



Priority 1 – Basic Services

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

0

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): *

0

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

Some teachers are in the process of getting their California credentials.

Textbooks are used only for Mathematics and foreign language. For those 2 subjects, the school has enough extra copies that the students can take home when needed.

Priority 2 – State Academic Standards

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Mathematics – Common Core State Standards for Mathematics

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

History-Social Science

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Mathematics – Common Core State Standards for Mathematics

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

History-Social Science

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

English Language Development (Aligned to English Language Arts Standards)

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Mathematics – Common Core State Standards for Mathematics

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Next Generation Science Standards

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

History-Social Science

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Health Education Content Standards

☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5

Physical Education Model Content Standards

☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

Visual and Performing Arts

☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

World Language

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Support for Teachers and Administrators

5. During the 2016-17 school year (including summer 2016) or during the 2017-18 school year (including summer 2017), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Identifying the professional learning needs of individual teachers

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Providing support for teachers on the standards they have not yet mastered

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Silver Oak is a college prep, so no career track has been implemented.

A health education curriculum, about human sexuality, for grade 10 & 12, has been implemented with the help of consultants. Each semester, elective on nutrition is offered. (Rating score changed from 3 to 4).

Mental Health group therapy session available to any student wanted to participate. Mental Health issues are also discussed in advisory classes.

As part of Performing and Visual Arts, the school offers a full art and digital media program, band after school, but not yet drama.

Priority 3 – Parent Engagement

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based either on information collected through surveys of parents/guardians or other local measures. Under either option, the local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. The key findings from the survey related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Parents are kept involved and informed in different ways, through conferences, emails, but also text messages (as many families don't have an email address), diverse meetings and Power School.

Parents are also involved in the Safety Comprehensive team and Wellness Committee.

1-Key findings related to seeking input from parents/guardians in decision making:

- Parent Communication: 92% of parents received regular communication to keep them informed of the different activities. That is a decrease of 7% (from 99% to 92%).
- Parent Feedback: 95% agreed that the school has channels in place to hear parents' ideas about how to make the school better (family conferences, advisors and parent education meetings). This is an increase of 40% (from 55% to 95%).
- Spanish Communication: 100% acknowledged that Silver Oak emphasizes Spanish communication.
- Parents concerns: 86% reported that concerns regarding student's academic performance can be easily communicated and are fully supported by the school. This is a decrease of 1% compared to last year. Students' results indicate 78%, which is a decrease of 4%.

2-Key findings related to promoting parental participation in programs:

Organizing volunteerism has been great for the specific tasks where the school needed extra help, but it can be enhanced, as there are additional areas where parents could provide help. The creation of a Parents Organization would enhance parent volunteerism and improve communication with parents.

- Feeling Welcome: 95% of parents felt welcome when at school, a decrease of 2% from (97% to 95%).

3- We choose the selected survey, because we are really interested in that data as part of the LCAP too. Parent engagement (involvement and volunteerism) is part of the student education, as parents are viewed as a partner.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Priority 6 – School Climate

School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local educational agencies (LEAs) will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

The goal is to build an inclusive and respectful community. The comprehensive safety plan is guiding the implementation of the recommended actions (Attendance & Positive classroom management, Grace and Courtesy, Social Inclusion, Respect for the environment).

Students are taking initiative to create several groups based on their cultures (Asian Students Association, Latino student Union, Muslim Student Union). They make presentations and encourage celebrations. Students of all ethnicities are welcome to join each group.

It is hard to have some measurable outcomes for this goal. But based on the results from the survey, and especially the students' responses, we notice improvements about the general school climate.

- Safe school climate: 93% mentioned that Silver Oak provides a safe school climate, (+15%, from 78% to 93%).
- Orderly environment: 93% said that Silver Oak provides an orderly classroom environment (+13%, from 80% to 93%). Students reported 90% (+11%, from 79% to 90%).
- Student acceptance: 99% said students feel accepted and supported by the school community (+11%, from 88% to 99%).
- Respect: 97% said Gender, racial, ethnic, cultural background are respected (+3%, from 94% to 97%). Students reported 90% (-1%, from 91% to 90%). Parents indicated 100% (+9%, from 91% to 100%).
- Social inclusion: 94% said that the staff guides students in becoming respectful members of the community (through social inclusion) (+6%, from 88% to 94%).
- Staff support: 95% thought that staff supports students through advisories, individual work time and family conferences (+8%, from 87% to 95%).
- Language & bullying: 82% of students agreed that rude language and bullying are not tolerated on campus (+12%, from 70% to 82%).

The Comprehensive Safety Plan was revised in 2017. It remains the same for the 2018-2019 school year, but the goals were reviewed and updated. These are the four climate safety goals that have been identified:

1. Attendance & Positive classroom management techniques: frequent visits and observations by Vice-principal and Instructional coach.
2. Grace and Courtesy: presentation during community meeting, followed by small group discussions.
3. Social Inclusion policy: Cyber Bullying workshops. Student Leadership Committee, to address issues of social justice at school and outside. Mixed interested students, meet monthly, studied issues, make presentations to the full community.
4. Respect for the environment: to ensure that there are fewer incidences of vandalism.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years

Priority 7 – Course Access

Self-Reflection Tool (Priority 7) - Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and Grades 7-12 , as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to stakeholders and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

1. The goal is to evaluate student proficiency in different ways, as well as provide additional support to students. Different ways have been implemented to provide extra information to the students, through teacher training to implement individualized learning, credit recovery and after school tutoring.

The School started PSAT testing in the 9th grade to have benchmark data earlier and be able to react faster on the trends of each cohort.

-All students have access to our college prep curriculum.

-We measure mastery through the School Wide Learner Outcomes.

-Mastery in all subject matters is defined as 70% or better.

-In 2018-2019 94% of all students attained mastery in all subjects (96% in Science, 91% in Math, 95% in English).

The school will continue to implement extra support. The students may take advantage of tutoring after school 4 days a week. Students who receive NC first and/or third quarters in any core subject course are required to attend after school tutoring in that subject two days per week. Major funding was allocated toward improving the student proficiency and test scores.

The Reading Specialist is meeting with students twice per week, in group and individually

Students did daily standardized, warm-ups to practice their skills and improve their Smarter Balanced test scores, and interim testing.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

2. We only offer a college prep curriculum. All students have access to this curriculum. Students with IEP's and 504's are fully included, as are all ELL students. There are no tracks or differentiation of curriculum for any students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

3. There are no barriers because All students have access to this curriculum. Special Education students are fully included, as are all ELL students. There are no tracks or differentiation of curriculum for any students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

4. We have expanded our new comprehensive Mental Health program at the School.

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page (<https://data1.cde.ca.gov/dataquest/page2.asp?Level=District&subject=Course>).

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☒ Met
- ☐ Not Met
- ☐ Not Met For Two or More Years