

The Single Plan for Student Achievement

School: Silver Oak Elementary School
CDS Code: 43-69435-6111942
District: Evergreen Elementary School District
Principal: Howard Greenfield
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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School Vision and Mission

Silver Oak Elementary School's Vision and Mission Statements

Silver Oak Elementary School, a 2012 recipient of California Distinguished School honors, is a unique and exceptional community of learners. Supported by the collaborative efforts of teachers, parents, support staff and each other, our students continue to thrive. They are civic-minded, deep thinking individuals, who care for each other and their own learning. We are proud that they are our future!

While our 2012-13 Academic Performance Index (API) was 978, this number does not begin to reflect the culture and climate that needed to be firmly established before this success could be realized. Silver Oak is distinctive not only for who we are and what we do, but for the way we put it all together. We have never lost sight of our original vision – a strong commitment that all students can and will learn in a caring environment.

As we move forward and examine the way content is delivered to our students, there exists through an array of exciting technological tools, a tremendous opportunity for a shift in our classrooms where students are empowered to navigate their own learning. The result will be an even more powerful child-centered curriculum utilizing 21st Century teaching and learning. Our goal is for our students to demonstrate proficiency in the three Rs, but also the four Cs: creativity, critical thinking, communication, and collaboration. This is our vision...this is our challenge.

School Motto:

Imagine...Innovate...Instruct...

School Vision:

Our vision is to create dynamic learning environments that enable students to develop a deep understanding of core content and can use that knowledge to solve problems, think critically, communicate effectively, and be self-reflective about their learning. We will, therefore, develop the intellectual, physical and emotional capacities of each child to the fullest extent possible so that each can lead a fulfilling life as a productive citizen in our society.

School Mission:

Students will be supported in thinking creatively and critically, and be able to adapt to change. They will develop skills in acquiring, filtering, processing, applying and information to make effective decisions and to communicate effectively with others. They will develop self-esteem by participating in a caring school community which appreciates diversity, tolerance, mutual respect, cooperation toward team goals, and a love for learning that will last a lifetime.

Silver Oak will explore new horizons beyond traditional modes of instruction. Using technology is an important tool that will assist students in actively participating in their own learning. Teachers guide the learning process, set goals, and evaluate outcomes. Students will be responsible co-owners of the learning process.

Silver Oak School will foster a safe learning environment to enhance every student's ability to make sense of and take an active part in the world of the 21st century and beyond.

School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more than 973,000 residents.

Silver Oak Elementary School is located at the southern-most point of the district's borders. As per CDE Dataquest statistics for the 2014-15 school year, the school served approximately 700 students in grades K-6 on a traditional calendar schedule. The chart below displays school enrollment broken down by ethnicity:

American Indian/Alaskan Native: 0.02%

Asian: 55.5%

Pacific Islander: 0.01%
Hispanic/Latino: 5.5%
African American: 1.0%
White: 28.7%
Multiple Races: 7.1%
Declined to State: 1.0%

Further breakdowns listed below:

Free/Reduced School Lunch: 2.0%
Socioeconomic Disadvantaged: 2.5%
English Language Learners: 8.6%
Students with Disabilities: 2.8%

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually, physically and emotionally. Teachers, staff, and administrators continue to act on the principle that students come first.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the 2012/2013 school year, the School Site Council discussed different ideas to improve the Comprehensive School Safety Plan at Silver Oak School. The goals of the safety plan the group generated searched for information about the effectiveness of the Project Cornerstone Program at our school. Based on the group's conversation, two surveys were to be created. The first survey was a parent survey which asked questions about the parent's general knowledge of the Project Cornerstone ABC program as well as some of the finer details of the program. The second survey was a student survey which focused on Developmental Assets in which the students scored themselves weaker on the Project Cornerstone Me and My World Survey. Both of the surveys will be administered for the first time in Fall of 2013 through the use of an online survey program. A follow up survey that will measure growth of the school year was given the spring of 2014 and again spring of 2015.

Students took a youth truth survey in the spring of 2015 and the results of the survey were insightful. Highlights included students feeling engaged with the school, the way teachers connect students experiences in school to their lives more broadly, students having strong supportive relationships with their teachers, orderly respectful classroom environments. This was the first student survey for Silver Oak and we will administer it again in the spring of 2016 to compare results.

Classroom Observations

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

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

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

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

These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:

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

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

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

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

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

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

The Administration works closely with teacher and grade level leads to get input on staff needs and couples this with research based, proven effective programs and strategies that help schools build proficiency to meet state standards, improve performance rate on state tests, and demonstrate the Adequate Yearly Progress required by No Child Left Behind.

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

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

During the 2015-2016 school year, our professional learning community will focus on embedding a 21st century skills into the curriculum with a specific focus on collaboration and precision. Project Based Learning and iPad implementation along with Readers and Writers Workshop are a few of the specific areas of our professional development focus.

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

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

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

During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal sit down to discuss professional goals as well as the student performance data. It is our belief that data drives our instruction, therefore, in addition to established professional development goals; the establishment of goals and objectives to meet the needs of the underachieving student are also created. The monitoring of those goals is evaluated formally three times per year and informally throughout the year. In order to meet the learning needs of each child, a variety of grouping structures are put in place to attain the highest academic achievement possible for all students. Teachers participate in school and district wide staff development programs. The staff has embraced the Step Up to Writing Program, Writer's Workshop and Reader's Workshop as strategies for reading and writing achievement to support all students. Writer's workshop is being implemented by a core group of teachers to propel student writing to the next level with a focus on choice and voice. During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District support such as the Twilight Series professional development. A half time instructional coach offers instructional assistance and support for teachers at every grade level including but not limited to computer science, robotics and project based implementation and computer based programs such as Newsela.

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

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

Teaching and Learning

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

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

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

Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.

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

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

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

The recommended daily instructional minutes for areas of focus include:

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

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

Adherence to the recommended guidelines are:

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

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

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

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

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

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

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

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

Opportunity and Equal Educational Access

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

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

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

14. Research-based educational practices to raise student achievement

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

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

Parental Involvement

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

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

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

Parent University

SEAL

Counselors

MFT Interns

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

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

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

Funding

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

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

18. Fiscal support (EPC)

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

Description of Barriers and Related School Goals

1. Funding

As demand for increased technology tools increases, our school must work to leverage site funds strategically to purchase and replace technology hardware and to purchase additional applications. The long range technology plan remains 1:1 devices in grades K-3 and a variety of mobile devices in grades 4-6. We remain focused on embedding the 4Cs with our use of technology - collaboration, critical thinking, communication and creativity. This use of technology in the classroom, however, must enhance instruction and result in deeper learning.

2. Assessment

Currently, we have limited common school wide, district benchmark, or state assessment data to inform goals, therefore our site goal is to examine student work and to engage in data driven dialogue in order to determine the efficacy of resources resulting in deeper learning.

3. Professional Development

Although research indicates that project-based learning can improve student learning, the research also indicates how difficult it is to implement well. At Silver Oak we understand that the challenges for PBL success lie in strong school and District support for teacher training and an established culture for students and teachers. We feel that this barrier to implementation can be overcome by strong professional development in this area.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	94	93	98.9	93	2465.9	43	20	26	11
Grade 4	125	120	96.0	120	2522.2	49	23	16	13
Grade 5	122	119	97.5	119	2584.3	62	24	8	6
Grade 6	121	119	98.3	119	2626.4	56	34	8	1
All Grades	462	451	97.6	451		53	26	14	7

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	40	44	16	33	54	13	33	61	5	34	49	16
Grade 4	42	46	13	46	43	11	35	61	4	38	56	7
Grade 5	59	30	11	69	24	8	49	46	5	55	39	5
Grade 6	51	45	3	76	22	2	45	54	2	66	32	3
All Grades	48	41	10	57	35	8	41	55	4	49	44	7

Conclusions based on this data:

- Grade 3 students need more opportunities to test using on-line testing similar to CAASPP

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	94	93	98.9	93	2491.4	44	35	15	5
Grade 4	125	122	97.6	122	2521.0	34	33	27	6
Grade 5	122	119	97.5	119	2585.8	59	28	10	3
Grade 6	121	119	98.3	119	2647.8	72	18	8	2
All Grades	462	453	98.1	453		53	28	15	4

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	59	32	9	52	42	6	54	39	8
Grade 4	47	35	18	39	52	9	39	50	11
Grade 5	66	27	8	59	36	5	47	46	7
Grade 6	82	15	3	61	36	3	66	32	2
All Grades	63	27	9	53	42	6	51	42	7

Conclusions based on this data:

- Grade 4 didn't have a CCSS curriculum last year and now will implement a CCSS aligned curriculum

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K	***** *	***	***** *	***								*****
1	2	20	6	60			1	10	1	10		10
2	1	11	3	33	5	56						9
3			3	60	1	20	1	20				5
4			***** *	***	***** *	***						*****
5	1	25	2	50					1	25		4
6	***** *	***	***** *	***								*****
Total	6	17	18	50	8	22	2	6	2	6		36

Conclusions based on this data:

1. It is important to ensure that our EL students who are at the early advanced and intermediate levels continue to receive support in the general education classroom.
2. Additional District support is needed for our intermediate level students as Silver Oak does not have the services of an EL TOSA.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	3	10	10	34	10	34	5	17	1	3	29
1	7	41	7	41	1	6	1	6	1	6	17
2	4	29	4	29	5	36			1	7	14
3	1	13	4	50	2	25	1	13			8
4	1	14	1	14	3	43			2	29	7
5	2	40	2	40					1	20	5
6	3	75	1	25							4
Total	21	25	29	35	21	25	7	8	6	7	84

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	41	38	36
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	41	38	36
Number Met	31	29	24
Percent Met	75.6%	76.3%	66.7%
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	65	0	49	2	52	5
Number Met	25	--	23	--	18	--
Percent Met	38.5%	--	46.9%	--	34.6%	--
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	*	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes		--
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		--
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1. In 2012-2013 Silver Oak EL students fall in the less than 5 years of instruction category, indicating that they continue to be reclassified in a timely manner.
2. In ELA, our EL learners did not meet the NCLB proficient or above AMAO 3 target.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	Yes	No	Yes	No	Yes	No

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

Conclusions based on this data:

1. This is the first year that we did not make AMAO 1 and we are literally .2% below the target.
2. We still have been able to meet the target for the less than 5 years cohort.
3. Our >5 target % did exemplify a 4.4% increase.

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	18	27.3	36.7

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	15.6	28.7	36.9

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	11.4	35.8	40.7

Planned Improvements in Student Performance

21st Century Teaching and Learning, School Goal 1, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: 21st Century Teaching and Learning with Technology
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Make use of 21st century learning tools, technology and methods across all subject areas to improve student learning, performance and collaboration.
Data Used to Form this Goal:
Math and ELA testing and assessment data, local assessments, district assessments, anecdotal evidence at the school site, lesson plans, classroom observations and students' progress, as well as various parent and faculty surveys.
Findings from the Analysis of this Data:
The data revealed a need for extending technology further into classroom learning. The Parent Survey on Technology data revealed a deficiency in the availability and use of technology. Additionally, research in the education sector increasingly suggests that web-based resources are an effective means for differentiating instruction to address the learning needs of those students that are not yet proficient as well as students at the advanced levels. The research suggests that here is a correlation between academic success in both ELA and math, and the focused use of technology.
How the School will Evaluate the Progress of this Goal:
Hardware sign ups, Newsela subscriptions, Google Classroom usage, teacher surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Facilitate and encourage the use of technology in all subject areas and across all grades, including but not limited to access to IXL, RAZ Kids, iReady, Newsela, Chromebooks, and Google Classroom.	8/1/2015 - 6/30/2016	Teachers, Principal, SSC, parents, support staff		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support and expand use of technology in all grades, including the Education Technology Team's development of a plan for 1:1 use. Continue to repay the District iPad loan for the 2015-16 school year. Final payment will be made in the 2015-2016 school year.	8/1/2015 - 6/30/2016	Principal, staff	iPad purchase installment payment	4000-4999: Books And Supplies	General Fund	11,333
			Funds for additional hardware	4000-4999: Books And Supplies	General Fund	1,000
Continue to maintain security to safeguard hardware, including physically securing desktops, reinforcing mobile device storage areas, and software protections.	8/1/2015 - 6/30/2016	Principal, staff, consultants, District		7000-7439: Other Outgo	General Fund	10,000
Provide students with Digital Citizenship instruction.	8/1/2015 - 6/30/2016			4000-4999: Books And Supplies None Specified	General Fund None Specified	
Provide ongoing professional development opportunities for teachers in the instructional application of technology, project based learning and other collaborative teaching strategies.	8/1/2015 - 6/30/2016	Principal, staff		4000-4999: Books And Supplies	Supplemental Fund	500
				None Specified	Supplemental Fund	500
Purchase replacement technology parts and other technology supplies, including but not limited to surge protectors, projector bulbs and mobile cart locks when needed.	8/1/2015-6/30/2016	Principal, Tech Squad, staff		4000-4999: Books And Supplies	General Fund	500

Planned Improvements in Student Performance

Wellness and Safety, School Goal 2, District LCAP Goal 5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Wellness and Safety
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Provide a positive school climate for students, with focus on safety and conflict-resolution.
Data Used to Form this Goal:
2015 Youth Truth Survey of Silver Oak students (grades 3-6), citations for 2014-15, Upstanders program participation, SaberCatch participation, Solution Team reports, parent, student and staff safety surveys
Findings from the Analysis of this Data:
Findings show a decrease in citations in the upper grades with an increase in citations in 1st grade. Most students don't think that bullying occurs at school, however incidents of social conflicts remain. Communication concerning behavior expectations should be more explicit to parents and students.
How the School will Evaluate the Progress of this Goal:
Citations for 2014-15, Upstanders program results, SaberCatch results, Solutions Team reports, surveys and anecdotal data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue use of Upstander, SaberCatch, Solutions Team and Expect Respect programs to provide a "bully-free" campus for students.	8/1/2015 - 6/30/2016	All staff, students, consultants		4000-4999: Books And Supplies	General Fund	300
Support Project Cornerstone efforts in the classroom, for K through 4.	8/1/2015 - 6/30/2016	staff, parent volunteers				
Employ 2 hour/day health aide to monitor students with health needs and provide support in office for students as needed.	8/1/2015 - 6/30/2016			2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	General Fund General Fund	8495 2461

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct annual review and revision of the Comprehensive School Safety Plan.	8/1/2015 - 6/30/2016	Principal, parents, students, staff, community representatives		1000-1999: Certificated Personnel Salaries	General Fund	600
Investigate requesting a security audit and review to improve safety and security of campus both during and after hours.	8/1/2015 - 6/30/2016	Principal, parents, staff		None Specified	None Specified	
Promote Red Ribbon Week to encourage students to "say no" to drugs, alcohol and tobacco.	8/1/2015 - 6/30/2016	Principal, staff, students, parent volunteers		4000-4999: Books And Supplies	General Fund	200
Support continued implementation of sixth grade Safety Patrol.	8/1/2015 - 6/30/2016			None Specified	None Specified	

Planned Improvements in Student Performance

English Language Arts, School Goal 3, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Integrate and use technology and 21st Century learning tools and strategies to increase students' proficiency in the following areas: non-fiction reading, analytical thinking, evidence-based reading and writing, and communication of ideas through writing, presentations and project-based collaborations. Provide instructional support for integration of Common Core State Standards for English Language Arts and Literacy.
Data Used to Form this Goal:
A review of the Common Core ELA standards, EESD Strategic Plan; results from the 2015 ELA CAASPP data; local assessments; classroom observations and informal assessments.
Findings from the Analysis of this Data:
There is a need for ELA instruction to concentrate on finding the evidence in text, more rigorous exposure to non-fiction text and direct teaching of opinion and argument writing.
How the School will Evaluate the Progress of this Goal:
SBAC performance levels in Spring 2015; staff and grade level meetings; site in-services and individual goal setting meetings with the Principal; teacher input; surveys; local benchmark assessments, quizzes, unit and theme tests; and additional data such as informal observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will have the opportunity to observe model ELA lessons by colleagues and the instructional coach, with substitutes provided as needed.	8/1/2015 - 6/30/2016	All staff, substitute teachers, Instructional Coach		1000-1999: Certificated Personnel Salaries	General Fund	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus on CCSS ELA implementation. Evaluate supplemental materials to meet CCSS. Seek consideration as District pilot program participant for 2015-16 for CCSS ELA materials and curriculum.	8/1/2015 - 6/30/2016	Principal, staff, Instructional coach		None Specified	None Specified	
Maintain AR enterprise, Battle of the Books program, and seek opportunities to expand motivational reading programs	8/1/2015 - 6/30/2016	District, Principal, parent volunteers		4000-4999: Books And Supplies	General Fund	100
Provide substitutes and support to allow teachers to perform assessments, attend professional conferences/training, plan effective grade-level lessons, and implement project-based learning.	8/1/2015 - 6/30/2016	Principal, staff		1000-1999: Certificated Personnel Salaries	Supplemental Fund	1,200
Purchase supplemental materials to improve student proficiency in ELA, including but not limited to Reader's and Writer's Workshops, SUTW materials and other CCSS support resources.	8/1/2015 - 6/30/2016	Principal, Media Assistant, staff		4000-4999: Books And Supplies	General Fund	1,000

Planned Improvements in Student Performance

Mathematics, School Goal 4, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Build students' understanding of mathematical practices to deepen their knowledge of grade level math content and improve mathematical thinking with support from the Unit Plan resources and Common Core aligned resources.
Data Used to Form this Goal:
A review of the CAASPP Math Data, ESD strategic Plan, local, common and formative assessments.
Findings from the Analysis of this Data:
Support is needed to strengthen understanding of the Common Core Math standards, mathematical practices and the use of aligned resources in the creation of lesson plans that reflect these standards.
How the School will Evaluate the Progress of this Goal:
SBAC Math test results from Spring 2015; local assessments; staff and grade level meetings and site in-services; individual goal setting meetings with the Principal; teacher input; surveys; local benchmark assessments, quizzes, unit and theme tests; and informal observations.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will have the opportunity to observe model mathematics lessons by colleagues and the instructional coach, with substitutes provided as needed.	8/1/2015 - 6/30/2016	Principal, staff, instructional coach		1000-1999: Certificated Personnel Salaries	General Fund	2000
Invite and encourage parental involvement in programs such as Math Olympiad and Kangaroo Math, Robotics and Computer programming	8/1/2015 - 6/30/2016	Principal, staff, parent organizations, community		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide substitutes and support to allow teachers to perform assessments, attend professional conferences/training, and collaborate with grade level teams to select appropriate resources, plan instruction and implement project-based learning.	8/1/2015 - 6/30/2016	Principal, staff, Instructional Coach		1000-1999: Certificated Personnel Salaries	Supplemental Fund	3,300
Support acquisition of tools and materials including but not limited to Engage NY, Investigations, Math Expressions, Khan Academy, IXL/XTRA Math, math manipulatives, BrainPop, LearnBuzz, ScootPad, and iReady.	8/1/2015 - 6/30/2016	Principal, staff, parent organizations		4000-4999: Books And Supplies	General Fund	6,043

Planned Improvements in Student Performance

English Language Development, School Goal 5, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Silver Oak English Language Learners show growth by one level annually, as measured by the CELDT test.
Data Used to Form this Goal:
2014-2015 CELDT report, District assessments, local assessments
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental resources are provided by the Evergreen School District in the form of direct services to students. EL support and oversight will be provided to EL 1 and 2s by a qualified instructional aide working under the supervision of the EL Director.	8/1/2015 - 6/30/2016	Denise Williams, Karen McFarland		2000-2999: Classified Personnel Salaries		
Staff will have the opportunity to observe model ELA lessons by colleagues and the instructional coach, with substitutes provided as needed.	8/1/2015 - 6/30/2016	Teachers, Admin		1000-1999: Certificated Personnel Salaries	Supplemental Fund	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide supplemental academic support to English Learners	8/1/2015 - 6/30/2016	Teachers, Admin		1000-1999: Certificated Personnel Salaries	Supplemental Fund	4000
Provide professional development in the area of mathematics instruction for English Learner students aligned to Common Core Standards	8/1/2015 - 6/30/2016	Teachers, Admin		5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	1000
Purchase materials and resources specific to the needs of English learners and aligned with the California English Language Development Standards	8/1/2015 - 6/30/2016	Teachers, Admin		4000-4999: Books And Supplies	Supplemental Fund	1500

Planned Improvements in Student Performance

Science, School Goal 6, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Build students' understanding of grade-level science content as outlined in the new science standards. Silver Oak 5th grade students will continue to perform at the proficient or advanced levels on the science portion of the 2015 CST.
Data Used to Form this Goal:
CAASPP Science Test, Science standards; surveys
Findings from the Analysis of this Data:
Findings indicate that there is a need to establish a STEM lab at Silver Oak.
How the School will Evaluate the Progress of this Goal:
Staff meetings and site in-services are used to analyze CST science data. Teachers meet in grade level teams to plan science lessons and discuss students progress. A team of teachers will facilitate the planning and creation of a STEM lab.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to support extra-curricular activities such as Science Night, Robotics Club, beginning and advanced computer programming classes, and Odyssey of the Mind.	8/1/2015 - 6/30/2016	Principal, staff, parent volunteers		None Specified	None Specified	
Provide access to materials, computer science programs and STEM lab supplies .	8/1/2015 - 6/30/2016	Principal, staff, parent volunteers		4000-4999: Books And Supplies	General Fund	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Incorporate rigorous non fiction reading materials and writing into Science lessons to help students build on the foundation in ELA of reading informational text and drafting evidence-based papers.	8/1/2015 - 6/30/2016	Principal, staff		None Specified	None Specified	
Provide sub time for the STEM lab teacher team to visit other sites with existing STEM labs in place.	8/1/2015 - 6/30/2016	Principal, staff		1000-1999: Certificated Personnel Salaries	General Fund	600
Provide substitutes and support to allow teachers to develop curriculum based on the new state science standards, and to attend professional conferences/training, and collaborate with grade level teams to select appropriate resources and plan instruction.	8/1/2015 - 6/30/2016	Principal, staff		0001-0999: Unrestricted: Locally Defined	General Fund	3000

Planned Improvements in Student Performance

Parent Involvement, School Goal 7, District LCAP Goal 3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent Involvement
LCAP GOAL:
LCAP Goal 3: Promote collaboration, transparency and communication with students, parents, staff and the broader community.
LCAP SCHOOL GOAL:
During the 2015-16 year, 100% of parents will have the opportunity to participate in one or more volunteer, learning or enrichment activities.
Data Used to Form this Goal:
Sign in logs; surveys, Parent Portal registrants; SchoolLoop registrants
Findings from the Analysis of this Data:
100% of Silver Oak families are registered on the PowerSchool Parent Portal; 100% of Silver Oak families are registered on SchoolLoop. 15-20 parents participate in the weekly informational Principal's Forum . 95% of families attended Back to School Night. 87% of parents participated in the PTO sponsored Art Fair/Open House activities. 250 families participated in the PTO sponsored Science Night.
How the School will Evaluate the Progress of this Goal:
Review of log ins and surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to encourage parent volunteer opportunities at both the school level and individual classroom participation.	8/1/2015 - 6/30/2016	Principal, staff, parent volunteers		None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue use of Schoolloop as the main source of information for parents. Continue sending out weekly e-newsletters and timely event announcements to parents via email. Conduct monthly Principal's Café meetings for exchange of information and ideas. 100% of parents registered on Schoolloop.	8/1/2015 - 6/30/2016	Principal, staff, parent volunteers		None Specified	None Specified	
Annually ensure 100% parent registration on PowerSchool Parent Portal.	8/1/2015 - 6/30/2016	Principal, staff, parent volunteers		None Specified	Foundation	
Provide parents with information to access the Common Core State Standards for the current academic year.	8/1/2015 - 6/30/2016		Principal	None Specified	None Specified	
Offer family activities, such as Science Night, Bingo Nights, Art Fair, International Night, and other community building opportunities.	8/1/2015 - 6/30/2016		Principal, staff, parent volunteers	None Specified	None Specified	

Planned Improvements in Student Performance

Visual and Performing Arts, School Goal 8, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Visual and Performing Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
All students will have the opportunity to participate in one or more VAPA offerings at Silver Oak.
Data Used to Form this Goal:
Teacher, parent and student input
Findings from the Analysis of this Data:
Research reports that students who participate in the arts, perform better on achievement assessments in the content areas. Due to our partnership with the PTO, 100% of Silver Oak students are exposed to art and music within the regular classroom and have the opportunity to participate in after school VAPA offerings.
How the School will Evaluate the Progress of this Goal:
Principal, staff and parent input

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide access to visual and performing arts activities, both through Silver Oak and PTO, including in-class art and music instruction.	8/1/2015 - 6/30/2016		Principal, staff, parent volunteers, specialists	None Specified	None Specified	

Planned Improvements in Student Performance

Health and Wellness School Goal 9, District LCAP Goal 5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Heath and Wellness
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Improve individual student fitness and fundamental physical skills.
Data Used to Form this Goal:
5th Grade 2013-14 Presidential Fitness Testing data.

Findings from the Analysis of this Data:

123 5th Grade students were tested. Results were as follows:
 HFZ = Healthy Fitness Zone

	% in HFZ	% in Needs Improvement	% in Needs Imp - High Risk
Aerobic Capacity:	88.6	8.9	2.5
Body Composition:	83.7	10.6	5.7
Abdominal Strength:	78.0	22.0	n/a
Trunk Extension Strength:	100.0	0.0	n/a
Upper Body Strength:	61.8	38.2	n/a
Flexibility:	87.8	12.2	n/a

Percent of students meeting HFZ fitness standards:

6 of 6	40.7
5 of 6	35.8
4 of 6	11.4
3 of 6	8.1
2 of 6	3.3
1 of 6	0.8
0 of 6	0.0

How the School will Evaluate the Progress of this Goal:

Surveys, Physical Fitness results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support purchases of PE equipment for classrooms and encourage use of SPARK physical education curriculum or similar physical education activities that provide improvement of fitness and fundamental physical skills.	8/1/2015 - 6/30/2016		Principal, staff	4000-4999: Books And Supplies	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Investigate PE curriculum options including a PE instructional coach, rock wall or other motivating physical fitness apparatus and accompanying programs.	8/1/2015 - 6/30/2016		Principal, staff, PTO	None Specified	None Specified	
Provide students with a minimum of 100 minutes per week of physical activity.	8/1/2015 - 6/30/2016		Principal, staff	None Specified	Donations	

Planned Improvements in Student Performance

Deeper Learning Network, School Goal 10, District LCAP Goal 1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Deeper Learning Network
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Students of all grade levels will demonstrate deeper thinking across all subjects; additional grade levels will commit to project based learning in order to support deeper learning competencies: mastering core academic content; thinking critically and solving complex problems; working collaboratively; communicating effectively; learning how to learn and developing academic mindsets. We believe that project based learning is a key strategy to promote deeper learning for teachers and students.
Data Used to Form this Goal:
Research tell us us that deeper learning is an umbrella term for the skills and knowledge that students must possess to succeed in 21st century jobs and civic life. At its heart is a set of competencies students must master in order to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job.
Findings from the Analysis of this Data:
Silver Oak's 6th grade has committed to deeper learning through the vehicle of project based learning. Additional work must be done to provide all teachers with the professional development needed in order to facilitate deeper learning opportunities in the classroom so our students can demonstrate deeper thinking across all content areas.
How the School will Evaluate the Progress of this Goal:
Participation in the ESD Deeper Learning Network; collaboration with other DL schools; communication with DL support staff; additional grade levels committing to the DLN.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for teachers to implement the Depth of Knowledge chart to facilitate deeper level questioning promoting deeper level thinking.	8/1/2015 - 6/30/2016	Principal, staff	Principal, staff	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be provided with on-going professional development around CCSS questioning formats.	8/1/2015 - 6/30/2016		Principal. staff, consultant	5800: Professional/Consulting Services And Operating Expenditures	General Fund	1,000

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English /Language Arts
SCHOOL GOAL #1:
For English/Language Arts, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS. 	<ul style="list-style-type: none"> 8/14-6/17 	Williams Deguara Stephens-Radle	Coaches	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
			Administrators	3000-3999: Employee Benefits	General Fund	3,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Support teachers with needed instructional materials to enhance instructional practices. 	9/14-6/17	Williams Deguara	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
<ul style="list-style-type: none"> Provide PBL Professional Development to support students and also address the needs of ELs. 	<ul style="list-style-type: none"> 9/14- 6/17 	Williams Deguara	Project Based Learning training for sustaining these practices	None Specified 3000-3999: Employee Benefits	Supplemental Fund	185,000
<ul style="list-style-type: none"> Provide intervention for targeted students. Provide intervention for English learners and specifically for LTELs based on the need of the school. 	10/14-6/17	Williams Deguara	Student Intervention	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title III None Specified	143,000 135,000
<ul style="list-style-type: none"> * Provide professional development for teachers to support student learning in the area of technology and digital citizenship. 	10/14-6/17	Williams Deguara	Support for Technology	1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	9/14-6/17	Williams	Parent Engagement		Supplemental Fund Title I	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics
SCHOOL GOAL #2:
For Mathematics, establish a baseline data after analysis of results of California Assessment of Student Performance and Progress (CAASPP) that will increase incrementally 3% until the year 2017.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to provide high quality professional development on the Common Core Standards. All teachers will receive professional development at a minimum of 5 times each year on research-based instructional practices. The focus areas will be continuing to implement CCSS and how the CCSS are aligned with the new ELD standards with particular focus on how ELs can access academic content and how the ELD standards are addressed within the context of CCSS.	8/14-8/17	Williams Deguara	Coaching	1000-1999: Certificated Personnel Salaries	Supplemental Fund	150,000
				3000-3999: Employee Benefits	Title II Teacher Quality and Lottery	3,500
Support teachers with needed instructional materials in order to enhance instructional practices.	6/17 11/14-	Williams Deguara Principals	Instructional Materials	4000-4999: Books And Supplies	Supplemental Fund	300,000
Provide PBL Professional Development to support students and also address the needs of ELs.	1/14-6/17	Williams Deguara	Project Based Learning	1000-1999: Certificated Personnel Salaries		185,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide intervention for targeted students. <ul style="list-style-type: none"> Targeted ELs and LTELS 	10/14-6/17	Williams Deguara Principals	Intervention	1000-1999: Certificated Personnel Salaries	Title I	143,000
				2000-2999: Classified Personnel Salaries	Title III General Fund	135,000
* Provide professional development for teachers to support student learning in the area of technology and digital citizenship.	11/13-6/17	Williams Deguara Stephens-Radle Principals Abed	Enhancing Instruction With Technology		Title II Teacher Quality Supplemental Fund Title II Teacher Quality	63,500 50,000
Parents will have opportunities to participate in classes that will enable them to learn the new standards and show them how they can support their child's learning.	9/14-6/17	Williams	Parent Support and Enagement		Supplemental Fund None Specified	42,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Language Proficiency
SCHOOL GOAL #3:
By June, 2017, the percentage of ELs attaining proficiency in Reading/Language Arts will increase as indicated by a CELDT, AR Star, and CAASPP.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Instructional Assistants will work collaboratively with their site teachers to support language learners in learning English and accessing content and academic vocabulary by pushing into the classroom to assist targeted students.	11/14- 6/17	Williams Deguara Principals	Instructional Assistants collaborate with teachers to support targeted students. Instructional assistants are pushing into the classroom	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries	Supplemental Fund General Fund	312,539
<ul style="list-style-type: none"> Targeted students will be involved in specific intervention strategies and/or programs. (PI schools) Targeted Intervention for ELs and LTELs(all schools) 	10-14- 6/17	Williams Deguara Principals	Intervention/SES Specified Tutorial Programs	1000-1999: Certificated Personnel Salaries	Title I Title III	286,000 135,000
All teachers will have opportunities to receive professional development during the year to help support their implementation of common core standards aligned with EL standards. Coaches will be trained on the ELA/ELD Framework as a support for teachers, instructional assistants and administrators.	10/14-6/17	Williams Deguara EL TOSA/Rodriguez Principals	Professional Development		Supplemental Fund General Fund	150,000
Teachers will continue to provide quality differentiated EL instruction for students within the school day. This will include dedicated ELD and Integrated ELD.	8/13-6/17	Williams Deguara Principals Teachers	Differentiated Instruction Within the school day	1000-1999: Certificated Personnel Salaries	Supplemental Fund None Specified	1,118,955

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents will have opportunities to participate in classes that will enable them to learn the new standards and how they can support their child's learning.	10/14- 6/17	Williams Choy Principals	Parent University Site parent Activities/Nights			42,000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Supplemental Fund	7,775	-5,225.00
General Fund	61,425	10,793.00
None Specified	12,000	12,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	2,000.00
General Fund	50,632.00
Supplemental Fund	13,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	2,000.00
0001-0999: Unrestricted: Locally Defined	3,000.00
1000-1999: Certificated Personnel Salaries	13,700.00
2000-2999: Classified Personnel Salaries	8,495.00
3000-3999: Employee Benefits	2,461.00
4000-4999: Books And Supplies	23,476.00
5800: Professional/Consulting Services And Operating	2,000.00
7000-7439: Other Outgo	10,000.00
None Specified	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		2,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	3,000.00
1000-1999: Certificated Personnel Salaries	General Fund	4,200.00
2000-2999: Classified Personnel Salaries	General Fund	8,495.00
3000-3999: Employee Benefits	General Fund	2,461.00
4000-4999: Books And Supplies	General Fund	21,476.00
5800: Professional/Consulting Services And	General Fund	1,000.00
7000-7439: Other Outgo	General Fund	10,000.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	9,500.00
4000-4999: Books And Supplies	Supplemental Fund	2,000.00
5800: Professional/Consulting Services And	Supplemental Fund	1,000.00
None Specified	Supplemental Fund	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,833.00
Goal 2	12,056.00
Goal 3	5,300.00
Goal 4	11,343.00
Goal 5	7,500.00
Goal 6	4,600.00
Goal 10	1,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Howard Greenfield - Principal	X				
Karen Yoskiako - Chairperson				X	
Katie Clemmensen		X			
Kim Roberts		X			
Vicki Neil		X			
Kathleen Tanabe, Secretary				X	
Vladimir Milutin, DAC Representative				X	
Alisha Collier, Vice-Chair				X	
Karen Hokanson			X		
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on 12/10/2014.

Attested:

Howard Greenfield

Typed Name of School Principal

Signature of School Principal

Date

Karen Yoskioka

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date