My school has five or fewer positively stated behavioral expectations and/or rules defined and in place (i.e., school matrix).	29%	N/A	71%	7
75%	17%	8%	12	**3. Teaching Expectations:** My school has documented and distributed lesson plans and schedule for teaching expected behaviors.	14%	14%	71%	7
83%	17%	N/A	12	**4. Feedback and Acknowledgment:** My school has a documented system for acknowledging and providing feedback for expected student behaviors (e.g., verbal statements, reinforcers) that is linked to schoolwide expectations and used across settings.	14%	14%	71%	7
83%	17%	N/A	12	**5. Behavior Definitions:** My school has clear descriptions for behaviors that interfere with academic and/or social success and clear definitions between administrator-supported and staff-supported behaviors.	17%	17%	67%	6
75%	25%	N/A	12	**6. Response to Behavior:** My school has a documented system (e.g., flowchart) for responding to behaviors that interfere with academic and/or social successes that is linked to schoolwide expectations and used across settings.	29%	29%	43%	7
67%	25%	8%	12	**7. Professional Development System:** My school has a documented process for orienting all staff and providing ongoing professional development on the schoolwide behavior support system.	14%	14%	71%	7
67%	25%	8%	12	**8. Professional Development Content:** My school has provided professional development on the four core Tier 1 PBIS practices: a) teaching schoolwide expectations, b) acknowledging expected behavior, c) responding to behavior errors, and d) requesting assistance.	14%	29%	57%	7
92%	8%	N/A	12	**9. Staff Involvement:** In my school, all staff have an opportunity to provide input on core practices (e.g., teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors, requesting assistance) at least annually.	29%	29%	43%	7
83%	17%	N/A	12	**10. Student / Family / Community Communication:** My school has a documented process for informing students, families and members of the school community about expected student behaviors at school (e.g., newsletters, brochures, website).	14%	43%	43%	7
50%	33%	17%	12	**11. Student / Family / Community Engagement:** My school seeks input on core practices (e.g., teaching schoolwide expectations, acknowledging expected behavior, responding to behavior errors) from students, families and members of the school community at least annually.	14%	43%	43%	7

In Place	Partial in Place	Not in Place	n	Feature	High	Med	Low	n
67%	33%	N/A	12	**12. Behavior Data System:** My school has a system for collecting social-emotional-behavioral data and summarizing patterns of student behavior.	14%	29%	57%	7
58%	33%	8%	12	**13. Data-based Decision Making:** In my school, data summarizing patterns of social-emotional-behavioral data is regularly shared with staff (minimum three times a year) for active decision making and action planning.	14%	29%	57%	7
42%	50%	8%	12	**14. Fidelity Data:** In my school, Tier 1 implementation fidelity data (e.g., classroom observations/walk-throughs, SAS, TFI, BoQ.) and the action plans of the schoolwide behavior support team are shared with staff at least annually.	14%	43%	43%	7
58%	42%	N/A	12	**15. Annual Evaluation:** In my school, data reflecting the effectiveness of Tier 1 practices are shared with staff and relevant stakeholders at least annually, including year-by-year comparisons of outcome data (e.g., percentage of students in tiers, equity data, patterns of social-emotional-behavioral data), in a usable format.	14%	29%	57%	7

Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Classroom	High	Med	Low	n
100%	N/A	N/A	12	**1. Behavioral Expectations:** In my classroom, expected student behaviors (e.g., rules) are stated positively, defined clearly, aligned with schoolwide expectations, posted in a way that can be seen from anywhere in the classroom, and explicitly taught to students.	14%	14%	71%	7
100%	N/A	N/A	12	**2. Procedures and Routines:** In my classroom, procedures and routines are stated positively, defined clearly, aligned with schoolwide expectations, and explicitly taught to students; procedures and routines are appropriate for age/grade level and context (e.g., content area, instructional practices).	14%	14%	71%	7
100%	N/A	N/A	12	**3. Feedback and Acknowledgement:** In my classroom, I use the schoolwide system to provide feedback and acknowledgement for expected student behaviors (e.g., verbal statements, reinforcers).	14%	43%	43%	7
100%	N/A	N/A	12	**4. Response to Behavior:** In my classroom, I use the schoolwide system (e.g., flowchart) for responding to behaviors that interfere with academic and/or social success.	14%	43%	43%	7
92%	N/A	8%	12	**5. Active Supervision:** In my classroom, I engage in active supervision through moving, scanning, and interacting (e.g., precorrects, prompts, feedback) with students.	14%	29%	57%	7
100%	N/A	N/A	12	**6. Actively Engage Students:** In my classroom, I use a variety of strategies to increase student opportunities to respond (e.g., turn and talk, guided notes, response cards).	14%	29%	57%	7
83%	17%	N/A	12	**7. Differentiated Instruction:** I use student data to adjust social-emotional-behavioral, and/or academic supports to meet the needs of a wide range of learners.	14%	29%	57%	7

				Feature				
92%	8%	N/A	12	**8. Academic Success:** In my classroom, I monitor each and every student☐s progress to ensure academic success on daily assignments, projects, classroom tests, and homework, etc.	14%	29%	57%	7
83%	17%	N/A	12	**9. Classroom Professional Development and Support:** I have regular opportunities to access targeted professional development, assistance, and coaching recommendations for my classroom systems (e.g., observation, instruction, performance feedback).	14%	14%	71%	7

Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Tier 2	High	Med	Low	n
50%	42%	8%	12	**1. Behavior Support Team:** A Tier 2 team with an administrator as an active member exists, meets regularly, and shares updates with staff.	14%	29%	57%	7
42%	50%	8%	12	**2. Team Procedures:** The Tier 2 team has developed a process for regularly engaging and communicating with staff (e.g., process for gathering staff input, questions, and/or concerns for meeting agendas).	14%	29%	57%	7
42%	58%	N/A	12	**3. Student Identification:** The Tier 2 team uses multiple sources of data to identify students who require Tier 2 supports.	14%	29%	57%	7
42%	58%	N/A	12	**4. Request for Assistance:** The Tier 2 team has developed a formal process available to all staff, families, and students for requesting additional behavior support.	14%	29%	57%	7
33%	67%	N/A	12	**5. Options for Tier 2 Interventions:** The Tier 2 team has a menu of interventions that can be selected and/or adapted to address a variety of student social-emotional-behavior needs (e.g., function of behavior).	14%	29%	57%	7
42%	58%	N/A	12	**6. Access to Tier 1 Supports:** Tier 2 interventions are supplemental and explicitly linked to Tier 1 schoolwide expectations and students participating in Tier 2 interventions also receive Tier 1 supports.	14%	29%	57%	7
25%	67%	8%	12	**7. Professional Development:** Professional development about requesting assistance for students and implementing each Tier 2 intervention is available to staff at least annually.	14%	29%	57%	7
8%	67%	25%	12	**8. Level of Use:** The Tier 2 team routinely shares with staff the proportion of students participating in Tier 2.	14%	43%	43%	7
17%	75%	8%	12	**9. Student Performance Data:** The Tier 2 team routinely monitors and provides updates about the overall progress of students participating in Tier 2 interventions (e.g., monthly or quarterly).	14%	43%	43%	7
33%	58%	8%	12	**10. Fidelity of Implementation:** A formal process exists for monitoring staff implementation of Tier 2 interventions and data about fidelity of implementation is routinely reported.	14%	29%	57%	7

| 42% | 50% | 8% | 12 | **11. Annual Evaluation:**
The Tier 2 team shares a summary of yearly data reflecting the effectiveness of Tier 2 practices with staff and other stakeholders, including year-by-year comparisons of outcome data (e.g., students participating, students graduating, students in need of additional support), in a usable format. | 29% | 14% | 57% | 7 |

Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Tier 3	High	Med	Low	n
45%	27%	27%	11	**1. Tier 3 Systems Planning Team:** A Tier 3 team with an administrator and a member with social-emotional-behavioral expertise meets regularly, and shares updates with staff.	17%	17%	67%	6
45%	27%	27%	11	**2. Team Procedures:** The Tier 3 team has developed a process for regularly engaging and communicating with staff (e.g., process for gathering staff input, questions, and/or concerns for meeting agendas).	17%	33%	50%	6
45%	27%	27%	11	**3. Student Identification:** The Tier 3 team uses multiple sources of data to identify students who require intensive, individualized social-emotional-behavioral support.	17%	17%	67%	6
45%	27%	27%	11	**4. Request for Assistance:** A Tier 3 team uses a formal process available to all staff, families and students requesting additional intensive, individualized social-emotional-behavioral support.	17%	17%	67%	6
45%	27%	27%	11	**5. Options for Tier 3 Intervention:** There is a formal problem-solving process for developing function-based supports to address the social-emotional-behavior needs of individual students.	17%	17%	67%	6
45%	27%	27%	11	**6. Tier 3 Critical Features:** Behavior support plans include or consider a) strategies for prevention, b) teaching, c) responding to behavior based on function, and d) a safety plan.	17%	33%	50%	6
45%	27%	27%	11	**7. Access to Tier 1 and Tier 2 Supports:** Students participating in Tier 3 interventions also receive or have access to Tier 1 and Tier 2 targeted supports.	17%	17%	67%	6
45%	36%	18%	11	**8. Stakeholder Engagement:** Staff, families and students are engaged in planning, implementing and evaluating individualized behavior support plans.	17%	17%	67%	6
45%	36%	18%	11	**9. Professional Development:** Training on function of behavior and implementing function-based individualized supports is available to staff at least annually.	17%	17%	67%	6
36%	36%	27%	11	**10. Generalization and Maintenance:** Individualized function-based behavior support plans include processes to generalize and maintain expected behavior.	17%	33%	50%	6
45%	27%	27%	11	**11. Student Progress Monitoring:** Each student's individual support team has established a formal process for monitoring the progress of students on Tier 3 behavior support plans.	17%	33%	50%	6

27%	45%	27%	11	12. Level of Use: Our Tier 3 Team routinely shares with staff the proportions of students participating in Tier 3.	17%	17%	67%	6
36%	36%	27%	11	13. Fidelity: A formal process exists for monitoring staff implementation of Tier 3 behavior support plans and routinely sharing fidelity data.	17%	17%	67%	6
36%	36%	27%	11	14. Annual Evaluation: The Tier 3 team shares with staff and stakeholders a summary of yearly data reflecting the effectiveness of Tier 3 practices including year-by-year comparisons of outcome data (e.g., students participating, students graduating, students in need of additional support), in a usable format.	17%	17%	67%	6

SILVER OAK ELEMENTARY SCHOOL
PARENT INVOLVEMENT POLICY
2024-2025

It is our goal at Silver Oak Elementary School that our students perform to the best of their abilities. In order for this to happen, we must have a working relationship between parents and school personnel. There must be home-school communication as well as learning opportunities for parents. Listed below are activities that parents can be involved in which will affect their children in a meaningful way.

1. The parents of Silver Oak students will elect parent representatives for School Site Council (SSC), District English Learners Advisory Committee (DELAC), English Learners Advisory Committee (ELAC), and the District Advisory Committee (DAC). Meetings will be held throughout the year. All parents on these committees will be given the schedule of meetings and reminded of them through weekly newsletters, phone calls home, and emails.

2. A school newsletter will be posted regularly providing parents with information about upcoming events. There will also be articles in the newsletters explaining to parents how they can support their children and also how to work with the school in appropriate ways.

3. Whenever possible, important school information, policies, and events will be translated for parents in Spanish and Vietnamese.

4. A Parent/Student Handbook outlining the responsibilities of the school staff, parents, and students will be reviewed and signed by all parties. The purpose of this document is to communicate that a child's education is a team effort.

5. Parents will receive a progress report and a report card each trimester.

6. Parents will have the opportunity to meet with their child's teachers at parent conferences in November. Conferences are held over three days, during a variety of times in order to make it easier for parents to attend.
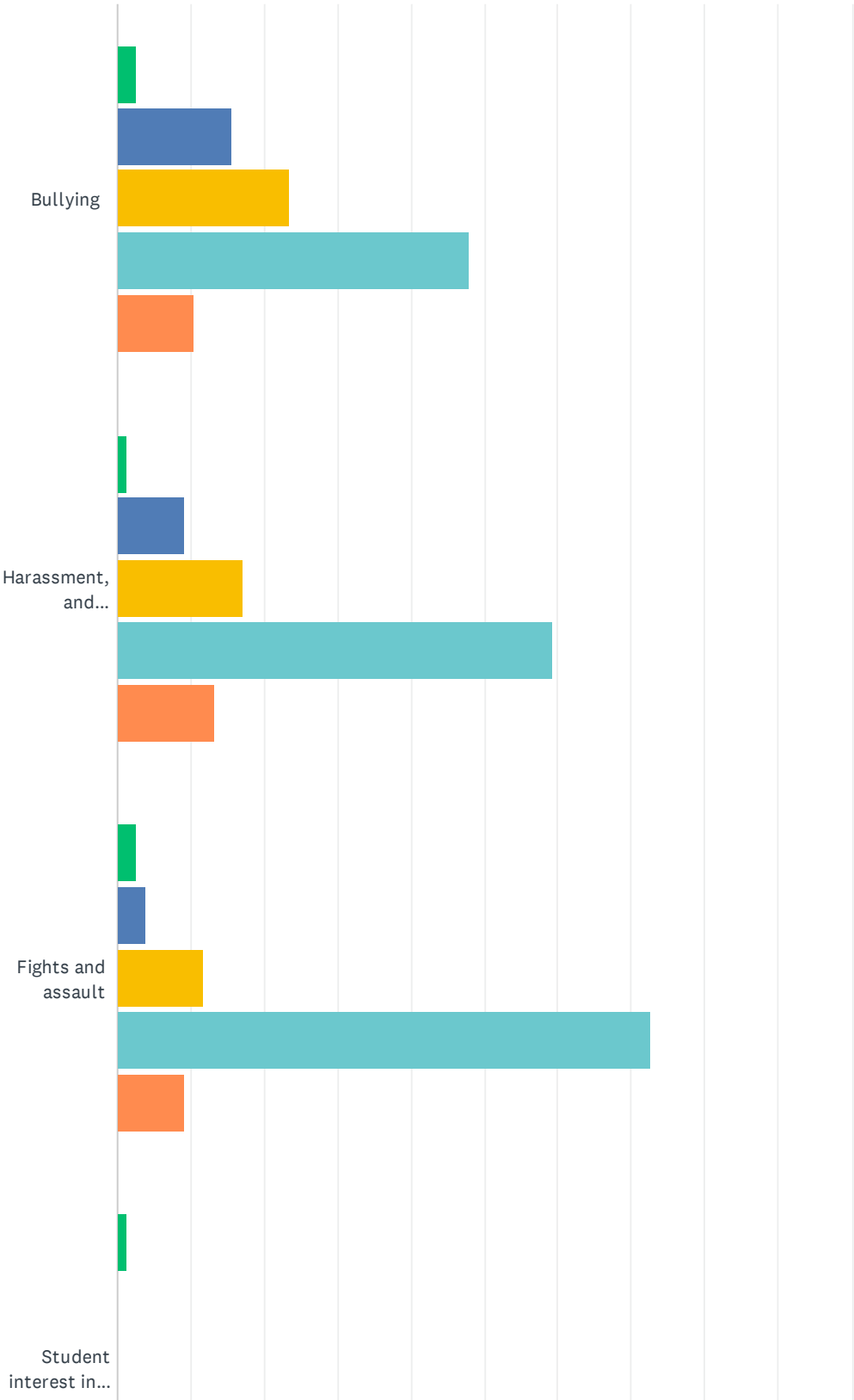
Q1 What grade is your child in?
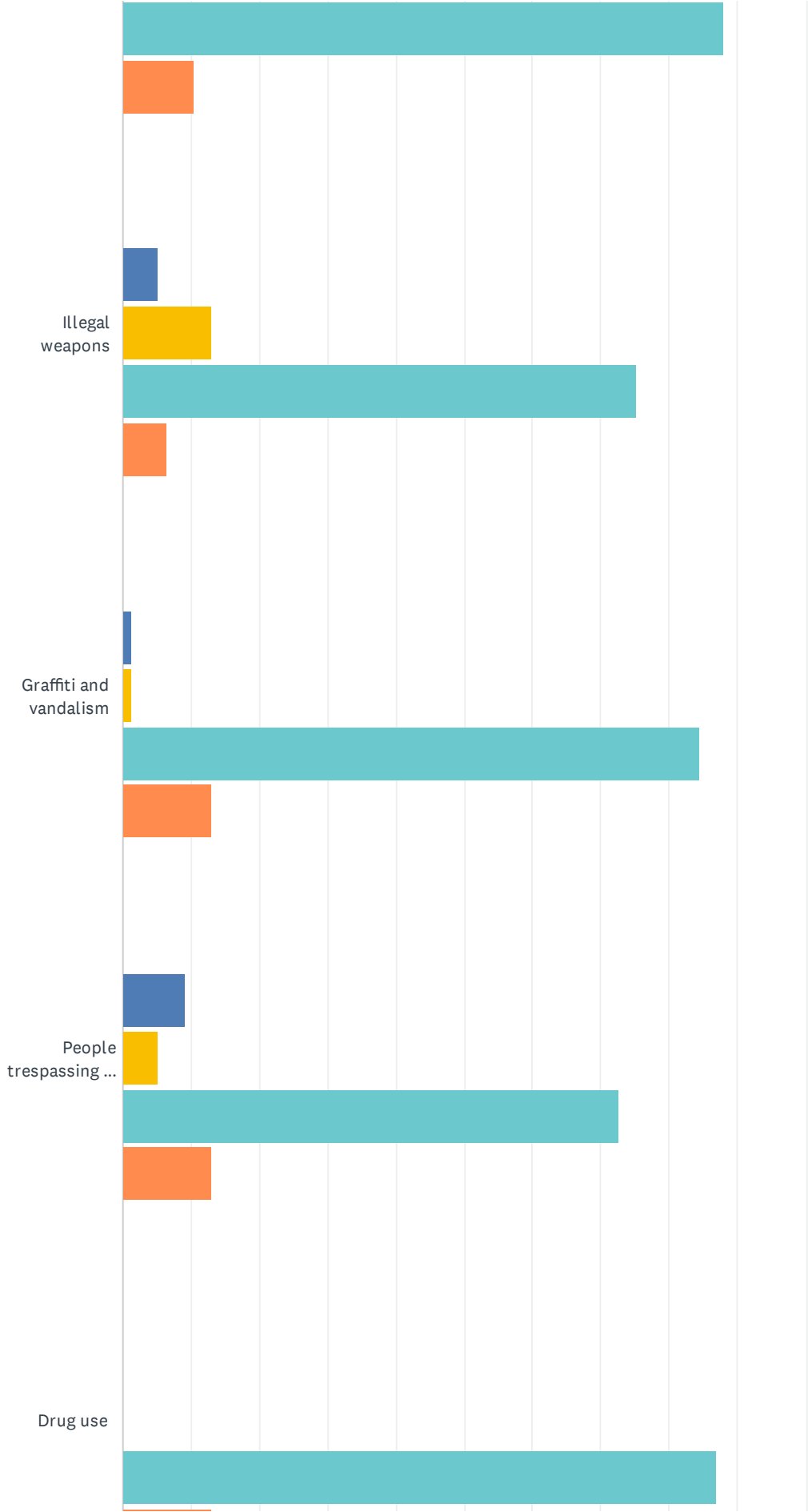
Answered: 77   Skipped: 0
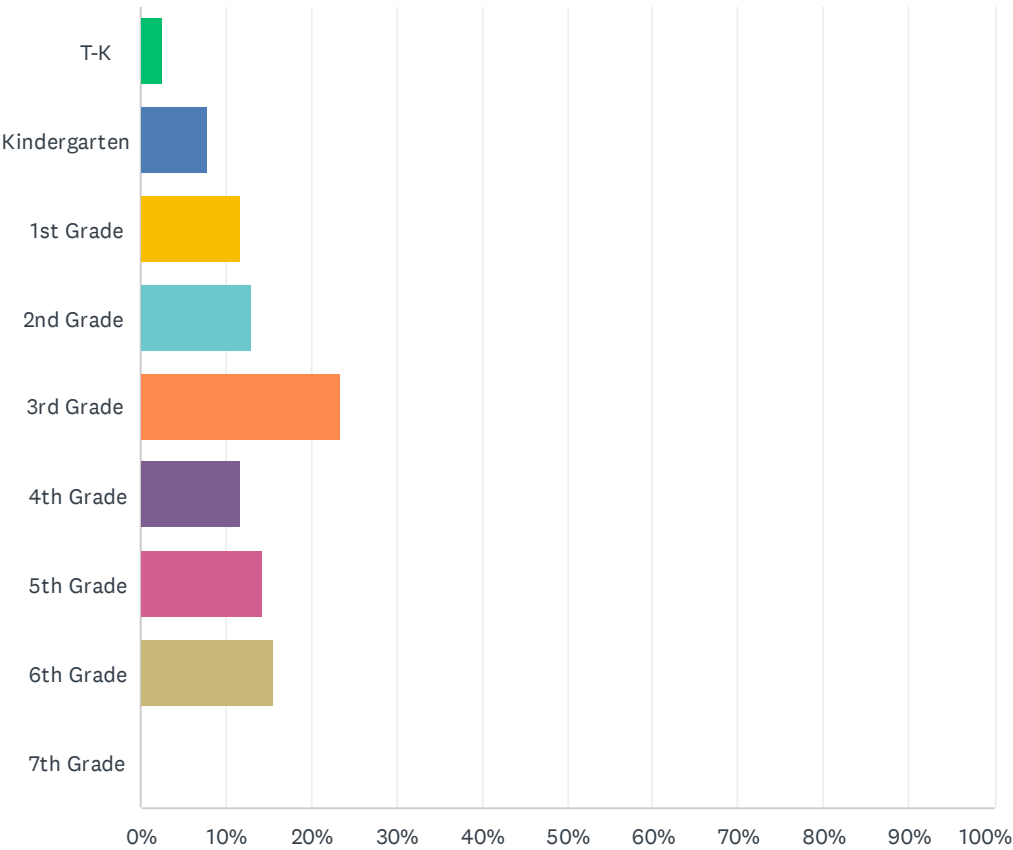
ANSWER CHOICES	RESPONSES	
T-K	2.60%	2
Kindergarten	7.79%	6
1st Grade	11.69%	9
2nd Grade	12.99%	10
3rd Grade	23.38%	18
4th Grade	11.69%	9
5th Grade	14.29%	11
6th Grade	15.58%	12
7th Grade	0.00%	0
TOTAL		77

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

Answered: 77   Skipped: 0

Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use

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

Legend: I see this h... | I see this h... | I hear other... | I never hea... | I don't know
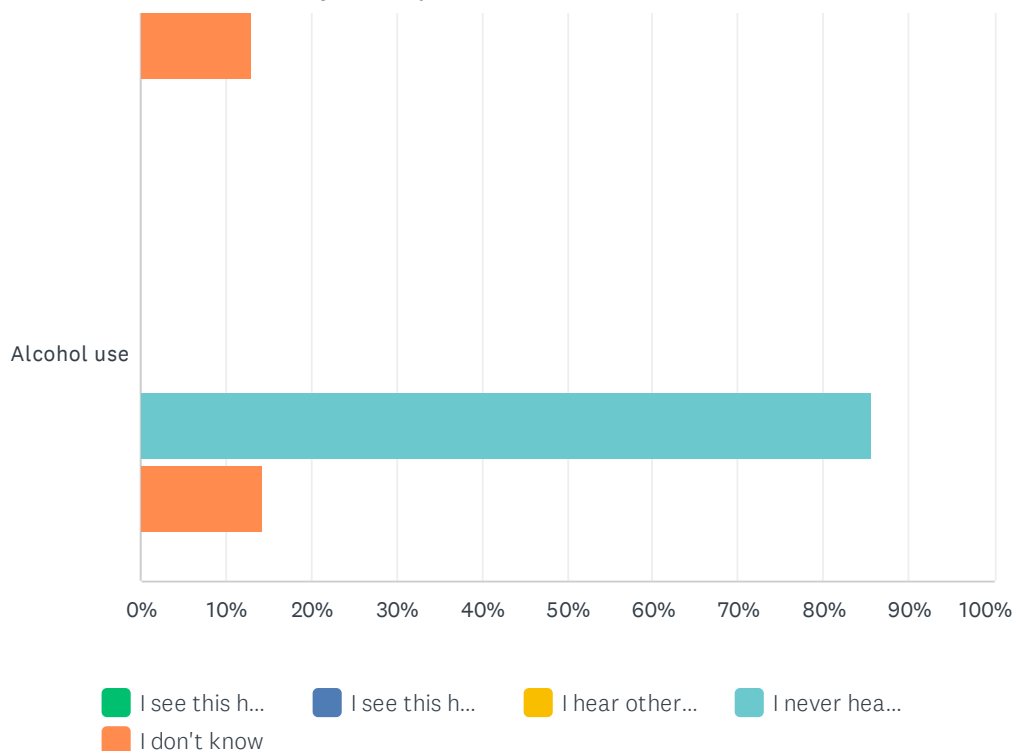
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	2.60% 2	15.58% 12	23.38% 18	48.05% 37	10.39% 8	77	3.48
Harassment, and intimidation	1.32% 1	9.21% 7	17.11% 13	59.21% 45	13.16% 10	76	3.74
Fights and assault	2.60% 2	3.90% 3	11.69% 9	72.73% 56	9.09% 7	77	3.82
Student interest in gangs	1.32% 1	0.00% 0	0.00% 0	88.16% 67	10.53% 8	76	4.07
Illegal weapons	0.00% 0	5.19% 4	12.99% 10	75.32% 58	6.49% 5	77	3.83
Graffiti and vandalism	0.00% 0	1.30% 1	1.30% 1	84.42% 65	12.99% 10	77	4.09
People trespassing on campus	0.00% 0	9.09% 7	5.19% 4	72.73% 56	12.99% 10	77	3.90
Drug use	0.00% 0	0.00% 0	0.00% 0	87.01% 67	12.99% 10	77	4.13
Alcohol use	0.00% 0	0.00% 0	0.00% 0	85.71% 66	14.29% 11	77	4.14

Q3 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.
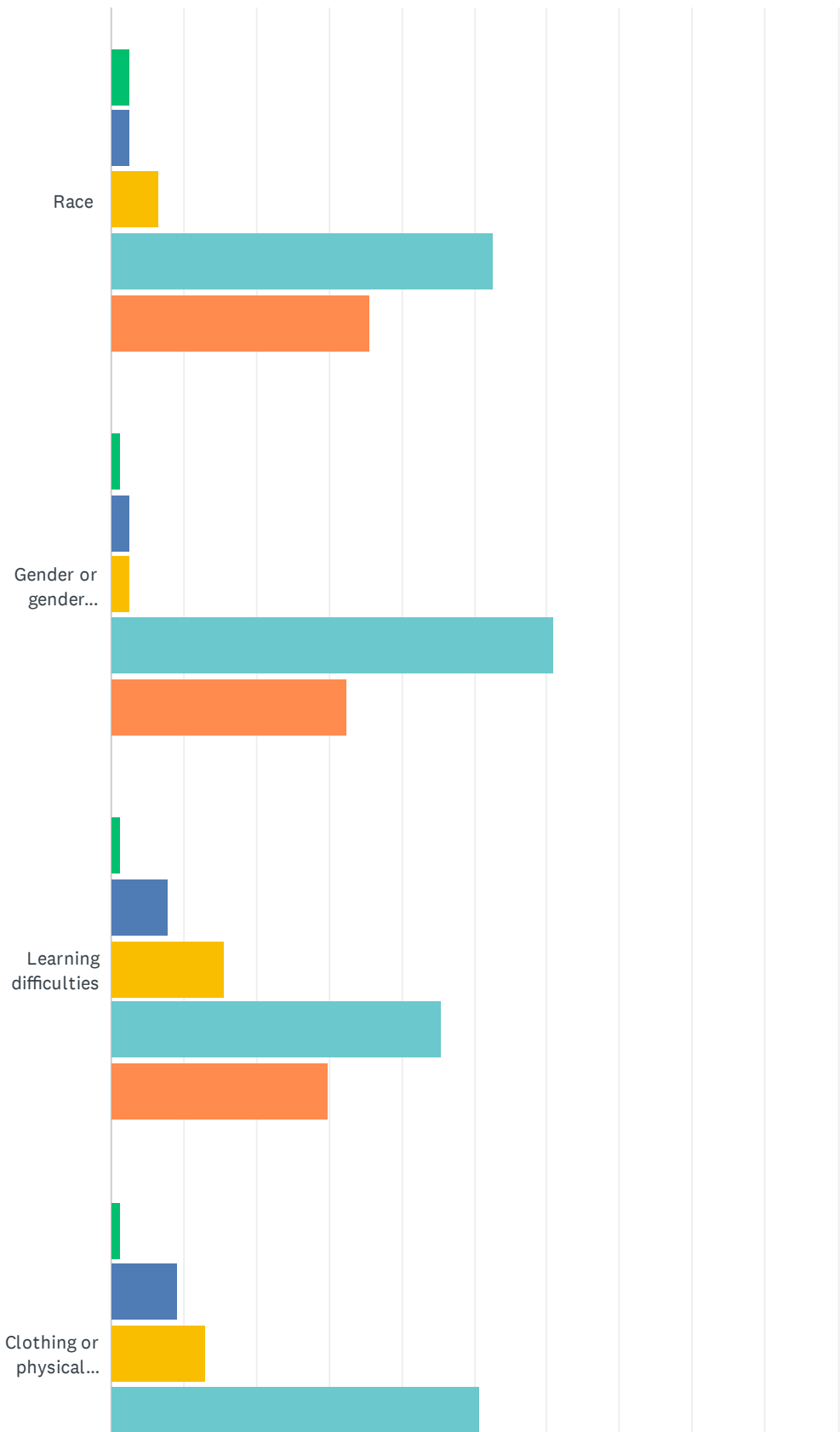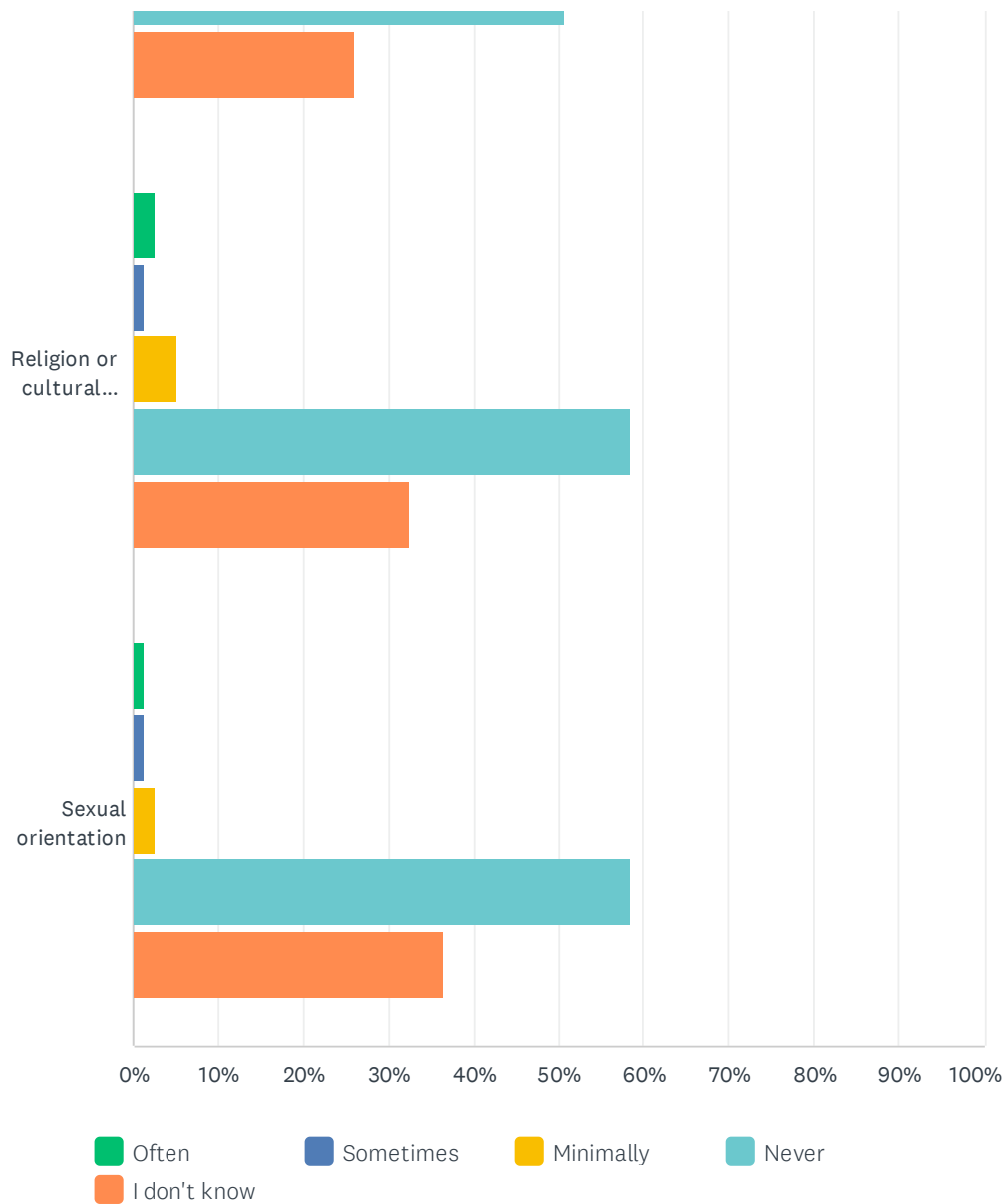
Answered: 77   Skipped: 0
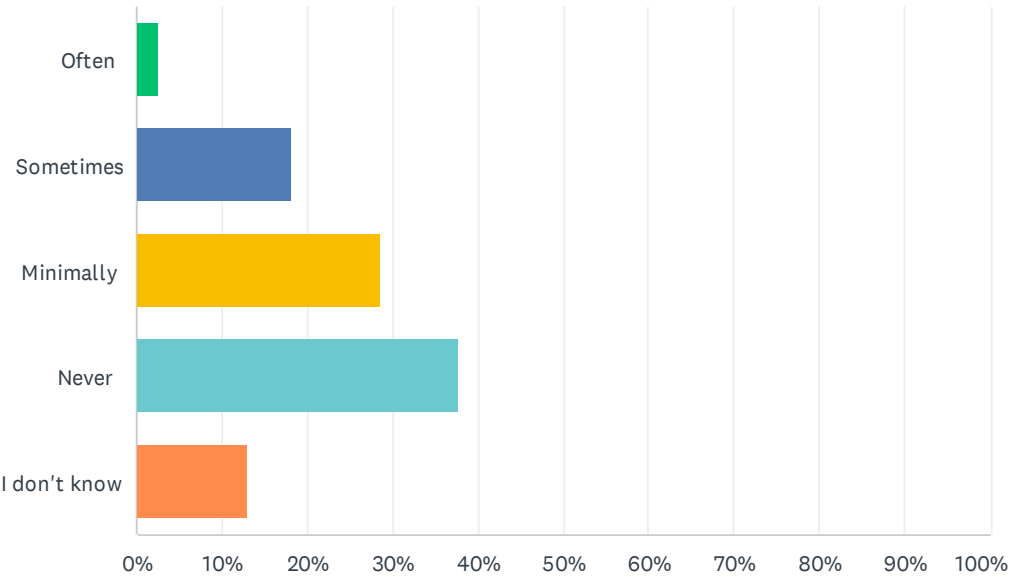
ANSWER CHOICES	RESPONSES	
Often	2.60%	2
Sometimes	18.18%	14
Minimally	28.57%	22
Never	37.66%	29
I don't know	12.99%	10
TOTAL		77

Q4 Students at my child's school get put down because of their...
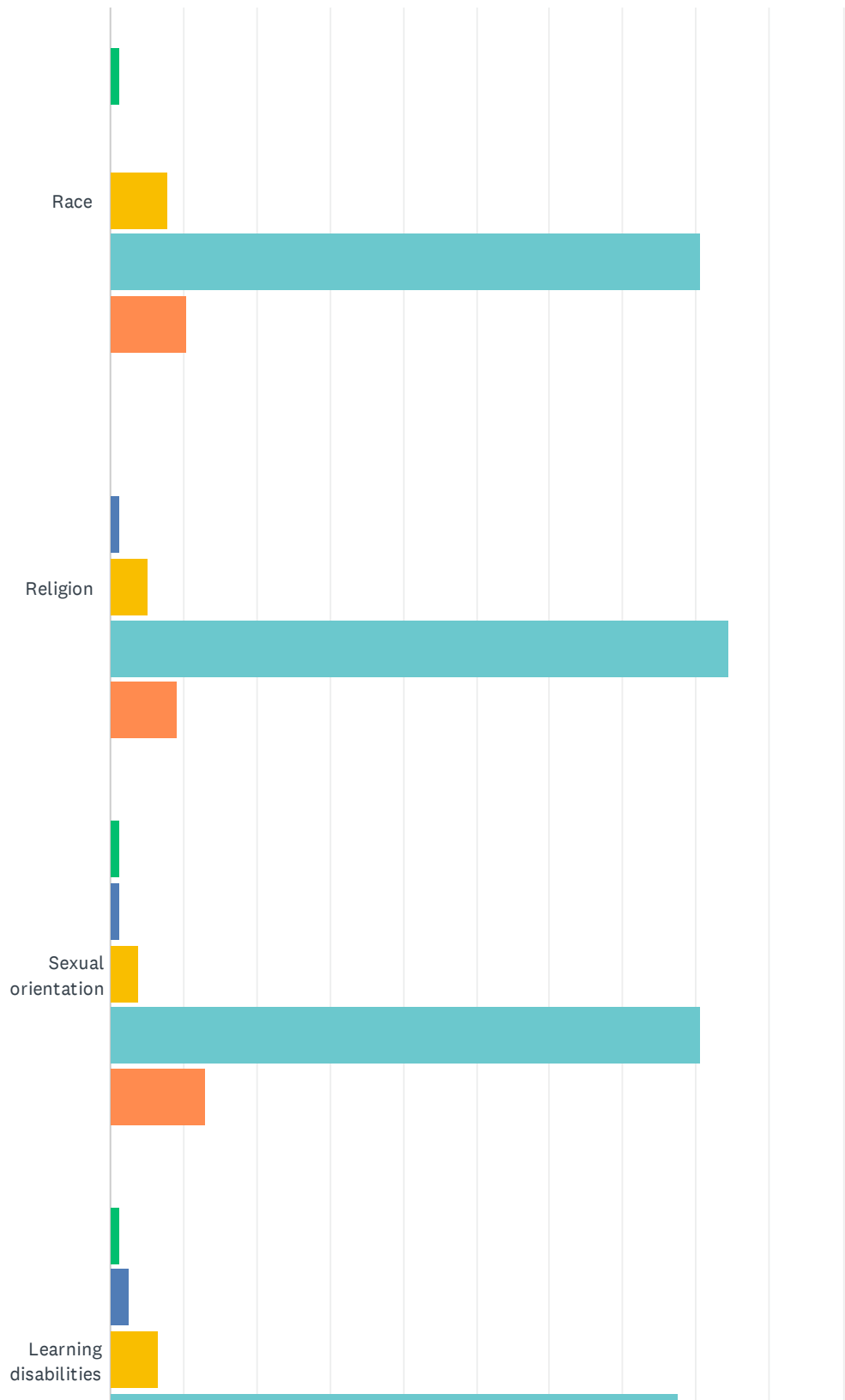
Answered: 77   Skipped: 0

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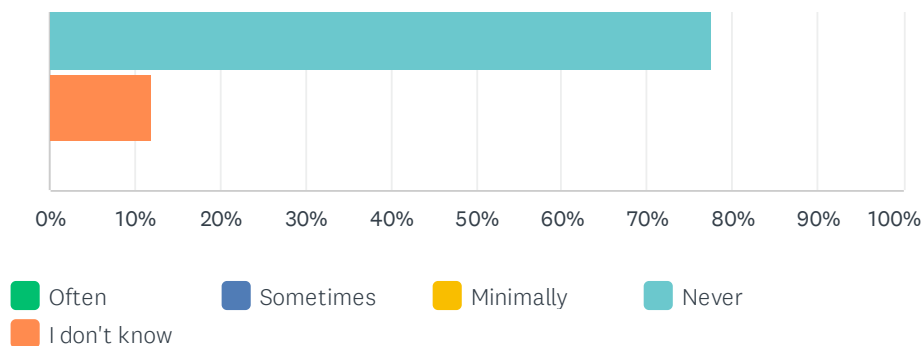

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	2.63% 2	2.63% 2	6.58% 5	52.63% 40	35.53% 27	76	4.16
Gender or gender identification	1.30% 1	2.60% 2	2.60% 2	61.04% 47	32.47% 25	77	4.21
Learning difficulties	1.30% 1	7.79% 6	15.58% 12	45.45% 35	29.87% 23	77	3.95
Clothing or physical appearance	1.30% 1	9.09% 7	12.99% 10	50.65% 39	25.97% 20	77	3.91
Religion or cultural practices	2.60% 2	1.30% 1	5.19% 4	58.44% 45	32.47% 25	77	4.17
Sexual orientation	1.30% 1	1.30% 1	2.60% 2	58.44% 45	36.36% 28	77	4.27

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

Answered: 77   Skipped: 0

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

- 🟩 Often
- 🟦 Sometimes
- 🟨 Minimally
- 🟩 Never
- 🟧 I don't know

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	1.30% 1	0.00% 0	7.79% 6	80.52% 62	10.39% 8	77	3.99
Religion	0.00% 0	1.30% 1	5.19% 4	84.42% 65	9.09% 7	77	4.01
Sexual orientation	1.30% 1	1.30% 1	3.90% 3	80.52% 62	12.99% 10	77	4.03
Learning disabilities	1.32% 1	2.63% 2	6.58% 5	77.63% 59	11.84% 9	76	3.96

## Q6 How familiar are you with the following at your child's school?
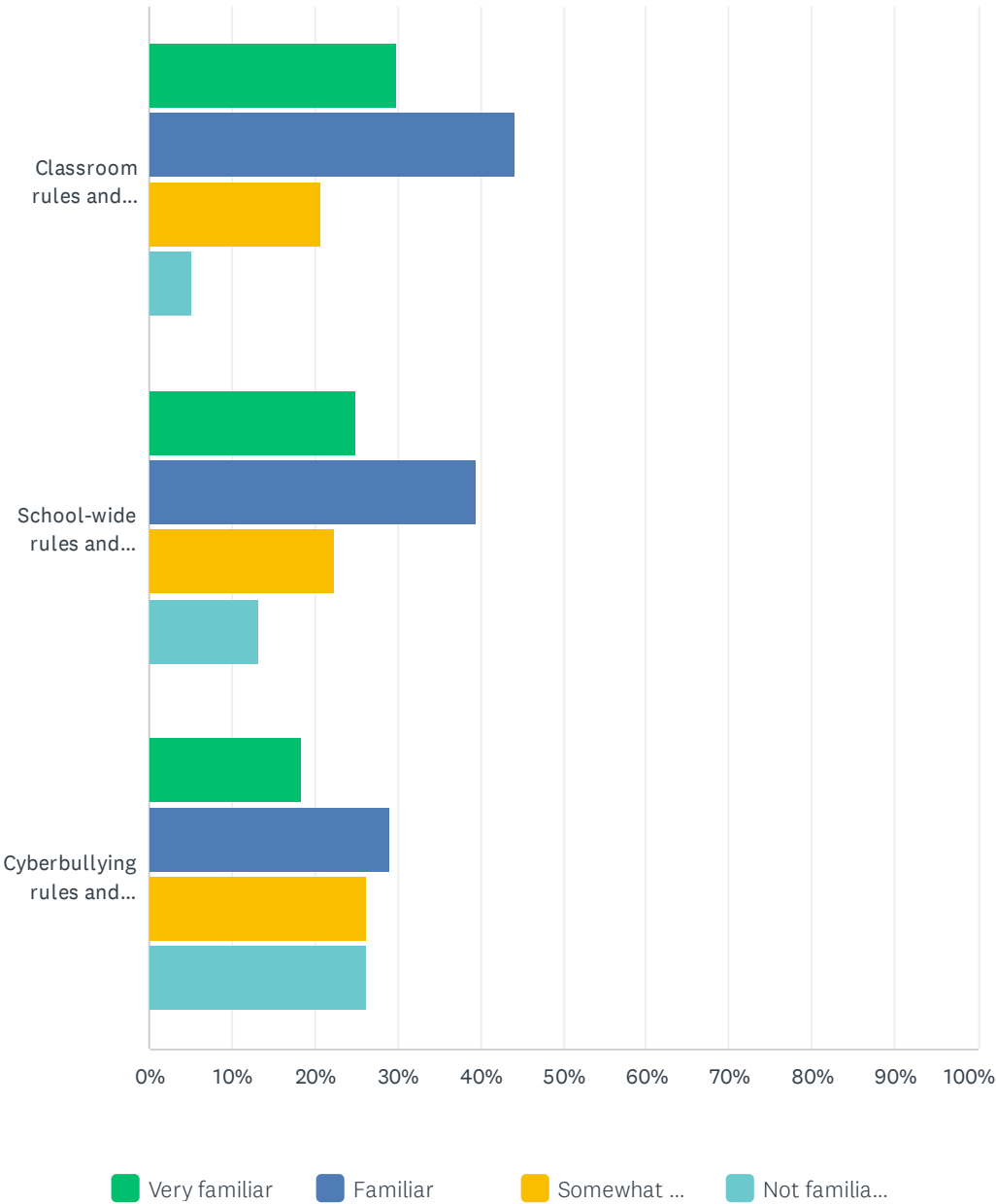
Answered: 77   Skipped: 0

Legend: ■ Very familiar ■ Familiar ■ Somewhat ... ■ Not familia...

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	29.87% 23	44.16% 34	20.78% 16	5.19% 4	77	2.01
School-wide rules and consequences when those rules are broken.	25.00% 19	39.47% 30	22.37% 17	13.16% 10	76	2.24
Cyberbullying rules and consequences when those rules are broken.	18.42% 14	28.95% 22	26.32% 20	26.32% 20	76	2.61

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

Answered: 77   Skipped: 0
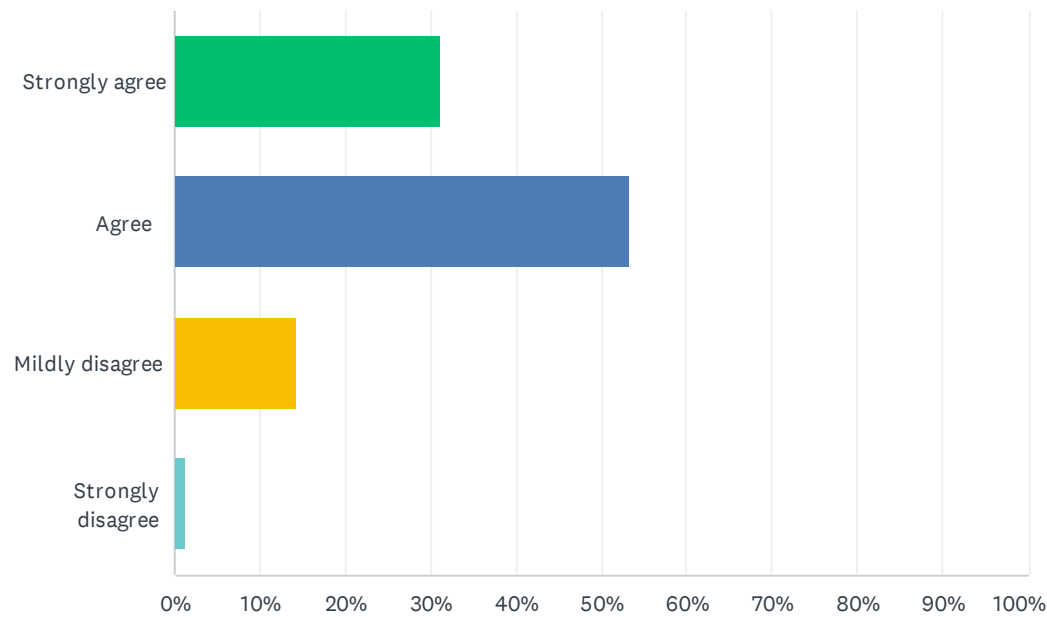
ANSWER CHOICES	RESPONSES	
Strongly agree	31.17%	24
Agree	53.25%	41
Mildly disagree	14.29%	11
Strongly disagree	1.30%	1
TOTAL		77

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

Answered: 77   Skipped: 0

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

Legend: Very familiar | Familiar | Somewhat ... | Not familia...
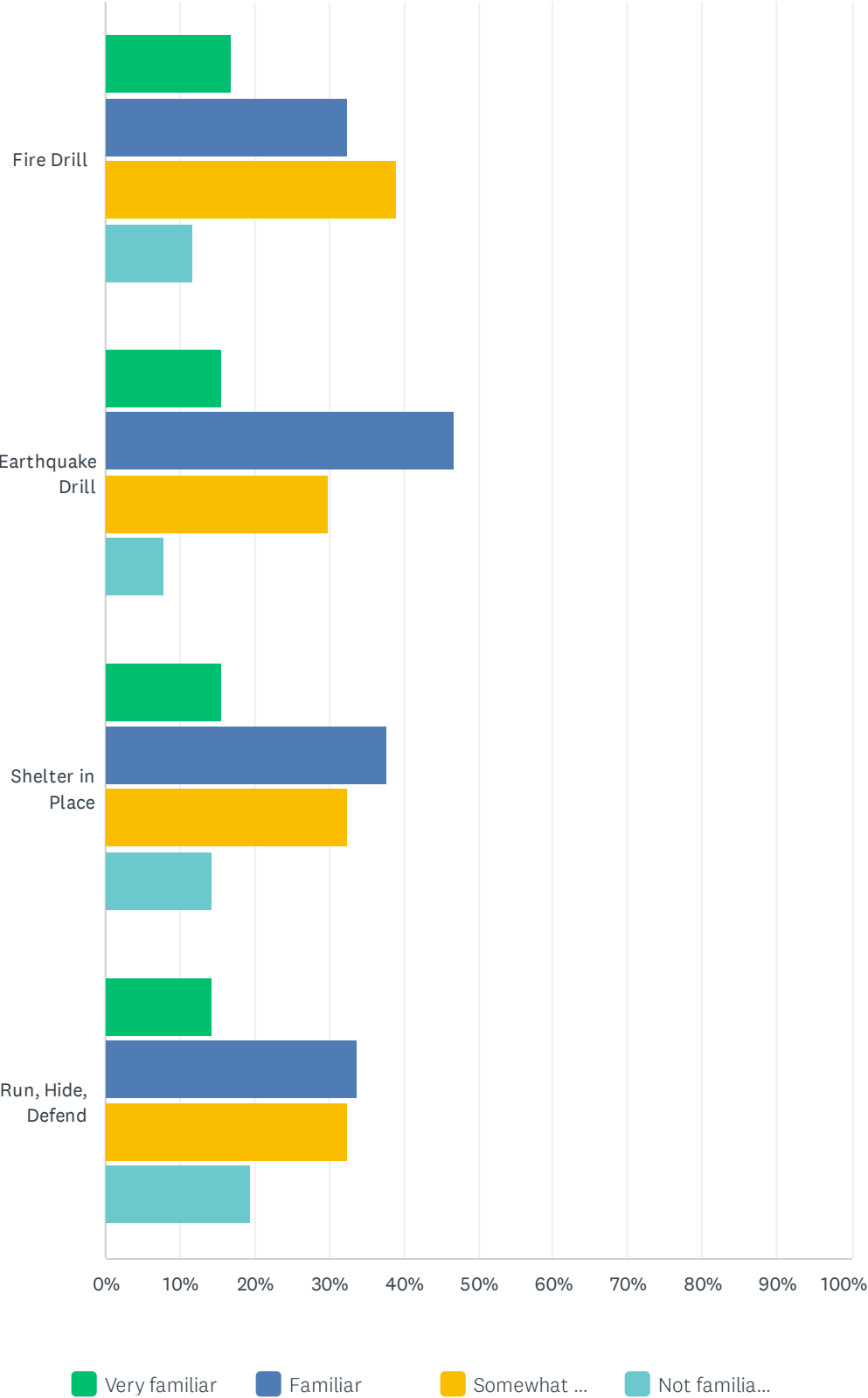
Silver Oak Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	16.88% 13	32.47% 25	38.96% 30	11.69% 9	77
Earthquake Drill	15.58% 12	46.75% 36	29.87% 23	7.79% 6	77
Shelter in Place	15.58% 12	37.66% 29	32.47% 25	14.29% 11	77
Run, Hide, Defend	14.29% 11	33.77% 26	32.47% 25	19.48% 15	77

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL

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

Answered: 77   Skipped: 0
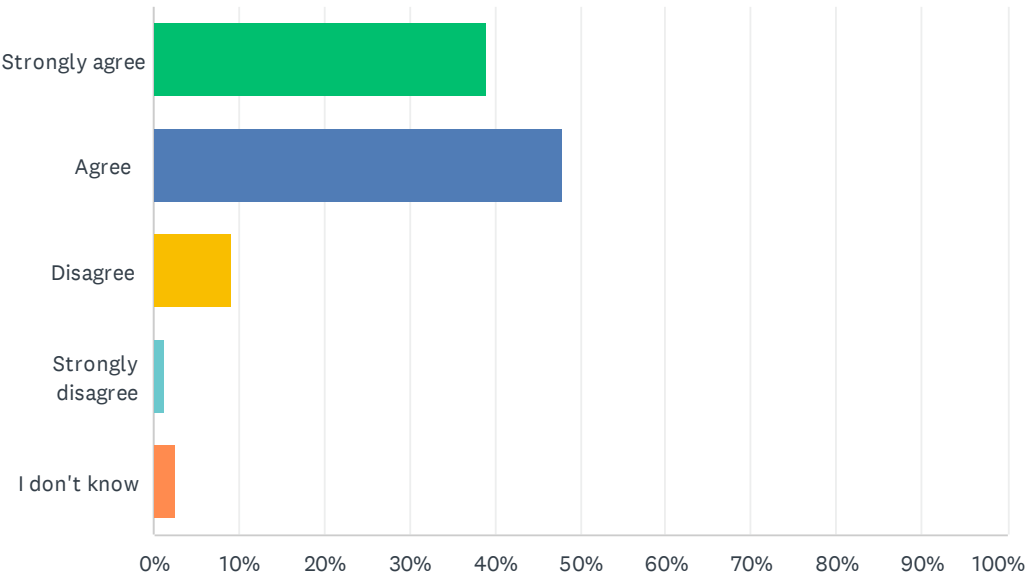
ANSWER CHOICES	RESPONSES	
Strongly agree	38.96%	30
Agree	48.05%	37
Disagree	9.09%	7
Strongly disagree	1.30%	1
I don't know	2.60%	2
TOTAL		77

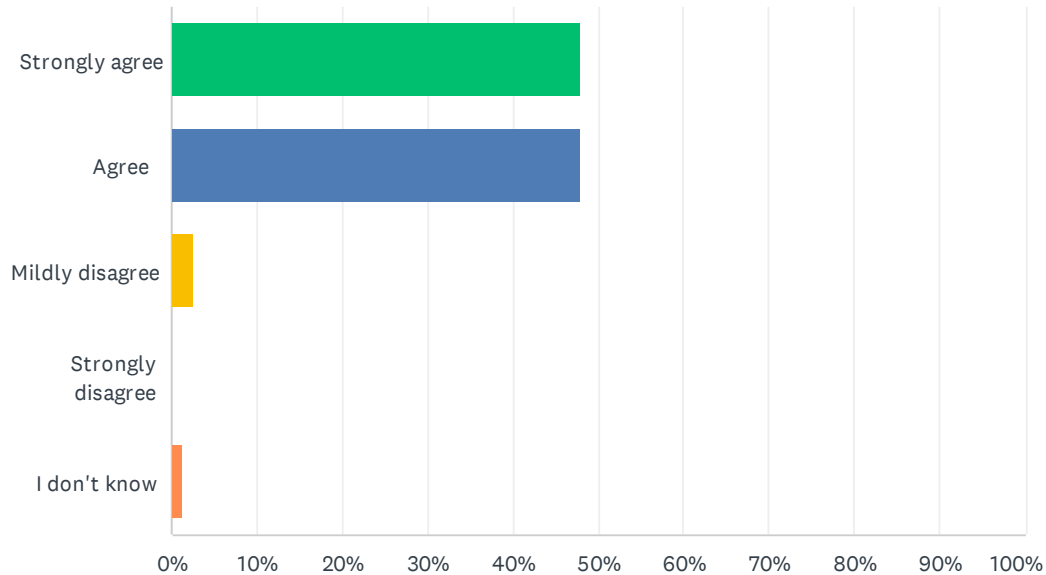# Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

Answered: 77   Skipped: 0
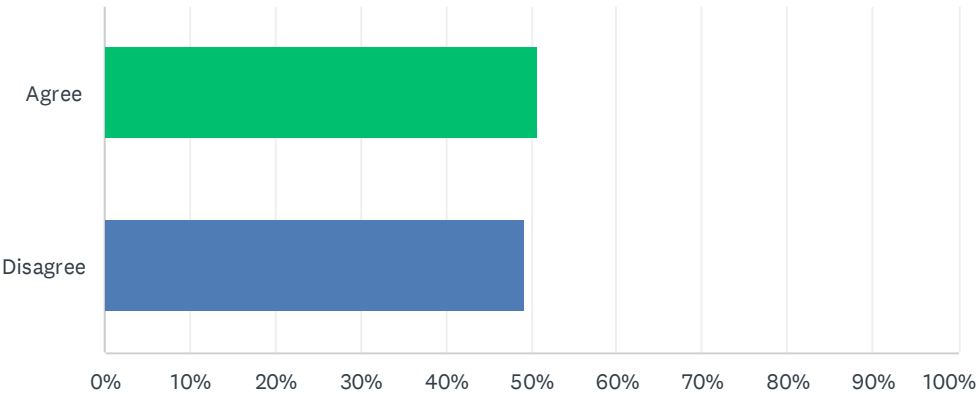
ANSWER CHOICES	RESPONSES	
Agree	50.65%	39
Disagree	49.35%	38
TOTAL		77

Q11 My child's school has a way to recognize positive behavior among students.
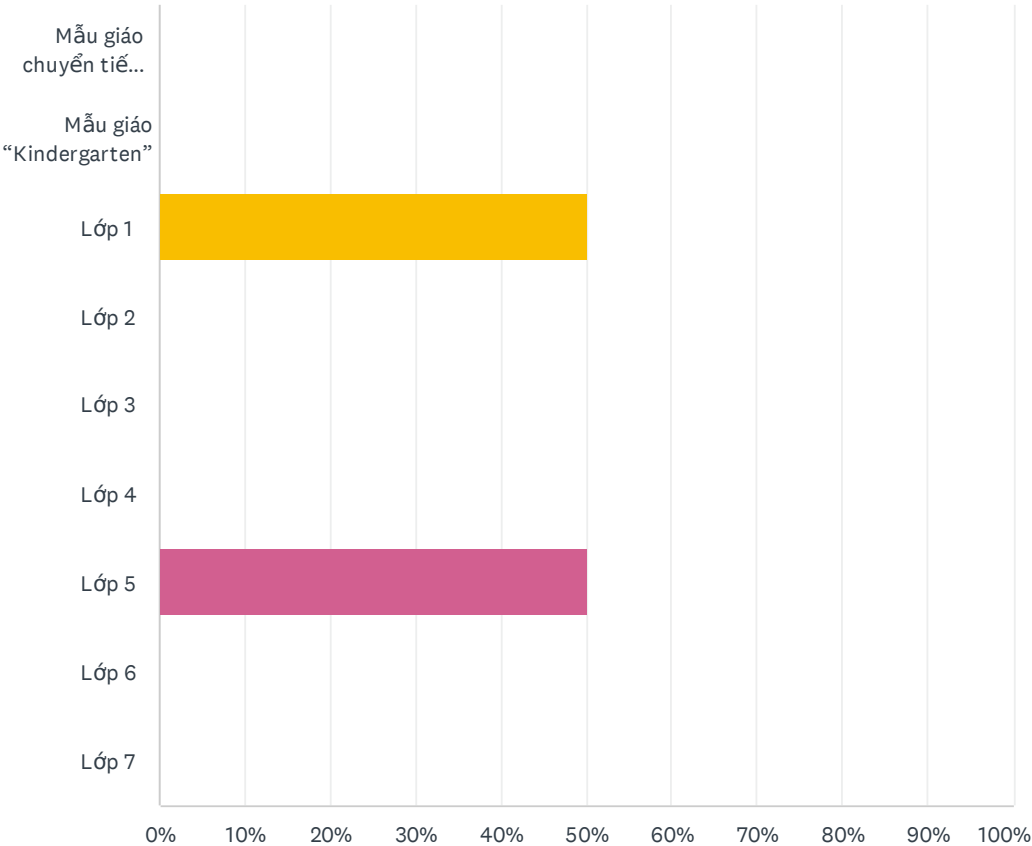
Answered: 77   Skipped: 0

ANSWER CHOICES	RESPONSES	
Strongly agree	48.05%	37
Agree	48.05%	37
Mildly disagree	2.60%	2
Strongly disagree	0.00%	0
I don't know	1.30%	1
TOTAL		77

Q12 What is something you would like to see improved regarding safety at your school?

Answered: 40   Skipped: 37
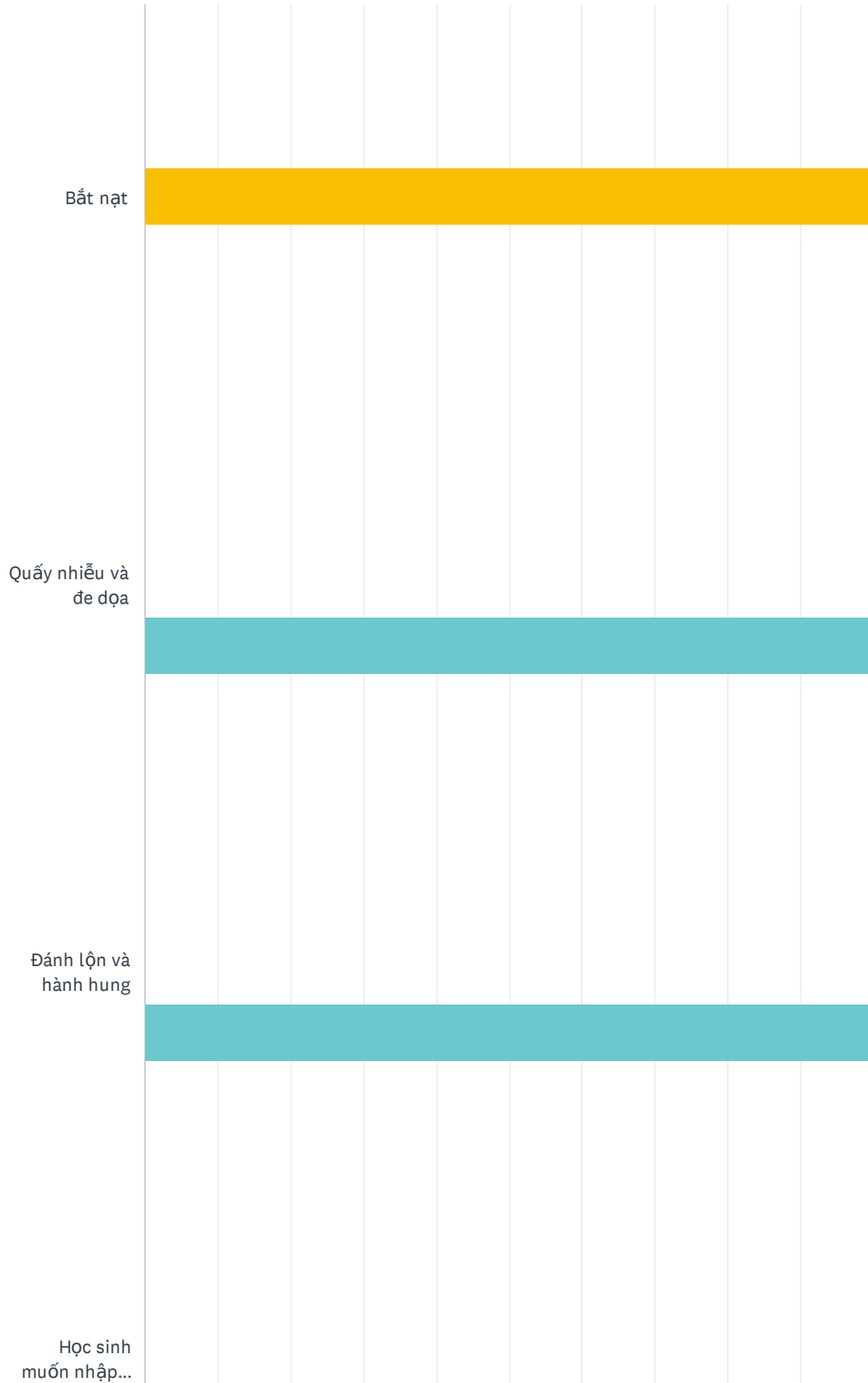
Q1 1. Con quý vị hiện đang học lớp mấy?

Answered: 2   Skipped: 0

ANSWER CHOICES	RESPONSES	
Mẫu giáo chuyển tiếp "TK"	0.00%	0
Mẫu giáo "Kindergarten"	0.00%	0
Lớp 1	50.00%	1
Lớp 2	0.00%	0
Lớp 3	0.00%	0
Lớp 4	0.00%	0
Lớp 5	50.00%	1
Lớp 6	0.00%	0
Lớp 7	0.00%	0
TOTAL		2

Q2 Quý vị thấy những vấn đề sau đây xảy ra tại trường của quý vị thường xuyên đến mức nào?
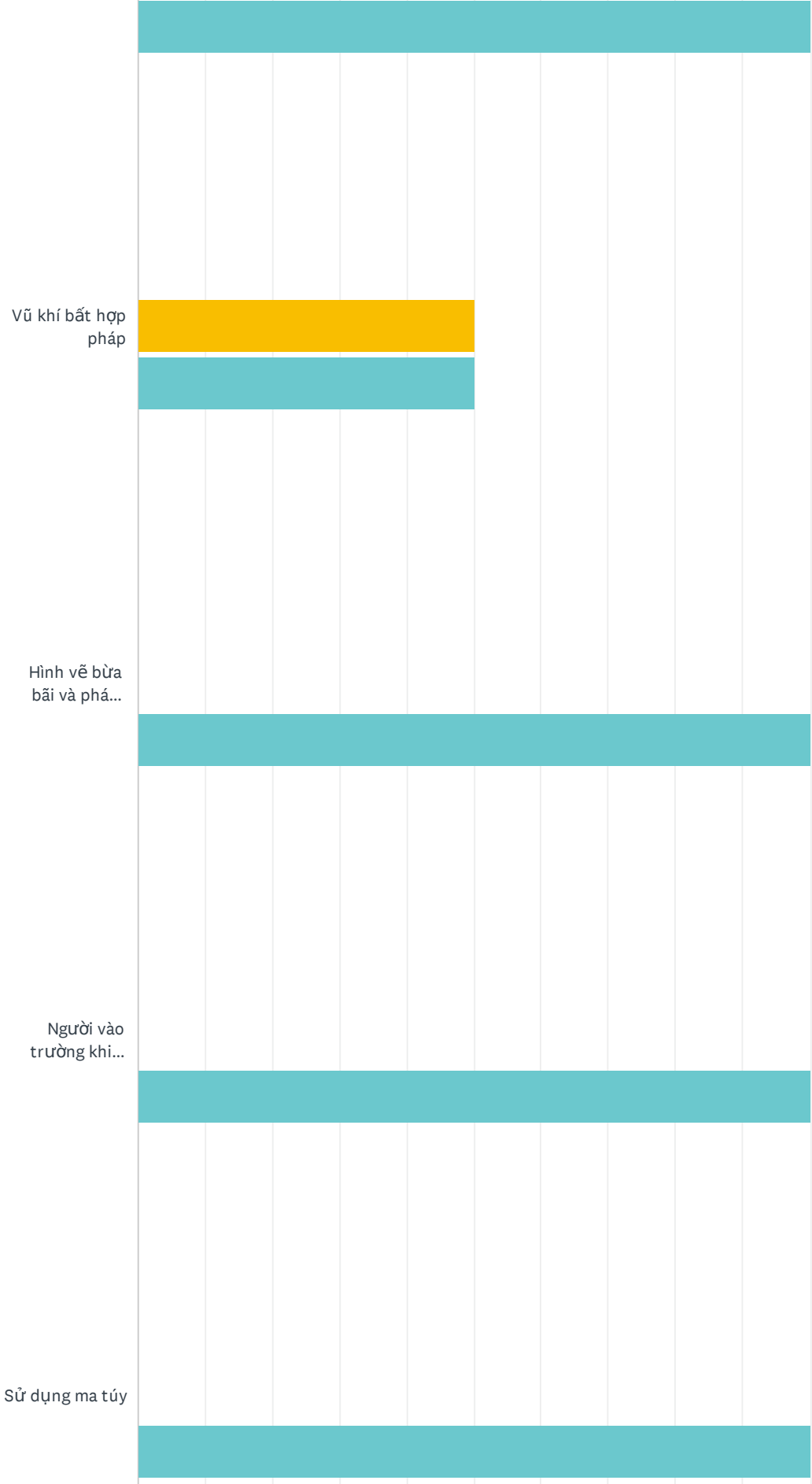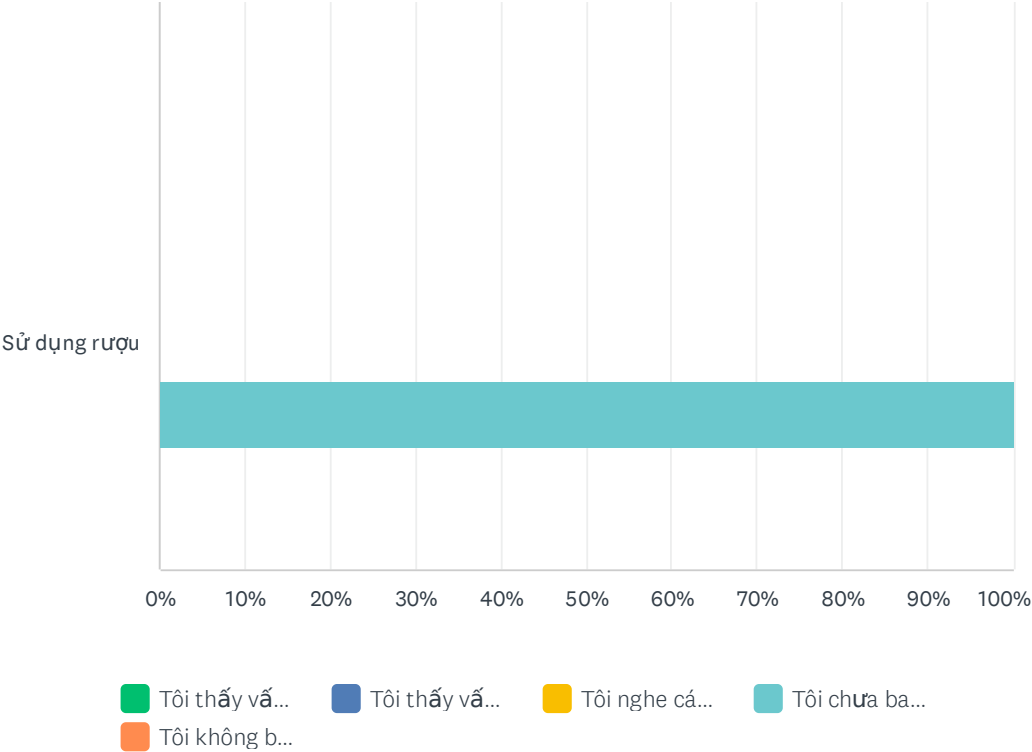
Answered: 2   Skipped: 0

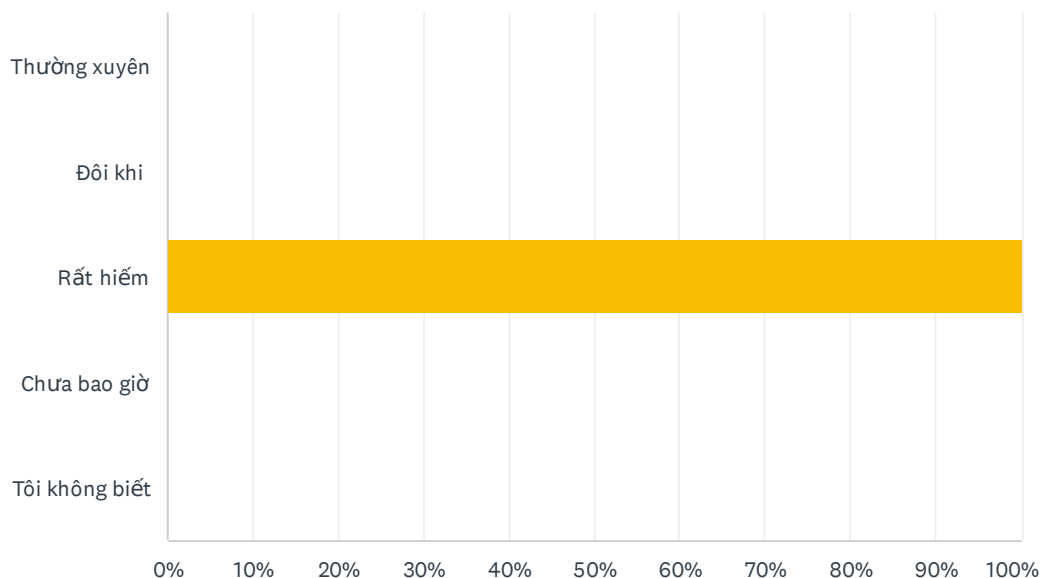Silver Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

Vũ khí bất hợp pháp

Hình vẽ bừa bãi và phá...

Người vào trường khi...

Sử dụng ma túy

Sử dụng rượu

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

■ Tôi thấy vấ…   ■ Tôi thấy vấ…   ■ Tôi nghe cá…   ■ Tôi chưa ba…
■ Tôi không b…

	TÔI THẤY VẤN ĐỀ NÀY XẢY RA RẤT NHIỀU Ở TRƯỜNG TÔI.	TÔI THẤY VẤN ĐỀ NÀY ĐÔI KHI XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI NGHE CÁC HỌC SINH KHÁC NÓI VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI CHƯA BAO GIỜ NGHE HOẶC THẤY VẤN ĐỀ NÀY XẢY RA Ở TRƯỜNG CỦA TÔI.	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Bắt nạt	0.00% 0	0.00% 0	100.00% 2	0.00% 0	0.00% 0	2	3.00
Quấy nhiễu và đe dọa	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Đánh lộn và hành hung	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Học sinh muốn nhập băng đảng	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Vũ khí bất hợp pháp	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Hình vẽ bừa bãi và phá hoại trường	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Người vào trường khi không được phép	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Sử dụng ma túy	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Sử dụng rượu	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00

Q3 Quý vị nghe hoặc thấy hành động bắt nạt tại trường của quý vị thường xuyên đến mức nào? Định nghĩa về bắt nạt: Khi ai đó bị tổn thương do lời nói hoặc hành động cố ý của người khác, thường là nhiều lần, làm cho họ cảm thấy buồn sợ 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, xã giao và trên mạng.

Answered: 2   Skipped: 0

ANSWER CHOICES	RESPONSES	
Thường xuyên	0.00%	0
Đôi khi	0.00%	0
Rất hiếm	100.00%	2
Chưa bao giờ	0.00%	0
Tôi không biết	0.00%	0
TOTAL		2

Q4 Học sinh tại trường của con quý vị bị hạ thấp vì ...

Answered: 2   Skipped: 0
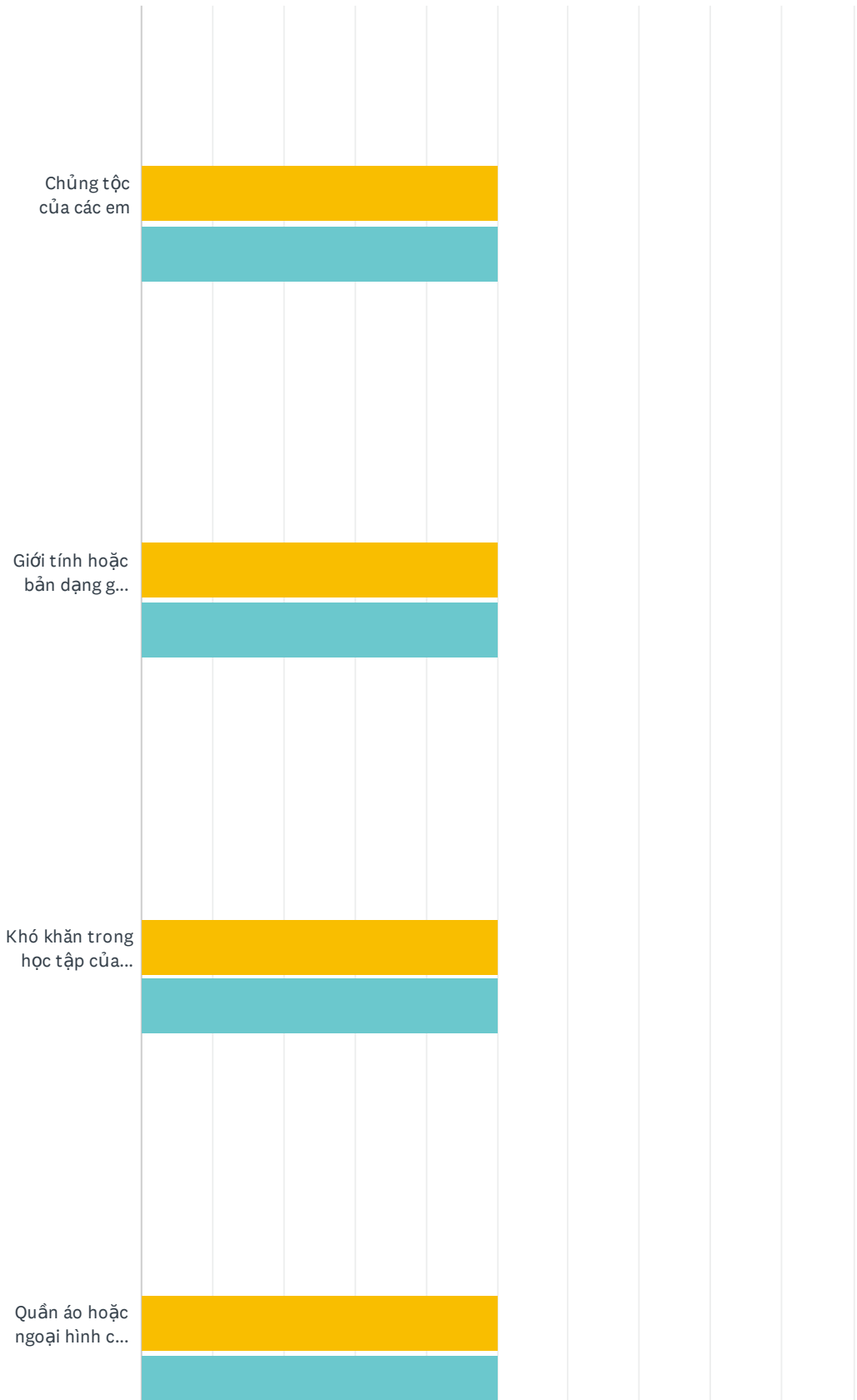
	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc của các em	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Giới tính hoặc bản dạng giới tính của các em	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Khó khăn trong học tập của các em	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Quần áo hoặc ngoại hình của các em	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Tôn giáo hoặc thực hành văn hóa của các em	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50
Khuynh hướng tính dục của các em	0.00% 0	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	3.50

Q5 Quý vị nghe NGƯỜI LỚN ở trường của con quý vị chế giễu sự khác biệt về điều sau thường xuyên đến mức nào?
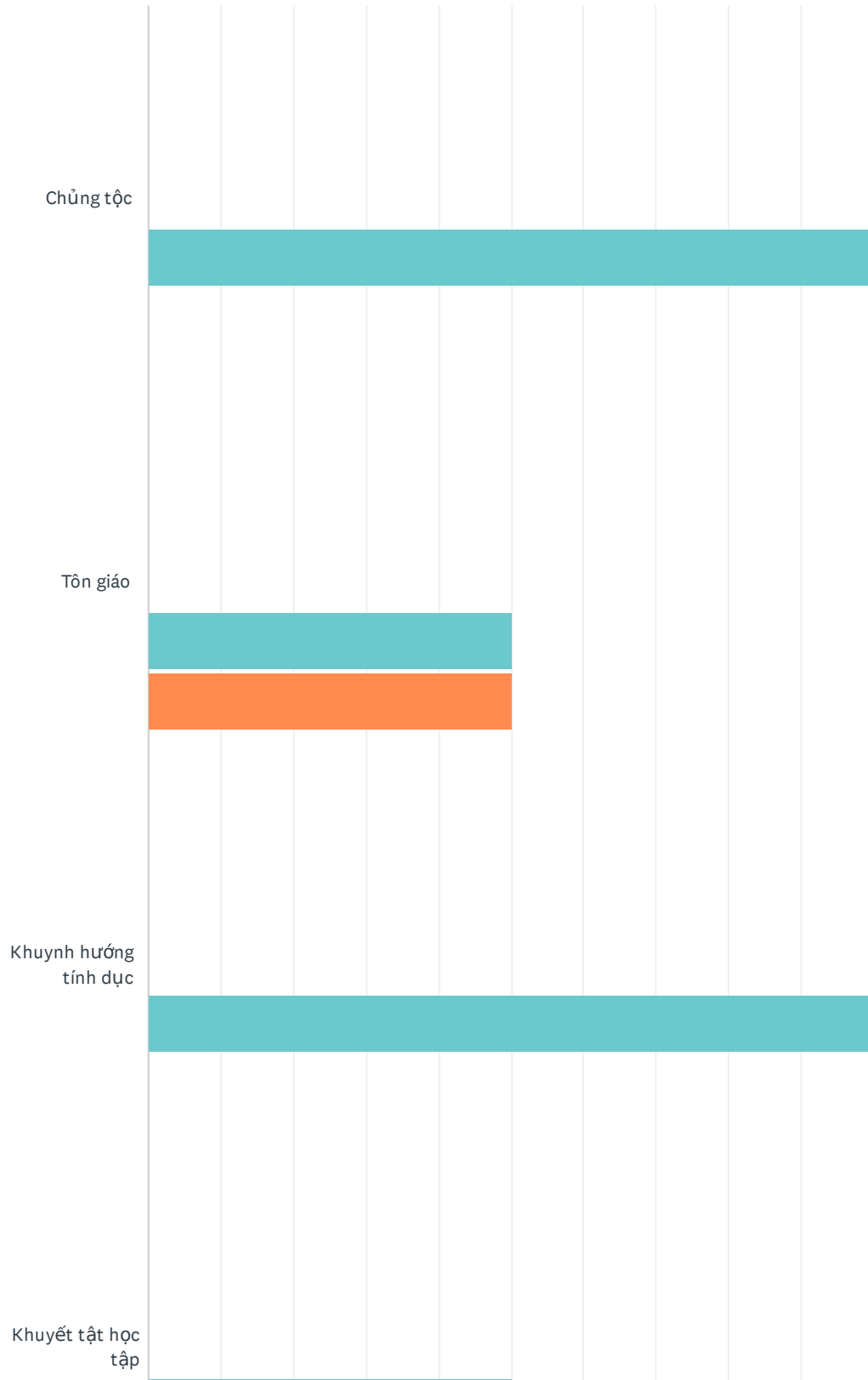
Answered: 2   Skipped: 0

Chủng tộc

Tôn giáo

Khuynh hướng tính dục

Khuyết tật học tập

- 🟩 Thường xu... 🟦 Đôi khi 🟨 Rất hiếm 🟦 Chưa bao giờ
- 🟧 Tôi không b...
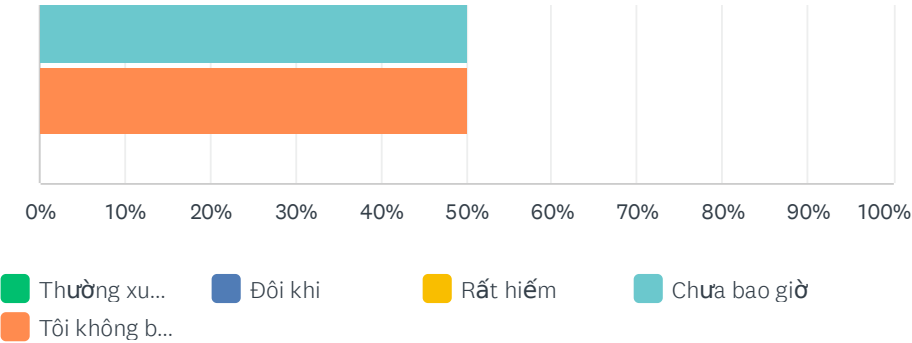
	THƯỜNG XUYÊN	ĐÔI KHI	RẤT HIẾM	CHƯA BAO GIỜ	TÔI KHÔNG BIẾT	TOTAL	WEIGHTED AVERAGE
Chủng tộc	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Tôn giáo	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50
Khuynh hướng tính dục	0.00% 0	0.00% 0	0.00% 0	100.00% 2	0.00% 0	2	4.00
Khuyết tật học tập	0.00% 0	0.00% 0	0.00% 0	50.00% 1	50.00% 1	2	4.50

Q6 Quý vị quen thuộc với những điều sau ở trường của con quý vị đến mức nào?

Answered: 2   Skipped: 0

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE
Nội quy lớp học và hậu quả khi những quy tắc đó bị vi phạm.	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	2.50
Nội quy toàn trường và hậu quả khi các quy tắc đó bị vi phạm.	0.00% 0	50.00% 1	50.00% 1	0.00% 0	2	2.50
Các quy tắc đối với việc bắt nạt trên mạng và hậu quả khi các quy tắc đó bị vi phạm.	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2	2.00

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL	WEIGHTED AVERAGE

Q7 Các quy định và kỳ vọng của trường được nêu rõ ràng và được tôi hiểu biết.

Answered: 2   Skipped: 0

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

Q8 Quý vị hiểu rõ về các quy trình cho trường hợp khẩn cấp tại trường của con quý vị đến mức nào?
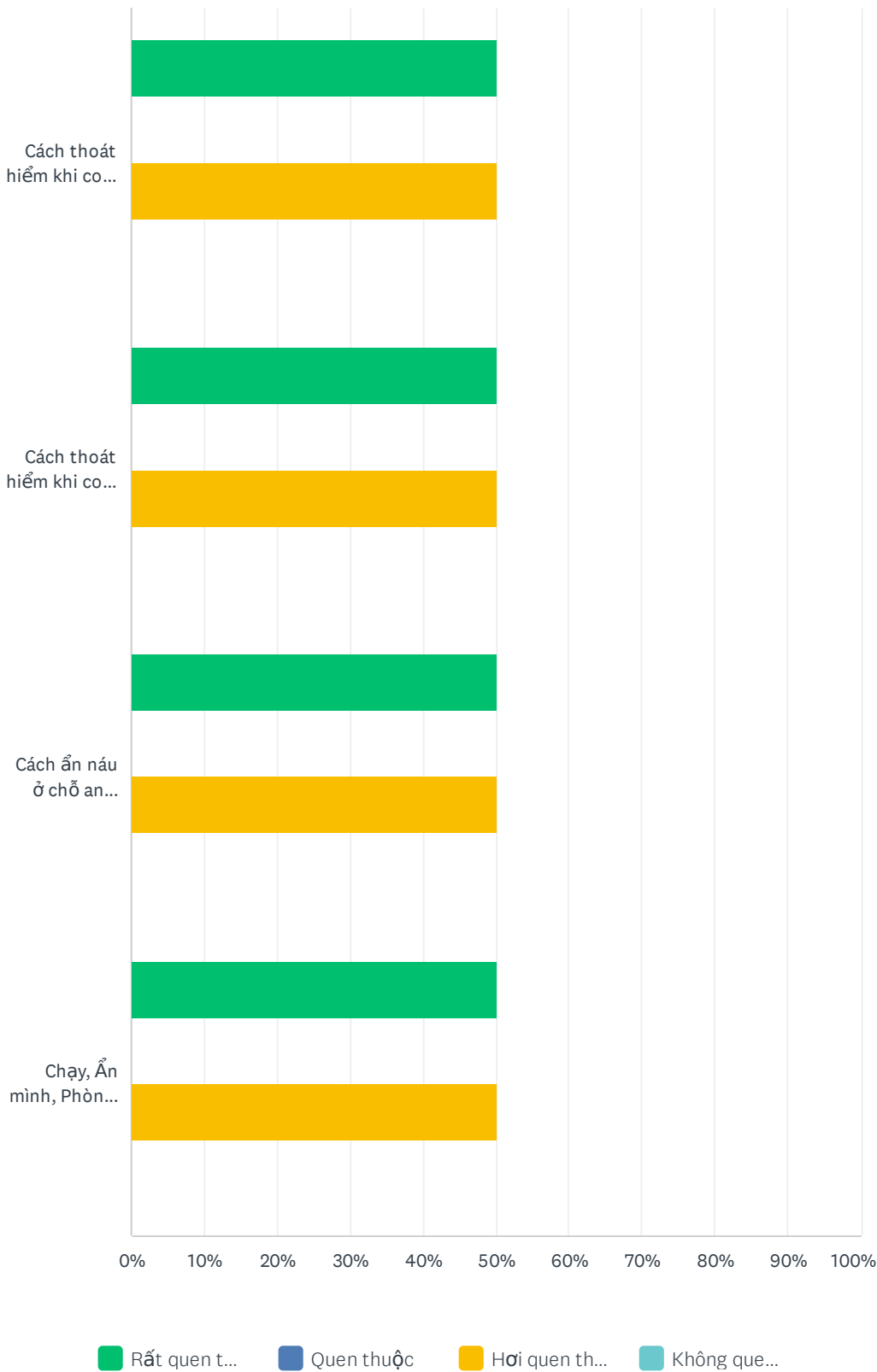
Answered: 2   Skipped: 0

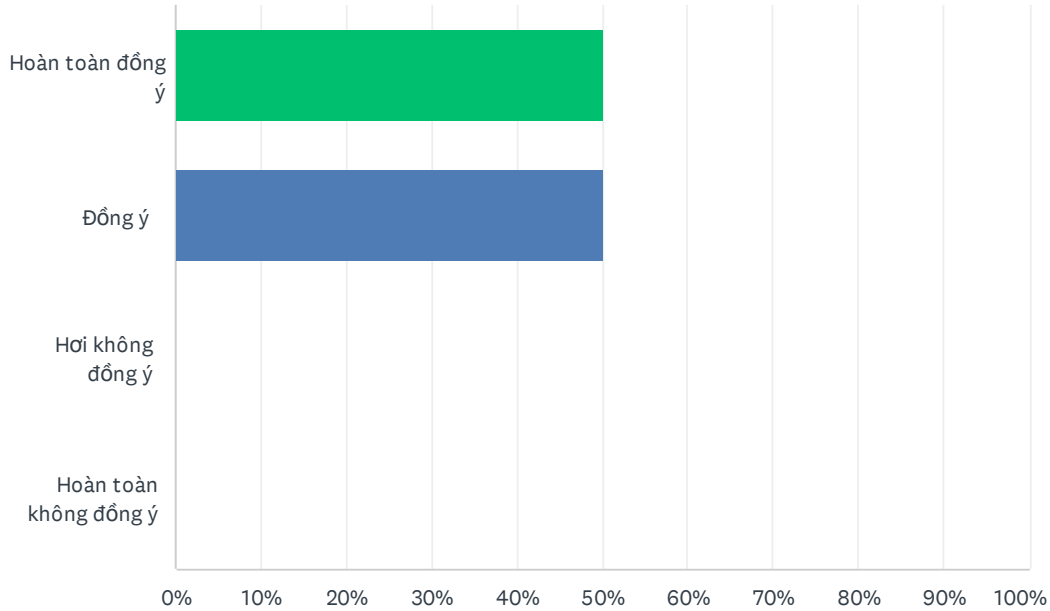Rất quen t...   Quen thuộc   Hơi quen th...   Không que...

Silver Oak Khảo sát về An toàn Cộng đồng: Vui lòng trả lời các câu hỏi này theo khả năng của quý vị để chia sẻ trải nghiệm của quý vị tại trường học này. 2023-2024

	RẤT QUEN THUỘC	QUEN THUỘC	HƠI QUEN THUỘC	KHÔNG QUEN THUỘC CHÚT NÀO	TOTAL
Cách thoát hiểm khi có hỏa hoạn	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
Cách thoát hiểm khi có động đất	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
Cách ẩn náu ở chỗ an toàn	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2
Chạy, Ẩn mình, Phòng thủ	50.00% 1	0.00% 0	50.00% 1	0.00% 0	2

Q9 Cơ sở vật chất và sân chơi được duy trì tốt tại trường của con tôi.

Answered: 2   Skipped: 0
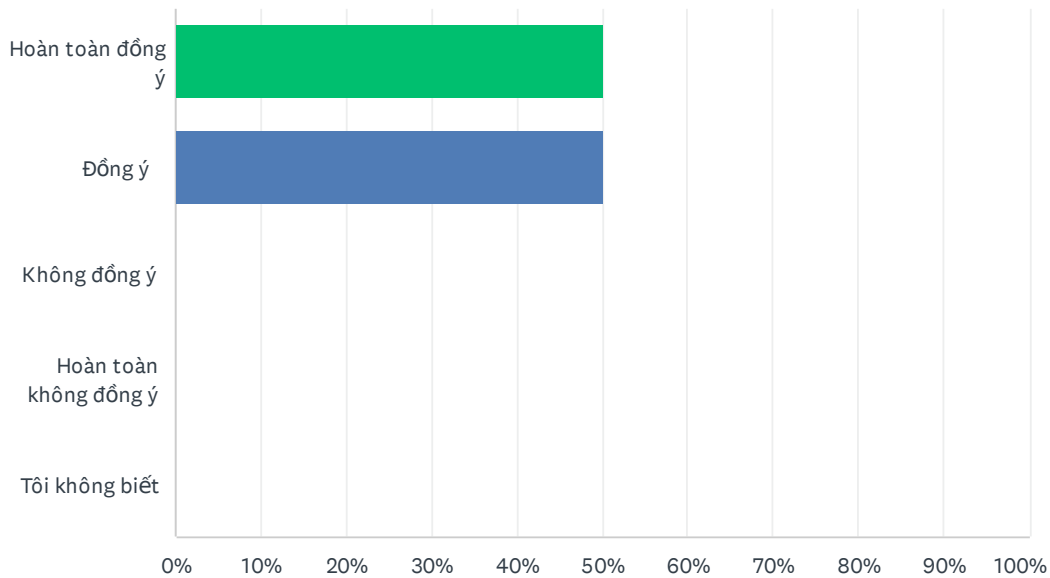
ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	50.00%	1
Đồng ý	50.00%	1
Không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		2

Q10 Tôi biết trang mạng Wellness Connections của học khu với các nguồn thông tin dành cho học sinh và gia đình.

Answered: 2   Skipped: 0
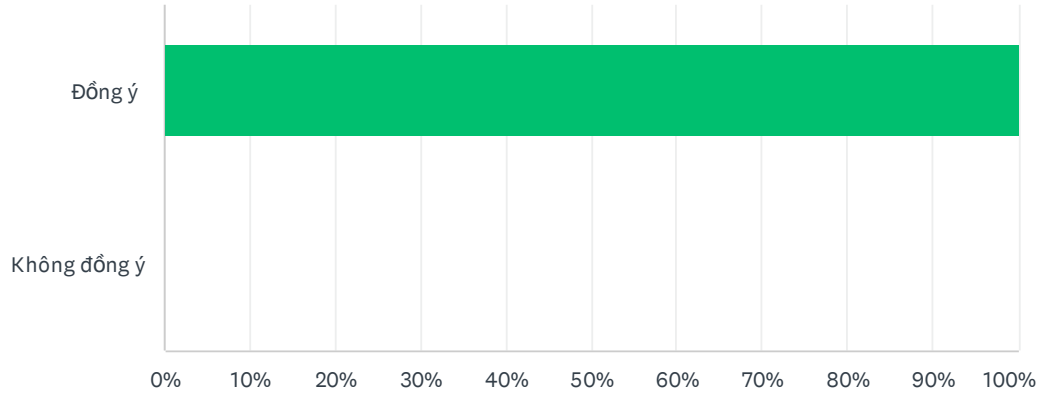
ANSWER CHOICES	RESPONSES	
Đồng ý	100.00%	2
Không đồng ý	0.00%	0
TOTAL		2

Q11 Trường học của con tôi có cách khen thưởng hành vi tích cực của học sinh.

Answered: 2   Skipped: 0
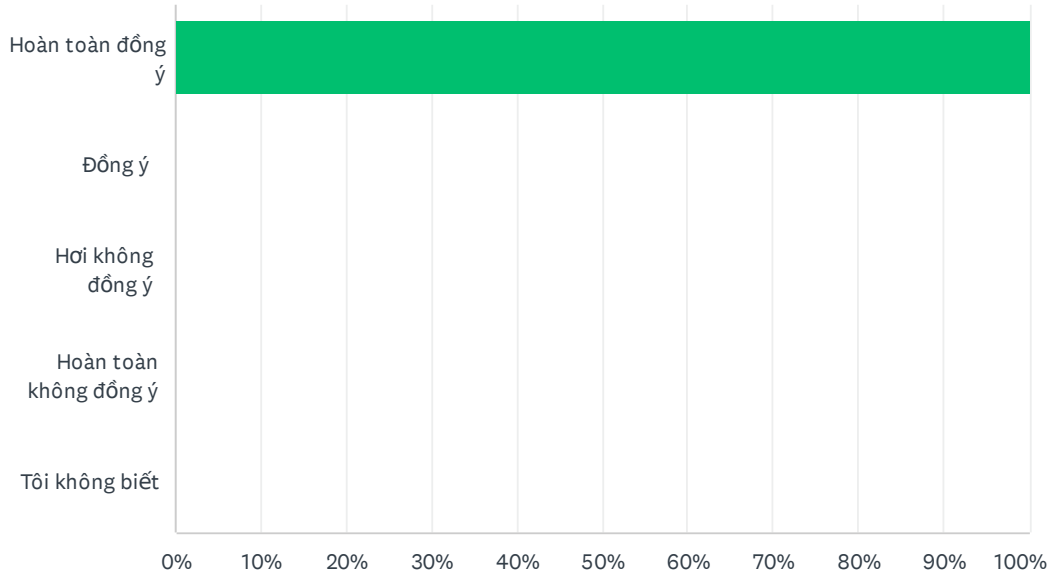
ANSWER CHOICES	RESPONSES	
Hoàn toàn đồng ý	100.00%	2
Đồng ý	0.00%	0
Hơi không đồng ý	0.00%	0
Hoàn toàn không đồng ý	0.00%	0
Tôi không biết	0.00%	0
TOTAL		2

Q12 Quý vị muốn chúng tôi cải thiện điều gì về sự an toàn ở trường của quý vị?

Answered: 1   Skipped: 1

Diagnostic Results

i-Ready

School	SILVER OAK ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: **28/43**

32%	18%	32%	14%	4%
4% 7%		50%	32%	7%

- ● Mid or Above Grade Level — **9 Students** (From 1 Student)
- ● Early On Grade Level — **5 Students** (From 2 Students)
- ● One Grade Level Below — **9 Students** (From 14 Students)
- ● Two Grade Levels Below — **4 Students** (From 9 Students)
- ● Three or More Grade Levels Below — **1 Student** (From 2 Students)

Placement by Domain

- Number and Operations *(NO)*
- Algebra and Algebraic Thinking *(ALG)*
- Measurement and Data *(MS)*
- Geometry *(GEO)*

Switch Table View	Choose to Show Results By
Placement Summary	**Grade**

Showing 7 of 7

Grade		Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K	Diagnostic 3	–	–	–	–	–	–	0/15
	Diagnostic 1	–	–	–	–	–	–	
Grade 1	Diagnostic 3		29%	14%	57%	0%	0%	7/7
	Diagnostic 1		0%	0%	71%	29%	0%	

Diagnostic Results

i-Ready

School	SILVER OAK ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🚫	Students Assessed/Total
Grade 2	Diagnostic 3		33%	0%	67%	0%	0%	3/3
	Diagnostic 1		0%	0%	67%	33%	0%	
Grade 3	Diagnostic 3		33%	33%	17%	17%	0%	6/6
	Diagnostic 1		0%	17%	33%	50%	0%	
Grade 4	Diagnostic 3		50%	50%	0%	0%	0%	2/2
	Diagnostic 1		0%	0%	100%	0%	0%	
Grade 5	Diagnostic 3		75%	25%	0%	0%	0%	4/4
	Diagnostic 1		25%	25%	50%	0%	0%	
Grade 6	Diagnostic 3		0%	0%	33%	50%	17%	6/6
	Diagnostic 1		0%	0%	17%	50%	33%	

Diagnostic Results

![i-Ready logo]

School	SILVER OAK ELEMENTARY
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: **28/43**

21%   25%   32%   14%   7%

4%   7%   57%   14%   18%

⬤ Mid or Above Grade Level	⬤ Early On Grade Level	⬤ One Grade Level Below	⬤ Two Grade Levels Below	⬤ Three or More Grade Levels Below
6 Students	**7 Students**	**9 Students**	**4 Students**	**2 Students**
(From 1 Student)	(From 2 Students)	(From 16 Students)	(From 4 Students)	(From 5 Students)

Placement by Domain

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Overall *(COMP)*

Literature *(LIT)*

Informational Text *(INFO)*
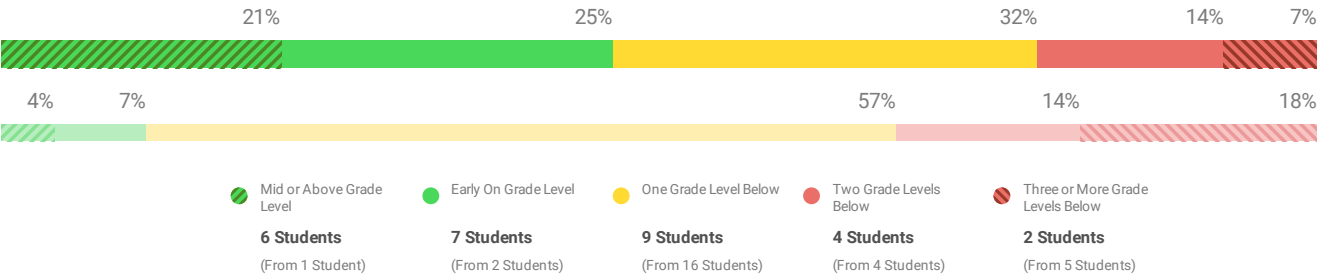
Switch Table View	Choose to Show Results By						
Placement Summary	**Grade**						*Showing 7 of 7*

Grade	Overall Grade-Level Placement	⬤	⬤	⬤	⬤	⬤	Students Assessed/Total
Grade K	Diagnostic 3	–	–	–	–	–	0/15
	Diagnostic 1	–	–	–	–	–	

Diagnostic Results

i-Ready

School	SILVER OAK ELEMENTARY
Subject	Reading
Academic Year	2023 - 2024
English Learner	Yes - English Learner
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⛔	Students Assessed/Total
Grade 1	Diagnostic 3		57%	0%	43%	0%	0%	7/7
	Diagnostic 1		14%	0%	71%	14%	0%	
Grade 2	Diagnostic 3		0%	33%	67%	0%	0%	3/3
	Diagnostic 1		0%	0%	67%	33%	0%	
Grade 3	Diagnostic 3		33%	17%	17%	33%	0%	6/6
	Diagnostic 1		0%	17%	50%	17%	17%	
Grade 4	Diagnostic 3		0%	50%	50%	0%	0%	2/2
	Diagnostic 1		0%	0%	100%	0%	0%	
Grade 5	Diagnostic 3		0%	50%	50%	0%	0%	4/4
	Diagnostic 1		0%	25%	75%	0%	0%	
Grade 6	Diagnostic 3		0%	33%	0%	33%	33%	6/6
	Diagnostic 1		0%	0%	17%	17%	67%	

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
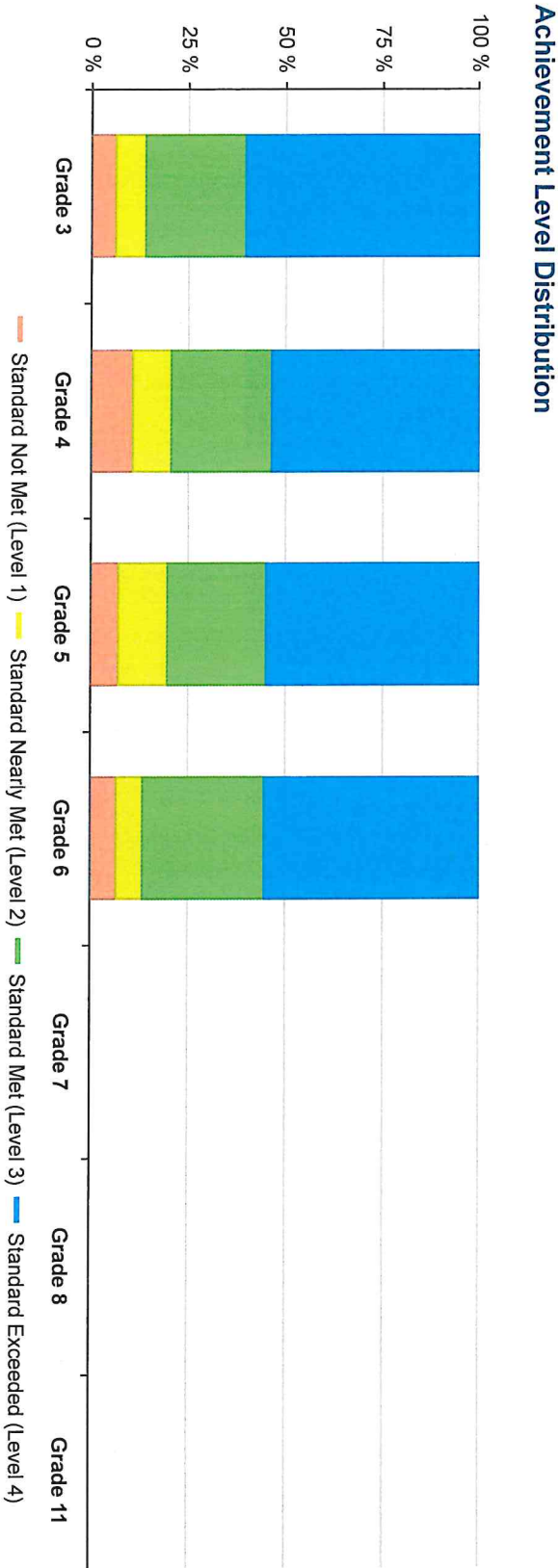## School: Silver Oak Elementary

CDS Code: 43-69435-611942 | County: Santa Clara | District: Evergreen Elementary

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Schools made up of differing grade levels should be compared with caution.

2022–23 Detailed Test Results
Results for All Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution

— Standard Not Met (Level 1)   — Standard Nearly Met (Level 2)   — Standard Met (Level 3)   — Standard Exceeded (Level 4)

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

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled [i]	65	92	82	91	N/A	N/A	N/A	330
Number of Students Tested [i]	65	92	82	89	N/A	N/A	N/A	328
Number of Students With Scores [i]	65	92	82	89	N/A	N/A	N/A	328
Mean Scale Score	2515.2	2542.8	2579.1	2624.2	N/A	N/A	N/A	N/A
☐ Standard Exceeded (Level 4) [i]	60.00 %	53.26 %	54.88 %	55.06 %	N/A	N/A	N/A	55.49 %
☐ Standard Met (Level 3) [i]	26.15 %	26.09 %	25.61 %	31.46 %	N/A	N/A	N/A	27.44 %
☐ Standard Nearly Met (Level 2) [i]	7.69 %	9.78 %	12.20 %	6.74 %	N/A	N/A	N/A	9.15 %
☐ Standard Not Met (Level 1) [i]	6.15 %	10.87 %	7.32 %	6.74 %	N/A	N/A	N/A	7.93 %

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard [i]	50.77 %	46.74 %	52.44 %	50.56 %	N/A	N/A	N/A	50.00 %
Near Standard [i]	43.08 %	46.74 %	40.24 %	42.70 %	N/A	N/A	N/A	43.29 %
Below Standard [i]	6.15 %	6.52 %	7.32 %	6.74 %	N/A	N/A	N/A	6.71 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard [i]	40.00 %	34.78 %	42.68 %	44.94 %	N/A	N/A	N/A	40.55 %
Near Standard [i]	53.85 %	59.78 %	51.22 %	49.44 %	N/A	N/A	N/A	53.66 %
Below Standard [i]	6.15 %	5.43 %	6.10 %	5.62 %	N/A	N/A	N/A	5.79 %

LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard [i]	35.38 %	27.17 %	32.93 %	32.58 %	N/A	N/A	N/A	31.71 %
Near Standard [i]	61.54 %	66.30 %	62.20 %	65.17 %	N/A	N/A	N/A	64.02 %
Below Standard [i]	3.08 %	6.52 %	4.88 %	2.25 %	N/A	N/A	N/A	4.27 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?
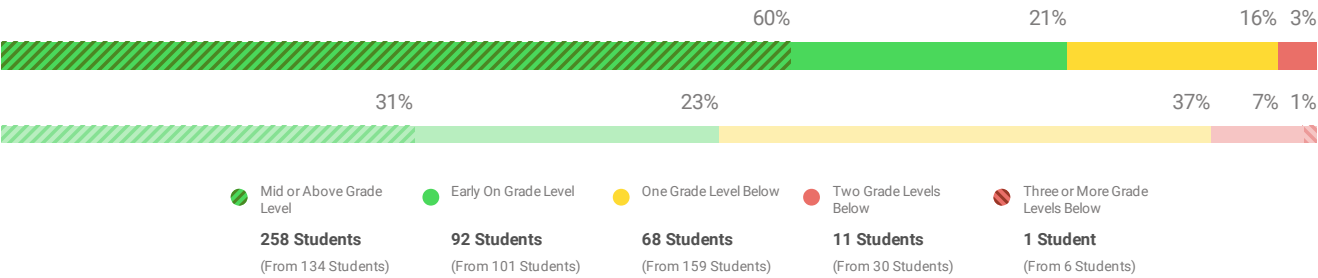
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard [i]	46.15 %	32.61 %	28.05 %	50.56 %	N/A	N/A	N/A	39.02 %
Near Standard [i]	52.31 %	60.87 %	64.63 %	47.19 %	N/A	N/A	N/A	56.40 %
Below Standard [i]	1.54 %	6.52 %	7.32 %	2.25 %	N/A	N/A	N/A	4.57 %

Diagnostic Results

i-Ready

School	SILVER OAK ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement

Students Assessed/Total: **430/502**

60%   21%   16% 3%

31%   23%   37% 7% 1%

◨ Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	◓ Three or More Grade Levels Below
258 Students	**92 Students**	**68 Students**	**11 Students**	**1 Student**
(From 134 Students)	(From 101 Students)	(From 159 Students)	(From 30 Students)	(From 6 Students)

Placement by Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*
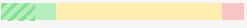
Switch Table View	Choose to Show Results By						
Placement Summary	**Grade**						*Showing 7 of 7*

Grade	Overall Grade-Level Placement		◨	●	●	●	◓	Students Assessed/Total
Grade K	Diagnostic 3	–	–	–	–	–	–	0/68
	Diagnostic 1	–	–	–	–	–	–	
Grade 1	Diagnostic 3		53%	23%	25%	0%	0%	53/54
	Diagnostic 1		13%	9%	68%	9%	0%	

Diagnostic Results

i-Ready

School	SILVER OAK ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Grade 2	Diagnostic 3		64%	16%	20%	0%	0%	74/74
	Diagnostic 1		31%	12%	49%	8%	0%	
Grade 3	Diagnostic 3		49%	24%	24%	3%	0%	78/78
	Diagnostic 1		18%	32%	40%	10%	0%	
Grade 4	Diagnostic 3		71%	15%	11%	3%	0%	66/67
	Diagnostic 1		36%	23%	35%	5%	2%	
Grade 5	Diagnostic 3		66%	22%	9%	3%	0%	91/93
	Diagnostic 1		43%	33%	20%	2%	2%	
Grade 6	Diagnostic 3		56%	28%	9%	6%	1%	68/68
	Diagnostic 1		40%	25%	22%	9%	4%	

English Language Arts/Literacy and Mathematics

Smarter Balanced Summative Assessments

Detailed Test Results for:
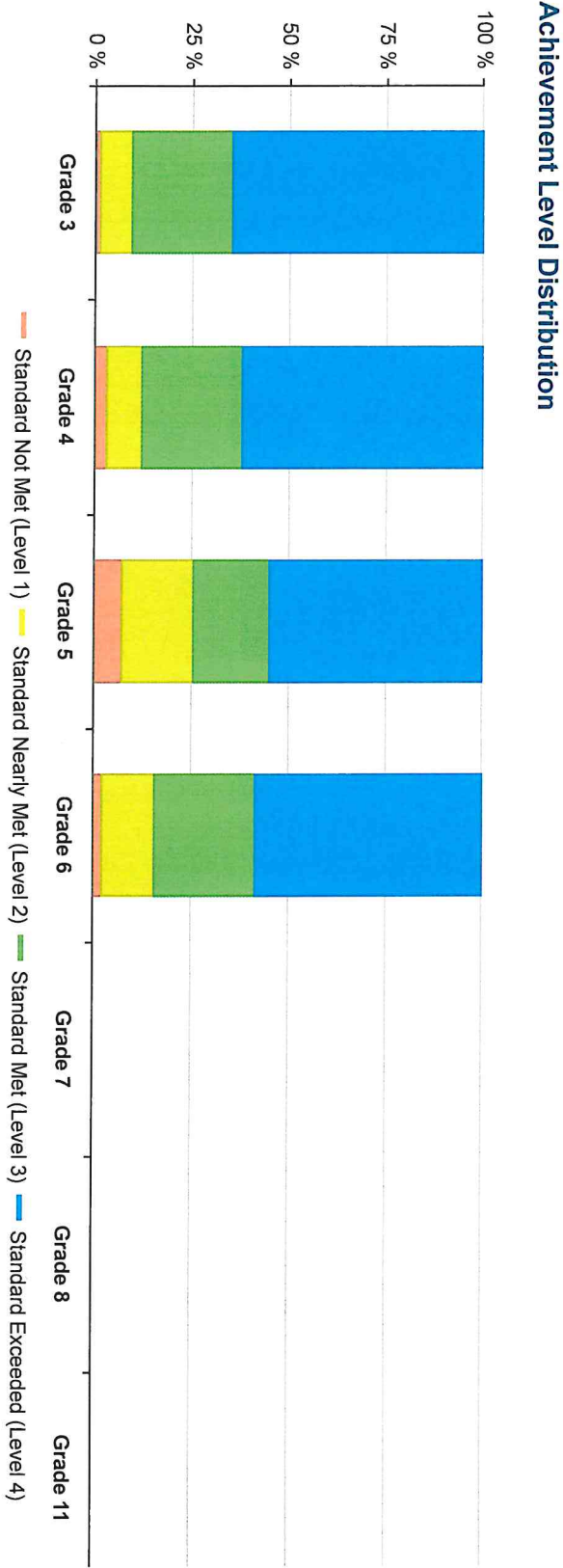## School: Silver Oak Elementary

CDS Code: 43-69435-6111942 | County: Santa Clara | District: Evergreen Elementary

PLEASE NOTE: Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Schools made up of differing grade levels should be compared with caution.

2022–23 Detailed Test Results
Results for All Students

MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution

Legend:
— Standard Not Met (Level 1)
— Standard Nearly Met (Level 2)
— Standard Met (Level 3)
— Standard Exceeded (Level 4)

Grades shown: Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 11

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

2 of 3

2022–23 Smarter Balanced ELA and Mathematics Detailed Test Results – CAASPP Report...

https://caaspp-elpac.ets.org/caaspp/ViewReportSB?ps=true&lstTestYear=2023&lstTestTy...

Overall Achievement

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled [i]	65	92	82	91	N/A	N/A	N/A	330
Number of Students Tested [i]	65	92	82	89	N/A	N/A	N/A	328
Number of Students With Scores [i]	65	92	82	89	N/A	N/A	N/A	328
Mean Scale Score	2519.9	2572.0	2583.9	2633.2	N/A	N/A	N/A	N/A
☐ Standard Exceeded (Level 4) [i]	64.62 %	61.96 %	54.88 %	58.43 %	N/A	N/A	N/A	59.76 %
☐ Standard Met (Level 3) [i]	26.15 %	26.09 %	19.51 %	25.84 %	N/A	N/A	N/A	24.39 %
☐ Standard Nearly Met (Level 2) [i]	7.69 %	8.70 %	18.29 %	13.48 %	N/A	N/A	N/A	12.20 %
☐ Standard Not Met (Level 1) [i]	1.54 %	3.26 %	7.32 %	2.25 %	N/A	N/A	N/A	3.66 %

Areas

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard [i]	70.77 %	67.39 %	54.88 %	56.18 %	N/A	N/A	N/A	61.89 %
Near Standard [i]	29.23 %	29.35 %	35.37 %	39.33 %	N/A	N/A	N/A	33.54 %
Below Standard [i]	0.00 %	3.26 %	9.76 %	4.49 %	N/A	N/A	N/A	4.57 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard [i]	58.46 %	57.61 %	45.12 %	47.19 %	N/A	N/A	N/A	51.83 %
Near Standard [i]	40.00 %	38.04 %	46.34 %	50.56 %	N/A	N/A	N/A	43.90 %
Below Standard [i]	1.54 %	4.35 %	8.54 %	2.25 %	N/A	N/A	N/A	4.27 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard [i]	58.46 %	54.35 %	39.02 %	48.31 %	N/A	N/A	N/A	49.70 %
Near Standard [i]	41.54 %	41.30 %	52.44 %	51.69 %	N/A	N/A	N/A	46.95 %
Below Standard [i]	0.00 %	4.35 %	8.54 %	0.00 %	N/A	N/A	N/A	3.35 %

Diagnostic Results

i-Ready

School	SILVER OAK ELEMENTARY
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced

Overall Placement
Students Assessed/Total: **430/502**

65%   18%   13% 3% 1%

43%   20%   29% 6% 2%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
278 Students	**78 Students**	**56 Students**	**13 Students**	**5 Students**
(From 184 Students)	(From 86 Students)	(From 125 Students)	(From 26 Students)	(From 9 Students)

Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*

Switch Table View	Choose to Show Results By						
Placement Summary	**Grade**						*Showing 7 of 7*

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Grade K	Diagnostic 3	–	–	–	–	–	–	0/68
	Diagnostic 1	–	–	–	–	–	–	
Grade 1	Diagnostic 3		77%	8%	15%	0%	0%	53/54
	Diagnostic 1		30%	4%	64%	2%	0%	

Diagnostic Results

i-Ready

School	SILVER OAK ELEMENTARY
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Grade 2	Diagnostic 3		77%	11%	12%	0%	0%	74/74
	Diagnostic 1		49%	22%	24%	5%	0%	
Grade 3	Diagnostic 3		62%	24%	8%	6%	0%	78/78
	Diagnostic 1		44%	23%	24%	8%	1%	
Grade 4	Diagnostic 3		64%	14%	21%	2%	0%	66/67
	Diagnostic 1		38%	26%	32%	5%	0%	
Grade 5	Diagnostic 3		55%	25%	15%	4%	0%	91/93
	Diagnostic 1		44%	25%	20%	10%	1%	
Grade 6	Diagnostic 3		59%	22%	7%	4%	7%	68/68
	Diagnostic 1		49%	15%	22%	4%	10%	

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 5/13/24.

Attested:

	Principal, Kyle Sanchez on 5/13/24
	SSC Chairperson, Vanessa Bell on 5/13/24

EVERGREEN SCHOOL DISTRICT
Business Services

General Fund Budget

2024-25

SCHOOL: _SILVER OAK_ **SITE #** 016 **ALLOCATION:** $ 47,332.00

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	010-0000-0	1120	00-1170	1000	016	
SEAT School Enrichment(required $53 x 100 hours)	010-0000-0	1120	00-1170	1000	016	5,300
Substitute Teachers (paid by site)	010-0000-0	1150	00-1170	1000	016	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	▆▆▆
Other*	010-0000-0		00-1170		016	
21.71% Benefits	010-0000-0	3xx1	00-1170		016	1,151
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	10,000
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	
36.61% Benefits	010-0000-0	3xx2	00-1170		016	3,661
Supplies (for POs & reimbursements)						
Books	010-0000-0	4200	00-1170	1000	016	
Classroom Supplies	010-0000-0	4310	00-1170	1000	016	
Office Supplies	010-0000-0	4351	00-1170	2700	016	10,000
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170	8100	016	5,000
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	2,210
Consultant/Contractors	010-0000-0	5815	00-1170	1000	016	
Software, Subscriptions & Licenses	010-0000-0	5826	00-1170	1000	016	10,000
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 BUDGET   47,322

should match Allocation

variance: (10)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
Business Services

Supplemental Site Budget

2024-25

SCHOOL: SILVER OAK   **SITE #** 016   **ALLOCATION:** $ 19,108.00

3 digits - 0##

Certificated Salaries *(for timesheets)*	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0159-0	1120	00-1590	1000	016	3,000
Hourly Teacher	010-0159-0	1120	00-1590	1000	016	
Substitute Teachers *(paid by site)*	010-0159-0	1150	00-1590	1000	016	2,000
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	▮
Other*	010-0159-0		00-1590		016	
21.71% Benefits	010-0159-0	3xx1	00-1590		016	1,086

Classified Salaries *(for timesheets)*						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	016	
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	016	
Hourly Clerical	010-0159-0	2460	00-1590	2700	016	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	016	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	016	
Other*	010-0159-0		00-1590		016	
36.61% Benefits	010-0159-0	3xx2	00-1590			-

Supplies *(for POs & reimbursements)*						
Books	010-0159-0	4200	00-1590	1000	016	2,522
Classroom Supplies /Instructional Supplies Classroom	010-0159-0	4310	00-1590	1000	016	3,000
Office Supplies	010-0159-0	4351	00-1590	2700	016	5,000
Parts/Supplies M.O.T.	010-0159-0	4365	00-1590	8100	016	2,500
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		016	
Other*	010-0159-0		00-1590		016	

Other Services & Operating Costs *(for POs & reimbursements)*						
Travel/Conference	010-0159-0	5210	00-1590	1000	016	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	016	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	016	
Maintenance Repair	010-0159-0	5610	00-1590	8100	016	
Computer Repair	010-0159-0	5611	00-1590	1000	016	
Copier Maintenance	010-0159-0	5615	00-1590	1000	016	
Consultant/Contractors	010-0159-0	5815	00-1590	1000	016	
Software, Subscriptions & Licenses	010-0159-0	5826	00-1590	1000	016	
Field Trip	010-0159-0	5840	00-1590	1000	016	
Other*	010-0159-0		00-1590		016	
Other*	010-0159-0		00-1590			

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

TOTAL BUDGET   **19,108**

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

17,420   took out the benefit numbers

EVERGREEN
SCHOOL DISTRICT
Business Services

Title III Budget

2024-25

SCHOOL: SILVER OAK   **SITE #** 016   **ALLOCATION:** $ 2,776.00

3 digits - 0##

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	016	2,100
Hourly Teacher	060-4203-0-	1120	00-1551	1000	016	
Substitute Teachers (*paid by site*)	060-4203-0-	1150	00-1551	1000	016	
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
Other*	060-4203-0-		00-1551		016	
21.71% Benefits	060-4203-0-	3xx1	00-1551			456

Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	016	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	016	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	016	
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	016	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	016	
Other*	060-4203-0-		00-1551		016	
36.61% Benefits	060-4203-0-	3xx2	00-1551			-

Supplies (for POs & reimbursements)						
Books	060-4203-0-	4200	00-1551	1000	016	
Classroom Supplies	060-4203-0-	4310	00-1551	1000	016	220
Office Supplies	060-4203-0-	4351	00-1551	2700	016	
Parts/Supplies M.O.T.	060-4203-0-	4365	00-1551	8100	016	
Equipment $500 -4,999 (*function depends on use**)	060-4203-0-	4400	00-1551		016	
Other*	060-4203-0-		00-1551		016	

Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-4203-0-	5210	00-1551	1000	016	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	016	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	016	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	016	
Computer Repair	060-4203-0-	5611	00-1551	1000	016	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**016**	
Consultant/Contractors	060-4203-0-	5815	00-1551	1000	016	
Software, Subscriptions & Licenses	060-4203-0-	5826	00-1551	1000	016	
Field Trip	060-4203-0-	5840	00-1551	1000	016	
Other*	060-4203-0-		00-1551		016	
Other*	060-4203-0-		00-1551			

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

TOTAL BUDGET   2,776

should match Allocation

variance: -

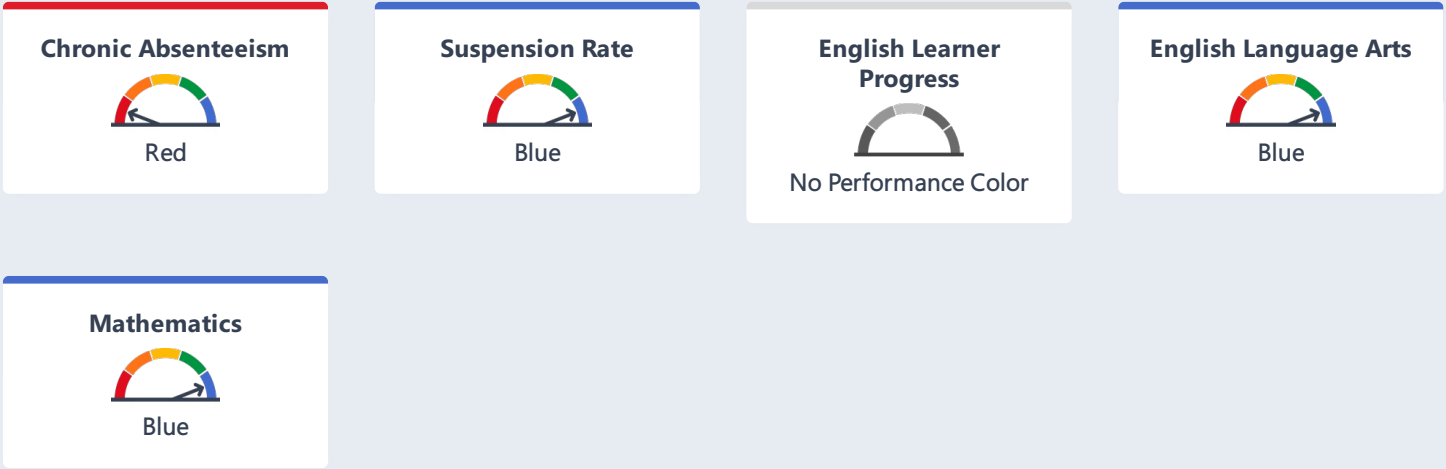| Statutory Benefits Calculation			
19.10%	STRS (Certificated only)	3101	859
27.80%	PERS (Classfied only)	3202	
6.20%	OASDI (CL)	331X	
1.45%	Medicare (CE & CL)	332X	65
0.05%	State Unemployment (CE & CL)	350X	3
1.11%	Workers Comp (CE & CL)	360X	54
			981

Silver Oak Elementary

Explore the performance of Silver Oak Elementary under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Red	Blue	No Performance Color	Blue

Mathematics
Blue

School Details

NAME
Silver Oak Elementary

ADDRESS
5000 Farnsworth Drive
San Jose, CA 95138-2336

WEBSITE
N/A

GRADES SERVED
K-6

CHARTER
No

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

SILVER OAK ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
550	7.1%	12.5%	0%

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Arts

LEARN MORE

Blue

80.6 points above standard

Maintained -1 Points

EQUITY REPORT
Number of Student Groups in Each Level

Red	Orange	Yellow
0	0	0

Green	Blue
2	1

Mathematics

LEARN MORE

Blue

77 points above standard

Increased 6.6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

Red	Orange	Yellow
0	0	0

Green	Blue
0	3

English Learner Progress

LEARN MORE

No Performance Color

71.4% making progress

Declined 4.2% ▼

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

LEARN MORE

Red

11.9% chronically absent

Increased 6.1% ▲

EQUITY REPORT
Number of Student Groups in Each Level

Red	Orange	Yellow
3	3	0

Green	Blue
0	0

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.
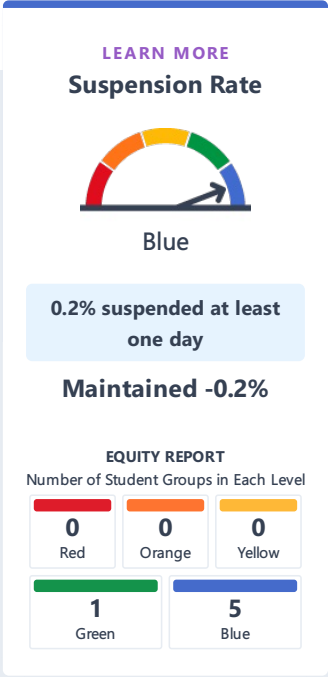
Suspension Rate
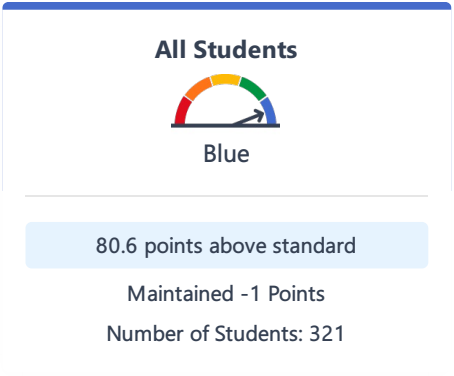
Blue

0.2% suspended at least one day

Maintained -0.2%

EQUITY REPORT

Number of Student Groups in Each Level

0	0	0
Red	Orange	Yellow

1	5
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students

Blue

80.6 points above standard

Maintained -1 Points

Number of Students: 321

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red	Orange	Yellow
No Student Groups	No Student Groups	No Student Groups

Green	Blue	No Performance Color
Asian	White	African American
English Learners		Filipino
		Hispanic
		Two or More Races
		Socioeconomically Disadvantaged
		Students with Disabilities

○ ○ ○ ● ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino

No Performance Color

25.5 points above standard

Maintained 1.4 Points

Number of Students: 15

Hispanic

No Performance Color

28.9 points above standard

Declined 28.4 Points ▼

Number of Students: 19

Two or More Races

No Performance Color

107.3 points above standard

Increased 24.6 Points ▲

Number of Students: 17

Socioeconomically Disadvantaged

No Performance Color

30.2 points above standard

Declined 32.8 Points ▼

Number of Students: 19

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

Green

87 points above standard

Declined 5 Points ▼

Number of Students: 212

English Learners

Green

29.5 points above standard

Declined 18.5 Points ▼

Number of Students: 48

White

Blue

78.4 points above standard

Increased 15.2 Points ▲

Number of Students: 55

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	81.6 points above standard	80.6 points above standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

35.9 points below standard

Declined 57 Points ▼

Number of Students: 18

Recently Reclassified English Learners

68.7 points above standard

Declined 20.1 Points ▼

Number of Students: 30

English Only

79.1 points above standard

Increased 4.3 Points ▲

Number of Students: 194

Mathematics

All Students

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

All Students

Blue

77 points above standard

Increased 6.6 Points ▲

Number of Students: 321

Student Group Details

All Student Groups by Performance Level

9 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

Asian

English Learners

White

No Performance Color

African American

Filipino

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino

No Performance Color

18.2 points above standard

Increased 23.3 Points ▲

Number of Students: 15

Hispanic

No Performance Color

20.4 points below standard

Declined 52.5 Points ▼

Number of Students: 19

Two or More Races

No Performance Color

99.9 points above standard

Increased 33 Points ▲

Number of Students: 17

Socioeconomically Disadvantaged

No Performance Color

2.1 points above standard

Declined 38.2 Points ▼

Number of Students: 19

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

Blue

91.4 points above standard

Increased 8 Points ▲

Number of Students: 212

English Learners

Blue

39.4 points above standard

Maintained 0.5 Points

Number of Students: 48

White

Blue

63.8 points above standard

Increased 19 Points ▲

Number of Students: 55

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	70.4 points above standard	77 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
23.2 points below standard	77 points above standard	70.2 points above standard
Declined 30.9 Points ▼	Declined 9.5 Points ▼	Increased 5 Points ▲
Number of Students: 18	Number of Students: 30	Number of Students: 194

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

No Performance Color

71.4% making progress towards English language proficiency

Declined 4.2% ▼

Number of EL Students: 28

Student English Language Acquisition Results
Summative ELPAC

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.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=43694356111942&year=2022-23

All Students

Red

11.9% chronically absent

Increased 6.1% ▲

Number of Students: 562

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red

Asian

Hispanic

Socioeconomically Disadvantaged

Orange

English Learners

Two or More Races

White

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

Filipino

Pacific Islander

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino
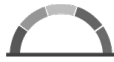
No Performance Color

9.1% chronically absent

Increased 1.1% ▲

Number of Students: 22

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

44.8% chronically absent

Increased 39.6% ▲

Number of Students: 29

Asian

Red

11.1% chronically absent

Increased 6.7% ▲

Number of Students: 380

Hispanic

Red

21.1% chronically absent

Increased 4.8% ▲

Number of Students: 38

Socioeconomically Disadvantaged

Red

24.4% chronically absent

Increased 4% ▲

Number of Students: 45

English Learners

Orange

16% chronically absent

Increased 9.6% ▲

Number of Students: 81

Two or More Races

Orange

9.1% chronically absent

Increased 3.7% ▲

Number of Students: 33

White

Orange

12% chronically absent

Increased 5.4% ▲

Number of Students: 83

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
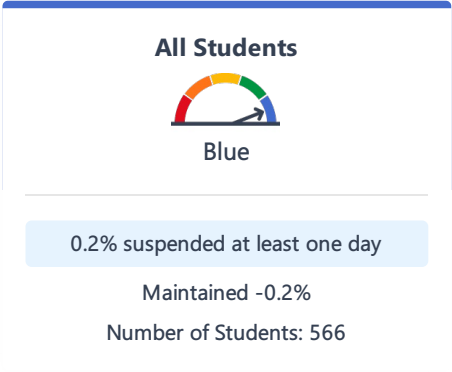
All Students

Blue

0.2% suspended at least one day

Maintained -0.2%

Number of Students: 566

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red	Orange	Yellow
No Student Groups	No Student Groups	No Student Groups

Green

Asian

Blue

English Learners

Hispanic

Two or More Races

Socioeconomically Disadvantaged

White

No Performance Color

African American

Filipino

Pacific Islander

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Filipino

No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 22

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

0% suspended at least one day

Declined 5% ▼

Number of Students: 32

Asian

Green

0.3% suspended at least one day

Increased 0.3% ▲

Number of Students: 380

English Learners

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 82

Hispanic

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 41

Two or More Races

Blue

0% suspended at least one day

Declined 2.7% ▼

Number of Students: 33

Socioeconomically Disadvantaged

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 49

White

Blue

0% suspended at least one day

Declined 1.1% ▼

Number of Students: 84

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	0.3%	0.2%

Q1 What is your current grade?

Answered: 205   Skipped: 0
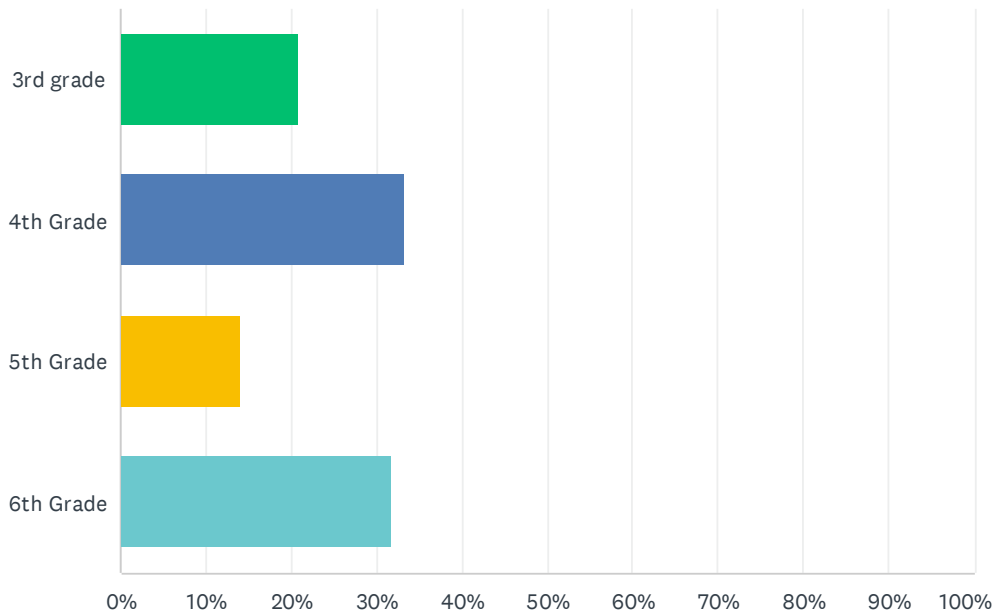
ANSWER CHOICES	RESPONSES	
3rd grade	20.98%	43
4th Grade	33.17%	68
5th Grade	14.15%	29
6th Grade	31.71%	65
TOTAL		205

Q2 How safe do you feel at school?

Answered: 200   Skipped: 5
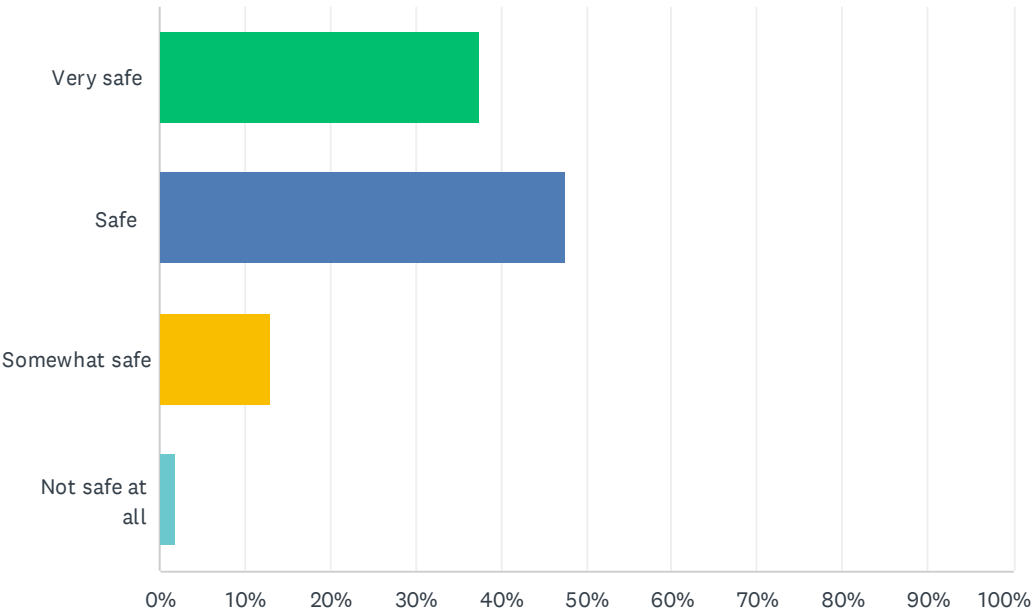
ANSWER CHOICES	RESPONSES	
Very safe	37.50%	75
Safe	47.50%	95
Somewhat safe	13.00%	26
Not safe at all	2.00%	4
TOTAL		200

Q3 How much do you find the following to be a problem at your school?

Answered: 204   Skipped: 1

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

Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use

Alcohol use

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
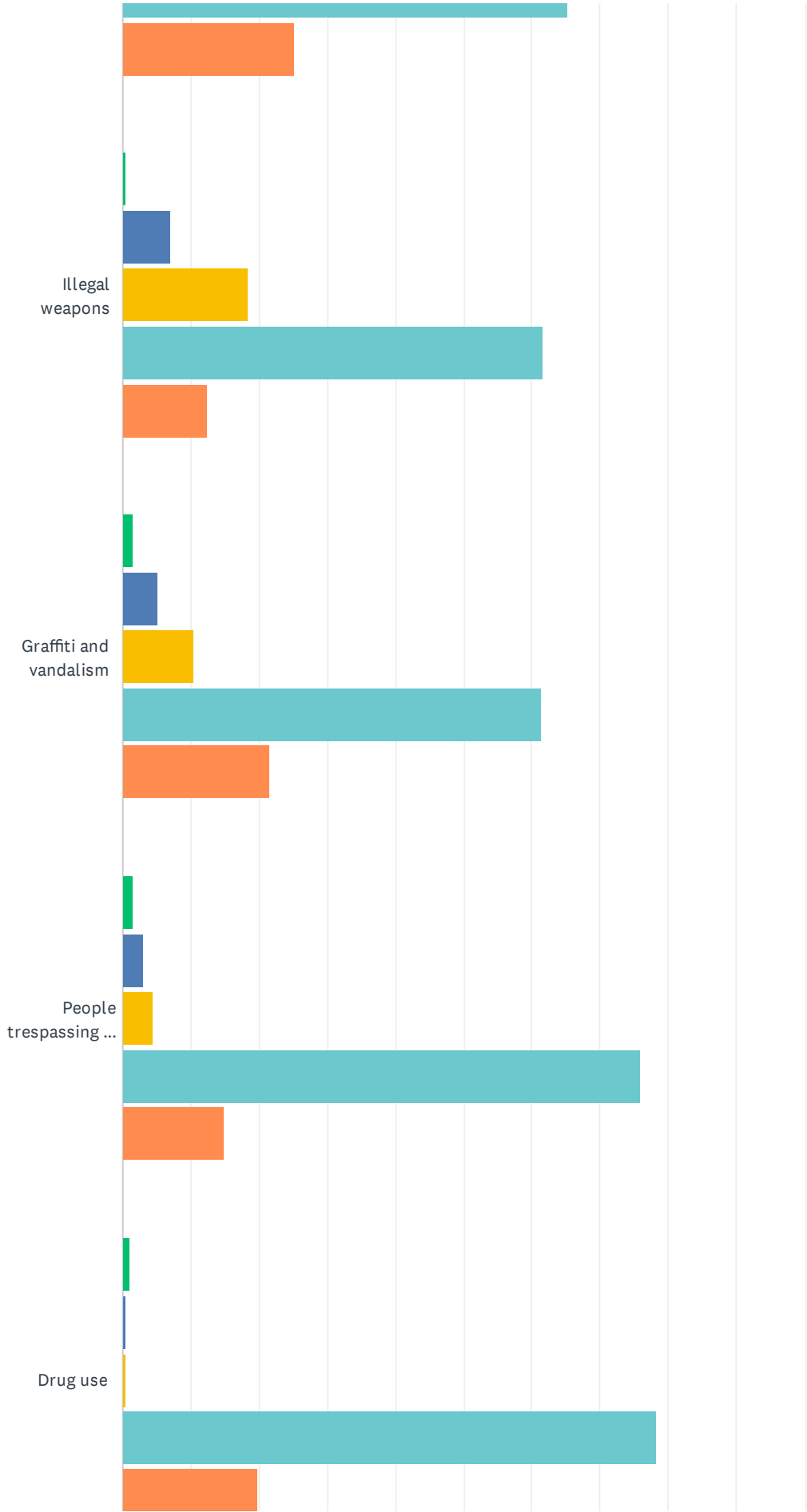
- I see this h...
- I see this h...
- I hear other...
- I never hea...
- I don't know
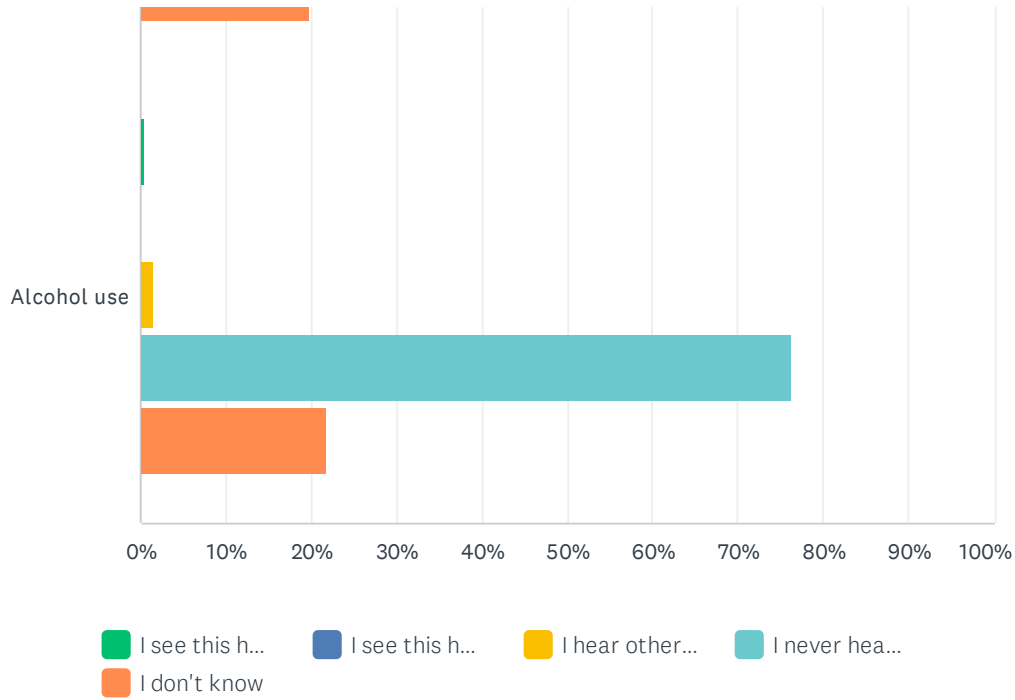
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	4.43% 9	26.11% 53	15.27% 31	40.39% 82	13.79% 28	203
Harassment, and intimidation	2.01% 4	14.07% 28	15.58% 31	48.24% 96	20.10% 40	199
Fights and assault	2.99% 6	8.96% 18	17.41% 35	54.23% 109	16.42% 33	201
Student interest in gangs	2.02% 4	3.03% 6	4.55% 9	65.15% 129	25.25% 50	198
Illegal weapons	0.50% 1	6.97% 14	18.41% 37	61.69% 124	12.44% 25	201
Graffiti and vandalism	1.51% 3	5.03% 10	10.55% 21	61.31% 122	21.61% 43	199
People trespassing on campus	1.50% 3	3.00% 6	4.50% 9	76.00% 152	15.00% 30	200
Drug use	1.02% 2	0.51% 1	0.51% 1	78.17% 154	19.80% 39	197
Alcohol use	0.51% 1	0.00% 0	1.52% 3	76.26% 151	21.72% 43	198

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.
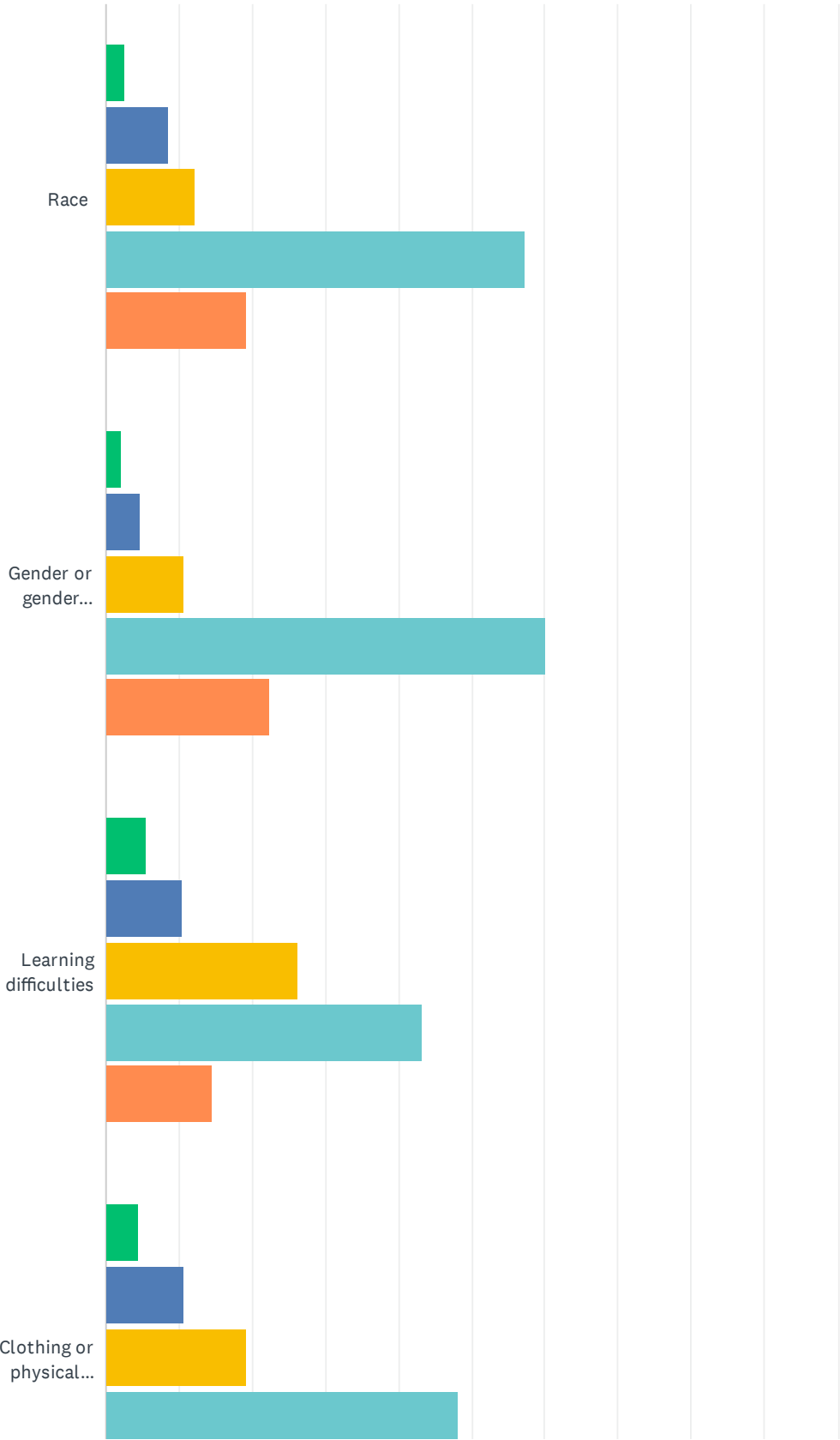
Answered: 200   Skipped: 5
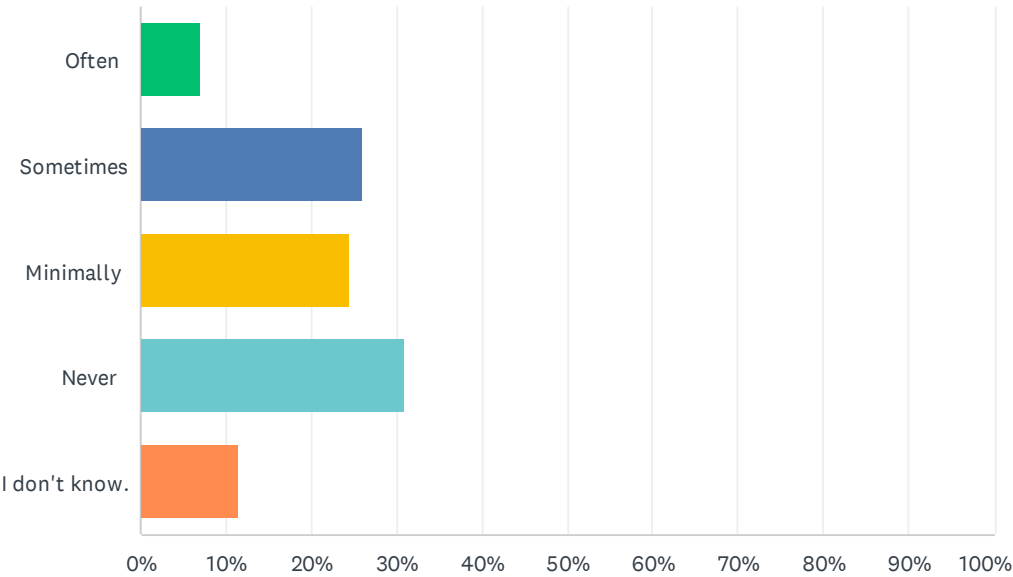
ANSWER CHOICES	RESPONSES	
Often	7.00%	14
Sometimes	26.00%	52
Minimally	24.50%	49
Never	31.00%	62
I don't know.	11.50%	23
TOTAL		200

Q5 Students at this school get put down because of their...
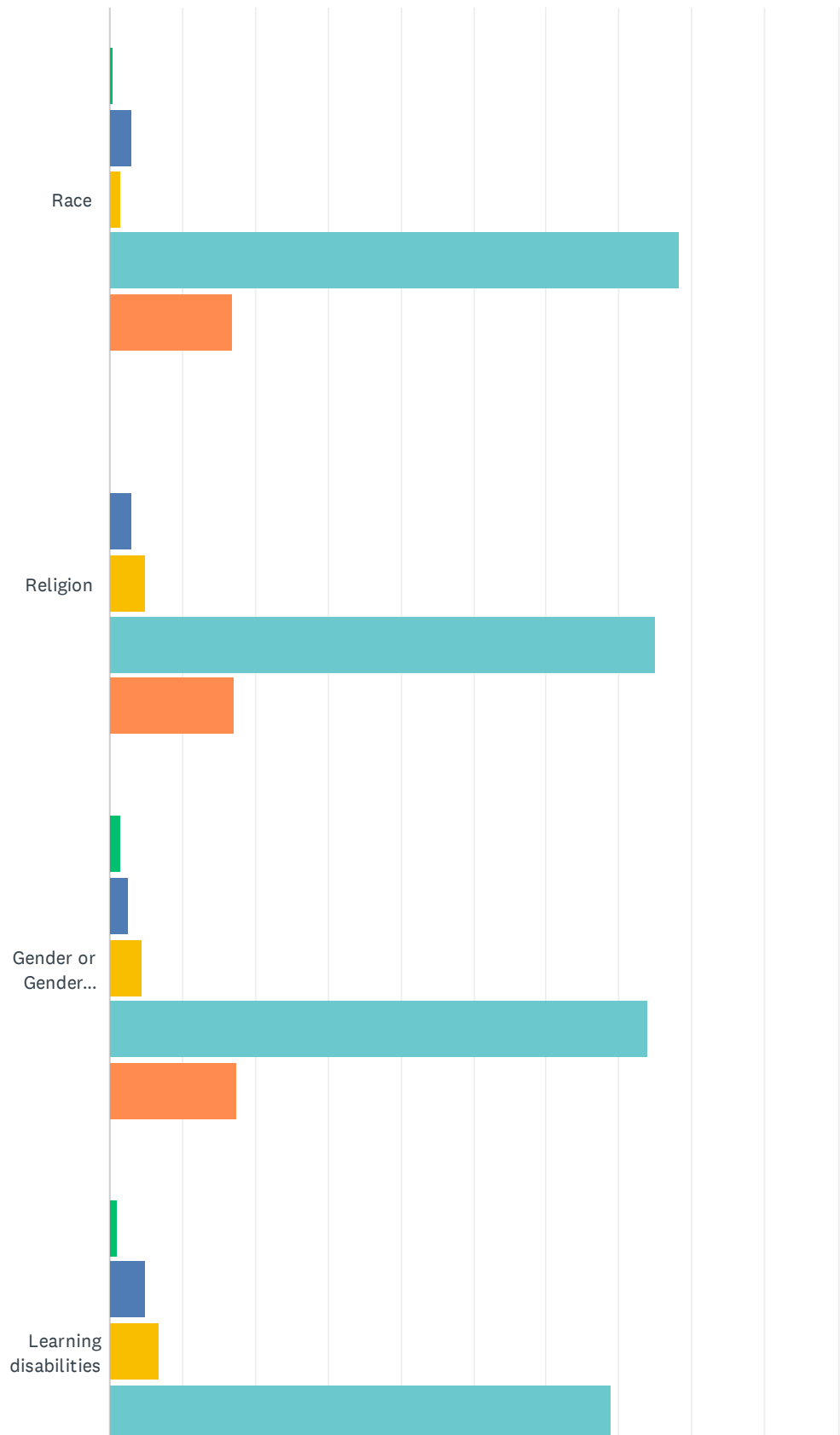
Answered: 202   Skipped: 3

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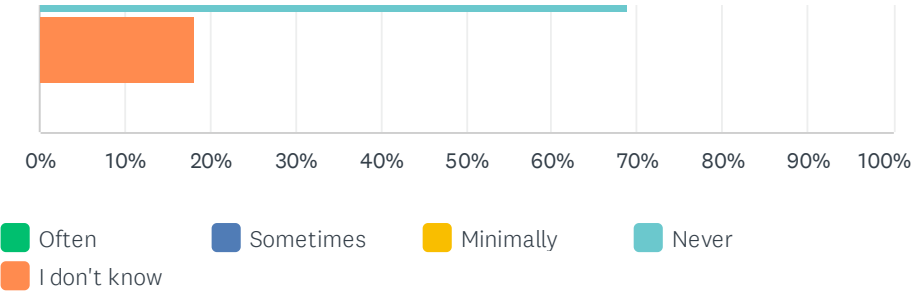

Legend:
- Often
- Sometimes
- Minimally
- Never
- I don't know
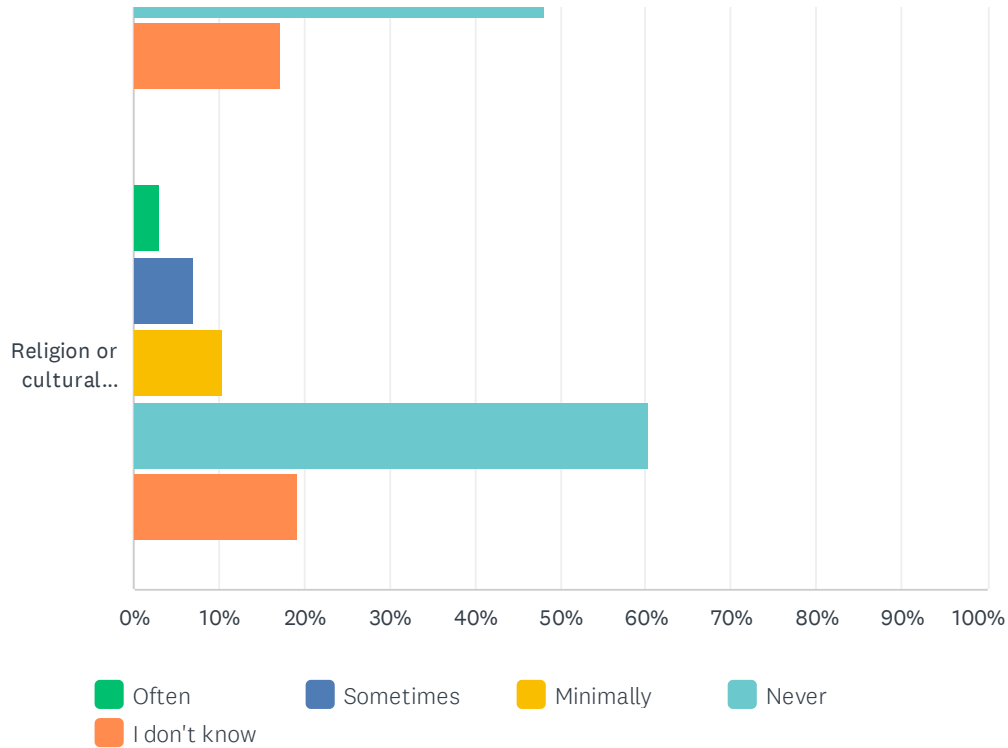
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	2.54% 5	8.63% 17	12.18% 24	57.36% 113	19.29% 38	197	3.82
Gender or gender identification	2.04% 4	4.59% 9	10.71% 21	60.20% 118	22.45% 44	196	3.96
Learning difficulties	5.53% 11	10.55% 21	26.13% 52	43.22% 86	14.57% 29	199	3.51
Clothing or physical appearance	4.57% 9	10.66% 21	19.29% 38	48.22% 95	17.26% 34	197	3.63
Religion or cultural practices	3.02% 6	7.04% 14	10.55% 21	60.30% 120	19.10% 38	199	3.85

Q6 ADULTS at school make fun of differences such as...

Answered: 204   Skipped: 1

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

Legend: Often | Sometimes | Minimally | Never | I don't know

|	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.50% 1	2.97% 6	1.49% 3	78.22% 158	16.83% 34	202	4.08
Religion	0.00% 0	3.00% 6	5.00% 10	75.00% 150	17.00% 34	200	4.06
Gender or Gender Identification	1.50% 3	2.50% 5	4.50% 9	74.00% 148	17.50% 35	200	4.04
Learning disabilities	0.99% 2	4.93% 10	6.90% 14	68.97% 140	18.23% 37	203	3.99

Q7 How familiar are you with the following?

Answered: 203   Skipped: 2
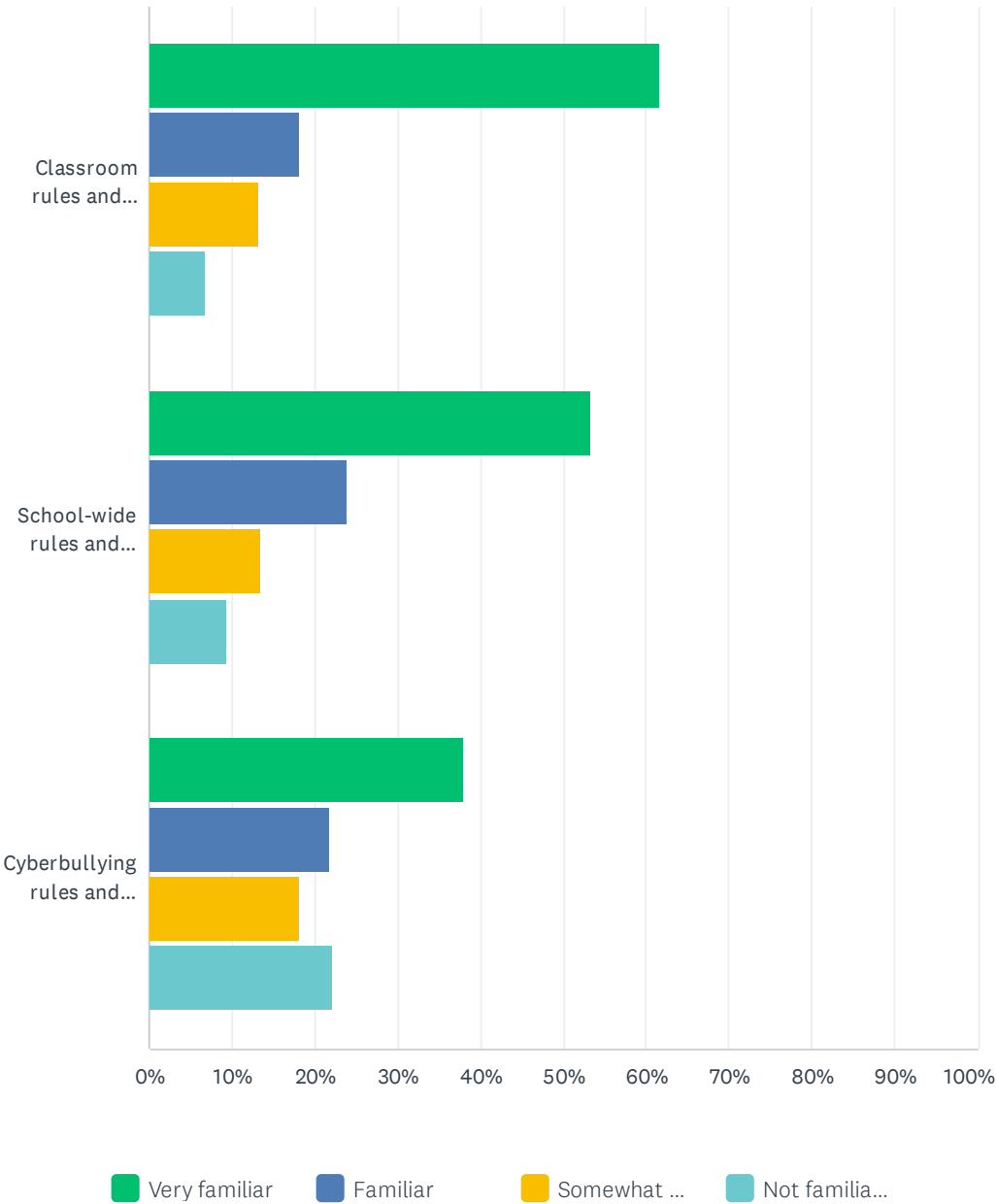
Legend: Very familiar | Familiar | Somewhat ... | Not familia...

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	61.58% 125	18.23% 37	13.30% 27	6.90% 14	203	1.66
School-wide rules and consequences when those rules are broken.	53.23% 107	23.88% 48	13.43% 27	9.45% 19	201	1.79
Cyberbullying rules and consequences when those rules are broken.	37.88% 75	21.72% 43	18.18% 36	22.22% 44	198	2.25

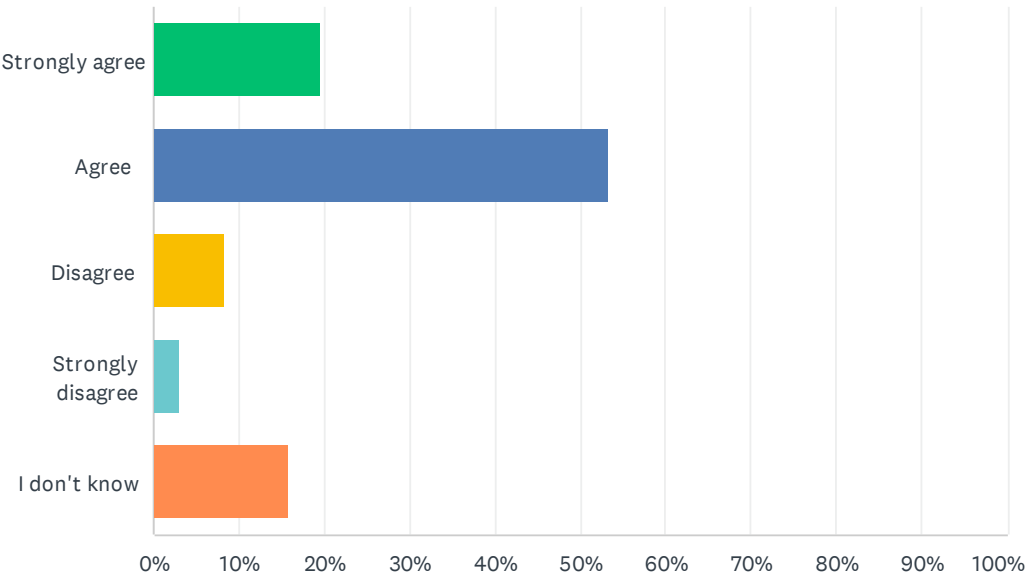# Q8 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 203   Skipped: 2
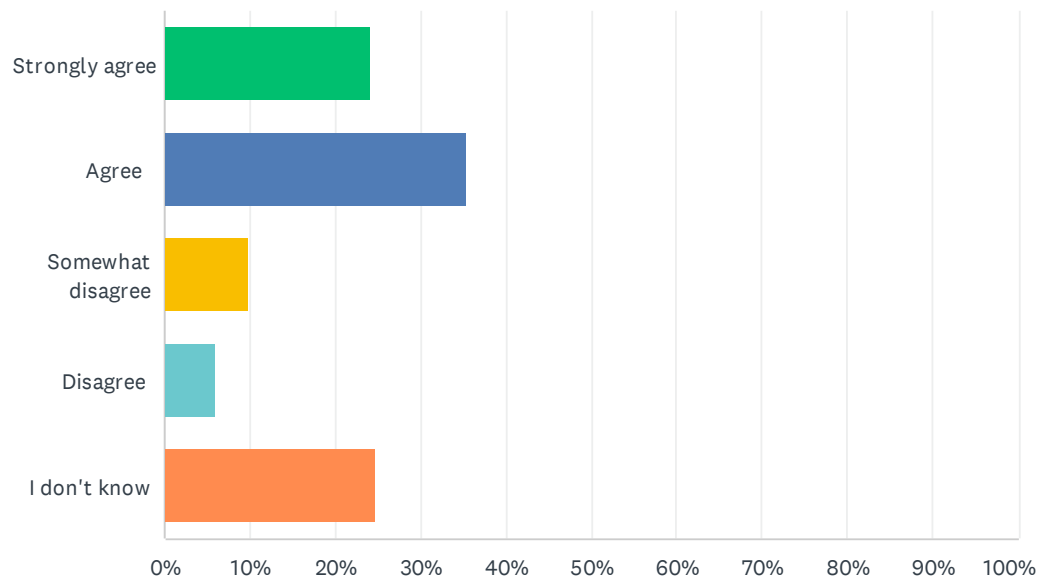
ANSWER CHOICES	RESPONSES	
Strongly agree	24.14%	49
Agree	35.47%	72
Somewhat disagree	9.85%	20
Disagree	5.91%	12
I don't know	24.63%	50
TOTAL		203

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

Answered: 203   Skipped: 2

ANSWER CHOICES	RESPONSES	
Strongly agree	19.70%	40
Agree	53.20%	108
Disagree	8.37%	17
Strongly disagree	2.96%	6
I don't know	15.76%	32
TOTAL		203

Q10 How well do you understand your schools Emergency procedures?
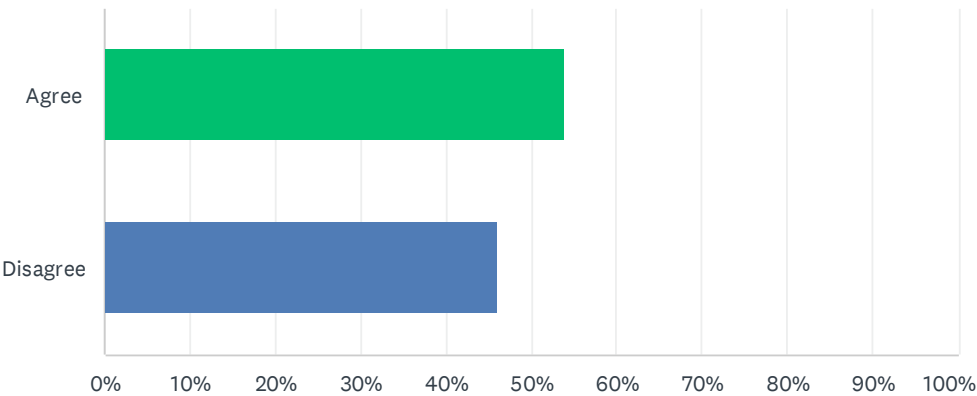
Answered: 204   Skipped: 1
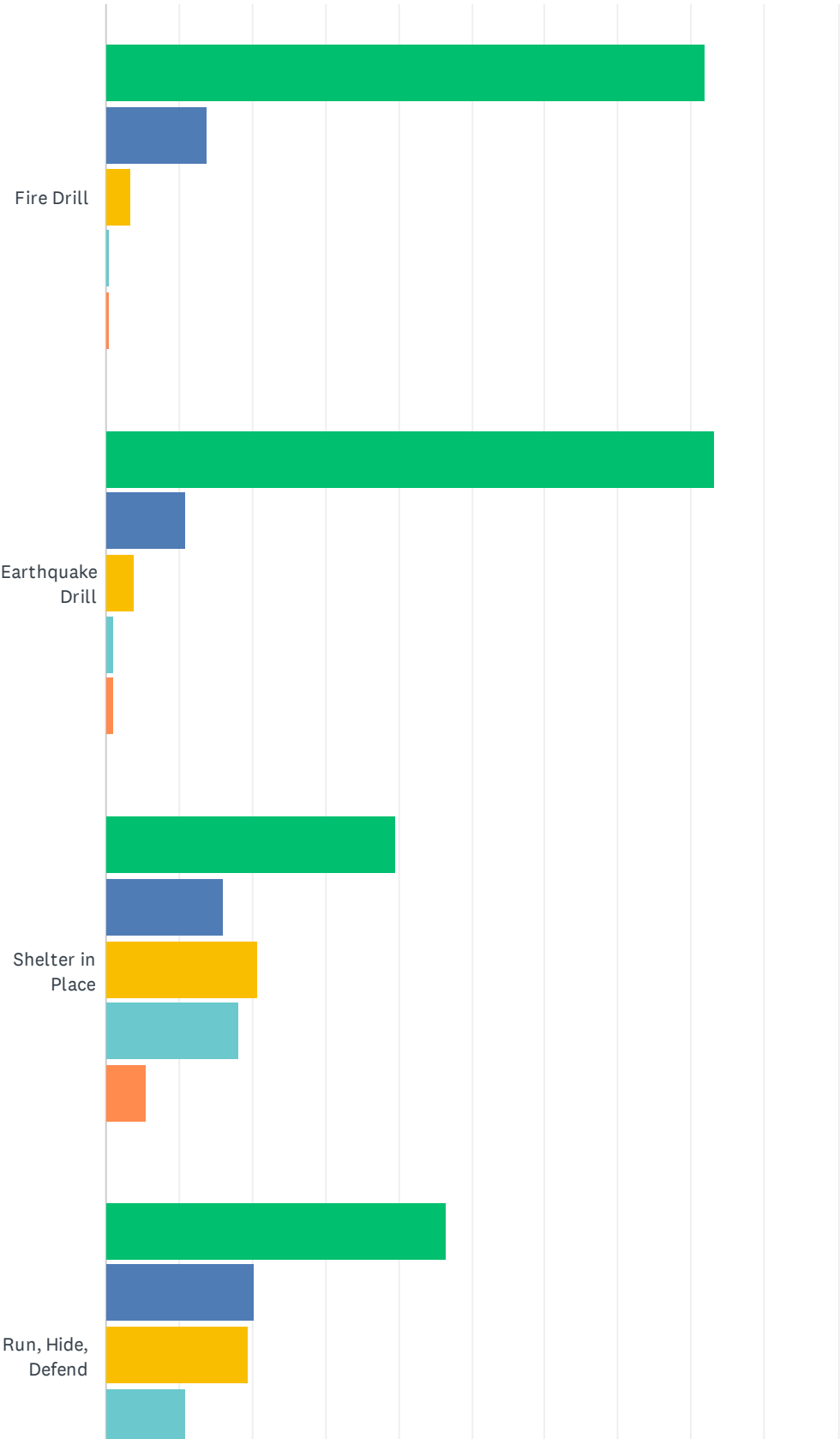
Silver Oak Elementary Student Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

🟩 Very familiar 🟦 Familiar 🟨 Somewhat ... 🟦 Not familia...
🟧 I don't know
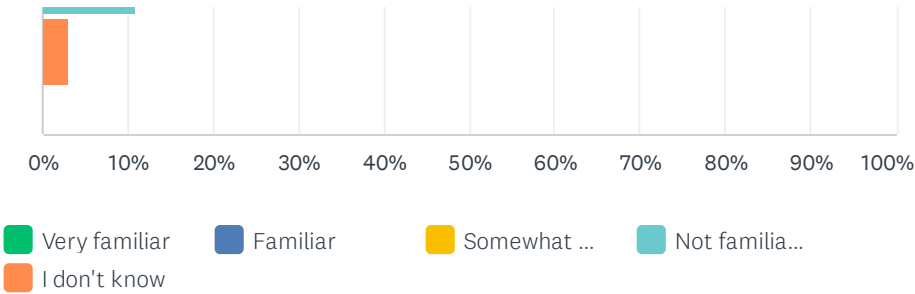
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	81.77% 166	13.79% 28	3.45% 7	0.49% 1	0.49% 1	203
Earthquake Drill	83.25% 169	10.84% 22	3.94% 8	0.99% 2	0.99% 2	203
Shelter in Place	39.70% 79	16.08% 32	20.60% 41	18.09% 36	5.53% 11	199
Run, Hide, Defend	46.53% 94	20.30% 41	19.31% 39	10.89% 22	2.97% 6	202

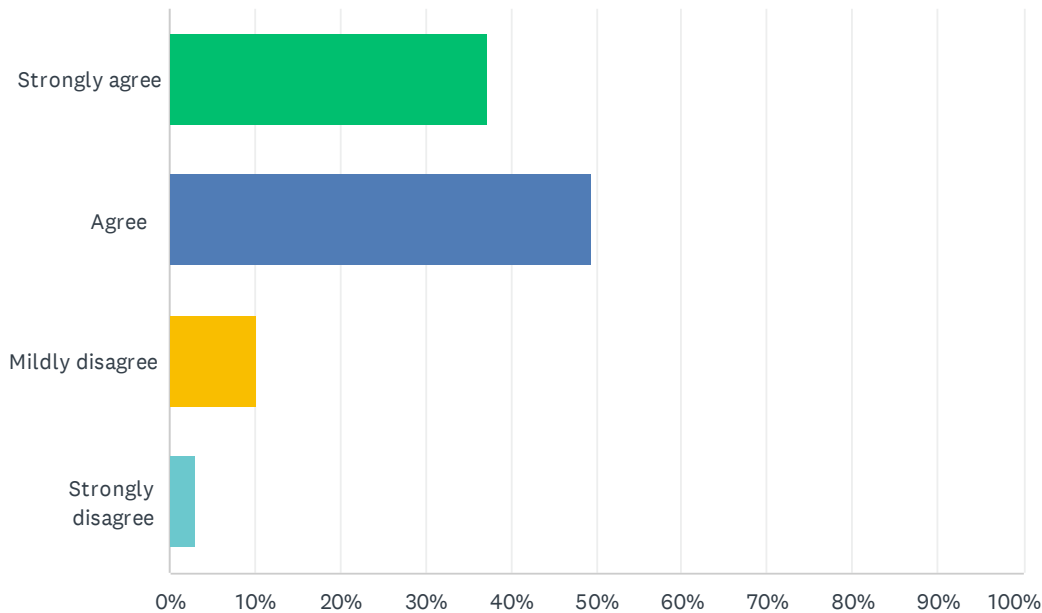# Q11 I am aware of the district's Wellness Connections webpage.

Answered: 204   Skipped: 1

ANSWER CHOICES	RESPONSES	
Agree	53.92%	110
Disagree	46.08%	94
TOTAL		204

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 204   Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	37.25%	76
Agree	49.51%	101
Mildly disagree	10.29%	21
Strongly disagree	2.94%	6
TOTAL		204

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 191   Skipped: 14

# Q1 How much do you find the following to be a problem at your school?

Answered: 10   Skipped: 0

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

Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use

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

Legend: ■ I see this h... ■ I see this h... ■ I hear stud... ■ I never hea... ■ I don't know.
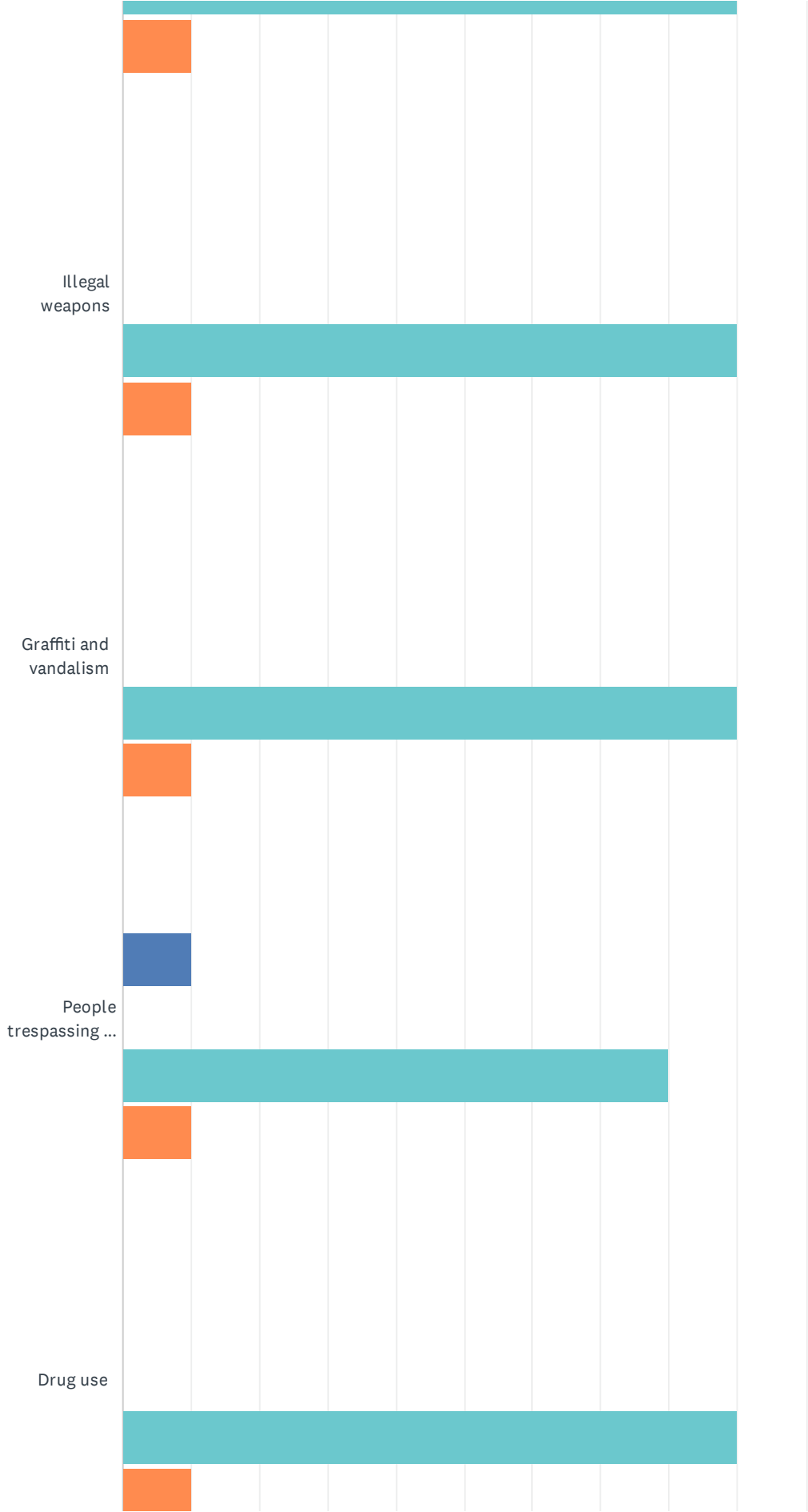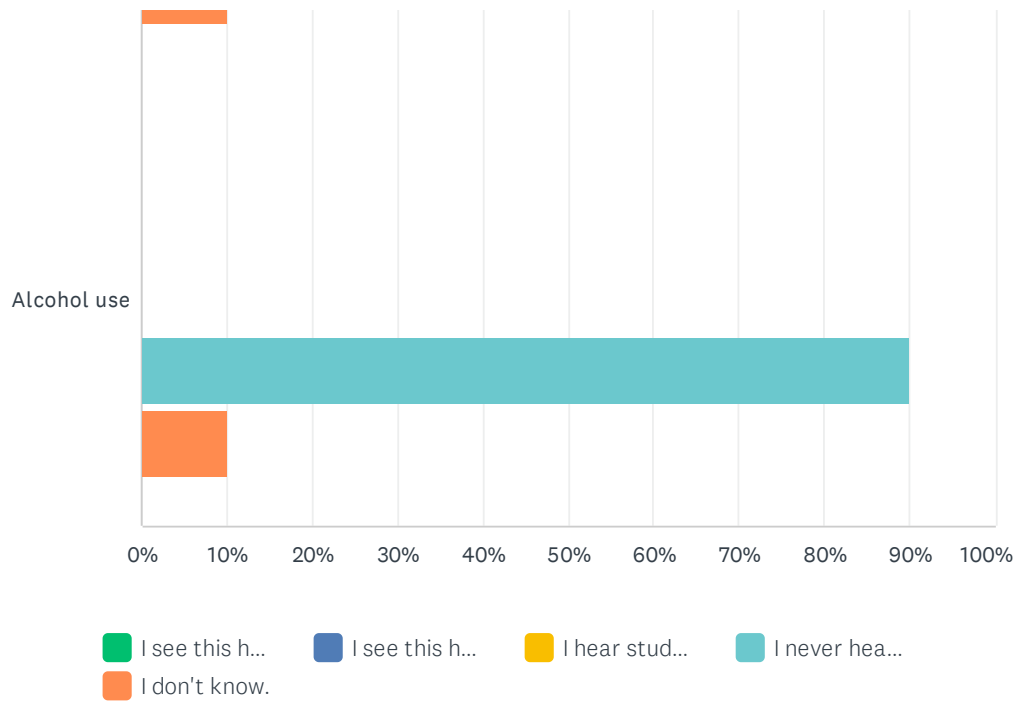
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	0.00% 0	10.00% 1	10.00% 1	50.00% 5	30.00% 3	10	4.00
Harassment, and intimidation	0.00% 0	0.00% 0	10.00% 1	70.00% 7	20.00% 2	10	4.10
Fights and assault	0.00% 0	0.00% 0	0.00% 0	80.00% 8	20.00% 2	10	4.20
Student interest in gangs	0.00% 0	0.00% 0	0.00% 0	90.00% 9	10.00% 1	10	4.10
Illegal weapons	0.00% 0	0.00% 0	0.00% 0	90.00% 9	10.00% 1	10	4.10
Graffiti and vandalism	0.00% 0	0.00% 0	0.00% 0	90.00% 9	10.00% 1	10	4.10
People trespassing on campus	0.00% 0	10.00% 1	0.00% 0	80.00% 8	10.00% 1	10	3.90
Drug use	0.00% 0	0.00% 0	0.00% 0	90.00% 9	10.00% 1	10	4.10
Alcohol use	0.00% 0	0.00% 0	0.00% 0	90.00% 9	10.00% 1	10	4.10

Q2 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.
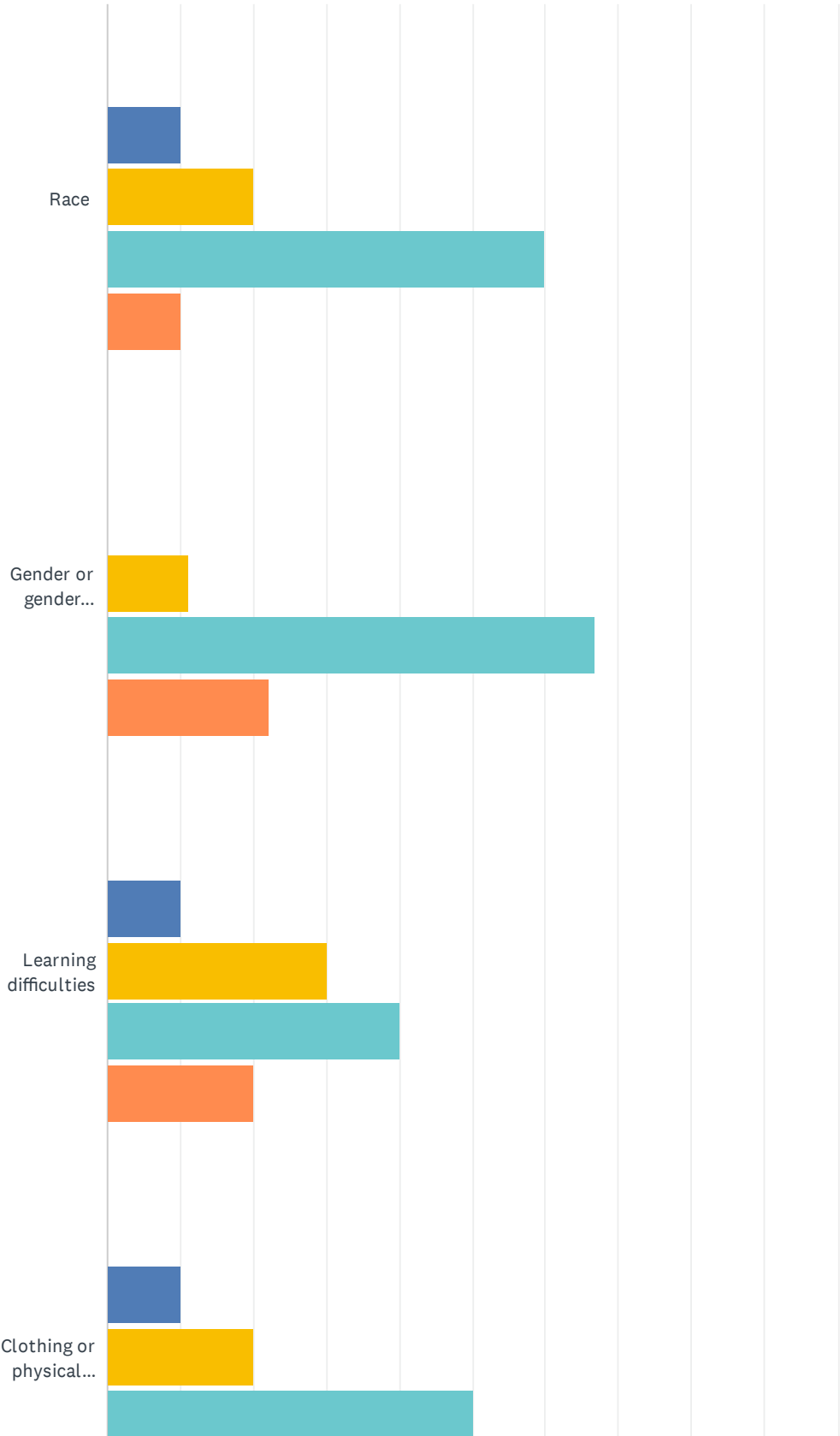
Answered: 10   Skipped: 0
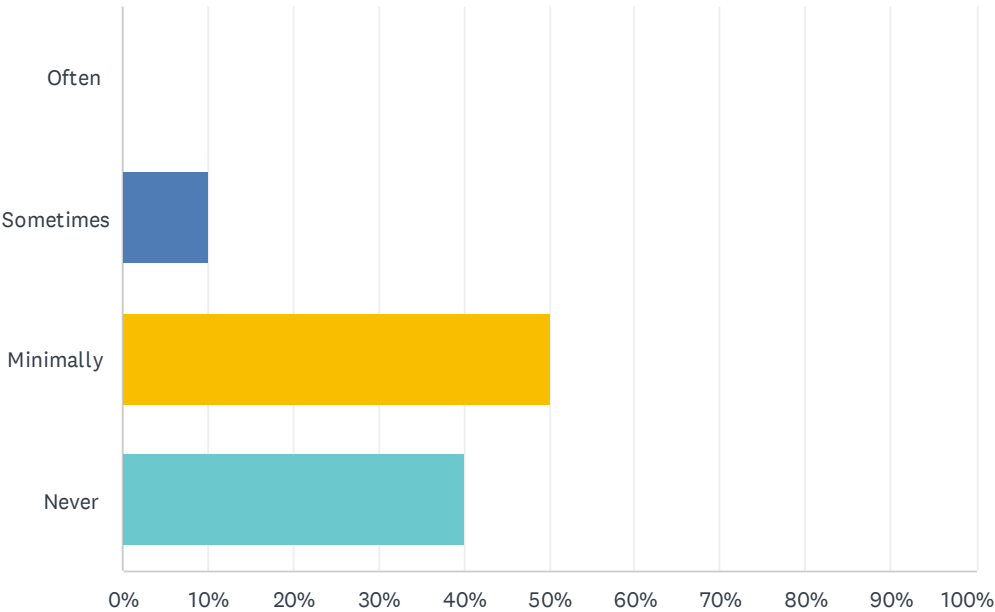
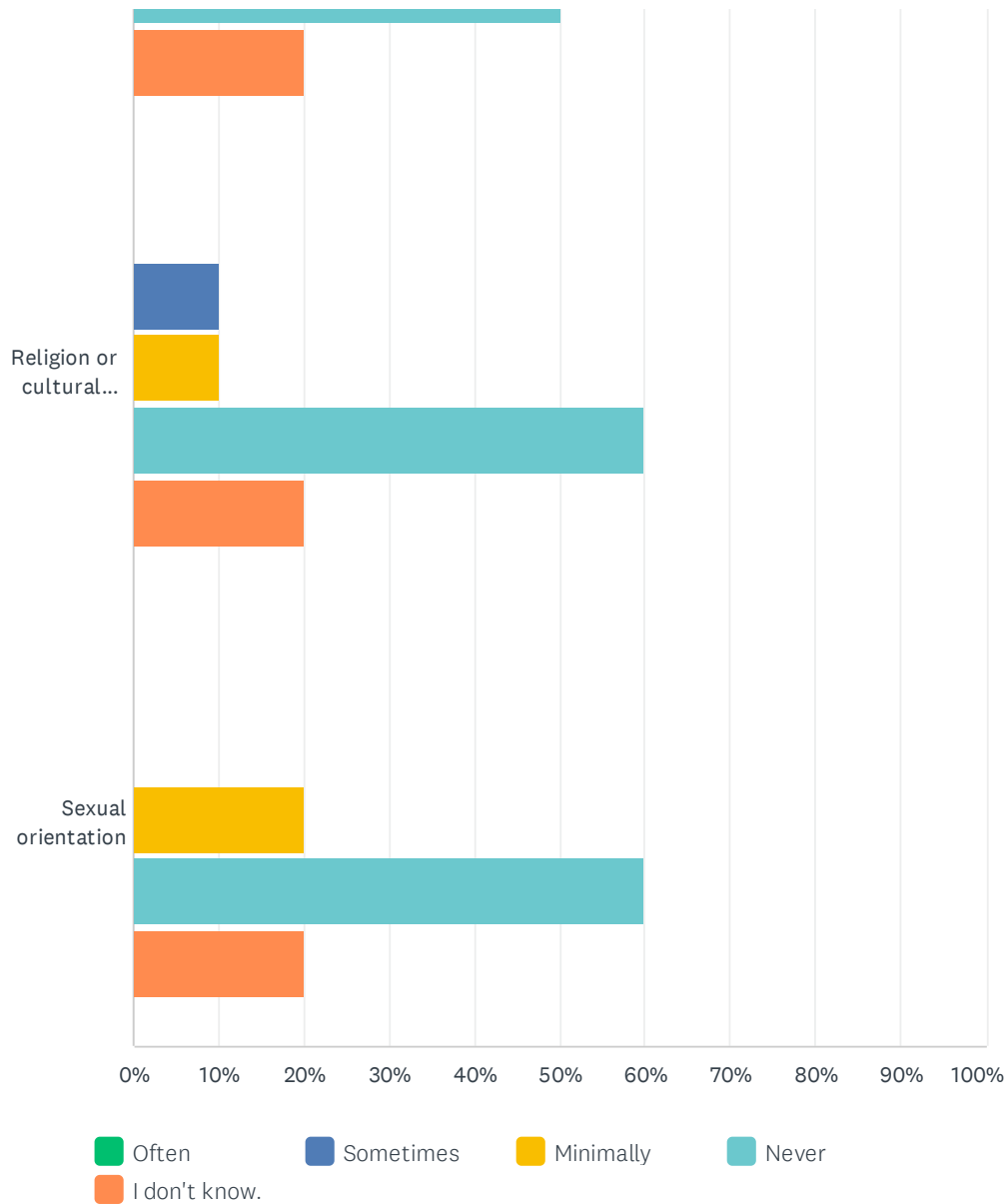| ANSWER CHOICES	RESPONSES	
Often	0.00%	0
Sometimes	10.00%	1
Minimally	50.00%	5
Never	40.00%	4
TOTAL		10

Q3 Students at this school get put down because of their...
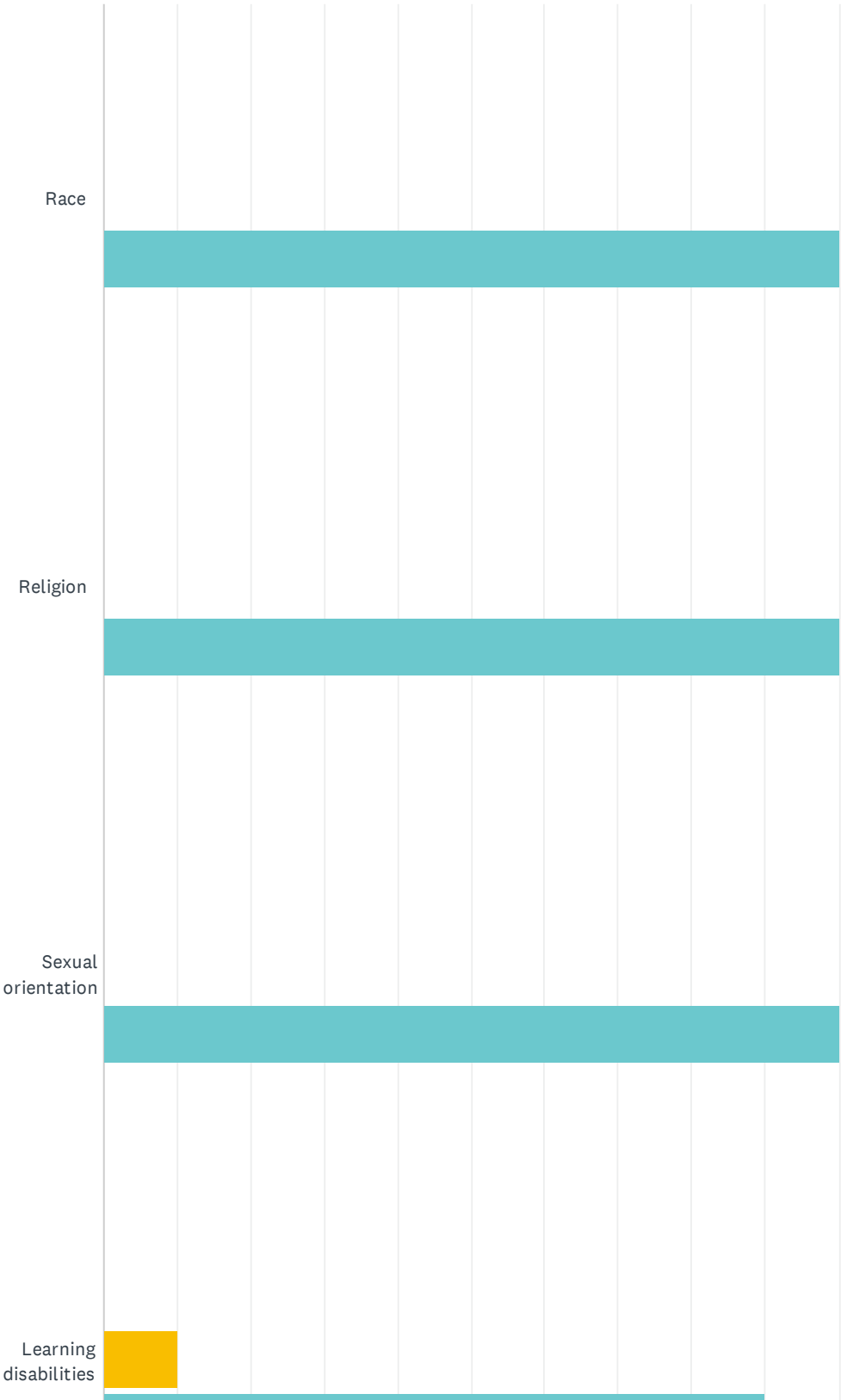
Answered: 10   Skipped: 0

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

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	10.00% 1	20.00% 2	60.00% 6	10.00% 1	10	3.70
Gender or gender identification	0.00% 0	0.00% 0	11.11% 1	66.67% 6	22.22% 2	9	4.11
Learning difficulties	0.00% 0	10.00% 1	30.00% 3	40.00% 4	20.00% 2	10	3.70
Clothing or physical appearance	0.00% 0	10.00% 1	20.00% 2	50.00% 5	20.00% 2	10	3.80
Religion or cultural practices	0.00% 0	10.00% 1	10.00% 1	60.00% 6	20.00% 2	10	3.90
Sexual orientation	0.00% 0	0.00% 0	20.00% 2	60.00% 6	20.00% 2	10	4.00

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 10   Skipped: 0

Race

Religion

Sexual orientation

Learning disabilities

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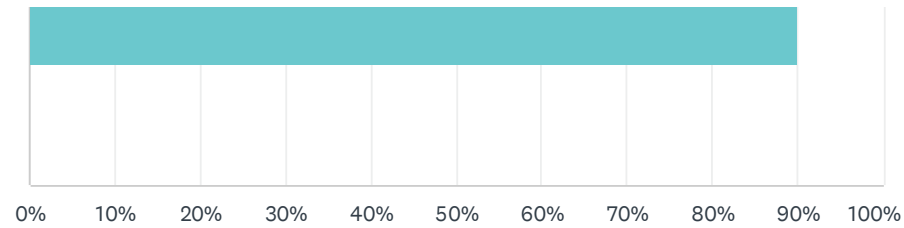

Legend: Often, Sometimes, Minimally, Never, I don't know.

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	0.00% 0	0.00% 0	100.00% 10	0.00% 0	10	4.00
Religion	0.00% 0	0.00% 0	0.00% 0	100.00% 10	0.00% 0	10	4.00
Sexual orientation	0.00% 0	0.00% 0	0.00% 0	100.00% 10	0.00% 0	10	4.00
Learning disabilities	0.00% 0	0.00% 0	10.00% 1	90.00% 9	0.00% 0	10	3.90

Q5 How familiar are you with the following?

Answered: 10   Skipped: 0

Legend: Very familiar | Familiar | Somewhat ... | Not familia...
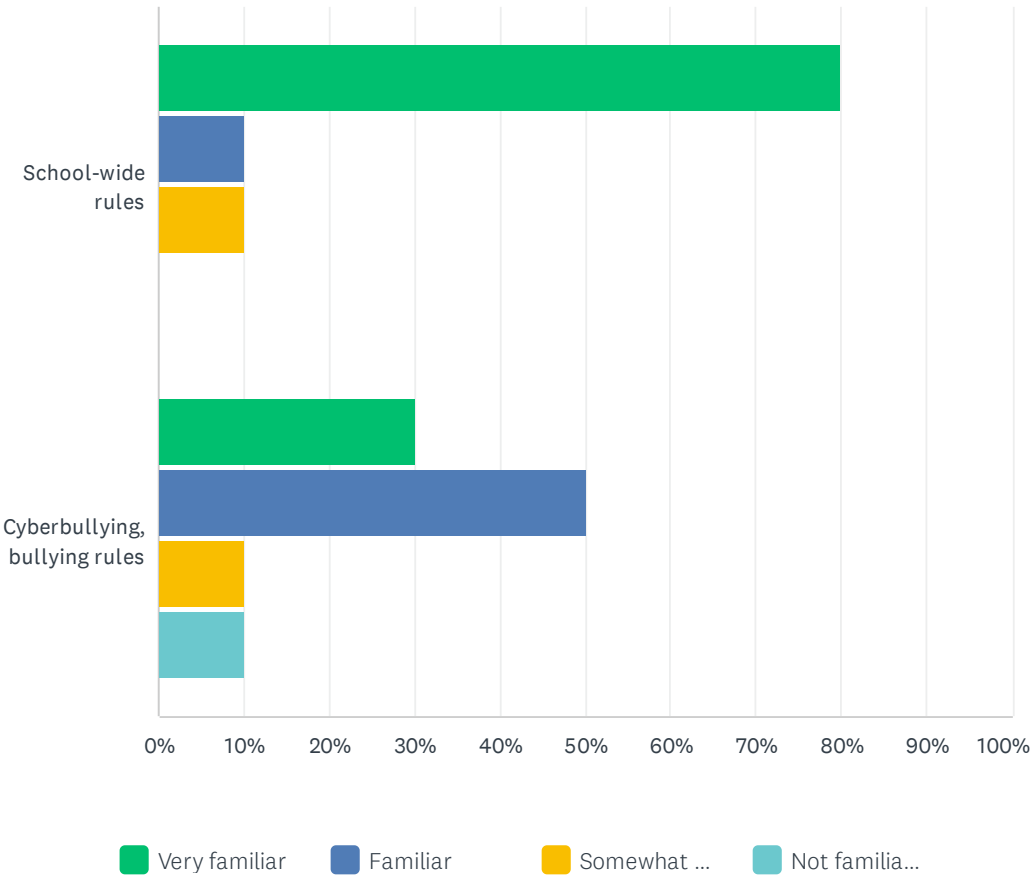
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	80.00% 8	10.00% 1	10.00% 1	0.00% 0	10	1.30
Cyberbullying, bullying rules	30.00% 3	50.00% 5	10.00% 1	10.00% 1	10	2.00

Q6 Staff enforces school rules fairly and appropriately?

Answered: 10   Skipped: 0
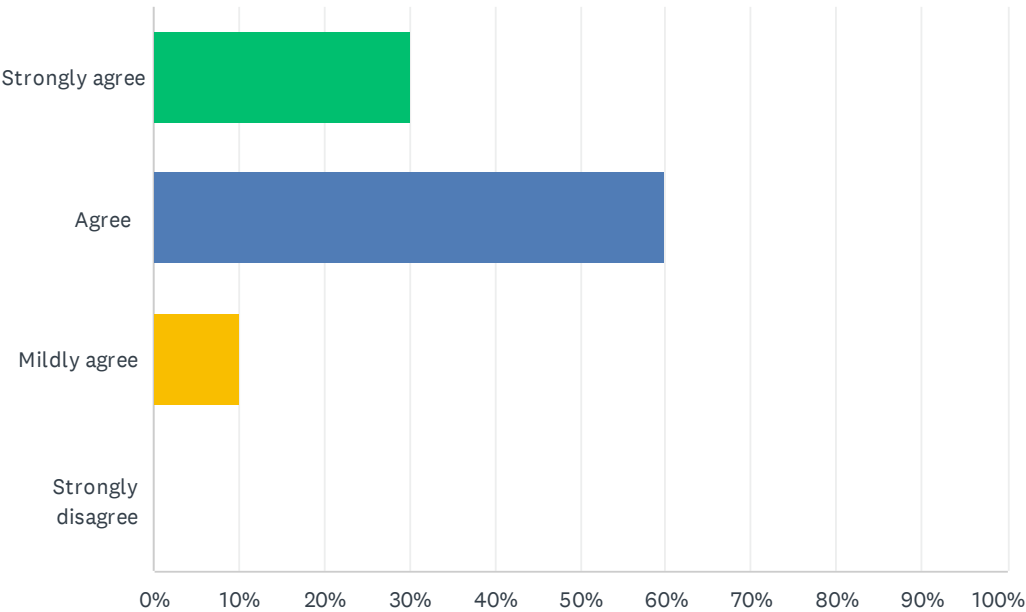
ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	60.00%	6
Mildly agree	10.00%	1
Strongly disagree	0.00%	0
TOTAL		10

Q7 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 10   Skipped: 0
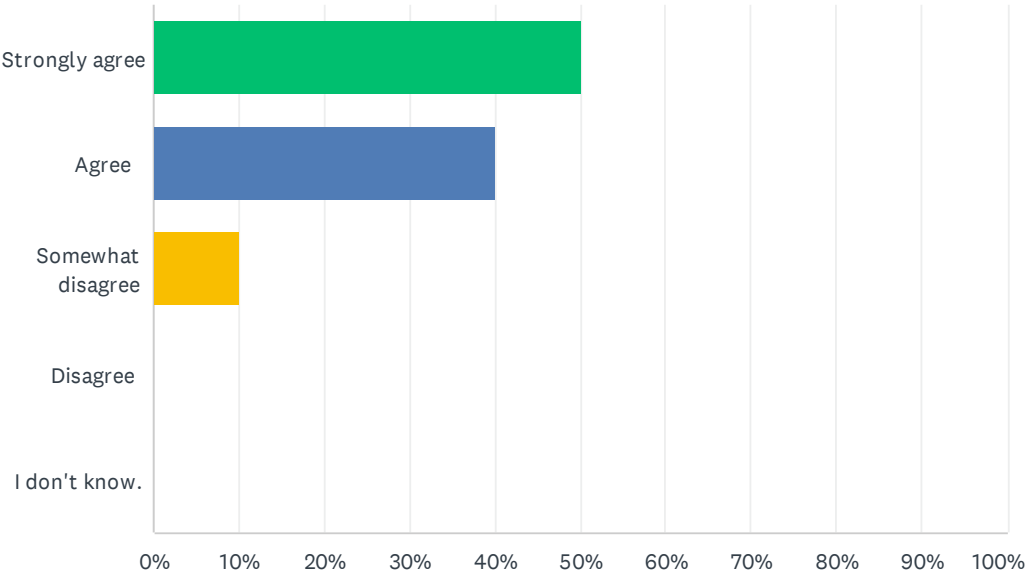
ANSWER CHOICES	RESPONSES	
Strongly agree	50.00%	5
Agree	40.00%	4
Somewhat disagree	10.00%	1
Disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		10

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 10   Skipped: 0
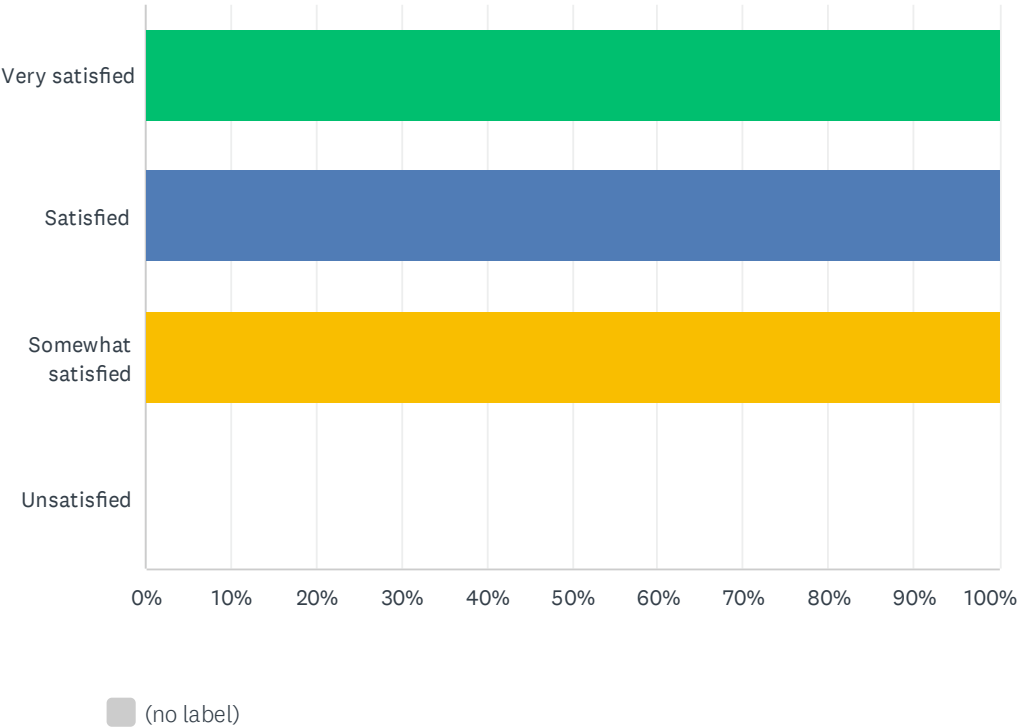
☐ (no label)

	(NO LABEL)	TOTAL
Very satisfied	100.00% 5	5
Satisfied	100.00% 4	4
Somewhat satisfied	100.00% 1	1
Unsatisfied	0.00% 0	0

Q9 The school provides adequate training for staff on school policies and procedures?

Answered: 10   Skipped: 0
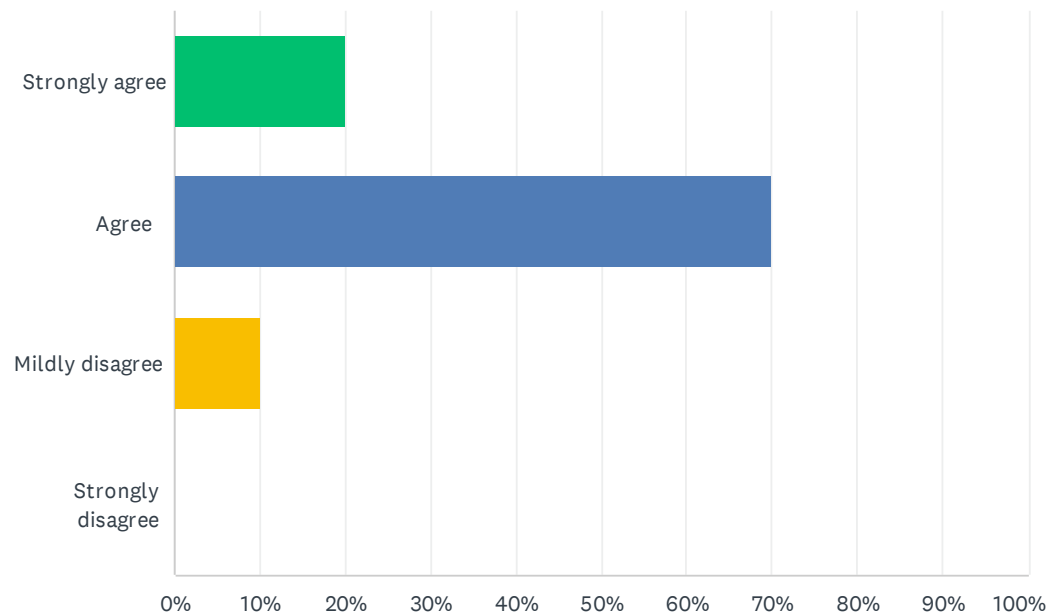
ANSWER CHOICES	RESPONSES	
Strongly agree	20.00%	2
Agree	70.00%	7
Mildly disagree	10.00%	1
Strongly disagree	0.00%	0
TOTAL		10

Q10 How well do you understand your schools Emergency procedures?
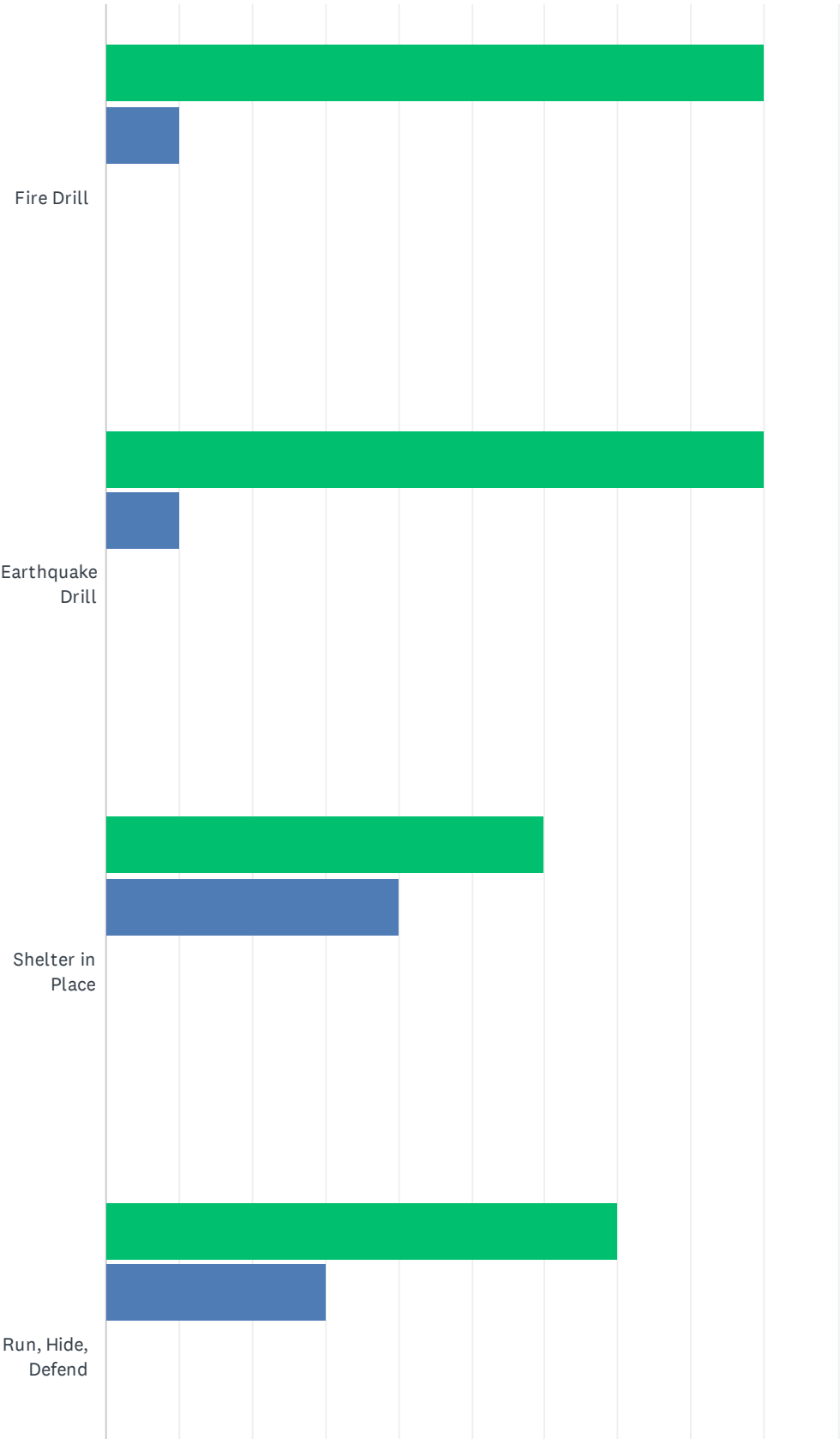
Answered: 10   Skipped: 0

Fire Drill

Earthquake Drill

Shelter in Place

Run, Hide, Defend

Silver Oak Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
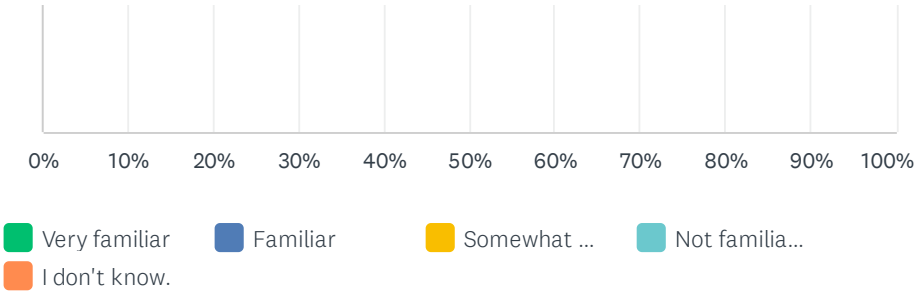
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	90.00% 9	10.00% 1	0.00% 0	0.00% 0	0.00% 0	10
Earthquake Drill	90.00% 9	10.00% 1	0.00% 0	0.00% 0	0.00% 0	10
Shelter in Place	60.00% 6	40.00% 4	0.00% 0	0.00% 0	0.00% 0	10
Run, Hide, Defend	70.00% 7	30.00% 3	0.00% 0	0.00% 0	0.00% 0	10

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

Answered: 10   Skipped: 0
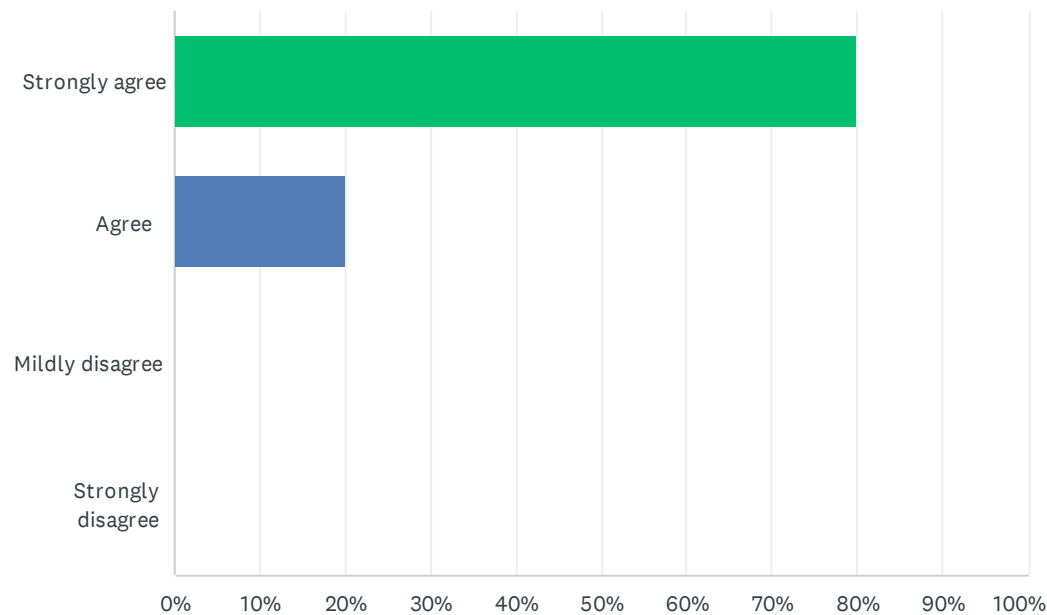
ANSWER CHOICES	RESPONSES	
Strongly agree	80.00%	8
Agree	20.00%	2
Mildly disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		10

Q12 The school has adequate resources to help students in an emergency or crisis.

Answered: 10   Skipped: 0
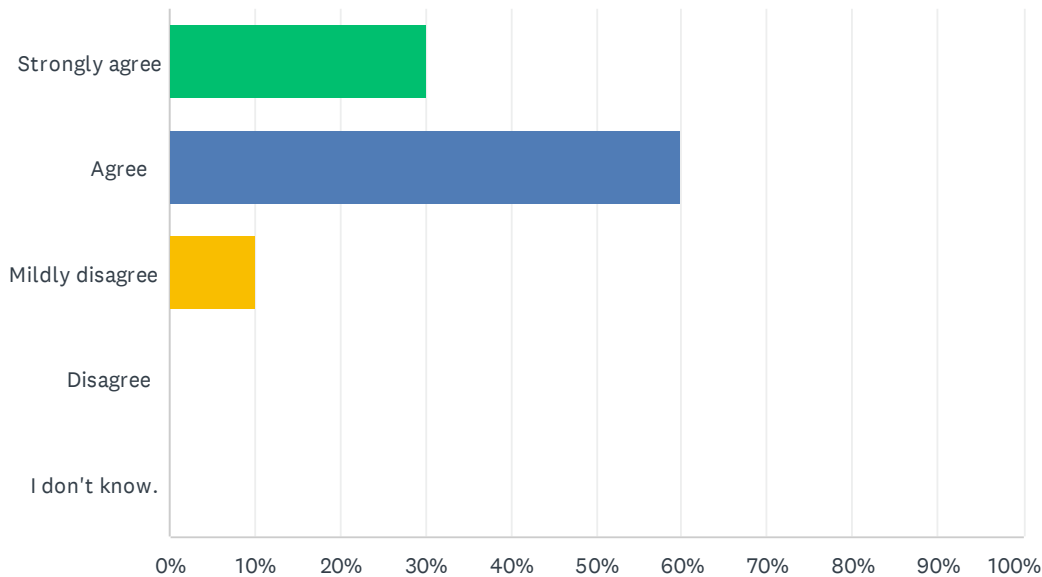
ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	60.00%	6
Mildly disagree	10.00%	1
Disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		10

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

Answered: 10   Skipped: 0
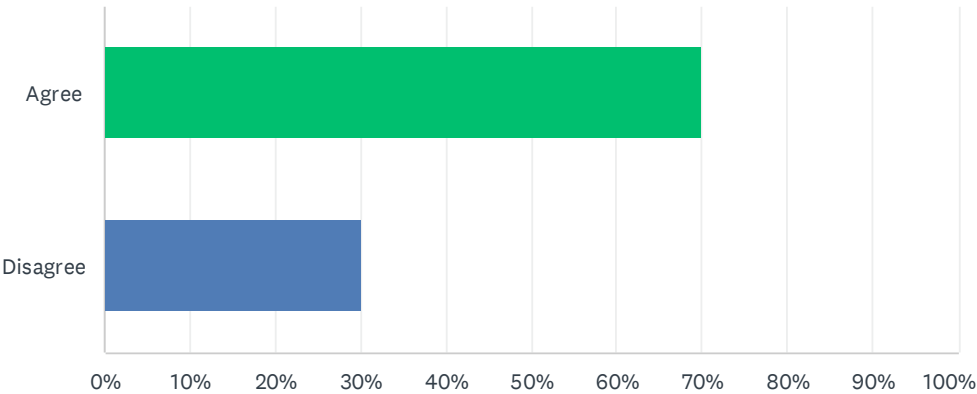
ANSWER CHOICES	RESPONSES	
Agree	70.00%	7
Disagree	30.00%	3
TOTAL		10

Q14 The facilities and grounds are well maintained at my school.

Answered: 10   Skipped: 0
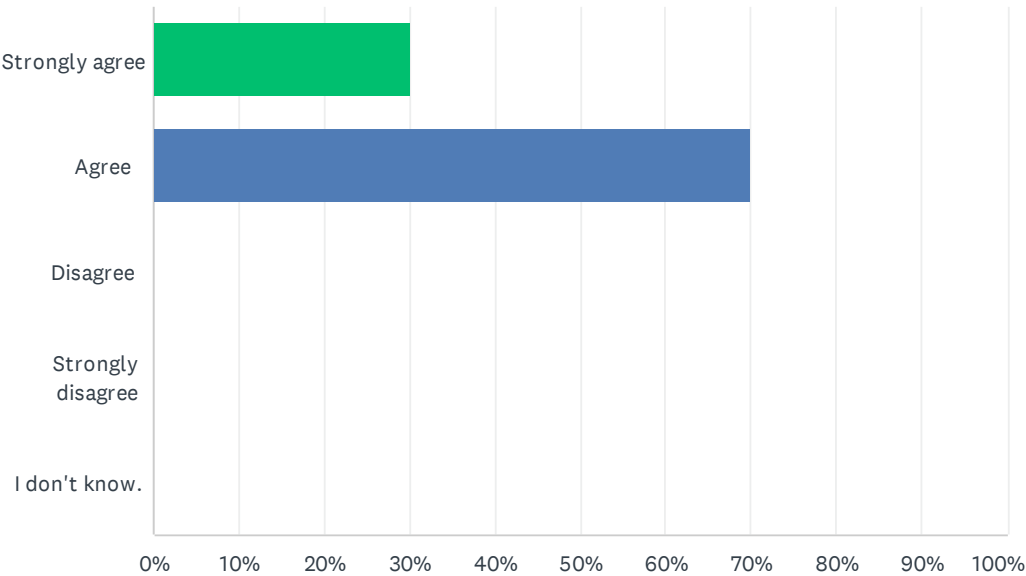
ANSWER CHOICES	RESPONSES	
Strongly agree	30.00%	3
Agree	70.00%	7
Disagree	0.00%	0
Strongly disagree	0.00%	0
I don't know.	0.00%	0
TOTAL		10

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

Answered: 7   Skipped: 3

ELPAC
English Language Proficiency
Assessments for California

caaspp California Assessment of
Student Performance and Progress

Home   About   Assessments ▼   Additional Resources   News Releases   Contact

Summative ELPAC

(View Test Results)   Search / Compare Results   Understanding Results   Grade Reports   Research Files

< Back to Test Results at a Glance   (Print Test Results)   (Get Research Files)

Detailed Test Results for:
School: Silver Oak Elementary
CDS Code: 43-69435-6111942 | County: Santa Clara | District: Evergreen Elementary

Report Options

Year:

2022–23   ˅

Student Group:

All Students (Default)   ˅

School Type:

All Schools   ˅

(Selections Applied)

PLEASE NOTE: English learners from Kindergarten to Grade 12 can be compared by mean scale scores and percentages at each performance level within grade levels, and adjacent grade spans. Note that schools made up of different grade levels should be compared with caution. Scores for 2018–19 should not be compared to scores from previous years as the thresholds have changed and the scores are not comparable.

Please visit the Understanding Results page for a description of the performance levels displayed below.

2022–23 Detailed Test Results for All Students

Select Display Type:

Percentage of Students   ˅

▼ Data Detail - All Students (accessible data)

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

Number of Students and Mean Scale Scores

Reporting Categories	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled ⁱ	21	4	6	*	8	5	6	N/A	N/A	N/A	N/A	N/A	N/A	52
# of Students Tested ⁱ	21	4	6	*	8	5	6	N/A	N/A	N/A	N/A	N/A	N/A	52
# of Students Tested with Scores ⁱ	21	4	6	*	8	5	6	N/A	N/A	N/A	N/A	N/A	N/A	52
Mean Scale Score - Overall	1372.7	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mean Scale Score - Oral Language	1363.8	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mean Scale Score - Written Language	1393.7	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Percentage of Students at Each Performance Level

Overall Performance

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
☐ Level 4 ⁱ Percentage of students by grade for level	23.81%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	36.54%
☐ Level 3 ⁱ Percentage of students by grade for level	33.33%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	28.85%
☐ Level 2 ⁱ Percentage of students by grade for level	4.76%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	19.23%
☐ Level 1 ⁱ Percentage of students by grade for level	38.10%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	15.38%

Oral Language Performance
Oral Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
☐ Level 4 ⁱ Percentage of students by grade for level	14.29%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	36.54%
☐ Level 3 ⁱ Percentage of students by grade for level	47.62%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	40.38%
☐ Level 2 ⁱ Percentage of students by grade for level	0.00%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	5.77%
☐ Level 1 ⁱ Percentage of students by grade for level	38.10%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	17.31%

Written Language Performance
Written Language Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
☐ Level 4 ⁱ Percentage of students by grade for level	19.05%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	19.23%
☐ Level 3 ⁱ Percentage of students by grade for level	23.81%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	30.77%
☐ Level 2 ⁱ Percentage of students by grade for level	19.05%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	32.69%
☐ Level 1 ⁱ Percentage of students by grade for level	38.10%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	17.31%

Percentage of Students by Domain

Listening
Listening

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed ⁱ Percentage of students by grade for level	23.81%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	32.69%
Somewhat/Moderately ⁱ Percentage of students by grade for level	38.10%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	51.92%
Beginning to Develop ⁱ Percentage of students by grade for level	38.10%	*	*	*	*	*	*	N/A	N/A	N/A	N/A	N/A	N/A	15.38%

Speaking

Speaking

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed i Percentage of students by grade for level	9.52%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	46.15%
Somewhat/Moderately i Percentage of students by grade for level	52.38%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	34.62%
Beginning to Develop i Percentage of students by grade for level	38.10%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	19.23%

Reading
Reading

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed i Percentage of students by grade for level	19.05%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	28.85%
Somewhat/Moderately i Percentage of students by grade for level	42.86%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	46.15%
Beginning to Develop i Percentage of students by grade for level	38.10%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	25.00%

Writing
Writing

Domain Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Well Developed i Percentage of students by grade for level	42.86%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	36.54%
Somewhat/Moderately i Percentage of students by grade for level	19.05%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	46.15%
Beginning to Develop i Percentage of students by grade for level	38.10%	•	•	•	•	•	•	N/A	N/A	N/A	N/A	N/A	N/A	17.31%