

Silver Oak Elementary School

5000 Farnsworth Drive • San Jose CA, 95138 • (408) 223-4515 • Grades K-6

Rosemary Gellman, Principal

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Evergreen Elementary School District

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Principal's Message

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) has remained stable at 977, this measure does not begin to reflect the culture and climate that had to be 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, communication, critical thinking and collaboration. This is our vision...this is our challenge.

School Mission Statement

The mission of Silver Oak Elementary School is to 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 worker, citizen, and individual in our society.

Students will be supported in thinking creatively and critically, and be able to adapt to change. They will develop skills in acquiring, filtering, processing, and using information to make effective decisions and to communicate 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 learning environment to enhance every student's ability to make sense of and take an active part in the world of the 21st century.

Community & 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. In the 2012-13 school year, the school served 797 students in grades K-6 on a traditional calendar schedule. The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (408) 223-4515.

2013-14 Student Enrollment by Grade Level

Grade Level	Number of Students
Kinder.	65
Gr. 1	80
Gr. 2	84
Gr. 3	118
Gr. 4	113
Gr. 5	123
Gr. 6	117
Total	700

2013-14 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.3
Asian	49.1
Filipino	3.0
Hispanic or Latino	6.4
Native Hawaiian/Pacific Islander	0.3
White	31.4
Two or More Races	6.4
Socioeconomically Disadvantaged	2.6
English Learners	7.9
Students with Disabilities	2.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Silver Oak Elementary School	12-13	13-14	14-15
Fully Credentialed	27		
Without Full Credential	0		
Teaching Outside Subject Area of Competence	0		
Evergreen Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	27
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Silver Oak Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	99.89	0.11
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	99.83	0.17

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Evergreen School District held a Public Hearing on October 9, 2014, and determined that each school within the district has sufficient and good quality textbooks and instructional materials pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Trustees. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. The table displays information collected in September 2014 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. The district does not have a formal textbook adoption for Health or for Visual and Performing Arts.

Textbooks and Instructional Materials	
Year and month in which data were collected: October 9, 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2009 (Grade K-6): MacMillan/McGraw Hill
<p>Mathematics</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2008 (Grade K): Harcourt Adopted in 2008 (Grade 1-5): Houghton Mifflin Adopted in 2008 (Grade 6): Glencoe (MacMillan/McGraw Hill)
<p>Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2007 (Grade K): Pearson Scott Foresman Adopted in 2007 (Grade 1-5): MacMillan/McGraw Hill Adopted in 2007 (Grade 6-8): Holt, Rhinehart, Winston
<p>History-Social Science</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0.0%</p>	Adopted in 2006: (Kinder): Pearson Scott Foresman Adopted in 2006: (Grade 1-6): Houghton Mifflin

School Facility Conditions and Planned Improvements (Most Recent Year)

Silver Oak Elementary School, originally constructed in 1994, is currently comprised of 22 permanent classrooms, 13 portable classrooms, a computer lab, a library, a cafeteria/multipurpose room, a staff lounge, and two playgrounds. Playmats were installed in both the kindergarten and playground Big Toy Play areas during the summer of 2009. In the summer of 2010, the G Wing portables received permanent cement foundations. The school has installed a permanent outside overhead structure with tables and benches underneath. The chart displays the results of the most recent facilities inspection.

Cleaning Process:

Silver Oak Elementary School provides a safe and clean environment for students, staff, and volunteers. The district has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with the school’s custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair:

A scheduled maintenance program is administered by Silver Oak Elementary School’s custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget:

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. In the Budget Act of July 2009, the State Legislature provided school districts with flexibility in using these funds to meet general fund needs. In an effort to mitigate the effects of declining state revenues, the Evergreen School District has taken advantage of this flexibility. The district will utilize bond funds and other appropriate sources to ensure its facilities are clean, safe and in good repair.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/21/2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]		
Interior: Interior Surfaces	[X]	[]	[]		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]		
Electrical: Electrical	[X]	[]	[]		
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		
Overall Rating	Exemplary	Good	Fair	Poor	
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	97	96	98	81	79	79	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	92	93	93	71	75	73	54	56	55
Math	93	94	93	76	76	74	49	50	50
HSS				69	73	74	48	49	49

* STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	10	9	10

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.4	35.8	40.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	79
All Student at the School	98
Male	97
Female	100
Black or African American	
American Indian or Alaska Native	
Asian	98
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	98
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	1	3	0
Black or African American			
American Indian or Alaska Native			
Asian	0	-2	-8
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-1	4	2
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			18
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Silver Oak Elementary School encourages parent and community involvement in a variety of ways:

- Annual school-wide musical productions
- Art Fair
- Arts Attack program
- Astronomy Night
- Back-to-School Night
- Battle of the Books
- Birthday Book Club
- Book Fair
- Classroom activities
- Computer Programming
- ELAC Committee
- Field trips
- Fitness Fun Run
- Jump Rope for Heart
- Kangaroo Math
- Library
- Math Olympiad
- Multi-Cultural Nights
- Odyssey of the Mind
- Open House
- Orator's Cafe Writing Celebration
- Parent Education (Family Math, Family Literacy, and Family Science)
- Red Ribbon Week
- Safe School Plan Committee
- Science Fair & Family Bingo Night
- School Site Council , PTO, Silver Oak Educational Partnership Events
- Spelling Bee
- Talent Show
- Webinar assistance
- Website maintenance
- Walk and Roll to School

The school also receives support from numerous local professional groups, businesses and community organizations. Support and donations from local realtors, doctors, San Jose Symphony, San Jose Sharks, Math Enrichment, YMCA, and Office Depot have greatly added to the quality of instruction and overall school environment.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the school at (408) 223-4515 or visit the school website at <http://so.schoolloop.com/>.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The safety of students and staff is a primary concern of Silver Oak Elementary. Students are supervised before school, during recess, and after school by teachers and administrators. Lunch supervision is provided by noon-duty aides and parent volunteers. All visitors to the campus must sign in at the main office and wear a visitor's pass at all times during their stay on school grounds. There is also a designated area for student drop-off and pick-up at the front of the school.

The School Site Safety Plan was last reviewed and updated in December 2012 by the Emergency Response Team (ERT). Any and all revisions to the plan are immediately communicated to classified and certificated staff. Key elements of the Safety Plan focus on the following:

- School rules & procedures
- Sexual harassment policy
- Current status of school crime
- Notification to teachers
- Child abuse reporting procedures
- Schoolwide dress code
- Policies related to suspension/expulsion
- Disaster procedures, protocol & emergency drills
- Disaster Preparedness
- Safe ingress & egress of pupils, parents, & school employees

The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted on a rotating basis throughout the school year.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	0.1	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.6	0.8	0.8
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		5
Percent of Schools Currently in Program Improvement		83.3

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size	Number of Classrooms*											
	1-20			21-32			33+					
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	23	23	22	1		1	2	3	2	0		
Gr. 1	24	21	20	0	1	1	5	3	3	0		
Gr. 2	22.5	19	21	2	2	1	2	4	3	0		
Gr. 3	23.8	22	24	0	1		5	4	5	0		
Gr. 4	32	32	28	0			3	4	4	1		
Gr. 5	28.2	31	31	0			5	4	4	0		
Gr. 6	32.5	28	29	0			2	5	4	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.028
Library Media Services Staff (Paraprofessional)	.69
Psychologist	.4
Social Worker	
Nurse	.11
Speech/Language/Hearing Specialist	.4
Resource Specialist	0.5
Other	as needed
Average Number of Students per Staff Member	
Academic Counselor	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,401	\$41,507
Mid-Range Teacher Salary	\$79,939	\$67,890
Highest Teacher Salary	\$92,975	\$86,174
Average Principal Salary (ES)	\$119,119	\$109,131
Average Principal Salary (MS)	\$126,476	\$111,937
Average Principal Salary (HS)	\$0	\$109,837
Superintendent Salary	\$180,000	\$185,462
Percent of District Budget		
Teacher Salaries	49	42
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5,074	68	5,006	85,830
District	♦	♦	\$6032	\$80,971
State	♦	♦	\$4,690	\$70,788
Percent Difference: School Site/District			-17.0	6.0
Percent Difference: School Site/ State			6.7	21.2

Types of Services Funded at Silver Oak Elementary School

In addition to general state funding, all schools within Evergreen School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid
- School & Library Improvement Program
- Title I, Targeted Assistance (for these schools: Cadwallader, Dove Hill, Holly Oak, Katherine Smith, Montgomery, and O.B. Whaley)
- Title II, Staff Development
- Title III, Limited English Proficient

Professional Development provided for Teachers at Silver Oak Elementary School

Staff members build teaching skills and learn and apply new concepts through participation in conferences, workshops and peer observations throughout the year. All staff meet at least twice yearly with the Principal, at which time professional growth goals are set and revisited at the end of the year.

For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies as well as five District workgroup days. The District also provides a trainer-of-trainers model which includes the training of teachers in key curricular areas with the expectation that this expertise will be brought back to the staff.

On site, teachers teach teachers and also participate in weekly professional development sessions as a standard practice during faculty meetings and grade level meetings. Site-inservices occur every fourth Thursday at which time site goals are established and supported through appropriate professional development workshops. A grade level Leadership Team assists the Principal in making key decisions around the professional development needs of the staff.