



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	5/21/26	6/18/26

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

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Comprehensive Needs Assessment Components	3
California School Dashboard (Dashboard) Indicators.....	3
Other Needs	3
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results	13
Student Population.....	17
Overall Performance	19
Academic Performance	20
Academic Engagement	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	35
Goal 3.....	38
Budget Summary	42
Budget Summary	42
Other Federal, State, and Local Funds	42
Budgeted Funds and Expenditures in this Plan	43
Funds Budgeted to the School by Funding Source.....	43
Expenditures by Funding Source	43
Expenditures by Budget Reference	43
Expenditures by Budget Reference and Funding Source	43
Expenditures by Goal.....	44
School Site Council Membership	45
Recommendations and Assurances	46
Instructions.....	47
Appendix A: Plan Requirements	54
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	57
Appendix C: Select State and Federal Programs	60

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

The School Plan for Student Achievement (SPSA) represents Silver Oak Elementary's commitment to a continuous cycle of improvement. Developed and updated annually by the School Site Council (SSC), the plan utilizes a comprehensive review of student data to drive targeted strategies and actions. All Silver Oak SPSA goals are strategically aligned with the district's Local Control and Accountability Plan (LCAP) to ensure cohesive support for student outcomes.

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 from parents, students, staff, and community stakeholders is the cornerstone of our school planning and budgeting process. Throughout the 2025-2026 school year, Silver Oak Elementary engaged in a consistent cycle of data analysis and goal monitoring during our regular School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings. These sessions—held on 9/29/25, 10/22/25, 11/18/25, 12/17/25, 2/25/26, 4/15/26, and 5/21/26—served as the primary venue for seeking input on school goals and resource allocation. Specifically, the SSC met on 4/15 and 5/19 to conduct a final review of the school goals and provide official approval. To ensure broader community participation, Parent and Community Coffee Meetings were also held on 10/23/25, 12/4/25, 3/31/26, and 5/5/26, providing additional opportunities for stakeholders to influence the development of the SPSA.

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 - Yellow

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 - 14% Chronically Absent
White Students - 9.2% Chronically Absent

Other Needs

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

While our school wide indicators advanced on the California School Dashboard, targeted student group data reveals a critical need for localized attendance interventions. Specifically, our Socioeconomically Disadvantaged (SED) and White student student groups only achieved an Orange performance tier. Local data indicates this stagnation is heavily driven by distinct trends: our SED student group maintains a 14% chronic absenteeism rate, influenced by barriers to daily

attendance, while our White student population stands at 9.2% chronically absent, driven significantly by families taking unexcused days for discretionary travel and extended vacations. Because the state dashboard penalizes all cumulative unexcused absences, these missed instructional days interrupt academic continuity and limit our student groups from reaching the Yellow or Green tiers.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.59%	0.43%	1.35%	3	2	6
Asian	65.74%	67.38%	66.82%	332	316	296
Filipino	4.36%	4.26%	4.29%	22	20	19
Hispanic/Latino	8.91%	8.32%	8.13%	45	39	36
Pacific Islander	0.40%	0.43%	0.45%	2	2	2
White	13.66%	13.86%	12.42%	69	65	55
Multiple/No Response	5.94%	5.33%	6.09%	30	25	27
Total Enrollment				505	469	443

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		30	32
Kindergarten	49	46	53
Grade 1	53	50	50
Grade 2	75	50	54
Grade3	79	73	56
Grade 4	69	73	69
Grade 5	92	68	71
Grade 6	68	79	58
Total Enrollment	505	469	443

Conclusions based on this data:

1. Silver Oak student population has decreased from the 2023-2024 with 505 students to this school year population of 443 student for the 2025-2026 school year.
2. Silver Oak's Asian student population decreased by 20 students between the 2024–2025 and 2025–2026 school years. This reflects a broader trend at our school, as a general decline in total enrollment over the past two years has led to minor decreases across all demographics.

3. During the 2025–2026 school year, Asian students remain Silver Oak's largest demographic, while the Hispanic subgroup averages approximately 36 students. Both segments reflect the minor, proportional decreases seen across all campus demographics due to a two-year trend of declining overall enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	50	37	35	12.5%	9.9%	7.9%
Fluent English Proficient (FEP)	133	117	101	25.3%	26.3%	22.8%
Reclassified Fluent English Proficient (RFEP)	37	30	29	4.4%	7.3%	6.55%

Conclusions based on this data:

1. Silver Oak's ELL population decreased from 12.5% in 2023–2024 to 7.9% for the current 2025–2026 school year.
2. Silver Oak's FEP population shifted from 25.3% to 22.8%, representing a strong and stable proportion of our student body despite lower overall ELL enrollment numbers.
3. Reclassification (RFEP) rate continues to demonstrate positive growth, rising from 4.4% in 2023–2024 to 7.3% in 2024–2025.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	78	71	65	77	71	65	77	71	100.0	98.7	100
Grade 4	92	67	73	92	67	72	92	67	72	100.0	100	98.6
Grade 5	82	93	68	82	93	68	82	93	68	100.0	100	100
Grade 6	91	68	80	89	68	80	89	68	80	97.8	100	100
All Grades	330	306	292	328	305	291	328	305	291	99.4	99.7	99.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2515.	2468.	2510.	60.00	40.26	60.56	26.15	28.57	23.94	7.69	14.29	15.49	6.15	16.88	0.00
Grade 4	2542.	2546.	2534.	53.26	58.21	52.78	26.09	26.87	23.61	9.78	8.96	12.50	10.87	5.97	11.11
Grade 5	2579.	2569.	2565.	54.88	49.46	41.18	25.61	27.96	41.18	12.20	13.98	4.41	7.32	8.60	13.24
Grade 6	2624.	2587.	2616.	55.06	41.18	47.50	31.46	32.35	40.00	6.74	14.71	11.25	6.74	11.76	1.25
All Grades	N/A	N/A	N/A	55.49	47.21	50.52	27.44	28.85	32.30	9.15	13.11	11.00	7.93	10.82	6.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.77	37.66	35.21	43.08	54.55	61.97	6.15	7.79	2.82
Grade 4	46.74	43.28	48.61	46.74	53.73	41.67	6.52	2.99	9.72
Grade 5	52.44	43.01	35.29	40.24	53.76	54.41	7.32	3.23	10.29
Grade 6	50.56	36.76	50.00	42.70	55.88	48.75	6.74	7.35	1.25
All Grades	50.00	40.33	42.61	43.29	54.43	51.55	6.71	5.25	5.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	40.00	25.97	45.07	53.85	53.25	50.70	6.15	20.78	4.23
Grade 4	34.78	35.82	29.17	59.78	59.70	58.33	5.43	4.48	12.50
Grade 5	42.68	39.78	29.41	51.22	51.61	58.82	6.10	8.60	11.76
Grade 6	44.94	39.71	41.25	49.44	45.59	52.50	5.62	14.71	6.25
All Grades	40.55	35.41	36.43	53.66	52.46	54.98	5.79	12.13	8.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	35.38	19.48	22.54	61.54	74.03	71.83	3.08	6.49	5.63
Grade 4	27.17	23.88	23.61	66.30	73.13	70.83	6.52	2.99	5.56
Grade 5	32.93	21.51	16.18	62.20	72.04	79.41	4.88	6.45	4.41
Grade 6	32.58	30.88	21.25	65.17	61.76	75.00	2.25	7.35	3.75
All Grades	31.71	23.61	20.96	64.02	70.49	74.23	4.27	5.90	4.81

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.15	32.47	43.66	52.31	61.04	53.52	1.54	6.49	2.82
Grade 4	32.61	31.34	30.56	60.87	67.16	63.89	6.52	1.49	5.56
Grade 5	28.05	33.33	36.76	64.63	59.14	54.41	7.32	7.53	8.82
Grade 6	50.56	23.53	38.75	47.19	66.18	58.75	2.25	10.29	2.50
All Grades	39.02	30.49	37.46	56.40	62.95	57.73	4.57	6.56	4.81

Conclusions based on this data:

- Overall, the Silver Oak students scored 3.31% higher overall ELA CAASPP from the 2023-2024 to the 2024-2025 school year.

2. In the area of listening, students did decrease from 31.71% in % above standard in 2023-2024 to 20.96% above standard in the 2024-2025 school year, decreasing 10.75% in 3 years. The area of the listening should be a continued area of focus for the 2025-2026 and 2026-2027 school year.
3. In the area of researching, students did decrease from 39.02% in % above standard in 2023-2024 to 37.46% above standard in the 2024-2025 school year, decreasing 1.56% in 3 years. The area of the researching should also be a continued area of focus for the 2025-2026 and 2026-2027 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	65	78	71	65	77	71	65	77	71	100.0	98.7	100
Grade 4	92	67	73	92	67	72	92	67	72	100.0	100	98.6
Grade 5	82	93	68	82	93	68	82	93	68	100.0	100	100
Grade 6	91	68	80	89	68	80	89	68	80	97.8	100	100
All Grades	330	306	292	328	305	291	328	305	291	99.4	99.7	99.7

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2519.	2508.	2527.	64.62	55.84	67.61	26.15	24.68	19.72	7.69	15.58	8.45	1.54	3.90	4.23
Grade 4	2572.	2573.	2551.	61.96	61.19	51.39	26.09	23.88	27.78	8.70	11.94	12.50	3.26	2.99	8.33
Grade 5	2583.	2589.	2563.	54.88	52.69	51.47	19.51	27.96	17.65	18.29	15.05	19.12	7.32	4.30	11.76
Grade 6	2633.	2617.	2637.	58.43	57.35	70.00	25.84	16.18	17.50	13.48	16.18	7.50	2.25	10.29	5.00
Grade 11															
All Grades	N/A	N/A	N/A	59.76	56.39	60.48	24.39	23.61	20.62	12.20	14.75	11.68	3.66	5.25	7.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	70.77	54.55	70.42	29.23	40.26	25.35	0.00	5.19	4.23
Grade 4	67.39	67.16	56.94	29.35	28.36	33.33	3.26	4.48	9.72
Grade 5	54.88	56.99	51.47	35.37	37.63	36.76	9.76	5.38	11.76
Grade 6	56.18	60.29	66.25	39.33	27.94	28.75	4.49	11.76	5.00
Grade 11									
All Grades	61.89	59.34	61.51	33.54	34.10	30.93	4.57	6.56	7.56

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58.46	55.84	57.75	40.00	37.66	40.85	1.54	6.49	1.41
Grade 4	57.61	50.75	50.00	38.04	43.28	36.11	4.35	5.97	13.89
Grade 5	45.12	45.16	33.82	46.34	49.46	57.35	8.54	5.38	8.82
Grade 6	47.19	48.53	56.25	50.56	38.24	38.75	2.25	13.24	5.00
All Grades	51.83	49.84	49.83	43.90	42.62	42.96	4.27	7.54	7.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	58.46	46.75	66.20	41.54	49.35	29.58	0.00	3.90	4.23
Grade 4	54.35	62.69	43.06	41.30	31.34	48.61	4.35	5.97	8.33
Grade 5	39.02	38.71	44.12	52.44	58.06	41.18	8.54	3.23	14.71
Grade 6	48.31	42.65	50.00	51.69	52.94	46.25	0.00	4.41	3.75
All Grades	49.70	46.89	50.86	46.95	48.85	41.58	3.35	4.26	7.56

Conclusions based on this data:

1. Overall, the Silver Oak students scored 4.09% higher overall Math CAASPP from the 2023-2024 to the 2024-2025 school year.
2. In the area of Problem Solving/Data Analysis and Modeling, students had a very slight decrease from 51.83% in % above standard in 2023-2024 to 49.83% above standard in the 2024-2025 school year, decreasing 2% in 3 years. The area of the Problem Solving/Data Analysis and Modeling should be a continued area of focus for the 2025-2026 and 2026-2027 school year.
3. Our intentional focus on mathematical discourse is paying off, Silver Oak students continue to show steady progress in their ability to Communicate Reasoning on state assessments. The number of students meeting or exceeding standards in this area grew from 49.70% last year to 50.86% in the 2024–2025 school year—a testament to the hard work of our students and teachers.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1372.7	1491.8	*	1363.8	1506.4	*	1393.7	1457.5	*	21	15	6
1	*	*	*	*	*	*	*	*	*	4	7	4
2	*	*	*	*	*	*	*	*	*	6	*	5
3	*	*	*	*	*	*	*	*	*	*	6	*
4	*	*	*	*	*	*	*	*	*	8	*	*
5	*	*	*	*	*	*	*	*	*	5	4	*
6	*	*	*	*	*	*	*	*	*	6	6	*
All Grades										52	43	26

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.81	66.67	*	33.33	20.00	*	4.76	13.33	*	38.10	0.00	*	21	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.54	46.51	38.46	28.85	34.88	30.77	19.23	11.63	15.38	15.38	6.98	15.38	52	43	26

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	73.33	*	47.62	13.33	*	0.00	13.33	*	38.10	0.00	*	21	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.54	62.79	42.31	40.38	20.93	26.92	5.77	11.63	15.38	17.31	4.65	15.38	52	43	26

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		26.67	*		66.67	*		6.67	*		0.00	*		15	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.23	23.26	19.23	30.77	48.84	50.00	32.69	18.60	15.38	17.31	9.30	15.38	52	43	26

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	23.81	53.33	*	38.10	46.67	*	38.10	0.00	*	21	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.69	44.19	42.31	51.92	48.84	42.31	15.38	6.98	15.38	52	43	26

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	9.52	80.00	*	52.38	20.00	*	38.10	0.00	*	21	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	60.47	42.31	34.62	34.88	38.46	19.23	4.65	19.23	52	43	26

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	19.05	13.33	*	42.86	86.67	*	38.10	0.00	*	21	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.85	16.28	26.92	46.15	74.42	50.00	25.00	9.30	23.08	52	43	26

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	42.86	60.00	*	19.05	40.00	*	38.10	0.00	*	21	15	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.54	46.51	19.23	46.15	46.51	69.23	17.31	6.98	11.54	52	43	26

Conclusions based on this data:

1. The percentage of Silver Oak English learners who scored "well-developed" in the area of reading went up from 16.28% in 2023-2024 to 26.92% in the 2024-2025 school year.

2. A comparative analysis of ELPAC domain performance highlights a notable shift in student writing proficiency, with the percentage of English Learners scoring 'Well-Developed' in Writing moving from 46.51% to 19.23% over the past two assessment cycles. To address this variance comprehensively, Writing will serve as a primary school-wide focus area for both the 2025–2026 and 2026–2027 school years. By equipping educators with rigorous tier-1 strategies—including systematic sentence frames, intentional vocabulary scaffolding, and integrated oral-to-written language pathways—we aim to reverse this trend and build sustainable student stamina throughout the writing process.
3. Silver Oak's overall English Learner population scales down in size, our latest ELPAC results show that the majority of our tested students are thriving and reaching proficiency levels. We have seen a significant decrease in the number of students scoring at Level 1, proving that our targeted language supports are effectively moving students up the continuum.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
469	8.7%	7.9%	0.0%
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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	7.9%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	41	8.7%
Students with Disabilities	24	5.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	0	0.0%
Asian	316	67.4%
Filipino	20	4.3%
Hispanic	39	8.3%
Two or More Races	25	5.3%
Pacific Islander	2	0.4%
White	65	13.9%

Conclusions based on this data:

1. Silver Oak's student population has decreased from 2023-2024 school year from 505 to 469 for the 2024-2025 school year. This is a decrease of approximately 36 students.

2. Silver Oak's socioeconomically disadvantaged had increased from 7.3% in the 2023-2024 school year to 8.7% in the 2024-2025 school year.
3. Silver Oak's English Language Learner population has decreased from 9.9% in the 2023-2024 school year to 7.9% in the 2024-2025 school year.

School and Student Performance Data

Overall Performance

The 2025 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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- We are performing well in most categories.
- Our absentee rate has decreased with an improvement from red to green on the dashboard.

School and Student Performance Data

Academic Performance English Language Arts

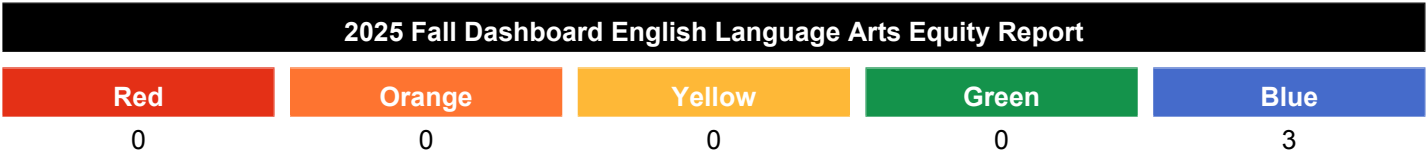
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 74.4 points above standard Increased 15.9 points 287 Students	English Learners  Blue 37.2 points above standard Increased 25.8 points 33 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 9 points below standard Maintained 0.4 points 25 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  Blue 85.7 points above standard Increased 11.7 points 197 Students	Filipino  No Performance Color 75 points above standard Increased 43.3 points 11 Students	Hispanic  No Performance Color 11.6 points above standard Increased 13.4 points 20 Students
Two or More Races  No Performance Color 74.8 points above standard Increased 32.2 points 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 52.4 points above standard Increased 17.2 points 41 Students

Conclusions based on this data:

1. Demonstrating exceptional academic resilience and targeted instructional growth, Silver Oak Elementary secured a remarkable 15.9% increase in English Language Arts (ELA) proficiency on the California School Dashboard. This double-digit advancement highlights the success of our school-wide, data-driven reading interventions and solidifies our position as a top-tier academic performer in the region
2. Silver Oak's English Learner subgroup demonstrated remarkable academic acceleration, achieving a 37.2-point increase in ELA on the California School Dashboard for the 2024-2025 school year. This significant upward shift underscores the efficacy of our integrated ELD frameworks and targeted site-based interventions in rapidly closing the achievement gap.
3. Our Hispanic students increased 11.6 points above standard in the 2024-2025 school year, this is an increase of 13.4 points from the 2023-2024 Dashboard results in ELA.

School and Student Performance Data

Academic Performance Mathematics

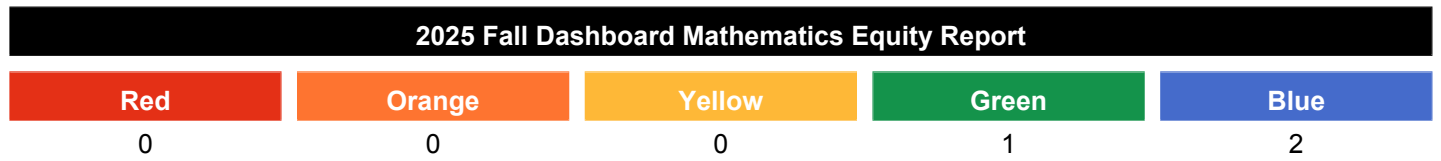
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 71.2 points above standard Maintained -0.5 points 288 Students	English Learners  Blue 38.6 points above standard Increased 24 points 34 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 33.7 points below standard Declined 7.2 points 25 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  Blue 94.8 points above standard Increased 3 points 198 Students	Filipino  No Performance Color 13.1 points above standard Declined 35.4 points 11 Students	Hispanic  No Performance Color 13.4 points below standard Maintained -1.4 points 20 Students
Two or More Races  No Performance Color 42.1 points above standard Declined 4.6 points 16 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 32.8 points above standard Declined 13.2 points 41 Students

Conclusions based on this data:

1. A review of our California School Dashboard math data demonstrates instructional consistency, with Silver Oak performing 71.2 points above standard. This represents maintenance of our high academic baseline, showing a minor, statistically insignificant shift of -0.5 points from the prior cycle. This sustained high-tier performance confirms that our core mathematical instruction continues to deliver systemic grade-level mastery.
2. Our English Learner subgroup demonstrated academic acceleration in Mathematics, culminating in a placement of 38.6 points above standard on the California School Dashboard. This achievement is underscored by a powerful year-over-year increase of 24 points, providing clear evidence that our targeted language scaffolding and mathematical discourse interventions are rapidly closing the achievement gap.
3. With a cohort size of 20 students, our Hispanic subgroup demonstrated statistical consistency on the latest dashboard, maintaining their achievement trajectory at 12.4 points (shifting by just 1.0 point). As this subgroup currently performs 13.4 points below standard, our next steps will involve diving into student-level data to implement targeted math/literacy scaffolds, ensuring we convert this stable baseline into positive upward momentum.

School and Student Performance Data

Academic Performance Science

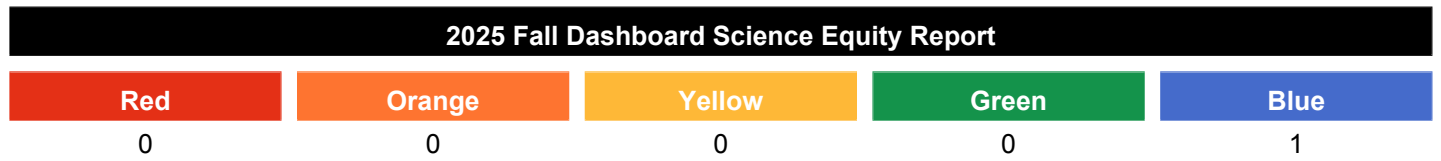
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 70.1 science points Maintained 0.8 points 67 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  Blue 74.7 science points Increased 5.2 points 40 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 64.1 science points Declined 6.5 points 15 Students

Conclusions based on this data:

1. Silver Oak students demonstrated exceptional scientific mastery, scoring 70.1 points above standard and maintaining a stable year-over-year baseline (with a minor 0.8-point shift). To sustain this trajectory, our instructional goal is to deepen NGSS alignment by systematically integrating a deeper focus of intentional alignment with instruction and our STEAM Lab.
2. Our Asian population scored 74.7 science points in the 2024-2025 school year, an increase of 5.2 points from the 2023-2024 school year.
3. Our White population scored 64.1 science points in the 2024-2025 school year, a decrease of 6.5 points from the 2023-2024 school year.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

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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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 68.8 making progress. Number Students: 16 Students	 No Performance Color making progress. Number Students: 0 Students

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.

2025 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
18.8%	12.5%	0%	68.8%

Conclusions based on this data:

1. Silver Oak English language learners increased from 13 students in the 2023-2024 school year to 16 students who have increased their ELPI by 1 level in the 2024-2025 school year.
2. We had 18.9% of our 30 English language learners decrease from the 2024-2025 school in one ELPI Level.
3. The targeted tier-1 language supports is clearly reflected on the latest California School Dashboard, with 68.8% of our English Learner population demonstrating positive progression across ELPI levels for the 2024-2025 school year. This substantial growth highlights effective instructional scaffolding and robust oral language development, establishing a strong foundation for continued academic success across all core subjects and will be a goal for the 2025-2026 and 2026-2027 school year.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

5.7% Chronically Absent

Maintained -0.2

476 Students

English Learners



Blue

0% Chronically Absent

Declined 12

40 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

0 Students

Socioeconomically Disadvantaged



Orange

14% Chronically Absent

Maintained 0.3

43 Students

Students with Disabilities  No Performance Color 33.3% Chronically Absent Increased 28.6 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  Green 3.7% Chronically Absent Declined 1.1 321 Students	Filipino  No Performance Color 15% Chronically Absent Increased 10.5 20 Students	Hispanic  Yellow 12.5% Chronically Absent Declined 9.7 40 Students
Two or More Races  No Performance Color 3.8% Chronically Absent Increased 0.5 26 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Orange 9.2% Chronically Absent Increased 6.4 65 Students

Conclusions based on this data:

1. Our intentional focus on school climate and systemic support has yielded a major breakthrough on the latest California School Dashboard, moving our status completely out of the Red zone and up into the Yellow band at 5.7%. This upward shift provides clear evidence that our site-level interventions are successfully taking hold, giving us a strong, stable foundation to build upon in the upcoming school years.
2. Our English language learners have excellent attendance with 0% of Silver Oak's population being chronically absent.
3. Our White population was 9.2% (65 students) percent chronically absent in the 2024-2025 school year and in the orange and our Hispanic population (40 students) was 12.5% chronically absent for the 2024-2025 school year and in the yellow.

School and Student Performance Data

Conditions & Climate Suspension Rate

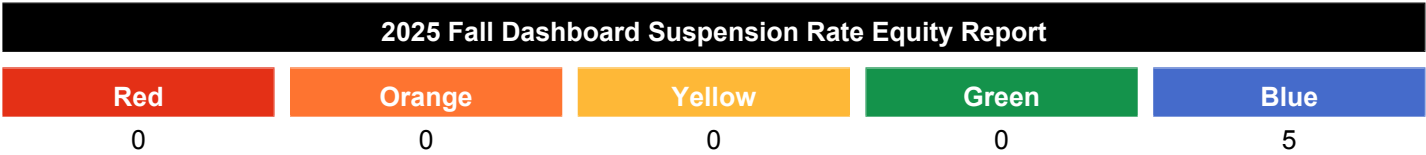
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least one day Maintained 0% 488 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 42 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0% 43 Students

Students with Disabilities  No Performance Color 0% suspended at least one day Maintained 0% 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 331 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 20 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 40 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Blue 0% suspended at least one day Maintained 0% 65 Students

Conclusions based on this data:

1. There were zero suspensions in the 2024-2025 school year at Silver Oak.
2. Silver Oak continues to use PBIS which includes interventions, supports, and consequences to address inappropriate student behavior, focusing on both accountability and positive behavior change. It will be a focus to use restorative practices, PBIS and multi-tiered systems of support when addressing behavior to ensure all students are successful and to eliminate the need to suspend a student in the 2025-2026 and 2026-2027 school years.

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.

Reading

Between Spring 2026 and Spring 2027, increase the percentage of K - 5 students who meet or exceed EESD benchmarks in Reading (Spring iReady).

Increase ALL students by 1% and increase FOCAL students by 2%

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.

An analysis of the 2024-2025 CA Dashboard ELA data (75.4% proficient) and the Spring i-Ready Diagnostic 3 data (83% at/above grade level) demonstrates strong overall Tier 1 literacy instruction for the general student population. However, a significant achievement gap exists when the data is disaggregated by student subgroups. While 83% of all students are meeting benchmarks on local assessments, only 50% of Latino students, 50% of English Language Learners (ELL), and 39% of Students with Disabilities (SWD) are performing at or above grade level. This represents a 33-percentage-point proficiency gap for our Latino and ELL students, and a severe 44-percentage-point gap for our SWD population.

There is a need to strengthen targeted Tier 2 and Tier 3 interventions, integrate robust English Language Development (ELD) strategies across all content areas, and deepen collaboration between general education and Special Education teachers. Our school must pivot from generalized literacy instruction to highly focused, data-driven small-group instruction that directly addresses the foundational gaps keeping these specific student groups from reaching grade-level proficiency.

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
Reading Data (Spring iReady 2026 Reading)	Reading Data iReady K - 6 March 2026	Reading Data iReady K - 6 March 2027
iReady Diagnostic #3 at Silver Oak (August to March Window)	Baseline iReady Diagnostic #3 2026 at Silver Oak: ALL Students 83% at or above grade level ELL Students 50% at or above grade level Latino Students 50% at or above grade level SWD 39% at or above grade level	Expected Outcome iReady Reading Diagnostic #3 at Silver Oak ALL Students 84% at or above grade level ELL Students 52% at or above grade level Latino Students 52% at or above grade level SWD 41% at or above grade level

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	iReady Reading practice/monitoring, using individual student My Path to provide individualized ELA practice.	All students	
1.2	Accelerated Reader: Silver Oak will integrate Accelerated Reader and dedicated library periods to monitor and support independent reading across genres. Students select books within their designated reading levels, while educators utilize AR comprehension data to track progress, guide individual reading goals, and foster school-wide reading stamina.	All 1st - 6th Grade students	None Specified This cost will be funded by PTO for the 2026-2027 school year.
1.3	Tier 1 Small group strategic reading instruction during ELA classroom instruction time for identified students weekly.	All 1st - 6th Grade students	None Specified
1.4	Integrated ELD with language frames and content specific vocabulary to support our ELL students	All students	
1.5	Imagine Learning: English Language Learners who are level 1's and 2's will use Imagine Learning daily during ELA. Imagine Learning provides individualized literacy and vocabulary pathways using visual scaffolds. Real-time data will guide targeted small-group interventions to ensure equitable text access and support student reclassification.	All 1st - 6th Grade students	1866 Title III 4000-4999: Books And Supplies Imagine Learning to support level 1's and 2's weekly for English language development.
1.6	Brain Pop Application: Teachers will use BrainPOP to build background knowledge and academic vocabulary for complex informational texts. This multimodal strategy utilizes visual scaffolds, direct vocabulary instruction, and graphic organizers to improve reading comprehension, particularly for English Learners, as measured by diagnostics.	All 1st - 6th Grade students	3900 None Specified 4000-4999: Books And Supplies This cost will be funded by PTO for the 2026-2027 school year.
1.7	Silver Oak will utilize Benchmark Phonics as a targeted Tier 2 phonics intervention to close foundational literacy gaps during or after school. For students in grade 4 -6, Rigor Intervention will be used to support vocabulary and language skills	All 1st - 6th Grade students	2,000 General Fund 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	to support reading. Educators will deliver explicit, systematic small-group instruction focusing on phonics and decoding skills. Real-time progress monitoring and embedded assessments will guide data-driven adjustments to accelerate student reading proficiency.		After School Intervention groups
1.8	The school will focus exclusively on prioritizing and aligning ELA essential standards across grades TK–6 to drive student achievement. Educators will strengthen core instruction by anchoring lessons around these essential standards—targeting foundational literacy in primary grades and comprehension and academic writing in upper grades—while utilizing regular data checks to monitor student mastery.	All students	
1.9	Teachers will collaborate with parents through regular MTSS meetings to review reading data and establish coordinated home and school instructional strategies that support student reading proficiency.	All students	5,000 General Fund 1000-1999: Certificated Personnel Salaries Teachers timecard time for meeting after school with parents to discuss reading supports and progress with students.
1.10	Library to support student literacy and English Language Learners by maintaining a high functioning, accessible school library, maintaining a collection of high-interest, multi-leveled, and bilingual texts that reflect the student body's diversity, encouraging a culture of reading for all Silver Oak students.	All students	2,000 Supplemental Fund 4000-4999: Books And Supplies Library enrichment materials and new books.

Annual Review

SPSA Year Reviewed: 2025-26

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.

A review of the 2024–2025 California Dashboard ELA data establishes a strong historical baseline of 75.4% proficiency for Silver Oak Elementary. Building upon that foundation, our current school year's local data—the Spring 2026 i-Ready Diagnostic 3—demonstrates an exceptional school-wide proficiency rate of 83% at or above grade level for 'All Students.' This points to a highly effective Tier 1 core reading program.

However, an identical, troubling trend persists across both data sets: the presence of profound achievement gaps for our focal student groups. Our current i-Ready data shows that English Language Learners (50% proficient) and Latino students (50% proficient) trail the school-wide average by 33 percentage points. Most critically, our Students with Disabilities (SWD) present the highest need, with only 39% achieving grade-level proficiency—a 44-point equity gap.

Therefore, while the 2025–2026 school year was a success for the student body at large, it underscores a critical, systemic need to refine our specialized instruction. We must ensure that our core success is equitably extended to our ELL, Latino, and SWD student populations through targeted, data-driven Tier 2 and Tier 3 structures.

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 differences between the intended implementation and the budgeted expenditures to implement strategies to support math.

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 focus on data-driven small groups: Utilize i-Ready's "Prerequisites Report" to group ELL, Latino, and SWD students by specific missing foundational skills (e.g., phonics, vocabulary, comprehension) for 30 minutes of targeted instruction 3–4 times a week.

Silver Oak Leadership Team with support Co-Teaching & Collaboration: Dedicate structured collaboration time for General Education and Special Education teachers to co-plan ELA lessons, ensuring accommodations are built directly into the curriculum rather than treated as an afterthought.

Moving beyond "Good Enough" Tier 1: If 83% of all students are succeeding, your general education teachers have mastered standard delivery. The focus must now shift to sharpening differentiation within the ELA block(e.g., using explicit sentence frames, scaffolding academic vocabulary, and integrating heavy visual supports). Small group intervention can also support daily instruction, with identified students receiving regular intervention and assessment monitoring. For English Language Learners (ELL): Multilingual learners need explicit instruction in the sounds of English, which may not exist in their native language. Benchmark Phonics provides systematic sound-spelling correspondences and heavy visual support, preventing students from relying on "guessing" unfamiliar words. For Students with Disabilities (SWD): Students with IEPs for reading deficits thrive under a Structured Literacy approach. Because Benchmark Phonics is explicit (the teacher models directly) and cumulative (lessons build logically on prior knowledge), it reduces cognitive load and builds retention.

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.

Math

Between Spring 2026 and Spring 2027, increase the percentage of K - 5 students who meet or exceed EESD benchmarks in Math (iReady).

Increase ALL students by 1% and increase FOCAL students by 2%

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.

Analysis of the 2024–2025 California Dashboard math baseline establishes a strong foundation with 71.2% of students meeting or exceeding standards, a trend further validated by the Spring 2026 i-Ready Diagnostic #3 where 82% of all students achieved at or above grade level. However, a deep diagnostic breakdown of the local assessment reveals significant, persistent equity and achievement gaps that Tier 1 core instruction alone is not mitigating.

While the school-wide average is exceptionally high, multi-tiered data highlights an urgent need for targeted, culturally responsive, and linguistically scaffolded interventions for specific student groups. Specifically, a 25-point gap exists for English Language Learners (57% at or above grade level), a 38-point gap for Students with Disabilities (44% at or above grade level), and a profound 42-point delta for Latino students, who demonstrate the highest urgency at 40% proficiency.

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
Reading Data (Spring iReady 2026 Math)	Math Data iReady K - 6 March 2026	Math Data iReady K - 6 March 2027
iReady Diagnostic #3 at Silver Oak (August to March Window)	Baseline iReady Diagnostic #3 2026 at Silver Oak: All Students 82% at or above grade level ELL Students 57% at or above grade level Latino Students 40% at or above grade level SWD 44% at or above grade level	Expected Outcome iReady Math Diagnostic #3 at Silver Oak All Students 83% at or above grade level ELL Students 59% at or above grade level Latino Students 42% at or above grade level SWD 46% at or above grade level

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	Teachers will implement district adopted Developing Math Concepts in Pr-Kindergarten, Engage New York Math (K -5), and College Preparatory Math (CPM) (6th Grade) instruction for all Silver Oak students, utilizing whole-class lessons and small groups for skill mastery and reteaching. We will support English learners with targeted strategies, including visual aides, content vocabulary, and scaffolding to ensure meaningful engagement and mathematical understanding.	All students	None Specified
2.2	Silver Oak students in grades 1st - 6th and K in January will use iReady "My Path" for personalized math instruction and growth. Teachers will monitor progress to inform tailored support and extra practice.	All students K - 6	None Specified
2.3	Tier 1 and 2 small group math instruction for identified English language learner students, this targeted instruction will incorporate visuals, manipulative, and explicit vocabulary to support students' math and language development.	All students	5,000 Supplemental Fund 4000-4999: Books And Supplies Intervention Math Curriculum for identified students in targeted subgroups.
2.4	The school will focus exclusively on prioritizing and aligning Math essential standards across grades TK–6 to drive student achievement. Teachers will strengthen core instruction by anchoring lessons around these essential standards—targeting number sense, counting, and foundational algebraic thinking in primary grades (TK–2) and fractions, decimals, and multi-step problem-solving in upper grades (3–6)—while utilizing regular data checks to monitor student mastery.	All students K - 6	None Specified
2.5	Teachers will collaborate with parents through regular MTSS meetings to review math data and establish coordinated home and school instructional strategies that support student reading proficiency.	All students	6,000 General Fund 1000-1999: Certificated Personnel Salaries Teachers timecard time for meeting after school with parents to discuss reading supports and progress with students.

Annual Review

SPSA Year Reviewed: 2025-26

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.

The strategic combination of these activities proved highly effective for the general student population, driving core Tier 1 proficiency on the Spring 2026 i-Ready Diagnostic to an exceptional 82% in mathematics and maintaining top-tier status on the California School Dashboard. The deliberate alignment of professional development time allowed teacher collaboration to move past operational logistics and focus deeply on diagnosing student work. This collaborative time directly optimized the impact of the purchased supplemental materials and adaptive technology, ensuring software pathways like i-Ready and XtraMath were calibrated to address individual student target areas.

However, when analyzing effectiveness through an equity lens, these broad, school-wide strategies did not function to fully close the achievement gaps for our most vulnerable student demographics. While the standard implementation model supported school-wide growth, it lacked the highly specific, content-area scaffolding required to disproportionately accelerate learning for our English Language Learners (57% proficient), Students with Disabilities (44% proficient), and Latino student demographic (40% proficient).

The data indicates that future funding and strategy implementation must shift from generalized resource procurement to highly targeted, content-specific instructional frameworks. To achieve true demographic equity and rigorous academic growth, upcoming iterations must replace generic technology usage with explicit, data-tracked intervention blocks, and substitute general supplies with targeted linguistic and visual scaffolding materials designed to unlock complex word problems and academic language.

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 differences between the intended implementation and the budgeted expenditures to implement strategies to support math.

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.

As a direct result of the math data analysis, the upcoming SPSA cycle will implement demographic-driven instructional model for mathematics. While the 2024–2025 California Dashboard establishes a strong summative baseline at 71.2% proficient, the Spring 2026 i-Ready Diagnostic #3 highlights significant internal equity gaps that require immediate structural adjustments. Specifically, the data reveals that while school-wide proficiency sits at an exceptional 82%, deep achievement gaps persist for English Learners (57% proficient), Students with Disabilities (44% proficient), and Latino students (40% proficient). To eliminate these specific deltas, structural changes will be made across all four components of the math plan.

incorporating the new focus on essential standards planning:

- Adaptive programs (i-Ready and XtraMath) will shift from independent enrichment to a daily 30-minute Tier 2 block, allowing teachers to pull small groups for immediate skill instruction.
- Funding will prioritize concrete math manipulatives, visual models (like tape diagrams and number lines), and language frames to help English Learners and Latino students decode complex word problems.
- Collaboration time will be strictly tied to PLC protocols focused on mapping essential math standards, analyzing subgroup student work, and adjusting Tier 1 instructional pacing.

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.

Science

By Spring 2026, Increase the percentage of 5th grade students who meet or exceed standards for Science on the CAST Science assessment.

Increase ALL 5th Grade students by 2% and increase FOCAL students by 4% or more

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.

While Silver Oak's 70.1% science score on the California Dashboard is a strong school-wide achievement, a closer look at the 5th-grade subgroup data exposes a critical achievement gap. A stark contrast exists between the 66% of the overall 5th-grade student body performing at or above grade level and the systemic underperformance of key demographics, namely Students with Disabilities at 50%, Latino students at 43%, and English Language Learners (ELL) at 0%. This predictable variance indicates that while the current core curriculum effectively serves the majority, it is failing to provide equitable access or meet the diverse academic needs of all student populations on campus.

To close these gaps while maintaining high overall performance, the school must focus on explicit alignment with the Next Generation Science Standards (NGSS) and Amplify's multi-modal design. Because Amplify relies on the "Do, Talk, Read, Write, Visualize" model, teachers can provide Latino students and students with disabilities multiple entry points into the three-dimensional learning of NGSS (Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts). Moving forward, professional learning communities must consistently disaggregate data to monitor how these specific subgroups are progressing through Amplify's investigative units, allowing teacher teams to strategically realign instructional planning and PTO STEAM classes to support these learners during all science instruction at Silver Oak.

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
CAST Science Data 5th Grade	CAST Science Data 5th Grade Baseline Spring 2025 CAST Science ALL 5th Grade Students 66% at or above grade level ELL 5th Grade Students 0% at or above grade level Latino 5th Grade Students 43% at or above grade level SWD 5th Grade 50% at or above grade level	CAST Science Data 5th Grade Expected Outcome Spring 2026 CAST Assessment ALL 5th Grade Students 68% at or above grade level ELL 5th Grade Students 4% or more at or above grade level Latino 5th Grade Students 47% at or above grade level SWD 5th Grade 54% at or above grade level

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	Teachers will implement Amplify Science to develop and increase scientific literacy and academic vocabulary across grades K–5. The curriculum utilizes hands-on kits, visual scaffolding, and science seminars to ensure equitable access to complex informational text for all learners. Progress will be monitored via digital data dashboards and unit assessments to drive targeted small-group intervention and maximize NGSS achievement.	All K - 5th grade students	None Specified
3.2	Teachers will implement STEMscopes as an inquiry-based strategy to develop and increase scientific literacy and engineering design skills for 6th-grade students. The curriculum utilizes the 5E instructional model, interactive digital scaffolding, and hands-on exploration to ensure equitable access to rigorous STEM concepts for all learners. Progress will be monitored via real-time data dashboards and embedded elements assessments to drive targeted small-group intervention and maximize NGSS achievement.	All 6th grade students	None Specified
3.3	STEAM Lab: Teachers and STEAM instructors will implement a coordinated STEAM Lab and Core Curriculum Alignment strategy to deepen scientific inquiry and engineering design across grades K–6. STEAM instructors will provide monthly, hands-on laboratory lessons directly mapped to the NGSS standards taught within Amplify Science (K–5) and STEMscopes (6th). This collaborative model ensures that core classroom instruction is reinforced with experiential, real-world applications in the lab, providing equitable access to complex concepts for all learners. Progress will be monitored through collaborative planning cycles and student lab formative assessments to provide NGSS hands on experience and achievement.	All TK - 6th grade students	None Specified This cost will be funded by PTO for the 2026-2027 school year.
3.4	Fifth-grade teachers will implement a CAST Readiness strategy by integrating practice	All 5th grade students	None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	performance tasks during the school year that aligns directly with NGSS standards and allows students to familiarize themselves with the specific digital format, multi-step tasks, and question types of the CAASPP California Science Test. Progress will be monitored through practice data to drive targeted review and maximize CAST achievement.		
3.5	The school will focus on teaching the most essential science standards across grades K–6 to improve student learning. Teachers will improve daily lessons by focusing on the essential science standards—teaching hands-on exploration and basic observations in primary grades (K–2) and using evidence to explain scientific ideas in upper grades (3–6)—while using quick checks to make sure students understand.	All K - 6th grade students	None Specified
3.6	Teachers in grades 1 - 3 will use Mystery Science as a supplemental instructional application to enhance open-ended inquiry and engagement across elementary grades, aligning activities with core Amplify Science lessons to support robust NGSS instruction. The platform delivers open-and-go video hooks, guided visual scaffolding, and hands-on activities to deepen conceptual understanding for all learners.	1st - 3rd grade students	None Specified None Specified This cost will be funded by PTO for the 2026-2027 school year.

Annual Review

SPSA Year Reviewed: 2025-26

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.

To address school climate and attendance holistically, this goal integrates Positive Behavioral Interventions and Supports (PBIS), the Profile of a Learner, and visual arts and STEAM programming into a singular, cohesive framework for student engagement. While our 2025 California Dashboard demonstrated steady progress with chronic absenteeism decreasing to 5.7%, and our universal PBIS Tier 1 fidelity significantly improved to 83%, a concurrent decline in students feeling safe on the California Healthy Kids Survey (78%) highlights a critical need to strengthen targeted supports. By utilizing hands-on, creative visual arts and STEAM initiatives alongside Profile of a Learner traits to deepen student belonging and motivation, the school will foster a clean, organized, and positive learning environment. Concurrently, instructional leadership will focus on building Tier 2 PBIS systems capacity from 49% to bridge the safety gap, ultimately driving higher daily attendance, enhancing school climate, and ensuring comprehensive wellness for all students and the broader community.

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 differences between the intended implementation and the budgeted expenditures to implement strategies to support math.

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.

In Goal #4 we will support our metric targets on the PBIS Self-Assessment Survey (SAS) and California Healthy Kids Survey (CHKS) this year's goals focus on deepening our Multi-Tiered System of Supports (MTSS) to cultivate a safe, inclusive, and highly engaging school environment. Building upon our strong 83% Tier 1 PBIS foundation, we will focus

heavily on expanding our Tier 2 systems capacity from 49% by providing dedicated staff planning time for Social-Emotional Learning (SEL) alignment and comprehensive training in Restorative Practices. To directly address and reverse the decline in student-perceived safety on the CHKS, we will integrate Project Cornerstone school-wide and empower student voice through student-led clubs, ensuring every child feels a deep sense of belonging and peer connection.

Simultaneously, we will drive our chronic absenteeism rate below 5.7% by transforming how we reinforce and communicate positive behaviors. Universal tier 1 systems will be sustained through regular, visible school-wide recognition of students demonstrating PBIS expectations and Profile of a Learner traits. Furthermore, we will establish a proactive, positive attendance culture by launching clear community communication campaigns and celebrating student attendance milestones. By tightly aligning these targeted relational and systemic interventions, we will ensure that our fiscal and instructional planning translates directly into measurable growth across all school climate, safety, and attendance indicators.

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	\$58,176.00
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	\$1,866.00

Subtotal of additional federal funds included for this school: \$1,866.00

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	\$38,541.00
None Specified	\$3,900.00
Supplemental Fund	\$13,869.00

Subtotal of state or local funds included for this school: \$56,310.00

Total of federal, state, and/or local funds for this school: \$58,176.00

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	16,128.00	2,259.00
General Fund	45024.00	6,483.00
Title III	2109.00	243.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	38,541.00
None Specified	3,900.00
Supplemental Fund	13,869.00
Title III	1,866.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,000.00
2000-2999: Classified Personnel Salaries	18,268.00
4000-4999: Books And Supplies	19,908.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	15,000.00
2000-2999: Classified Personnel Salaries	General Fund	18,268.00
4000-4999: Books And Supplies	General Fund	5,273.00
4000-4999: Books And Supplies	None Specified	3,900.00
4000-4999: Books And Supplies	Supplemental Fund	8,869.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	5,000.00
4000-4999: Books And Supplies	Title III	1,866.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 4

Total Expenditures
14,766.00
11,000.00
32,410.00

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
Celestina Pakel - Principal	Principal
Pierre St Juste	Parent or Community Member
Amanda Davis	Parent or Community Member
Sam Mahr	Classroom Teacher Parent or Community Member
Victoria Neil	Classroom Teacher
Cassie, Secretary	Other School Staff
Vanessa Bell	Parent or Community Member
Maitri Jani	Parent or Community Member
Elizabeth Fong	Classroom Teacher
Francesca Richard	Classroom Teacher 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
	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: School Site Council

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 05/21/2026.

Attested:

	Principal, Celestina Pakel on 05/21/2026
	SSC Chairperson, Pierre St Juste on 05/21/2026

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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>

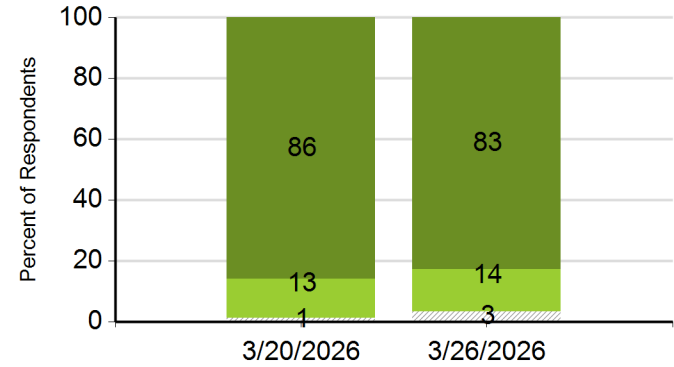
Appendix C: Select State and Federal Programs

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/>

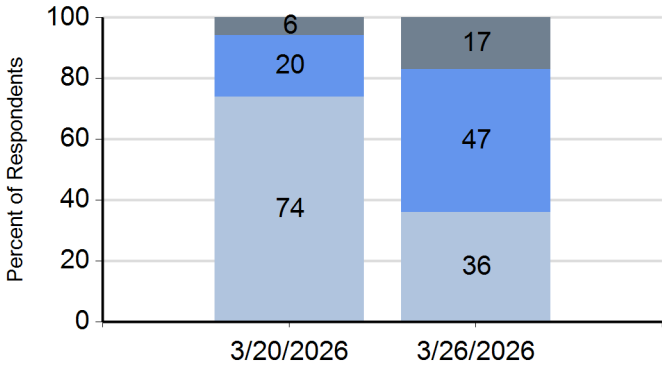
Updated by the California Department of Education, October 2023

Schoolwide Current Status
Silver Oak Elementary School
3/20/2026-3/26/2026



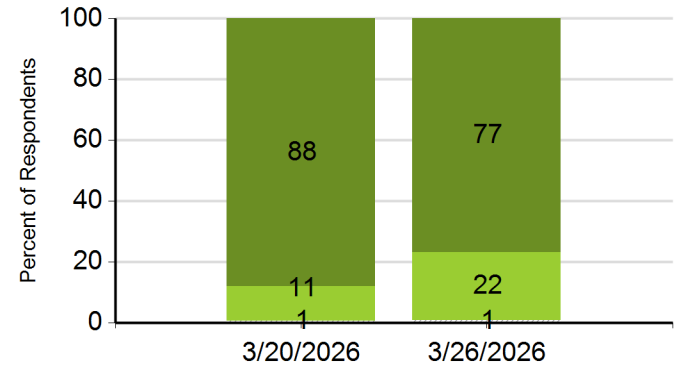
	In Place	Partial in Place	Not in Place
3/20/2026	86%	13%	1%
3/26/2026	83%	14%	3%

Schoolwide Priority for Improvement
Silver Oak Elementary School
3/20/2026-3/26/2026



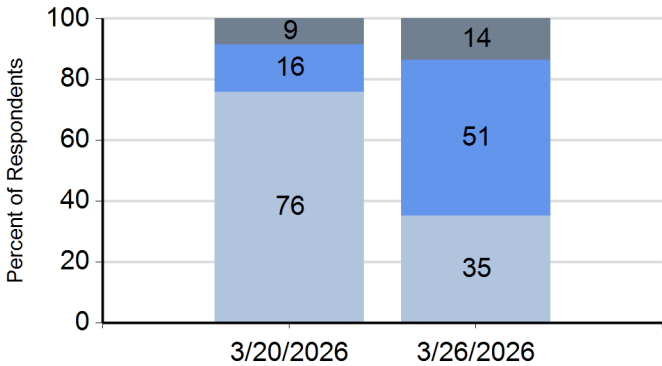
	High	Med	Low
3/20/2026	6%	20%	74%
3/26/2026	17%	47%	36%

Classroom Current Status
Silver Oak Elementary School
3/20/2026-3/26/2026



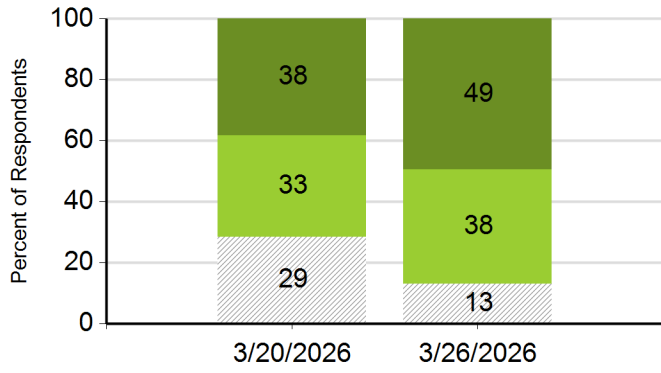
	In Place	Partial in Place	Not in Place
3/20/2026	88%	11%	1%
3/26/2026	77%	22%	1%

Classroom Priority for Improvement
Silver Oak Elementary School
3/20/2026-3/26/2026



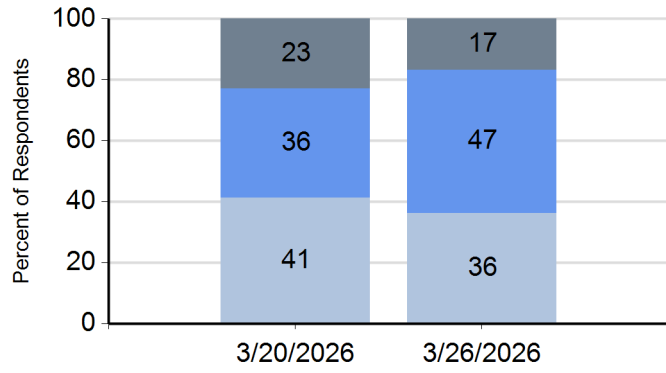
	High	Med	Low
3/20/2026	9%	16%	76%
3/26/2026	14%	51%	35%

Tier 2 Current Status
Silver Oak Elementary School
3/20/2026-3/26/2026



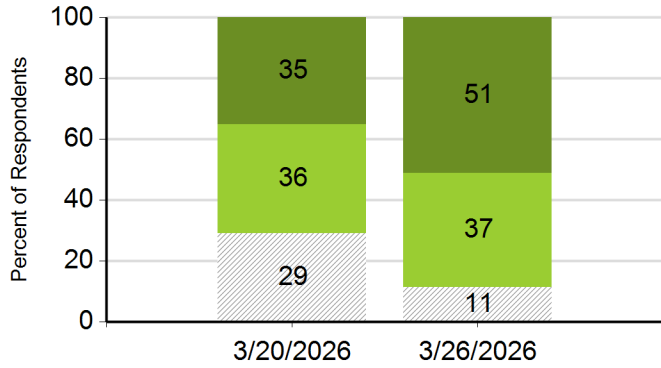
	In Place	Partial in Place	Not in Place
3/20/2026	38%	33%	29%
3/26/2026	49%	38%	13%

Tier 2 Priority for Improvement
Silver Oak Elementary School
3/20/2026-3/26/2026



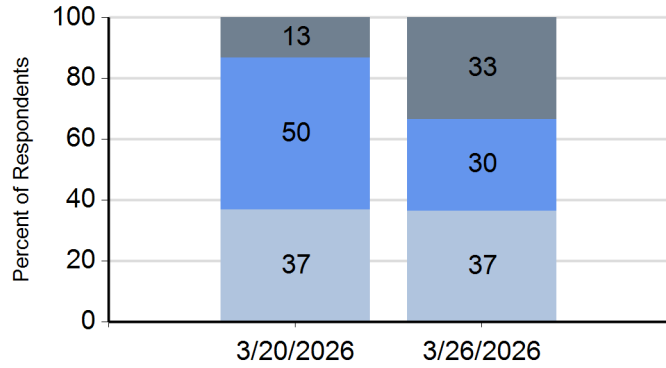
	High	Med	Low
3/20/2026	41%	36%	23%
3/26/2026	36%	47%	17%

Tier 3 Current Status
Silver Oak Elementary School
3/20/2026-3/26/2026



	In Place	Partial in Place	Not in Place
3/20/2026	35%	36%	29%
3/26/2026	51%	37%	11%

Tier 3 Priority for Improvement
Silver Oak Elementary School
3/20/2026-3/26/2026



	High	Med	Low
3/20/2026	37%	50%	13%
3/26/2026	37%	30%	33%

School Year				Number of Responses		Date Completed			
2025-26				16		3/20/2026			
Current Status				Feature		Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Schoolwide		High	Med	Low	n
81%	13%	6%	16	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.		8%	23%	69%	13
100%	N/A	N/A	16	2. Behavior Expectations: My school has five or fewer positively stated behavioral expectations and/or rules defined and in place (i.e., school matrix).		N/A	N/A	100%	12
50%	50%	N/A	16	3. Teaching Expectations: My school has documented and distributed lesson plans and schedule for teaching expected behaviors.		15%	38%	46%	13
100%	N/A	N/A	16	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.		N/A	8%	92%	13
88%	13%	N/A	16	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.		8%	25%	67%	12
100%	N/A	N/A	16	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.		N/A	15%	85%	13
94%	6%	N/A	16	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.		8%	33%	58%	12
80%	20%	N/A	15	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.		8%	38%	54%	13
94%	6%	N/A	16	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.		15%	15%	69%	13
100%	N/A	N/A	16	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).		8%	N/A	92%	13
73%	20%	7%	15	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.		8%	15%	77%	13

93%	7%	N/A	15	12. Behavior Data System: My school has a system for collecting social-emotional-behavioral data and summarizing patterns of student behavior.	N/A	15%	85%	13
73%	27%	N/A	15	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.	8%	23%	69%	13
80%	20%	N/A	15	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.	N/A	23%	77%	13
81%	13%	6%	16	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.	N/A	31%	69%	13
Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Classroom	High	Med	Low	n
87%	7%	7%	15	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.	15%	15%	69%	13
93%	7%	N/A	15	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).	8%	8%	85%	13
86%	14%	N/A	14	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).	8%	25%	67%	12
80%	20%	N/A	15	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.	8%	31%	62%	13
93%	7%	N/A	15	5. Active Supervision: In my classroom, I engage in active supervision through moving, scanning, and interacting (e.g., precorrects, prompts, feedback) with students.	8%	15%	77%	13
93%	7%	N/A	15	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).	8%	N/A	92%	13
73%	27%	N/A	15	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.	N/A	23%	77%	13

100%	N/A	N/A	15	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.	8%	8%	85%	13
87%	13%	N/A	15	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).	15%	15%	69%	13
Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Tier 2	High	Med	Low	n
36%	43%	21%	14	1. Behavior Support Team: A Tier 2 team with an administrator as an active member exists, meets regularly, and shares updates with staff.	17%	50%	33%	12
36%	43%	21%	14	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).	17%	42%	42%	12
43%	29%	29%	14	3. Student Identification: The Tier 2 team uses multiple sources of data to identify students who require Tier 2 supports.	25%	33%	42%	12
36%	29%	36%	14	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.	25%	33%	42%	12
36%	43%	21%	14	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).	25%	33%	42%	12
64%	14%	21%	14	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.	18%	27%	55%	11
50%	21%	29%	14	7. Professional Development: Professional development about requesting assistance for students and implementing each Tier 2 intervention is available to staff at least annually.	25%	17%	58%	12
29%	36%	36%	14	8. Level of Use: The Tier 2 team routinely shares with staff the proportion of students participating in Tier 2.	25%	33%	42%	12
36%	36%	29%	14	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).	25%	42%	33%	12
36%	29%	36%	14	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.	25%	42%	33%	12

Silver Oak Elementary School San Jose, California									
21%	43%	36%	14	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.	25%	42%	33%	12	
Current Status				Feature	Priority for Improvement				
In Place	Partial in Place	Not in Place	n	Tier 3	High	Med	Low	n	
31%	31%	38%	16	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.	15%	54%	31%	13	
25%	44%	31%	16	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).	15%	54%	31%	13	
38%	38%	25%	16	3. Student Identification: The Tier 3 team uses multiple sources of data to identify students who require intensive, individualized social-emotional-behavioral support.	15%	54%	31%	13	
31%	38%	31%	16	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.	15%	54%	31%	13	
33%	33%	33%	15	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.	23%	54%	23%	13	
27%	47%	27%	15	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.	15%	54%	31%	13	
60%	20%	20%	15	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.	15%	31%	54%	13	
47%	33%	20%	15	8. Stakeholder Engagement: Staff, families and students are engaged in planning, implementing and evaluating individualized behavior support plans.	8%	54%	38%	13	
31%	44%	25%	16	9. Professional Development: Training on function of behavior and implementing function-based individualized supports is available to staff at least annually.	8%	62%	31%	13	
38%	44%	19%	16	10. Generalization and Maintenance: Individualized function-based behavior support plans include processes to generalize and maintain expected behavior.	8%	38%	54%	13	
53%	20%	27%	15	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.	8%	46%	46%	13	

27%	27%	47%	15	12. Level of Use: Our Tier 3 Team routinely shares with staff the proportions of students participating in Tier 3.	15%	46%	38%	13
33%	40%	27%	15	13. Fidelity: A formal process exists for monitoring staff implementation of Tier 3 behavior support plans and routinely sharing fidelity data.	8%	46%	46%	13
20%	40%	40%	15	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.	15%	54%	31%	13

School Year				Number of Responses		Date Completed			
2025-26				14		3/26/2026			
Current Status				Feature		Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Schoolwide		High	Med	Low	n
93%	7%	N/A	14	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.		21%	43%	36%	14
100%	N/A	N/A	14	2. Behavior Expectations: My school has five or fewer positively stated behavioral expectations and/or rules defined and in place (i.e., school matrix).		15%	46%	38%	13
86%	7%	7%	14	3. Teaching Expectations: My school has documented and distributed lesson plans and schedule for teaching expected behaviors.		23%	38%	38%	13
93%	7%	N/A	14	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.		15%	54%	31%	13
79%	21%	N/A	14	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.		23%	46%	31%	13
71%	21%	7%	14	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.		17%	58%	25%	12
86%	14%	N/A	14	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.		23%	38%	38%	13
86%	14%	N/A	14	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.		23%	46%	31%	13
85%	15%	N/A	13	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.		17%	33%	50%	12
100%	N/A	N/A	13	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).		23%	46%	31%	13
77%	23%	N/A	13	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.		15%	54%	31%	13

85%	N/A	15%	13	12. Behavior Data System: My school has a system for collecting social-emotional-behavioral data and summarizing patterns of student behavior.	15%	46%	38%	13
69%	23%	8%	13	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.	8%	54%	38%	13
69%	23%	8%	13	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.	8%	46%	46%	13
62%	31%	8%	13	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.	8%	54%	38%	13

Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Classroom	High	Med	Low	n
86%	14%	N/A	14	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.	15%	46%	38%	13
79%	21%	N/A	14	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).	8%	54%	38%	13
64%	36%	N/A	14	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).	8%	54%	38%	13
62%	31%	8%	13	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.	8%	58%	33%	12
92%	8%	N/A	13	5. Active Supervision: In my classroom, I engage in active supervision through moving, scanning, and interacting (e.g., precorrects, prompts, feedback) with students.	25%	42%	33%	12
83%	17%	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).	25%	42%	33%	12
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.	17%	42%	42%	12

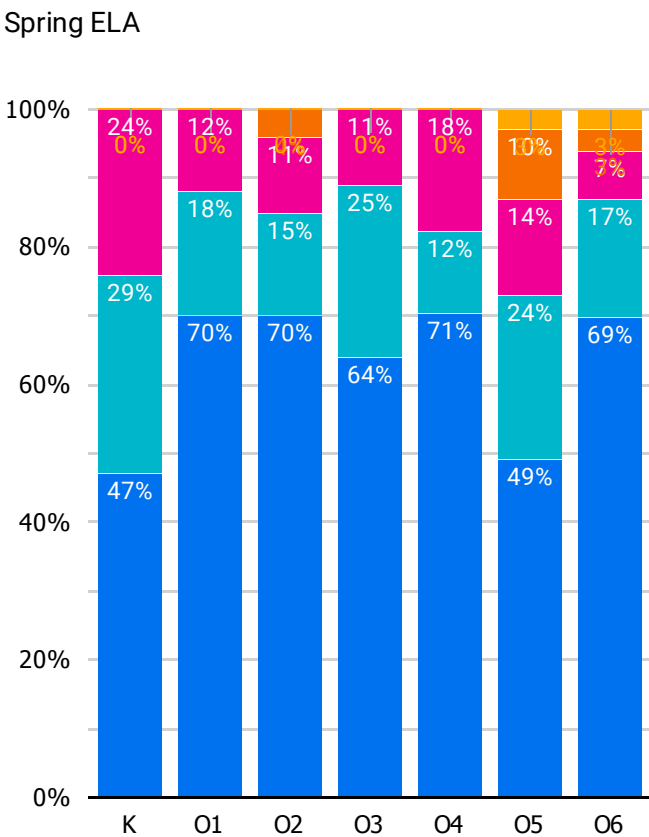
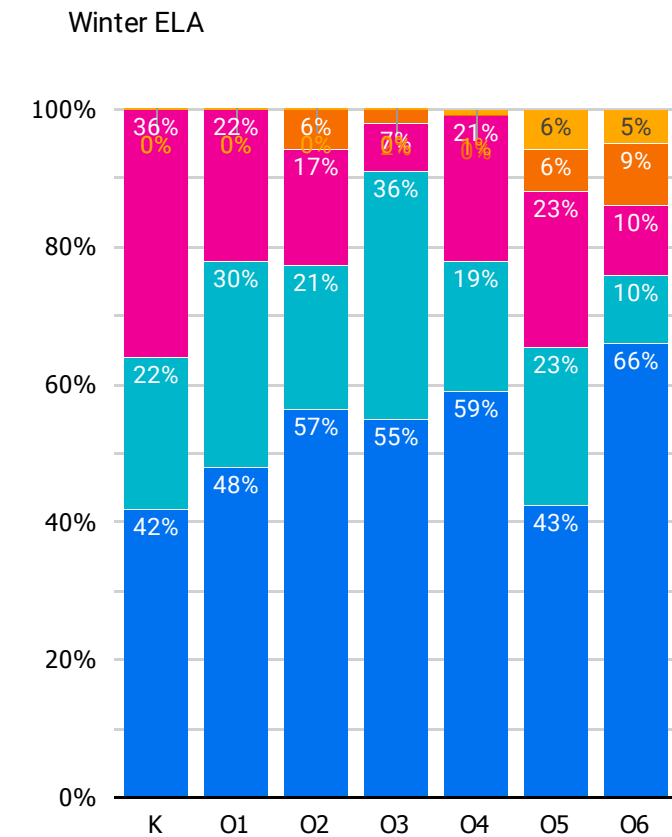
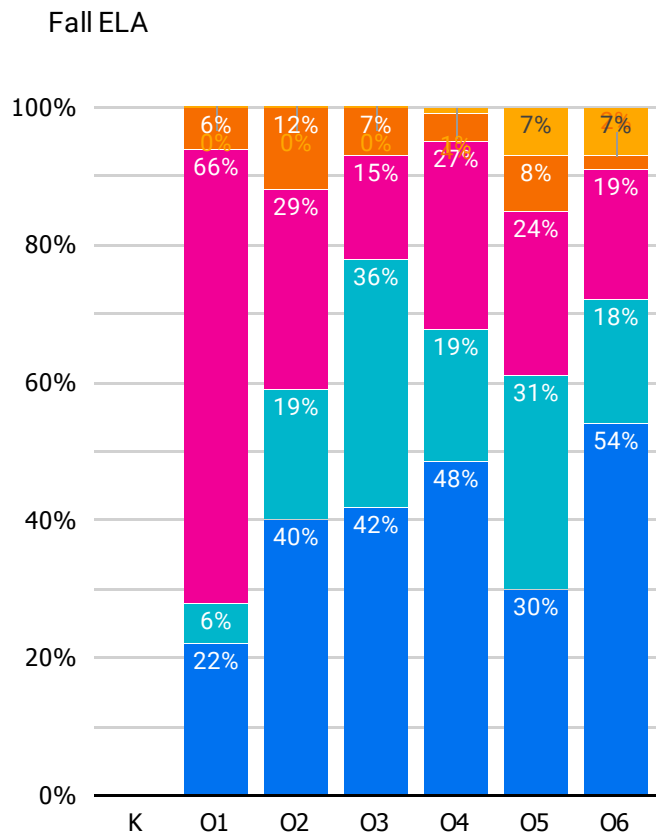
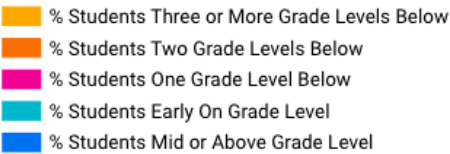
75%	25%	N/A	12	8. Academic Success: In my classroom, I monitor each and every student's progress to ensure academic success on daily assignments, projects, classroom tests, and homework, etc.	8%	58%	33%	12
67%	33%	N/A	12	9. Classroom Professional Development and Support: I have regular opportunities to access targeted professional development, assistance, and coaching recommendations for my classroom systems (e.g., observation, instruction, performance feedback).	8%	67%	25%	12

Current Status				Feature	Priority for Improvement			
In Place	Partial in Place	Not in Place	n	Tier 2	High	Med	Low	n
71%	21%	7%	14	1. Behavior Support Team: A Tier 2 team with an administrator as an active member exists, meets regularly, and shares updates with staff.	15%	38%	46%	13
57%	36%	7%	14	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).	15%	46%	38%	13
43%	43%	14%	14	3. Student Identification: The Tier 2 team uses multiple sources of data to identify students who require Tier 2 supports.	15%	54%	31%	13
43%	43%	14%	14	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.	15%	54%	31%	13
43%	50%	7%	14	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).	23%	46%	31%	13
50%	43%	7%	14	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.	15%	46%	38%	13
57%	29%	14%	14	7. Professional Development: Professional development about requesting assistance for students and implementing each Tier 2 intervention is available to staff at least annually.	23%	46%	31%	13
43%	36%	21%	14	8. Level of Use: The Tier 2 team routinely shares with staff the proportion of students participating in Tier 2.	15%	54%	31%	13
43%	36%	21%	14	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).	15%	38%	46%	13
50%	36%	14%	14	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.	15%	46%	38%	13

Silver Oak Elementary School San Jose, California									
43%	43%	14%	14	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.	15%	46%	38%	13	
Current Status				Feature	Priority for Improvement				
In Place	Partial in Place	Not in Place	n	Tier 3	High	Med	Low	n	
58%	33%	8%	12	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.	40%	30%	30%	10	
67%	25%	8%	12	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).	40%	20%	40%	10	
58%	33%	8%	12	3. Student Identification: The Tier 3 team uses multiple sources of data to identify students who require intensive, individualized social-emotional-behavioral support.	40%	20%	40%	10	
55%	27%	18%	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.	30%	20%	50%	10	
42%	50%	8%	12	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.	27%	36%	36%	11	
58%	33%	8%	12	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.	27%	27%	45%	11	
58%	25%	17%	12	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.	36%	18%	45%	11	
46%	38%	15%	13	8. Stakeholder Engagement: Staff, families and students are engaged in planning, implementing and evaluating individualized behavior support plans.	42%	25%	33%	12	
38%	46%	15%	13	9. Professional Development: Training on function of behavior and implementing function-based individualized supports is available to staff at least annually.	33%	33%	33%	12	
46%	38%	15%	13	10. Generalization and Maintenance: Individualized function-based behavior support plans include processes to generalize and maintain expected behavior.	33%	33%	33%	12	
46%	46%	8%	13	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.	25%	42%	33%	12	

54%	38%	8%	13	12. Level of Use: Our Tier 3 Team routinely shares with staff the proportions of students participating in Tier 3.	33%	33%	33%	12
38%	54%	8%	13	13. Fidelity: A formal process exists for monitoring staff implementation of Tier 3 behavior support plans and routinely sharing fidelity data.	27%	45%	27%	11
54%	31%	15%	13	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.	33%	33%	33%	12

Silver Oak English Language Arts Data 2025 - 2026

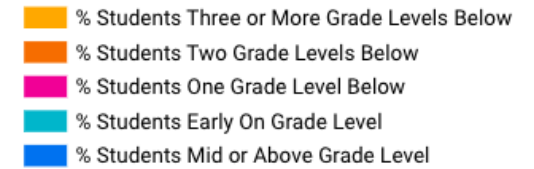


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	11	3	33	3	0
O2	21	10	15	6	0
O3	23	20	8	4	0
O4	32	13	18	3	1
O5	21	22	17	6	5
O6	31	10	11	1	4

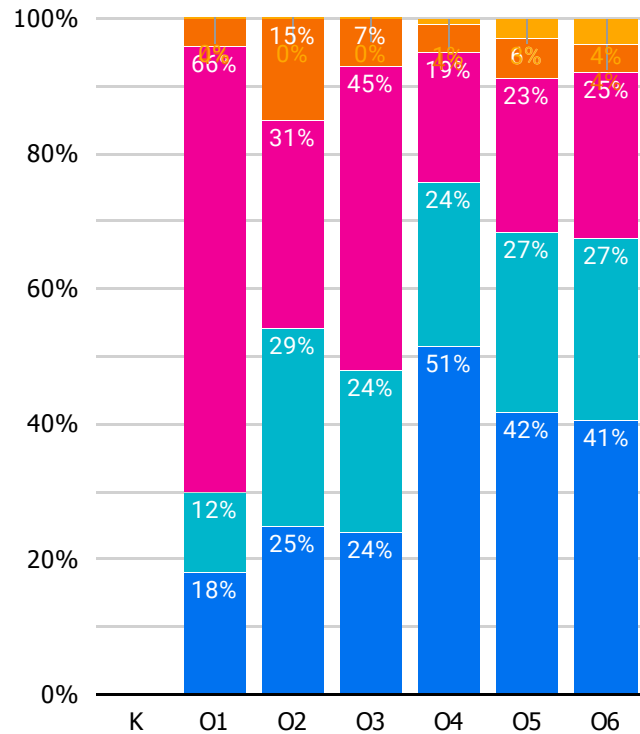
Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	21	11	18	0	0
O1	24	15	11	0	0
O2	30	11	9	3	0
O3	30	20	4	1	0
O4	40	13	14	0	1
O5	30	16	16	4	4
O6	38	6	6	5	3

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	23	14	12	0	0
O1	35	9	6	0	0
O2	38	8	6	2	0
O3	36	14	6	0	0
O4	48	8	12	0	0
O5	35	17	10	7	2
O6	40	10	4	2	2

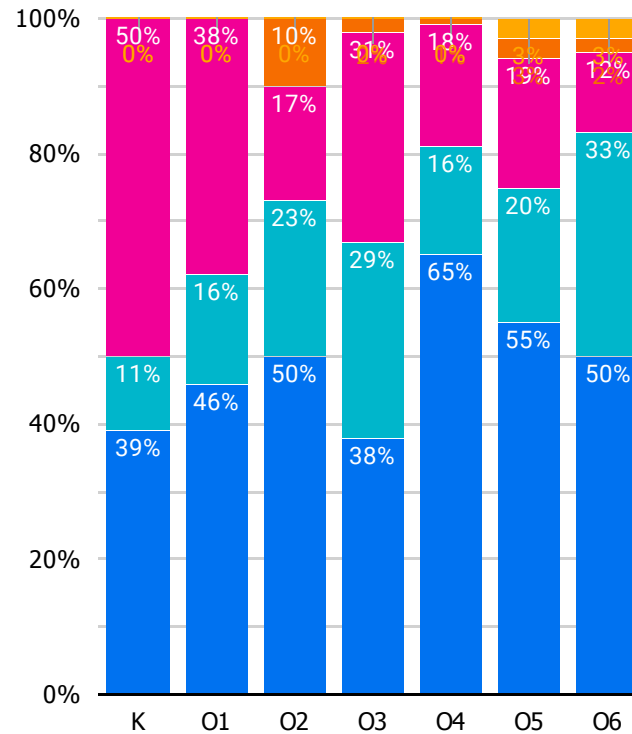
Silver Oak Math Data Fall 2025 - 2026



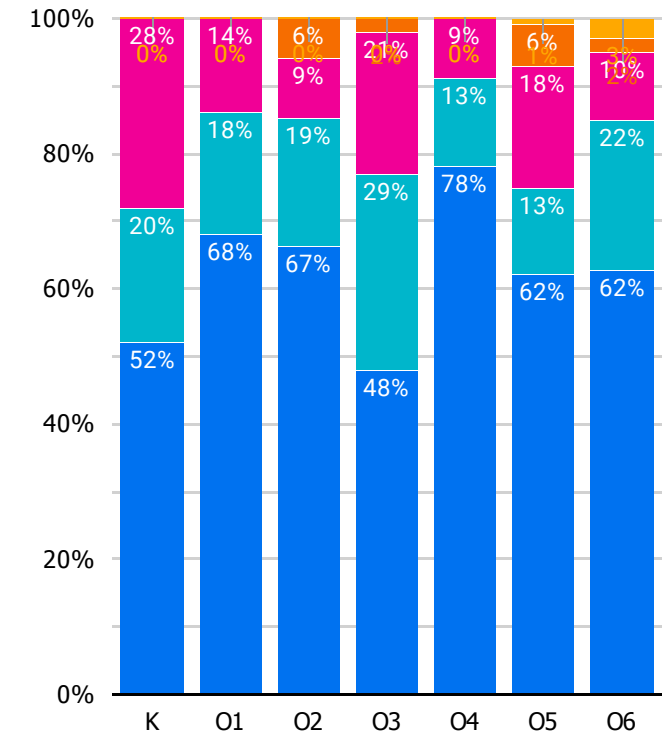
Fall Math



Winter Math



Spring Math



Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	9	6	33	2	0
O2	13	15	16	8	0
O3	13	13	25	4	0
O4	34	16	13	3	1
O5	30	19	16	4	2
O6	23	15	14	2	2

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	17	5	22	0	0
O1	23	8	19	0	0
O2	26	12	9	5	0
O3	21	16	17	1	0
O4	44	11	12	1	0
O5	38	14	13	2	2
O6	29	19	7	1	2

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	26	10	14	0	0
O1	34	9	7	0	0
O2	36	10	5	3	0
O3	27	16	12	1	0
O4	53	9	6	0	0
O5	44	9	13	4	1
O6	36	13	6	1	2

Core Module Results

1. Survey Sample

Table A1.1

Student Sample Characteristics

	Grade 6
<i>Student Sample Size</i>	
Target sample	80
Final number	48
Response Rate	60%

Table A1.2

Number of Respondents by Instructional Model

	Grade 6
In-school learning only	48
Remote learning only	0

2. Summary of Key Indicators

Table A2.1

Key Indicators of School Climate

	Grade 6 %	Table
School Engagement and Supports		
School connectedness [†]	69	A6.3
School connectedness ^{†ψ} (<i>Remote Only</i>)		A6.3
Academic motivation [†]	78	A6.3
School boredom ^σ	54	A6.9
Caring adults in school [†]	61	A6.3
High expectations-adults in school [†]	80	A6.3
Meaningful participation [†]	36	A6.3
Facilities upkeep ^σ	53	A6.10
Parent involvement in schooling [†]	70	A10.2
Social and emotional learning supports [†]	61	A7.1
Antibullying climate [†]	71	A9.6
School Safety and Cyberbullying		
Feel safe at school ^σ	78	A9.1
Feel safe on way to and from school ^σ	91	A9.1
Been hit or pushed	30	A9.2
Mean rumors spread about you	37	A9.2
Called bad names or target of mean jokes	48	A9.2
Saw a weapon at school [§]	7	A9.5
Cyberbullying [¶]	24	A9.3
School Disciplinary Environment		
Rule clarity ^σ	78	A8.2
Students well behaved ^σ	36	A8.4
Students treated fairly when break rules ^σ	50	A8.1
Students treated with respect ^σ	78	A8.1

Notes: Cells are empty if there are less than 10 respondents.

[†] Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time” across survey questions that comprise the scale.

^σ Percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

^ψ The scale was based on four questions for remote respondents.

[§] Past year.

[¶] Past 30 days.

Table A2.2

Key Indicators of Substance Use, Health Routines, Remote Schooling, and Student Well-Being

	Grade 6 %	Table
Substance Use		
Alcohol or drug use ^ϕ	20	A11.1
Marijuana use ^ϕ	0	A11.1
Cigarette use ^ϕ	0	A12.1
Vaping ^ϕ	2	A12.1
Health Routines		
Eating of breakfast [‡]	66	A4.1
Late bedtime (at 10 pm or later) [±]	38	A4.2
Remote Schooling		
Remote learning frequency (5 days per week) ^{¶δ}		A5.1
Synchronous instruction (4 days or more) ^{¶δ}		A5.1
Meaningful opportunities ^{σδ}		A5.2
Mental Health		
Frequent sadness ^σ	24	A13.1
Wellness ^σ	72	A13.2

Notes: Cells are empty if there are less than 10 respondents.

^ϕLifetime.

[‡]This morning.

[±]Last night.

[¶]Past 30 days.

[¶]Past 7 days.

[¶]Past 30 days.

^δRemote only.

^σPercent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”