



Silver Oak Elementary School

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Evergreen Elementary School District

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Data within this report are reflective of the 2006-07 school year, unless otherwise noted.

2007-2008 School Accountability Report Card

Principal's Message

The staff, students, and parents of Silver Oak are committed to continuing in the tradition of academic excellence. 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 society. Students will be supported in thinking creatively and critically and be able to adapt to change. They will develop skills in acquiring, 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 that appreciates diversity, tolerance, mutual respect, cooperation toward team goals, and a love for learning.

The most important alliances our school has fostered are with our parents and community. We encourage all families to become powerful links in the home/school partnership to ensure that each child develops the skills necessary to become productive workers, citizens, and life-long learners.

Our students continue to meet high expectations, as evidenced by exceeding our 2006-2007 growth target in the Academic Performance Index (API) with a score of 952. Silver Oak will continue to explore new horizons to enhance student learning and achievement.

School Mission Statement

"The function of a school is to work with our heart and soul and hands and brain to deliver academically rigorous programs that help all children succeed."

Lorraine Monroe, Director of the School Leadership Academy, Center for Educational Leadership, NYC

Silver Oak classroom teachers, resource staff, classified staff, and parents collaborated in both written and oral form about what our students should know, understand, and be able to do.

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.

School & Community Profile

Evergreen Elementary School District, located in the city of San Jose, is comprised of 15 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, located at the southern-most point of the district's borders, served 844 kindergarten through sixth grade students during the 2006-07 school year on a traditional calendar schedule. Additionally, the 2006-07 student population consisted of 1.7% "Socioeconomically Disadvantaged," 8.5% "English Learners," and 4.9% "Students with Disabilities."

Student Enrollment by Ethnic Group

2006-07

	Percentage
African American	2.0%
American Indian	0.6%
Asian	39.1%
Caucasian	45.1%
Filipino	3.2%
Hispanic	6.9%
Pacific Islander	0.9%
Multiple or No Response	2.1%

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.

Discipline & Climate for Learning

Students at Silver Oak Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of the school's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior.

The district has adopted the "Discipline with Dignity" program, which all schools utilize. Additionally, a partnership with Project Cornerstone has been forged, which promotes research-based developmental assets as a guiding framework for the support and healthy development of all children.

Parents and students are informed of school rules and discipline policies at the beginning of the school year through the Parent-Student Handbook. Ongoing school-to-home communication is facilitated through weekly newsletters, Back-to-School Night, Open House, parent-teacher conferences, emails, parent workshops, and the school website.

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	12	18	2	691	613	787
Suspension Rate	1.44%	2.18%	0.24%	5.17%	4.57%	5.90%
Expulsions	0	0	0	14	29	36
Expulsion Rate	0.00%	0.00%	0.00%	0.10%	0.22%	0.27%

Student Recognition

Silver Oak Elementary recognizes and celebrates the achievements and successes of students and staff on a regular basis. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. In addition to verbal praise and motivational incentives, ongoing recognition programs include:

- Honor Roll
- Student-of-the-Week
- Perfect Attendance Awards
- Super Helpers
- Spotlight Writers

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. In addition to YMCA-sponsored activities, extracurricular opportunities and programs include:

- Girls on the Run
- Plays
- Lefter's Music Classes
- Science Adventures
- Great Books Enrichment Classes
- Silver Oak Choir
- Talent Show
- Homework Center
- Success Chess
- ESS Sports

School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered.

Parents are advised of their responsibilities, including proper notification of when and why students are absent. Phone calls are made on a daily basis to the homes of absent students, while letters and home visits may occur when absences become habitual.

The school reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling are not effective. The chart illustrates the enrollment trend by grade level for the most recent three-year period.

Enrollment Trend by Grade Level

	2004-05	2005-06	2006-07
K	106	118	113
1st	134	114	136
2nd	129	136	109
3rd	127	127	129
4th	132	122	131
5th	101	126	121
6th	104	84	105

Class Size

Average class sizes and pupil-to-teacher ratios vary by grade level and subject area taught. Students receive additional in-class assistance from parent volunteers, instructional aides, and peer buddies. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Classrooms Containing:											
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
K	18	20	19	6	6	6	0	0	0	0	0	0
1st	20	19	19	6	6	7	0	0	0	0	0	0
2nd	19	18	20	6	7	5	0	0	0	0	0	0
3rd	20	19	20	6	6	6	0	0	0	0	0	0
4th	31	28	30	0	0	0	5	5	5	0	0	0
5th	31	28	30	0	0	0	2	4	3	0	0	0
6th	31	28	28	0	0	0	3	3	3	0	0	0
K-3	19	19	20	2	1	1	0	0	0	0	0	0
4th-6th	30	25	30	0	0	0	2	1	2	0	0	0

School Leadership

Leadership at Silver Oak Elementary is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Carole Schmitt for the past two years. Prior to this position, Ms. Schmitt served in various administrative roles and as a classroom teacher.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Avenues of opportunity include the following:

- Parent Teacher Association (PTA)
- Emergency Response Team (ERT)
- Technology Committee
- Silver Oak Educational Partnership (SOEP)
- Grade Level Teams
- English Learner Advisory Committee (ELAC)
- School Site Council (SSC)

School Facilities & Safety

Silver Oak Elementary, 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. The turf, irrigation system, and hillside landscaping were replaced in 2002. Two portables were also added to the grounds between 2004 and 2005.

Additionally, the district passed a facilities bond measure in 2006 that will allow for future modernization. The following chart displays the results of the most recent facilities inspection, provided by the district on March 3, 2008.

School Facility Conditions				
Date of Last Inspection: 11/21/2007				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			F-Wing - Rust on fountain; issue on file with district.
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds			X	Playground - Play structure has split side; removed and repaired.
Overall Cleanliness	X			

School Safety

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 fall 2007 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
- Current status of school crime
- Child abuse reporting procedures
- Policies related to suspension/expulsion
- Disaster procedures/routine & emergency drills
- Safe ingress & egress of pupils, parents, & school employees
- Sexual harassment policy
- Notification to teachers
- Schoolwide dress code

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.



Cleaning Process

Silver Oak Elementary 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's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Evergreen Elementary School 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 Budget 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 the following:

- Roofing
- Heating & Air Conditioning
- Interior/Exterior Painting
- Plumbing
- Electrical Systems
- Floor Systems

For the 2007-08 school year, Evergreen Elementary School District has budgeted \$540,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. At the time of publication, the district's governing board had not approved any 2007-08 deferred maintenance projects for Silver Oak Elementary.

Counseling & Support Staff

In addition to academics, the staff at Silver Oak strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school has procedures in place to insure that students receive the services they need. Staff members are devoted to helping students deal with problems and assisting them to reach positive goals. The table lists the support service personnel available at the school.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
English Language Development (ELD) Aide	1	0.5
Health Aide	1	1.0
Librarian	2	As Needed
Library Media Assistant	1	1.0
Literacy Coach	1	0.3
Occupational Therapist	1	As Needed
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	0.9
RSP Aide	1	0.8
Speech and Language Specialist	1	0.5

Special Education

Special education students receive therapeutic services such as Speech & Language Therapy, Occupational Therapy, and Adaptive Physical Education. The Resource Specialist Program (RSP) and Special Day Classes serve students with learning disabilities.

At-Risk Interventions

Silver Oak Elementary provides extended day classes and summer school for students who are struggling to meet grade-level standards.

English Learners

English Learner (EL) students receive direct, explicit English language instruction both in the classroom by the classroom teacher and in a pull-out program by an EL Specialist, as determined by need.

GATE

A Gifted and Talented Education (GATE) program is offered for identified students. The units of study are thematic and vary throughout the year.



Student Achievement & Testing

In addition to the Standardized Testing and Reporting (STAR) program, students are assessed both formatively and summatively using a range of measurements. These include the Noyce Assessment, district proficiency assessments in reading and writing, publishers' assessments, and on-demand assessments.

Norm-Referenced Tests

Norm-Referenced Tests (NRT) are nationally administered multiple-choice achievement tests that provide statistical feedback on a national level. The purpose of these tests is to determine how well California students are achieving academically compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The current NRT adopted by the State Board of Education is the California Achievement Test, Sixth Edition (CAT/6). The CAT/6 chart reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics.

CAT/6 Norm Referenced Test						
% At or Above 50th Percentile						
Reading			Math			
3			3			
05	06	07	05	06	07	
All Students						
School	72	81	72	87	87	87
District	49	52	49	72	74	73
State	36	37	38	55	55	56
Males						
School	67	78	65	85	89	87
Females						
School	76	84	80	88	84	88
Asian						
School	70	89	64	88	93	88
Caucasian						
School	81	82	81	91	89	88
English Learners						
School	*	*	27	*	*	55

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Data Sources

Data within the SARC was provided by Evergreen Elementary School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Training & Curriculum Improvement

Staff members build teaching skills and concepts through participation in conferences and workshops throughout 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.

Before curriculum is adopted by the Board of Trustees, a committee comprised of teachers and administrators is formed to review state and district content standards, state frameworks, and student assessment data. The committee then reviews the State Board of Education approved materials and grade-level teams decide the two they believe most closely meet the needs of students. These two curriculums are piloted in the classroom and when consensus is reached a recommendation for adoption is made to the Board of Trustees. During the 2006-07 school year, the district adopted a new science curriculum for all kindergarten through eighth grade students.

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.

Physical Fitness

In the spring of each year, Silver Oak Elementary is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas:

- Aerobic Capacity
- Abdominal Strength
- Upper Body Strength
- Body Composition
- Trunk Extension Strength
- Flexibility

Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2006-07 school year, 44.5% of Silver Oak Elementary's fifth grade students met or exceeded state fitness standards.



California Standards Test

The multiple-choice California Standards Tests (CST), part of the STAR program, are administered only to students in California public schools. These tests determine students' achievement in relation to meeting educational standards and goals of the California Content Standards. They also provide feedback on their success given what they are expected to know in each grade level and subject.

Students in grades 2-11 take an English/Language Arts and Mathematics test. Students in grades 4 and 7 also participate in an essay writing test. History-social science tests are given to students in grades 8, 10, and 11, and students in grades 5, and 8 through 11 take a science test.

Because tests are meant to measure how well students achieve standards rather than how well they do compared to other students, the results are reported as performance levels. The five performance levels are: advanced (exceeds State Standards), proficient (meets Standards), basic, below basic, and far below basic. Students scoring at the proficient or advanced level meet State Standards in that content area.

The combined percentage of students scoring at the “proficient” and “advanced” levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown.

California Standards Test (CST)																																	
Combined % of Students Scoring at Proficient and Advanced Levels																																	
	Language Arts															Math			Science														
	2			3			4			5			6			2			3			4			5			6			5		
	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07	05	06	07
All Students																																	
School	82	83	86	75	87	82	94	91	94	93	90	85	88	90	88	90	87	90	85	92	90	93	91	94	89	92	79	84	86	89	78	73	88
District	64	69	68	51	56	54	66	68	67	59	60	61	53	57	57	77	77	75	74	75	75	68	70	71	62	65	58	55	59	58	47	52	57
State	42	47	48	31	36	37	47	49	51	43	43	44	38	41	42	56	59	59	54	58	58	50	54	56	44	48	49	40	41	42	28	32	37
Males																																	
School	78	81	81	73	86	74	93	88	91	90	90	80	79	87	89	90	86	94	85	94	89	92	89	95	88	92	78	81	85	91	87	76	89
District	60	65	63	45	51	48	62	63	63	55	57	57	48	53	55	77	76	75	72	76	74	68	67	70	60	65	57	55	58	58	51	52	60
State	39	43	44	29	33	33	44	46	48	39	40	41	35	38	40	58	59	59	56	58	58	50	54	56	43	48	48	41	42	42	32	34	38
Females																																	
School	87	84	91	78	89	89	95	94	97	96	89	89	96	94	88	90	89	87	84	91	91	95	92	92	89	91	80	87	86	88	68	70	88
District	69	74	72	56	61	60	71	72	72	62	64	64	58	61	60	76	78	77	75	75	77	69	73	71	63	66	60	55	60	60	43	52	56
State	45	50	53	35	39	41	52	54	55	46	47	48	41	44	45	55	57	58	54	56	57	51	55	58	45	48	49	39	41	41	26	30	35
Asian																																	
School	89	81	94	78	91	81	96	90	94	97	94	86	93	98	93	93	88	98	90	96	93	98	96	98	97	96	92	90	97	93	85	80	92
District	78	82	84	64	72	69	80	83	82	72	75	76	68	73	75	89	87	89	87	87	90	84	87	89	77	83	77	74	78	78	59	65	73
State	66	70	73	54	59	60	71	73	73	67	67	68	60	66	67	79	81	81	81	82	82	79	81	83	74	76	77	69	72	72	50	54	60
Hispanic																																	
School	*	*	*	*	*	*	*	*	91	*	*	*	82	*	*	*	*	*	*	*	*	*	*	91	*	*	*	73	*	*	*	*	*
District	38	50	44	27	27	30	44	43	42	37	37	39	33	34	30	56	61	58	52	56	57	45	45	44	39	42	34	32	35	30	27	29	34
State	28	33	35	17	22	23	32	35	37	27	29	30	22	26	28	44	47	48	43	46	48	38	43	46	33	36	37	26	29	29	14	18	23
Caucasian																																	
School	82	88	82	79	90	85	94	92	95	94	88	89	85	89	88	88	91	91	88	92	91	91	92	93	88	90	82	80	86	90	77	76	91
District	77	82	78	67	77	75	84	81	85	75	80	74	68	78	77	87	88	85	84	88	85	81	78	86	71	80	69	63	72	71	67	73	78
State	61	65	66	51	55	56	68	69	71	63	63	64	58	61	61	73	74	74	70	73	72	65	68	70	58	64	63	58	58	58	49	52	58
English Learners																																	
School	71	56	77	*	*	45	*	*	*	*	*	*	79	50	92	*	*	55	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District	52	58	58	24	25	26	43	40	36	21	18	26	12	12	14	70	68	69	59	56	59	48	47	50	38	30	29	23	19	19	18	15	22
State	23	27	30	12	15	15	19	24	24	13	13	14	7	8	9	43	45	46	40	41	42	32	36	39	22	24	25	13	14	14	6	7	11

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	10	10	10	
Similar Schools Rank	9	10	10	
All Students				
Actual Growth	3	10	2	952
Asian				
Actual Growth	4	10	-2	970
Caucasian				
Actual Growth	5	11	-2	949

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Adequate Yearly Progress

The Federal No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements.

Adequate Yearly Progress (AYP)

Made AYP Overall	School		District	
	Yes	Yes	Yes	Yes
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments
2. Percent of students scoring proficient on statewide assessments
3. API scores
4. Graduation rate for high schools

Results of school and district performance are displayed in the chart.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient
K	Mathematics	Harcourt Brace	2001	Yes
1st-6th	Mathematics	Pearson Scott Foresman	2001	Yes
K-6	Reading Language Arts	Houghton Mifflin	2003	Yes
6th	Science	Holt, Rinehart & Winston	2007	Yes
1st-5th	Science	MacMillan/McGraw Hill	2007	Yes
K	Science	Pearson Scott Foresman	2007	Yes
1st-6th	Social Science/History	Houghton Mifflin	2006	Yes
K	Social Science/History	Pearson Scott Foresman	2006	Yes

Textbooks & Instructional Materials

Pursuant to the settlement of *Williams vs. the State of California*, Evergreen Elementary School District thoroughly inspected each of its school sites at the start of the 2007-08 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment. The date of the most recent District Resolution on the Sufficiency of Textbooks was September 20, 2007.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, 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 Education. The textbook chart displays data collected in February 2008 in regards to the textbooks in use at the school during the current year (2007-08). The district does not currently have a Visual & Performing Arts curriculum adoption.

Additional instructional materials, such as leveled reading books, math manipulatives, maps, atlases, and science equipment, are specified for classroom use and available for every classroom. A fully automated library provides a complete collection of materials for research and recreational reading.

The library provides two mobile computer carts to which students have access. There is also a 25-workstation computer lab within the library where students are scheduled to visit, working on specified programs, and creating multimedia products.

Educational technology includes appropriate hardware and software to facilitate student success. The school has wireless Internet access and this technology is used by students and staff to enhance teaching and learning. All adults are connected through e-mail as well as classroom phones located in each room. Schoolwide software such as Accelerated Reader and Microsoft Office Suite foster students' independent study skills.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit San Jose's public libraries which contain numerous computer workstations. For locations and hours of these branches, please visit <http://www.sjlibrary.org/about/contacts/branches.htm>.



Teacher Assignment

Evergreen Elementary School District recruits and employs only the most qualified credentialed teachers. During the 2006-07 school year, Silver Oak Elementary staffed 38 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

Teacher Credential Status

	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	36	39	38	602
Without Full Credentials	2	0	0	5
Working Outside Subject	0	0	0	3

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current data are reported.

Misassignments/Vacancies			
	05-06	06-07	07-08
Misassignments of Teachers of English Learners	2	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	2	0	0
Vacant Teacher Positions	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	94.70%	5.30%
District	94.00%	6.00%
High-Poverty Schools in District	0.00%	0.00%
Low-Poverty Schools in District	90.50%	9.50%

Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed within the chart.

Average Salary Information Teachers - Principal - Superintendent 2005-06		
	District	State
Beginning Teachers	\$44,368	\$39,984
Mid-Range Teachers	\$71,795	\$63,798
Highest Teachers	\$83,910	\$79,204
Elementary School Principals	\$109,145	\$99,820
Middle School Principals	\$113,590	\$102,340
Superintendent	\$180,250	\$158,484
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.5%	43.0%
Administrative Salaries	5.5%	5.4%

School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time of publication, the most recent salary comparison data from the state was for the 2005-06 school year.

For comparison purposes, the California Department of Education has provided average salary data from elementary school districts having above 5,000 average daily attendance statewide.

The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at the district and state levels.



Average Teacher Salaries	
School & District	
School	\$60,977
District	\$63,838
Percentage of Variation	4.49%
School & State	
All Elementary School Districts	\$61,005
Percentage of Variation	0.05%

District Expenditures & Revenue Sources

Evergreen School District spent an average of \$6,343 to educate each student, based on 2005-06 audited financial statements. The table provides a comparison of the school's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$4,463
From Restricted Sources	\$174
From Unrestricted Sources	\$4,289
District	
From Unrestricted Sources	\$4,785
Percentage of Variation between School & District	10.37%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	13.23%

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

- Title I, Targeted Assistance
- Title II, Staff Development
- Title III, Economic Impact Aid
- Title IV, Safe & Drug Free Schools & Communities
- Title V, Innovative Programs
- Peer Assistance & Review (PAR)
- School & Library Improvement Program
- Gifted & Talented Education (GATE)
- Tobacco Use Prevention Education (TUPE)

Parent & Community Involvement

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

- Classroom activities
- Back-to-School Night, Open House
- GATE Parent Visitation Week
- PTA Harvest Halloween Fun Event
- Science Fair & Family Bingo Night
- Jump Rope for Heart
- Fitness Fun Run
- Red Ribbon Week
- Parent Education (Family Math, Family Literacy, and Family Science)
- Annual school wide musical productions
- School Site Council, PTA, Silver Oak Educational Partnership Events
- Field trips
- Library
- Arts Attack program
- Art Fair
- Talent Show
- Astronomy Night
- Book Fair

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