The School Plan for Student Achievement

School: Golden Oak Community School

CDS Code: 19-65045

District: Sulphur Springs Union School District

Principal: Jenna Oikawa

Revision Date: October 21, 2020

The School 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 (ESSA) require each school to consolidate all school plans for programs funded through the ConApp and ESSA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mrs. Jenna Oikawa

Position: Principal

Phone Number: 661-251-8929

Address: 25201 Via Princessa
Santa Clarita, CA 91387

E-mail Address: joikawa@sssd.k12.ca.us

The District Governing Board approved this revision of the SPSA on December 9, 2020.

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School Vision and Mission

Golden Oak Community School's Vision and Mission Statements
Vision Statement
Students achieving their greatest potential is our collaborative purpose.

Mission Statement
Golden Oak Community School is committed to providing a wide continuum of opportunities which value individuals, maximize both skills and knowledge, enhance self-esteem, produce responsible and lifelong scholars, and are responsive to the needs of a diverse student, parent, and community population. We commit to a comprehensive system of support to ensure these outcomes.

School Profile

Golden Oak Community School is nestled in the hills in Canyon Country, California, in what will be the Golden Valley development. Golden Oak, built in 2008, is a transitional kindergarten through sixth grade school housing 563 students.   Approximately 20% of the student population participates in the Free & Reduced Lunch Program and approximately 5% of our students have a first language that is other than English.   Golden Oak has a wonderfully diverse population (Two or more, 6.95%; American Indian or Alaskan, <1%; Asian 7.13%; White-Not of Hispanic Origin, 29.41%; Filipino, 7.84%; Pacific Islander, <1%; Hispanic or Latino, 40.46%; African-American or Black, 7.31%) Golden Oak is proud to offer GATE instruction, as well as Language Team Time to support English Development. Each of our 20 classrooms, our Science Lab, and our Computer Lab include a Smart Board, digital doc camera, teacher iPad, and a sound enhancement system. Additionally, classrooms are equipped with iPads at a ratio of 3 students to 1 iPad. Currently, there are 21 regular education teachers from Kindergarten through Sixth Grades. Student learning is supported by a Speech and Language Specialist, a Resource Specialist Program Teacher, and a 40% School Psychologist. Classified employees include a part time Library Resource Technician, a part time Computer Lab Specialist and one Science Lab Specialist. Golden Oak is rich with parent support and involvement. Parent volunteers are visible in every classroom. Parents are also involved in the PTA, School Site Council (SSC) and English Language Advisory Committee (ELAC) at the school site. We share a common goal of inspiring students to be their personal best. Golden Oak is proud to support the Accelerated Reader program, offering celebrations three times a year to recognize students meeting their reading goal. Additionally, we are proud to implement Capturing Kids Hearts at Golden Oak, building positive school relationships.
More information about Golden Oak Community School can be found in our School Accountability Report Card (SARC) located on our school webpage.(http://goldenoak.sssd.k12.ca.us/pages/GoldenOak)

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).

Every year, the District conducts surveys of staff, parents and students to provide information on instruction, safety, communication, and programs. This year, due to school closures from Covid-19, survey information included feedback on distance learning, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support families during this time of remote teaching.

Classroom Observations

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

Site administrators conduct frequent classroom observations to support teachers in standards implementation, classroom management, and monitoring of programs. Data from these classroom observations inform decisions regarding professional development and program implementation. Classroom observations consist of formal and informal observations, and include daily walkthroughs of classrooms. During remote teaching, classroom observations include participation in teachers' scheduled live teaching sessions.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESSA) 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 (ESSA)

   The District uses data from State and local assessments to monitor student progress, inform instructional decisions, and improve student achievement. At the beginning of the year, teachers participate in data analysis sessions to review the prior year state assessments, examine beginning of the year assessments, and reflect on other forms of data to determine implications for instruction.

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

   Throughout the school year, school site administrators, teachers, and district administrators utilize curriculum-embedded assessments and other formative assessments to participate in ongoing cycles of inquiry. Data is collected and analyzed in order to implement a multi-tiered system of support to meet academic and socio-emotional needs of all students.

Staffing and Professional Development

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

   The District's Personnel Division is committed to ensuring that all currently hired and future hired teachers meet the highly qualified teacher requirements. Currently, 100% of teachers in Sulphur Springs Union School District are highly qualified.

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

   Currently 100% of teachers in Sulphur Springs Union are credentialed teachers. Professional development on SBE-adopted curriculum takes place at the beginning of the year before school starts, and continues throughout the year. Professional development also includes content on the CA Common Core Standards, the English Language Development Standards, and the Next Generation Science Standards.

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

    Sulphur Springs Union School District provides high-quality professional development for teachers, principals, District administrators, and classified staff throughout the year. Professional development is focused on implementing the Local Control Accountability Plan (LCAP), district initiatives, priority standards, and data across the district on how best to meet students' instructional needs.   For the 2020-2021 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2020-2021 school year started, teachers participated in 32 hours of virtual professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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

    The Sulphur Springs Union School District's Educational Services Department continues to provide ongoing support to teachers and administrators through the Assistant Superintendent of Educational Services, the Director of Curriculum and Instruction, two Assistant Principals for Instruction, and two Teachers on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being a critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

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

    During each site's Wednesday Professional Development time, teachers are given the opportunity to work together in teams to share resources, analyze data and make instructional decisions. Additionally, during the 2020-2021 school year, the Educational Services Department has provided opportunities for teachers at each grade-level across the District to come together and collaborate. These virtual opportunities include virtual professional development sessions, as well as the establishment of Google Classroom and District website to serve as a resource hub for teachers.

Teaching and Learning

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

    State-adopted standards aligned textbooks are utilized across all core curricular areas to meet Williams compliance. Each year, the District updates a curriculum guide that focuses on priority standards in the content areas.
    After the release of the report "Addressing Unfinished Learning After Covid-19" by the Council of Great City Schools (June 2020), the District's Educational Services Department met with a cohort of teachers and administrators in early July to discuss instructional priorities when starting the 2020-2021 academic school year.   Through a series of four workshop sessions, the team focused on three of the principles contained in the report: 1). Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled "2020-2021 Priority Instructional Content in English-Language Arts and Mathematics" to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year.   These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

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

   The school implements the minimum required instructional minutes as per SB 98, the State Bill that addresses modifications to instructional minutes as a result of shifts in learning models due to Covid-19 school closures. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students' instructional needs.

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

    The school implements a multi-tiered system of support to target students' instructional needs. Students are identified for intervention based on data from state, district, and curriculum-embedded assessments.

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

    All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs. In English-Language Arts and English Language Development, the school utilizes Benchmark Advance. In Math, the school utilizes Math Expressions. Both Benchmark Advance and Math Expressions include an online platform in which teachers and students can access the content digitally. In Social Studies and Science, the school utilizes the state-adopted textbooks in conjunction with online standards-based resources to supplement instruction.

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)

    All purchased materials are aligned to the California Common Core State Standards and include supplementary materials that meet students needs.

Opportunity and Equal Educational Access

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

    Centralized and site funds are used to support all student groups, including English Learners, homeless students, foster youth and students with disabilities. Funds are used to support professional development needs and/or instructional programming.

14. Research-based educational practices to raise student achievement

    The school site continues to utilize research-based educational practices to support students in attaining grade-level proficiency. Data is analyzed to drive instruction and determine professional development needs. The District and school site provides regular opportunities for collaboration and school leaders participate in ongoing professional development to stay abreast of research-based instructional practices.

Parental Involvement

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

    The school site implements a multi-tiered system of support to determine how best to support students academically and socio-emotionally. The site has a variety of resources to support underperforming students, including intervention programs, counseling services, the District's Family Resource Center, and access to the District Social Worker. Additionally, teachers and staff participate in ongoing professional development to meet these needs.

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 site involves parents, community representatives, classroom teachers, and other personnel in the evaluation of consolidated application programs through the School Site Council. The school Site Council establishes, plans, and review the School Plan for Student Achievement annually. Additionally, the principal provides information and elicits input from the English Language Advisory Committee (ELAC), Parent Teacher Association (PTA), and all other stakeholders.

Funding

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

    Services are provided through both centralized and site-based categorical funds to help underperforming students meet standards. Centralized and site funds are used to that support students in all subgroups through professional development, the implementation of intervention programs, purchasing supplementary materials, providing workshops for parents, and any other services as needed.

18. Fiscal support (EPC)

    The school site receives funding through the Local Control Funding Formula, which includes Base and Supplemental/Concentration funds. Some sites receive Title I funds. Additionally, the site receives monies from various grants and from the PTA.

Description of Barriers and Related School Goals

The staff is working to ensure the students have adequate time practicing the technological skills necessary to perform the required assessments, utilizing a limited amount of additional technological resources.

One of the growing populations of students at our site is our African American population. The staff is continually working to ensure that the our African American students, in addition to our other subgroups, receive access to core instruction, and their parents are able to access resources to best support their children.

Although teachers have the opportunity to collaborate twice a month, more time is needed to form appropriate lessons and interventions based on the data.

School and Student Performance Data

SBA Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	78	75	76	78	75	76	78	75	98.7	100	100
Grade 4	83	78	82	80	77	82	80	77	82	96.4	98.7	100
Grade 5	84	83	77	84	82	77	84	81	77	100	98.8	100
Grade 6	86	89	84	85	88	83	85	88	83	98.8	98.9	98.8
All Grades	330	328	318	325	325	317	325	324	317	98.5	99.1	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2453.2	2461.5	2482.3	35.53	44.87	52.00	30.26	23.08	20.00	22.37	20.51	21.33	11.84	11.54	6.67
Grade 4	2485.6	2504.9	2501.0	30.00	38.96	40.24	25.00	29.87	24.39	23.75	16.88	19.51	21.25	14.29	15.85
Grade 5	2550.6	2527.8	2543.8	35.71	29.63	29.87	38.10	33.33	37.66	19.05	14.81	18.18	7.14	22.22	14.29
Grade 6	2572.7	2586.7	2578.3	30.59	31.82	32.53	42.35	48.86	39.76	18.82	18.18	22.89	8.24	1.14	4.82
All Grades	N/A	N/A	N/A	32.92	36.11	38.49	34.15	34.26	30.60	20.92	17.59	20.50	12.00	12.04	10.41

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.53	43.59	52.00	47.37	42.31	37.33	17.11	14.10	10.67
Grade 4	31.25	37.66	41.46	52.50	51.95	47.56	16.25	10.39	10.98
Grade 5	34.52	37.04	41.56	57.14	44.44	45.45	8.33	18.52	12.99
Grade 6	29.41	35.23	31.33	60.00	54.55	51.81	10.59	10.23	16.87
All Grades	32.62	38.27	41.32	54.46	48.46	45.74	12.92	13.27	12.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.58	29.49	34.67	53.95	51.28	56.00	14.47	19.23	9.33
Grade 4	25.00	36.36	23.17	56.25	42.86	56.10	18.75	20.78	20.73
Grade 5	51.19	34.57	36.36	36.90	43.21	46.75	11.90	22.22	16.88
Grade 6	36.47	44.32	38.55	44.71	50.00	54.22	18.82	5.68	7.23
All Grades	36.31	36.42	33.12	47.69	46.91	53.31	16.00	16.67	13.56

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	27.63	30.77	30.67	64.47	62.82	65.33	7.89	6.41	4.00
Grade 4	23.75	22.08	28.05	58.75	70.13	60.98	17.50	7.79	10.98
Grade 5	32.14	18.52	33.77	61.90	69.14	61.04	5.95	12.35	5.19
Grade 6	23.53	26.14	30.12	68.24	69.32	62.65	8.24	4.55	7.23
All Grades	26.77	24.38	30.60	63.38	67.90	62.46	9.85	7.72	6.94

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	27.63	39.74	41.33	52.63	42.31	52.00	19.74	17.95	6.67
Grade 4	30.00	37.66	39.02	50.00	53.25	41.46	20.00	9.09	19.51
Grade 5	41.67	39.51	37.66	48.81	40.74	48.05	9.52	19.75	14.29
Grade 6	49.41	54.55	45.78	40.00	44.32	50.60	10.59	1.14	3.61
All Grades	37.54	43.21	41.01	47.69	45.06	47.95	14.77	11.73	11.04

Conclusions based on this data:

1. Based on the 2018/2019 CAASPP results, 89.27% of 3rd-6th grade students scored "Standard Exceeded", "Standard Met", or "Standard Nearly Met" Overall on the English Language Arts/Literacy portion of the assessment.

2. Based on the 2018/2019 CAASPP results, the 3rd, 4th, and 6th grade had a decrease in the percent of students performing "Below Standard" in the area of Listening. (93.06% scored "Above" or "At/Near" Standard)

3. Based on the 2018/2019 CAASPP results, 5th grade had an increase of 15.25 percent of students performing at "Above Standard" in the area of Listening.

School and Student Performance Data

SBA Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	77	78	75	77	78	75	77	78	75	100	100	100
Grade 4	83	78	82	82	77	82	82	77	82	98.8	98.7	100
Grade 5	84	83	77	84	82	77	84	82	77	100	98.8	100
Grade 6	86	89	84	86	89	83	86	89	83	100	100	98.8
All Grades	330	328	318	329	326	317	329	326	317	99.7	99.4	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2460.7	2457.1	2473.5	33.77	26.92	44.00	27.27	34.62	18.67	27.27	21.79	24.00	11.69	16.67	13.33
Grade 4	2478.7	2505.5	2502.1	18.29	18.18	28.05	20.73	50.65	29.27	43.90	23.38	31.71	17.07	7.79	10.98
Grade 5	2525.7	2498.0	2534.9	28.57	19.51	32.47	22.62	12.20	23.38	27.38	31.71	28.57	21.43	36.59	15.58
Grade 6	2579.1	2571.1	2556.0	36.05	32.58	26.51	30.23	30.34	26.51	20.93	28.09	31.33	12.79	8.99	15.66
All Grades	N/A	N/A	N/A	29.18	24.54	32.49	25.23	31.60	24.61	29.79	26.38	29.02	15.81	17.48	13.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.65	42.31	54.67	31.17	39.74	28.00	18.18	17.95	17.33
Grade 4	26.83	50.65	47.56	37.80	37.66	25.61	35.37	11.69	26.83
Grade 5	38.10	24.39	38.96	32.14	26.83	33.77	29.76	48.78	27.27
Grade 6	52.33	46.07	38.55	33.72	33.71	34.94	13.95	20.22	26.51
All Grades	41.95	40.80	44.79	33.74	34.36	30.60	24.32	24.85	24.61

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	35.06	39.74	46.67	45.45	43.59	37.33	19.48	16.67	16.00
Grade 4	21.95	25.97	30.49	41.46	51.95	48.78	36.59	22.08	20.73
Grade 5	27.38	14.63	24.68	51.19	43.90	55.84	21.43	41.46	19.48
Grade 6	33.72	33.71	25.30	47.67	51.69	45.78	18.60	14.61	28.92
All Grades	29.48	28.53	31.55	46.50	47.85	47.00	24.01	23.62	21.45

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	49.35	43.59	50.67	41.56	39.74	36.00	9.09	16.67	13.33
Grade 4	23.17	28.57	35.37	48.78	59.74	43.90	28.05	11.69	20.73
Grade 5	25.00	17.07	27.27	51.19	51.22	53.25	23.81	31.71	19.48
Grade 6	31.40	35.96	25.30	53.49	43.82	50.60	15.12	20.22	24.10
All Grades	31.91	31.29	34.38	48.94	48.47	46.06	19.15	20.25	19.56

Conclusions based on this data:

1. Based on the 2018/2019 CAASPP results, Golden Oak saw 86.12% of students score in "Standard Exceeded," "Standard Met" and "Standard Nearly Met."

2. Based on the 2018/2019 CAASPP results, each of the percentages in "Below Standard" decreased in each strand in comparison to the 2017/2018 results.

3. Based on the 2018/2019 CAASPP results, 89% of 4th grade students scored in "Standard Exceeded," "Standard Met" and "Standard Nearly Met" on the overall Math portion.

School and Student Performance Data

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ELPAC Results

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Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	5
Grade 2	*	*	*	*	*	*	*	7
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	4
Grade 6	*	*	*	*	*	*	*	7
All Grades							42	34

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*		*	*	*
3	*	*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*		*	*	*	*	*
All Grades	54.76	41.18	40.48	41.18	*	14.71	*	2.94	42	34

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students									
	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*	*	*		*		*	*	*
3	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*		*	*	*	*	*
All Grades	73.81	52.94	*	35.29		8.82	*	2.94	42	34

Written Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
3	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
6	*	*		*		*	*	*	*	*
All Grades	42.86	26.47	35.71	35.29	*	38.24	*	0.00	42	34

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	*	*	*	*	*	*	*
All Grades	71.43	44.12	26.19	52.94	*	2.94	42	34

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	78.57	67.65	*	26.47	*	5.88	42	34

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
All Grades	52.38	29.41	38.10	67.65	*	2.94	42	34

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
3	*	*	*	*	*	*	*	*
All Grades	40.48	38.24	54.76	61.76	*	0.00	42	34

Conclusions based on this data:

1.

School and Student Performance Data

California Physical Fitness Test Results

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12	26.5	43.4
7			
9			

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
545	**26.8**	**7.5**	**0.6**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	41	7.5
Foster Youth	3	0.6
Homeless	9	1.7
Socioeconomically Disadvantaged	146	26.8
Students with Disabilities	35	6.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	6.8
American Indian	3	0.6
Asian	49	9.0
Filipino	37	6.8
Hispanic	219	40.2
Two or More Races	25	4.6
Pacific Islander	1	0.2
White	173	31.7

Conclusions based on this data:

1. Socioeconomically Disadvantaged students make up 26.8% of the total student population.

2. English Learners make up 7.5% of the total student population.

3. Foster Youth make up 0.6% of the total student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. English Language Arts academic performance is in the green performance indicator.

2. Mathematics academic performance is in the green performance indicator.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
43.3 points above standard	31.6 points above standard	0 Students
Increased ++6.6 points	Increased ++8.3 points	
308	44	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	13.5 points above standard	23.9 points below standard
6	Maintained ++2.5 points	Increased Significantly ++21.6 points
	87	29

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
10.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	74.5 points above standard	75.1 points above standard
Declined Significantly -19.1 points	1	Increased ++6.1 points	Declined -8 points
23		32	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
23.2 points above standard	70 points above standard	Less than 11 Students - Data Not Displayed for Privacy	54.5 points above standard
Maintained -1 points	Increased Significantly ++42.4 points	1	Increased Significantly ++17.1 points
119	15		98

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
37.9 points below standard	75.3 points above standard	41.7 points above standard
Declined -9 points	Increased Significantly ++19.2 points	Increased ++4 points
17	27	245

Conclusions based on this data:

1. In overall student performance for English Language Arts, students performed in the green performance level, which is an increase from the previous year. This is attributed to a focus on standards based instruction, targeted interventions, and professional development.

2. English Learners performed in the green performance level for English Language Arts, which is an increase from the previous year.

3. While performance for students with disabilities is still below standard, their performance in ELA has increased significantly.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	
17.6 points above standard	2.7 points above standard	
Increased ++8 points	Increased ++4.4 points	
308	44	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	12.2 points below standard	32.6 points below standard
	Increased ++8.8 points	Declined -8.8 points
6	87	29

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
26.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	63.1 points above standard	55.5 points above standard
Maintained ++0.8 points	1	Increased ++5.4 points	Declined Significantly -16 points
23		32	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
5 points below standard	55.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	26.9 points above standard
Declined -4.5 points	Increased Significantly ++41.4 points	1	Increased Significantly ++23.5 points
119	15		98

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
45.1 points below standard	32.8 points above standard	17.4 points above standard
Increased ++11.3 points	Maintained ++0.1 points	Increased ++6.4 points
17	27	245

Conclusions based on this data:

1. Overall Students performed in the green performance level in Mathematics, which is an increase from the previous year due to support from the District TOSA, PD with Dr. Michelle Douglass and focus on standards based instruction.

2. English Learners performed in the green performance level in Mathematics, which is an increase from the previous year.

3. While students with disabilities have no performance color on the dashboard, data indicates that performance is still below standard and has decreased by 8.8%. Progress for students with disabilities will continue to be monitored.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
65.4 making progress towards English language proficiency
Number of EL Students: 26
Performance Level: Very High
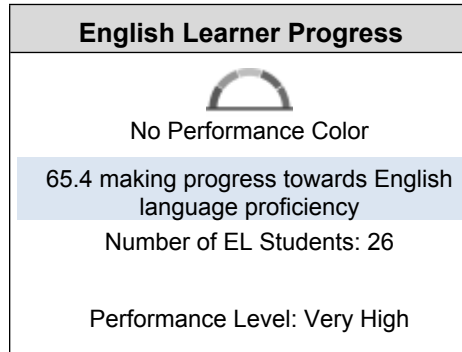
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.5	23.0	26.9	38.4

Conclusions based on this data:

1. 65.4% of English Learners show a performance level of Very High on English Learner Progress.

2. 11/5% of students (approximately 3 students) haver decreased in ELPI level. Progress of these students will continue to be monitored.
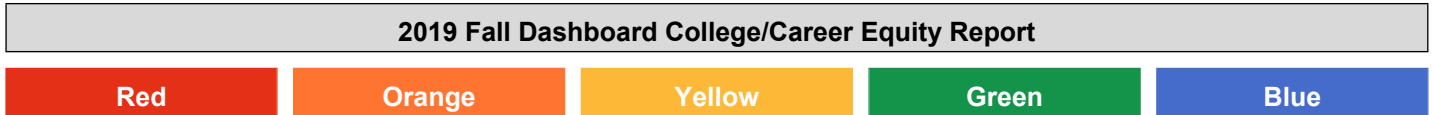
School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data
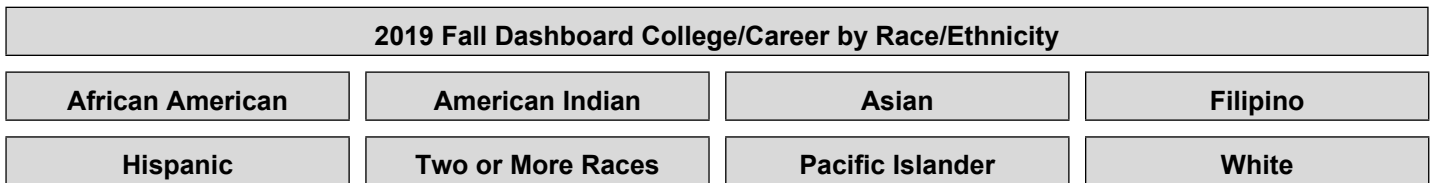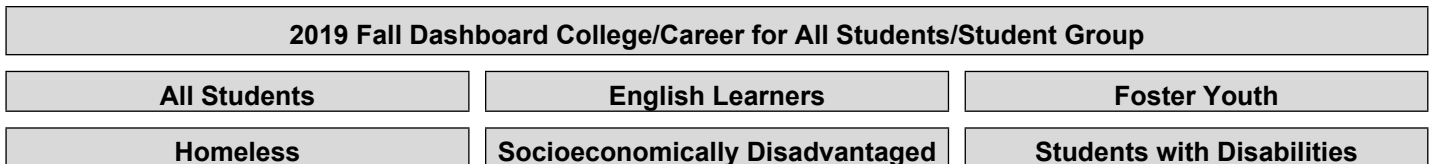
Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

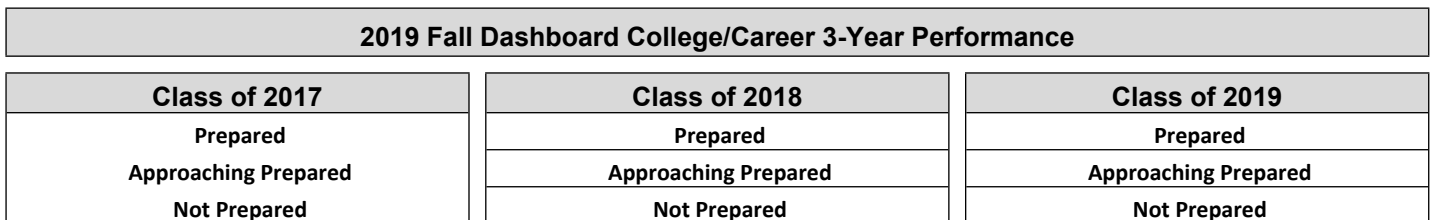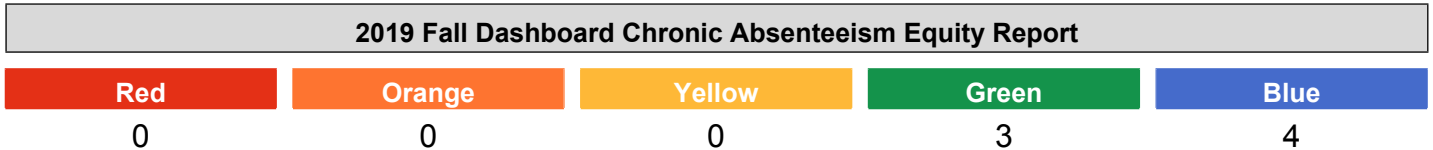| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	3	4

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Blue	No Performance Color
4.3	2.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -2	Declined -6.6	3
558	43	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Green
0	4.5	4.3
11	Declined Significantly -8.1	Declined -12.4
	155	47

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	0	0
Declined -2.6	3	Maintained 0	Declined -3.8
37		51	37

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
5.7	3.8	Less than 11 Students - Data Not Displayed for Privacy	5.7
Declined -2.6	Declined -0.7	1	Declined -1.4
229	26		174

Conclusions based on this data:

1. Attendance for all students is high, as noted by the green and blue performance indicators. However, attendance has declined, especially for socioeconomically disadvantaged students and students with disabilities.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Highest Performance

| Red | Orange | Yellow | Green | Blue |

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

| Red | Orange | Yellow | Green | Blue |

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |
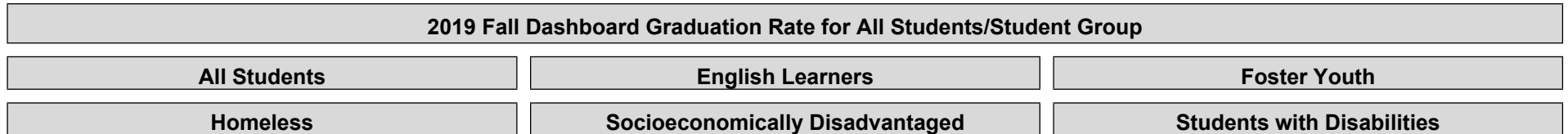
This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

| 2018 | 2019 |

Conclusions based on this data:

1.
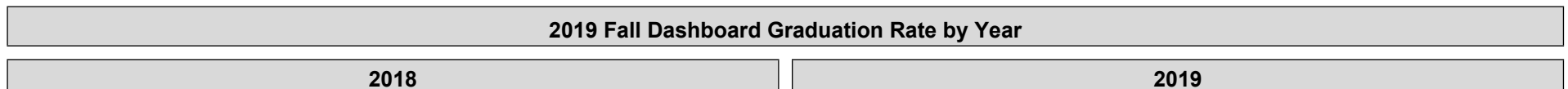
School and Student Performance Data

Conditions & Climate
Suspension Rate
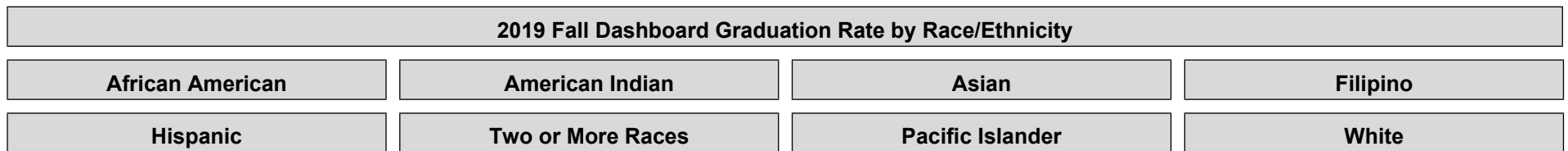
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	7
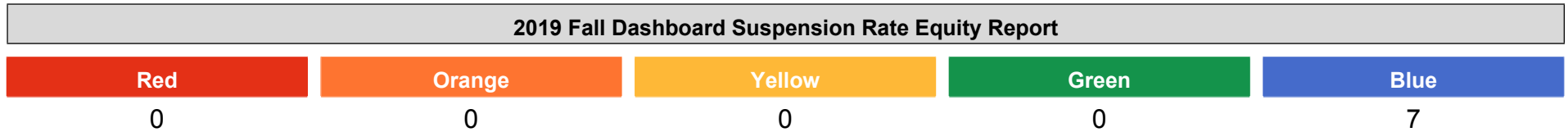
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not Displayed for Privacy
		3
Declined -0.7	Maintained 0	
566	45	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0	0	0
11	Declined -0.6	Declined -2.4
	157	47
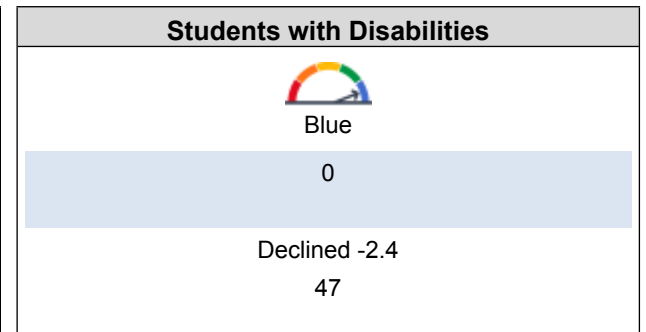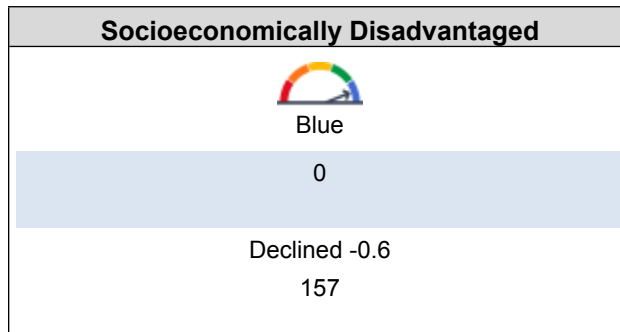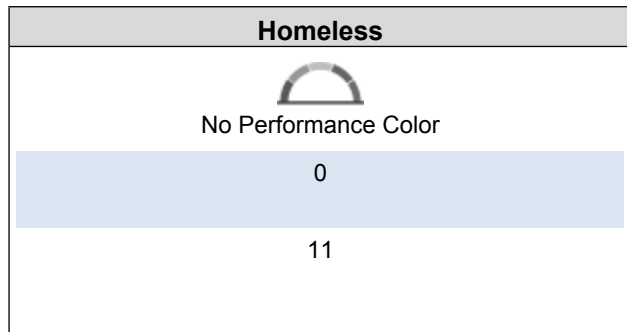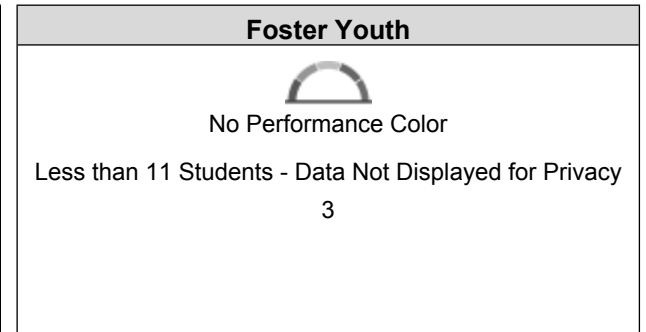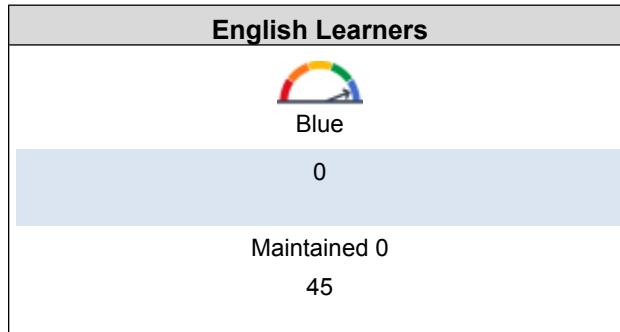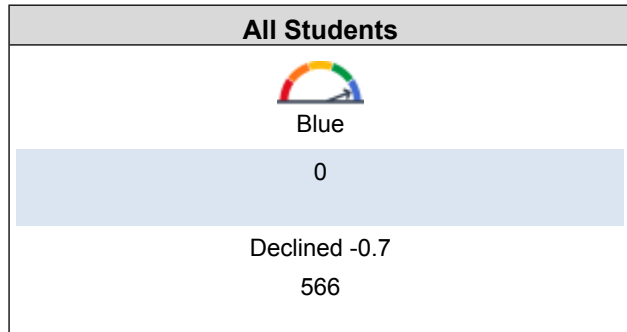
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Blue	No Performance Color	Blue	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy 3	0	0
Maintained 0 38		Maintained 0 53	Maintained 0 37

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	Blue
0	0	Less than 11 Students - Data Not Displayed for Privacy 1	0
Declined -0.4 231	Declined -4.5 26		Declined Significantly -1 177

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0

Conclusions based on this data:

1. Overall, Golden Oak has a low suspension rate, as indicated by performance in the blue indicator.

Planned Improvements in Student Performance

School 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 student performance 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: Student Engagement and Involvement
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
SCHOOL GOAL #1:
In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.
Data Used to Form this Goal:
Attendance; Staff meetings, SSC, ELAC, PTA Meetings, Leadership Meetings, Classified Staff Meetings: sign-in sheets, agendas and minutes; Attendance for counseling sessions, Data from safety walks, monthly safety drills, and LCAP survey results, Williams Compliance Quarterly Report
Findings from the Analysis of this Data:
Overall attendance rate: 97%; 10 students participated in counseling; monthly safety drills were conducted; 6% of EL parents attended ELAC; "0" findings on Williams Compliant quarterly report
How the School will Evaluate the Progress of this Goal:
Monitor daily, weekly, monthly student attendance; monitor sign in attendance for ELAC, PTA, SSC, and staff meetings; continue quarterly Williams Compliant report; continue to gather evidence from staff, student, parent surveys

Strategy:
1. Provide instructional materials to support the education program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase library books, especially non-fiction, to support CA standards.	August 2020-June 2021	Site Administrator Teachers	Purchase Library Books	4000-4999: Books And Supplies	LCFF-Base	400.00
B. Teachers will create formative assessments.	August 2020-June 2021	Site Administrator Teachers	None			0.00

Strategy:

2. Implement district maintenance plan to repair and maintain facilities and play areas.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Site will purchase Custodial Supplies to maintain a safe and clean environment.	August 2020-June 2021	Site Administrator Custodians	Cleaning supplies and materials	4000-4999: Books And Supplies	LCFF-Base	8,000.00
B. Site will provide a custodial schedule to maintain facilities and play areas.	August 2020	Site Administrator Custodians	None			0.00

Strategy:

3. Maintain yard supervision at all sites and provide yard supervisor training and review safety handbook.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide noon supervisor schedule	August 2020	Site Administrator Noon Supervisors	None			0.00
B. Provide extra hourly pay to noon supervisors as needed	August 2020-June 2021	Site Administrator	Extra hourly pay for noon supervisors for training and support of student safety	2000-2999: Classified Personnel Salaries	LCFF-Base	100.00

| C. Site will train noon supervisors on character education. | August 2020-June 2021 | Site Administrator Noon Supervisors | None | | | 0.00 |

Strategy:

4. Conduct annual safety drills at the school site.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Conduct monthly drills, including earthquake, 3-in-1 and Lockdown drills.	August 2020-June 2021	Site Administrator Teachers	No Cost			0
B. Purchase materials and supplies.	August 2020-June 2021	Site Administrator	Purchase materials related to the safety of students for the purpose of the safety bin	4000-4999: Books And Supplies	Misc. Grants	500.00

Strategy:

5. Continue to provide annual mandatory training to school site staff (sexual harassment, child abuse, technology, Foster Youth, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Site will provide training for certificated and classified staff.	August 2020-June 2021	Site Administrator Staff	None			0.00

Strategy:

6. Regularly monitor attendance of all students, especially unduplicated student population, and provide site based and District wide incentives like banners, certificates and special assemblies to increase attendance and support learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

A. The District and site will adopt October as perfect attendance month, and district-wide, recognize students with perfect attendance.	October 2020	Site Administrator Teachers	No Cost				0.00
B. Determine monthly attendance incentive/recognition program throughout the school year.	August 2020-June 2021	Site Administrator Teachers	No Cost				0.00
C. Purchase attendance incentive ($2.00 amount per student)	August 2020-June 2021	Site Administrator	Materials and Supplies	4000-4999: Books And Supplies	LCFF-Base		1,100.00
D. Organize and facilitate SART meetings to review attendance, and help families with, excessive tardies and absences.	August 2020-June 2021	Site Administrator Office Staff	None				0.00
E. Site will provide an extra 1.5 hour Office Assistant to communicate with parents and verify absences.	August 2020-June 2021	Site Administrator Office Staff	Office Assistant Hours	2000-2999: Classified Personnel Salaries	LCFF-Base		7,909.00
				3000-3999: Employee Benefits	LCFF-Base		673.00

Planned Improvements in Student Performance

School Goal #2

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 student performance 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: Student achievement
LEA GOAL:
Proficiency in reading/language arts Proficiency in math Proficiency for high priority students
LCAP GOAL:
Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.
SCHOOL GOAL #2:
(ELA): Kindergarten-80% of the students will be able to recognize all uppercase and lowercase letters and produce letter sounds and master 40 sight words; First grade: 80% of students will read at a 2.0 level at the end of first grade; Second grade: Students will grow one grade level in ELA by June; Third grade: 80% of the 3rd grade students will be able to write an opinion paragraph with correct grammar and punctuation; Fourth grade: 85% of students will Meet or Exceed Standards in Listening Comprehension; Fifth grade: 80% of fifth grade students will be at 5.8 reading level in STAR Reading by the end of the year; Sixth Grade: 80% of students will be at 6.9 reading level or higher by the end of the year (Math): Kindergarten: 80% of the students will be able to recognize, count, and write up to 30. They will be able to count by 10's up to 100. Recognize 2D and 3D shapes; First grade: 80% of students will be able to add and subtract to 20 with an 85% accuracy; Second grade: 80% of students will meet standards in Regrouping in addition/subtraction; Third grade: 90% of the 3rd grade students will know their multiplication facts; Fourth grade:70% of 4th grade students will score in the "meets standards" or "exceeds standards" categories on the CAASPP; Fifth Grade: 75% of fifth grade students will meet or exceed the Mathematics Standard on CASSPP; Sixth grade: 55% of students will meet or exceed math grade level standards. All high priority students (ELs- especially the at-risk of becoming long term English learners (LTEL's), socio-economically disadvantaged -SED, and students with disabilities-SWD) will make at least one year's growth in their independent reading level according to their STAR Reading assessments by June. All high priority students' scores will make a 10% increase of baseline CAASPP scores by June. By June 2020, English Learners will continue to make annual progress in their proficiency levels

Data Used to Form this Goal:
CAASPP Results, STAR Reading Assessments, TK Portfolio Data, District Benchmarks, Formative assessments, Publisher Tests, CELDT/ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans

Findings from the Analysis of this Data:
69.08% of 3rd-6th grade students tested performed at Standard Exceeded or Standard Met on the ELA portion of the 2018-2019 CAASPP. 57.1% of students tested grades 3-6 performed at Standard Met or Standard Exceeded on the Mathematics portion of the 2018-2019 CAASPP. Overall, students at Golden Oak met or exceeded standard at a higher percentage on the ELA portion of the CAASPP in comparison to the Math portion, however, Math scores showed increase from the 2017-2018 school year scores. 58% of students in the Socio-Economically Disadvantaged Sub-Group performed in the standard met or standard exceeded category in ELA. 35% of students with a disability scored at Standard Exceeded or Standard Met on the ELA portion of the CAASPP, an increase from the 2017-2018 school year.

How the School will Evaluate the Progress of this Goal:
Monitor CAASPP Results, STAR Reading Assessments, TK Portfolio Data, Goals setting forms and assessments, District Benchmarks, Formative assessments, Publisher Tests, ELPAC Test Scores, ELD Matrices, GATE Differentiated Learning Plans, STAR Testing, Teacher Created Assessments, Text Unit Tests, Teacher Observations, Site Common Assessments, Report Cards

Strategy:
1. Provide professional development to support the educational program.

Actions to be Taken to Reach This Goal	**Timeline**	**Person(s) Responsible**	**Proposed Expenditure(s)**			
			Description	**Type**	**Funding Source**	**Amount**
A. Teachers will be released to observe other classes.	August 2020-June 2021	Site Administrator Teachers	Teachers will observe colleagues during Cultivating Creative Minds time blocks			0.00
B. Provide professional development for research-based programs/practices (Ex. GLAD, Daily 5, Renaissance Learning, Depth and Complexity Framework, math programs/practices)	August 2020-June 2021	Site Administrator Teachers	None			0.00

Strategy:

2. Purchase California State supplementary and/or digital standards based materials (i.e.Renaissance Products, Imagine Learning, BrainPop, etc.) to assist with intervention and enrichment programs, especially for Low Income, Foster Youth and English Learners.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials and supplies	August 2020-June 2021	Administrators Teachers	Materials and supplies	4000-4999: Books And Supplies	LCFF-Base	18,117.65
B. Teachers will systematically provide targeted instruction daily throughout lessons by integration the Depth and Complexity Framework	August 2020-June 2021	Teachers	None			0.00
C. Teachers will systematically provide targeted intervention daily within small group instructions.	August 2020-June 2021	Teachers	None			0.00
D. Purchase Brain Pop	August 2020	Teachers Computer Lab Specialist	Pay for Brain Pop and licensing fees	4000-4999: Books And Supplies	District Funded	0.00
E. Teachers will use Imagine Learning to support EL intervention	August 2020-June 2021	Teachers Computer Lab Specialist	Pay for Imagine Learning and licensing fees	5000-5999: Services And Other Operating Expenditures	District Funded	0.00

Strategy:

3. Provide planning time for teachers to collaborate on supporting unduplicated students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will meet regularly to improve ELA and Math units, refine assessments and evaluate assessment data (for All Students, Including Low Income, Foster Youth, and Socially-economically disadvantaged) to occur during Early Release Tuesdays	August 2020-June 2021	Site Administrator Teachers	None			0.00
B. Teachers will meet regularly to improve units, refine assessments,and evaluate assessment data, to specifically address EL students' needs to occur during Enrichment Collaboration time (Cultivating Creative Minds)	August 2020-June 2021	Site Administrator Teachers	See Goal 2 Strategy 13 Action C			0.00
C. Provide teachers with opportunities to collaborate on professional responsibilities by providing input in the school's plan, participating in SSC, Leaderships, etc.	August 2020-June 2021	Teachers	Provide Extra Duty for leadership, SSC, PTA, IEP meetings, etc.	1000-1999: Certificated Personnel Salaries	LCFF-Base	520.00
				3000-3999: Employee Benefits	LCFF-Base	109.00
D. Provide one full day sub for members of Instructional Leadership Team to collaborate	June 2021	Site Administrator Instructional Leadership Team	One full day sub release	1000-1999: Certificated Personnel Salaries	LCFF-Base	1,015.00
				3000-3999: Employee Benefits	LCFF-Base	213.00

Strategy:

4. Continue to assist teacher and administrators with monitoring student data to assist with providing intervention as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Implement district benchmarks in ELA/ELD and Math	August 2020-June 2021	Site Administrator Teachers Computer Specialist	None			0.00

B. Hire full day substitute teachers 2 times a year for kindergarten and first grade teachers to support the implementation of trimester assessments.	August 2020 November 2020	Site Administrator Teachers	Substitute Teachers	1000-1999: Certificated Personnel Salaries	LCFF-Base	485.00
				3000-3999: Employee Benefits	LCFF-Base	102.00
C. Provide additional PD on Illuminate, as needed.	August 2020-June 2021	Site Administrator Teachers	None			0.00
D. Teachers will administer the STAR Reading assessment and will utilize the result to create an Accelerated Reader Goal	August 2020-June 2021	Teachers	None			0.00
E. Teachers will analyze data to identify students needing enrichment or support	August 2020-June 2021	Site Administrator Teachers	None			0.00
F. Teachers will meet every 6 weeks to monitor students and groups	August 2020-June 2021	Teachers	None			0.00

Strategy:

5. Increase the number of students, especially English Learners, Foster Youth, Low Income, who scored a 3 or 4 on the CAASPP for ELA and math through the implementation of the CA State Standards by providing before/after school intervention.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will systematically provide differentiated lessons by integrating the Depth and Complexity Framework	August 2019-June 2020	Teachers	None			0.00

Strategy:

6. Provide additional instructional minutes to increase the precent of English Learners (ELs) making progress in English Proficiency (ELA and Math).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

A. Provide structured, focused ELD instruction for 30 minutes each day	August 2020-June 2021	Site Administrator Teachers EL Coordinator	None	0.00
B. Implement CA State ELD Standards for all EL students and support teachers with continued CA State ELD standards based Professional Development	August 2020 November 2020 March 2021	Site Administrator Teachers EL Coordinator	None	0.00
C. Teachers will implement Integrated ELD including SDAIE strategies throughout the instructional day	August 2020-June 2021	Site Administrator Teachers	None	0.00
D. Teachers will observe district TOSAs in their classrooms as needed.	August 2020-June 2021	Site Administrator Teachers TOSA	None	0.00
E. The site will convene an active ELAC to support students	August 2020-June 2021	Site Administrator	None	0.00
F. Monitor EL progress on the ELD matrix	August 2020-June 2021	Teachers	None	0.00

Strategy:

7. Provide intervention to increase Reclassified Fluent English Proficient (RFEP) numbers from the previous year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide trainings and strategies for families to support student acquisition of the English Language	August 2020-June 2021	Site Administrators Teachers	None			0.00
B. Monitor RFEP progress on the RFEP Monitoring Form	August 2020-June 2021	Teachers	None			0.00

Strategy:

8. Support by providing substitutes to release teachers in implementation of the Summative English Language Proficiency Assessment for California (ELPAC).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Administer the ELPAC to all English Learners	August 2020-June 2021	Site Administrator Teachers EL Coordinator	Substitute teachers		District Funded	0.00

Strategy:

9. Provide outside of the school year intervention/enrichment academies (winter and summer academies for low income, English Learners and Foster youth; GATE academies, Summer AR Reading Program, Curriculum Correspondence Program, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A.Offer tutoring to Foster Youth (as needed up to 12 hours) to support students	August 2020-June 2021	Site Administrator Teachers	Extra Duty Pay for Tutoring	1000-1999: Certificated Personnel Salaries	LCFF-Base	400.00
				3000-3999: Employee Benefits	LCFF-Base	84.00
B. Encourage students to attend district intervention/enrichment academies	August 2020-June 2021	Site Administrator Teachers	None			0.00
C. Monitor student data to provide candidate lists for the academies.	August 2020-June 2021	Site Administrator Teachers	None			0.00
D. Distribute paperwork and monitor students who attend academies.	August 2020-June 2021	Site Administrator Teachers Office Staff	None			0.00

Strategy:

10. Continue articulation with Hart District to support students transitioning to the middle school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Administrators and teachers will participate in articulation meetings with Wm. S. Hart feeder schools (La Mesa J.H.S. & Golden Valley H.S.) (Sierra Vista & Canyon High School) to prepare 6th grade students for a successful transition.	Spring 2021	Site Administrator Teachers	None			0.00
B. Administer 7th grade Math placement test for current 6th graders	Spring 2021	Site Administrator Teachers	None			0.00

Strategy:

11. Continue Library Resource Technicians to support unduplicated students' literacy skills to meeet grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Principal will provide library schedule for each classroom to visit the library to check out books.	August 2020-June 2021	Site Administrator Teachers Library Rsource Technician	None			0.00

Strategy:

12. Purchase materials and resources to support the implementation of the Next Generation Science Standards (NGSS)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials and supplies for science lab and NGSS lessons.	August 2020-June 2021	Site Administrator Teachers Science Lab Assistant	Purchase Materials for NGSS	4000-4999: Books And Supplies	LCFF-Base	400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
B. Purchase materials and supplies for MakerSpace Lab.	August 2020-June 2021	Site Administrator Teachers	MakerSpace Materials	4000-4999: Books And Supplies	Misc. Grants	4,986.87

Strategy:

13. Implement and purchase materials for visual and performing arts (VAPA) plan which focuses on art integration.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase resources for VAPA lessons	August 2020-June 2021	Site Administrator Teachers	Visual and Performing Arts Materials	4000-4999: Books And Supplies	LCFF-Base	300.00
B. Provide additional enrichment opportunities to 2nd - 6th grade students through Arts Residency, after school chorus and Band, and grade level performances	August 2020-June 2021	Site Administrator Teachers	None			0.00
C. Provide arts enrichment during the school day through music, art, and theater.	September 2020-May 2021	Site Administrator PTA Teachers Cultivating Creative Minds Staff	Cultivating Creative Minds Teachers	5800: Professional/Consulting Services And Operating Expenditures	PTA	0.00

Strategy:

14. Students participate in a minimum of 200 minutes of physical education every two weeks, and supplies are purchased as needed to support students' physical educational program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase physical fitness materials for 5th grade students	August 2020-June 2021	Site Administrator Teacers	Physical Education Materials	4000-4999: Books And Supplies	LCFF-Base	150.00
B. Students will participate in a minimum of 200 minutes of PE every two weeks	August 2020-June 2021	Site Administrator Teachers	None			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
C. Kindergarten students will implement fine and gross motor activities into their daily lessons.	August 2020-June 2021	Site Administrator Teachers	None			0.00

Strategy:
15. Purchase technology and equipment to support the basic program.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Purchase materials and supplies. Repair, upgrade, provide maintenance, and replace technology as needed.	August 2020-June 2021	Site Administrator Teachers	Technology Materials	4000-4999: Books And Supplies	LCFF-Base	5000.00
B. Use Chromebooks for test skill preparation	August 2020-June 2021	Site Administrator Teachers	None			0.00
Purchase Chromebook Cart	August 2020-June 2021	Site Administrator	Chromebooks	4000-4999: Books And Supplies	PTA	13902.59

Strategy:
16. Purchase devices and provide support for unduplicated students to access supplementary materials using technology.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Support students in proper use and implementation of technology devices in the classroom and the computer lab	August 2020-June 2021	Site Administrator Teachers Computer Lab Technician	None			0.00
Purchase Chromebook Cart	August 2020-June 2021	Site Administrator	Chromebook Cart	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	10,434.00

Strategy:

17.	Provide Computer and Science lab Assistants as well as supplementary materials at all sites to support unduplicated students' skills to meet grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Employee a science lab technician to support the implementation of NGSS	August 2020-June 2021	Site Administrator	District Funded			0.00
B. Principal will provide a science lab schedule for each classroom	August 2020	Site Administrator Teachers	None			0.00
C. Employe a computer lab technician to support students	August 2020-June 2021	Site Administrator	District Funded			0.00
D. Principal will provide a computer lab schedule for each classroom	August 2020	Site Administrator Teachers	None			0.00

Planned Improvements in Student Performance

School 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 student performance 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: Student engagement and Involvement
LEA GOAL:
Parents and community
LCAP GOAL:
All families and the broader community are welcomed and are partners in supporting the whole child.
SCHOOL GOAL #3:
All families and the broader community are welcomed and are partners in supporting the whole child.
Data Used to Form this Goal:
Parent Conference Schedules; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair
Findings from the Analysis of this Data:
96% of parents reported feeling welcomed, 92% of parents reported being very satisfied with their child's learning experience, 89% of parents reported satisfied with school to home communication systems
How the School will Evaluate the Progress of this Goal:
Monitor Parent Conference Schedules; ParentSquare; Blackboard Connect; Surveys, Sign in Sheets, Agendas, and invitations to: PTA events, SSC, ELAC, Family Nights, Coffee with the Superintendent, Coffee with the Principal, Family Resource Fair

Strategy:
1. Increase online communication for parents and the broader community through the use of the the district and sites' websites.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Establish teacher websites.	August 2020	Teachers	None			0.00

B. Increase on-line communication for parents and community through the use of District and site websites.	August 2020-June 2021	Site Administrator Teachers	None	0.00
Utilize ParentSquare for parent communication.	August 2020-June 2021	Site Administrator Teachers		

Strategy:

2. Increase efforts to promote parental engagment through parent workshops, conferences, emails, phone calls, surveys, and school events in order to increase student success.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Present relevant information at PTA, SSC, and ELAC meetings.	August 2020-June 2021	Site Administrator	None			0.00
B. All parents will have at least monthly communication with teachers and/or schools (Ex. Blackboard Connect, ParentSquare, flyers, notes home, phone calls, etc.)	August 2020-June 2021	Site Administrator Teachers	None			0.00
C. Site will purchase Binder Reminders for 5th and 6th grade students.	August 2020	Teachers PTA	Binder Reminders	4000-4999: Books And Supplies	LCFF-Base	900.00
D. Site will purchase Home-School Communication folders for all students.	July 2020	Site Administrator Office Staff	Communication Folders	4000-4999: Books And Supplies	LCFF-Base	810.00
E. Distribute, monitor, collect student correspondence for Summer AR Program.	Summer 2020	Site Administrator Office Staff Teachers	None			0.00
F. Host Monthly Coffee with the Principal events	August 2020-June 2021	Site Administrator	None			0.00

| G. Host at least 3 family educational nights | August 2020-June 2021 | Site Administrator Teachers | Extra duty pay for 2 teachers to participate in family educational events | 1000-1999: Certificated Personnel Salaries | LCFF-Base | 570.00 |
| | | | | 3000-3999: Employee Benefits | LCFF-Base | 121.35 |

Strategy:

3. Continue to provide translation to families as needed, including maintaining the translator at the district level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Continue to provide translation services to families as needed (Ex. sign language for IEP's, after school meetings)	August 2020-June 2021	Site Administrator Teachers	District Personnel			0.00
B. Hire translators for parent meetings, (ie. IEPs, Back to School Night, Awards Assemblies, Conferences, etc.) and for Blackboard Connect messages	August 2020-June 2021	Site Administrator Teachers	District Personnel			0.00

Strategy:

4. Increase parent participation at district wide events (i.e. Estrella Awards, STEAM Expo, GATE Parent Nights, District GATE Night, DELAC, and Young Authors, Coffee with the Superintendent, District Conference, School Site Council, and ELAC Summits, etc).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Send invitations to parents for events	August 2020-June 2021	Site Administrator Teachers	None			0.00
B. Include district events in weekly ParentSquare messages	August 2020-June 2021	Site Administrator	None			0.00

Strategy:

5. Sites' SSC and ELACs will provide input in the schools' and district's plans (i.e. Single Plan for Student Achievement (SPSA), School Safety Plan, LCAP, etc.)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Send invitations to parents for events	August 2020-June 2021	Site Administrator	None			0.00
B. Include District events in weekly ParentSquare messages	August 2020-June 2021	Site Administrator	None			0.00
C. Present relevant information at PTA, SSC, and ELAC meetings.	August 2020-June 2021	Site Administrator	None			0.00
D. The site will convene an active ELAC	August 2020-June 2021	Site Administrator	None			0.00
E. The site will convene a Safety Committee.	August 2020-June 2021	Site Administrator	None			0.00

Strategy:

6. New families to the district of TK-6th grade students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available at the school sites and the district office. Families that have been in the district will continue to receive updates and supports as needed to access their child's information through Aeries.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Office staff will be available to provide information and support for AERIES Parent Portal, Sign Up Genius and student passwords to District Provided technology resources and apps.	August 2020-June 2021	Site Administrator Office Staff	None			0.00
B. Parents of TK-6 students will receive support and training on how to access the Aeries Parent Portal to view student attendance. Computers for parent use will be made available.	August 2020-June 2021	Site Administrator Office Staff	None			0.00

Strategy:

7. Invite Hart District Feeder Schools to collaborate with families in preparation for a successful middle school and high school transition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Coordinate the 6th grade spring field trip to the feeder junior high school.	Spring 2021	Site Administrator	None			0.00
B. Invite Hart District feeder schools to collaborate with families in preparation for successful middle school transition.	Spring 2021	Site Administrator	None			0.00
C. Administrators and teachers will participate in articulation meetings with Hart feeder schools to prepare 6th grade students for a successful middle school transition.	Spring 2021	Site Administrator Teachers	None			0.00

Strategy:

8. District staff will purchase materials to support new parent orientation meetings with Principals to welcome our new families.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Invite parents to attend district meetings	August 2020-June 2021	Site Administrator	None			0.00
B. Coordinate New Family Open House	January 2021	Site Administrator	None			0.00

Planned Improvements in Student Performance

School Goal #4

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 student performance 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: Supporting the whole child
LEA GOAL:
Effective teaching and administration
LCAP GOAL:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.
SCHOOL GOAL #4:
All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success. For the 2019-2020 school year, all students will be provided an education in a safe environment. For the 2019-2020 school year, there will be an increase in parent participation at school and district events. For the 2019-2020 school year, all students will maintain or decrease the current suspension rate by .01%. Additionally, the site will decrease office referrals by 10% in comparison to the 2018-2019 school year. For the 2019-2020 school year, the percentage of students classified as truant by state law will decrease.
Data Used to Form this Goal:
Surveys, Counseling attendance sheets, Discipline reports, Healthy Kids Survey (provided by 5th and 6th grade students)
Findings from the Analysis of this Data:
65% of students reported high levels of school connectedness as reported by the California Healthy Kids Survey and the Student LCAP Survey, 77% of parents reported that school's behavioral program positively impacted their child

How the School will Evaluate the Progress of this Goal:
*Student Suspension Rate *Parent Night Attendance *Aeries Student Discipline Reports *Student Recognition *Student Attendance Rates *School Work Orders

Strategy:

1. Increase Students reporting positive relationships.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Increase students reporting positive relationships and safety via CA Healthy Kids Survey (CHKS) and the student LCAP survey	August 2020-June 2021	Site Administrator Teachers	None			0.00
B. Provide health supplies	August 2020-June 2021	Site Administrator Office Staff				

Strategy:

2. Provide teacher collaboration time to identify students at risk, as well as, implement the Multi-Tiered System of Supports at school sites to monitor students, especially English Learners, Low Income and Foster Youth

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide teachers with referral process paperwork for counseling and TIER process.	August 2020-June 2021	Site Administrator Teachers	None			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Description	Type	Funding Source	Amount
B. Purchase materials and supplies as needed for intervention materials	August 2020-June 2021	Site Administrator Office Staff Teachers	Intervention Materials	4000-4999: Books And Supplies	LCFF-Base	1,000.00
C. Review, update, and implement the Multi-Tiered System and Supports at school sites, ensuring equitable access for all high priority students.	August 2020-June 2021	Site Administrator Teachers	None			0.00
D. Utilize Aeries Online to monitor student interventions and progress.	August 2020-June 2021	Site Administrator Teachers	None			0.00
E. Provide teachers collaboration time to identify students at risk in the area of social emotional and academics.	August 2020-June 2021	Site Administrator Teachers	None			0.00
F. Teachers meet to develop strategies to support student success	August 2020-June 2021	Site Administrator Teachers	None			0.00
G. Hold regular Tier meetings with teachers to identify students whose behavior require a Tier/SST meeting	August 2020-June 2021	Site Administrator Teachers	None			0.00
H. Hire subs for release time for initial Tier I data analysis of SBA data and STAR Reading data to identify students at risk in the areas of reading and math.	August 2020-June 2021	Site Administrator Teachers	Substitutes to release teachers to review student data/records		District Funded	0.00
I. Hold regular Instructional Leadership Team Meetings	August 2020-June 2021	Site Administrator Instructional Leadership Team	See Goal 2 Strategy 3 Action C			0.00

Strategy:

3. Increase small group counseling for all students, including English Learners, Low Income and Foster Youth, opportunities for identified students to support their social and academic success in school.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide small group counseling for identified students to support their social (and academic) success in school.	August 2020-June 2021	Site Administrator Teachers	Counseling Services	5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental/Concentration	0.00
B. Provide access for intensive counseling for identified students to support their social and academic success in school	August 2020-June 2021	Site Administrator School Psychologist	None			0.00

Strategy:

4. Utilize the behavioral intervention specialist and behavioral intervention assistants at the district level to support students in general and special education classes to support students connectedness and access to the core.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Teachers will monitor at risk students for social/emotional and academic needs.	August 2020-June 2021	Site Administrator Teachers	None			0.00

Strategy:

5. Show an increase of parent satisfaction in regards to school safety and climate as reflected on the LCAP Parent Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Provide the LCAP Parent Survey	Spring 2021	Site Administrator Parents	None			0.00

Strategy:

6. Support schools with implementing positive academic and behavior programs (i.e. Character Counts, CHAMPS, Kelsos Choices, Capturing Kids' Hearts, AR Incentive Programs, spirit assemblies, etc.) that promote student engagement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A. Staff will attend Refresher Capturing Kids Hearts Training to implement throughout the school year.	August 2020-June 2021	Site Administrator Teachers Classified Staff	Capturing Kids Hearts Extra Duty Pay	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	3000
B. Site will promote/teach the Capturing Kids Hearts/Bucket Filling components in their classroom and at school assemblies and morning announcements throughout the year.	August 2020-June 2021	Site Administrator Teachers	None			0.00
C. Purchase materials and supplies	August 2020-June 2021	Site Administrator	Purchase character awards and student incentives	4000-4999: Books And Supplies	Misc. Grants	500.00
D. Site will recognize students at monthly assemblies who demonstrate Character Counts characteristics.	August 2020-June 2021	Site Administrator Teachers	None			0.00
E. Provide Digital Citizenship training for students and staff as outlined in the Social Media Board Policy to keep everyone safe while online.	August 2020-June 2021	Site Administrator Teachers Students	None			0.00
F. Students will be recognized for Filling a Bucket on Bucket Filler Friday on the morning announcements.	August 2020-June 2021	Site Administrator Teachers Noon Supervisors Office Staff	None			0.00
G. Implement a cafeteria incentive to reduce noise level and provide 15 extra minutes of recess for all classes who meet the monthly expectation	August 2020-June 2021	Site Administrator Noon Supervisors	None			0.00
H. 6th grade teachers will participate in Tobacco Use Prevention Education (TUPE)	August 2020-June 2021	6th grade teachers	None			0.00
I. 4th-6th graders will participate in the Santa Clarita Valley DFY Program	Fall 2020 Spring 2021	Site Administrator Teachers	None			0.00

Planned Improvements in Student Performance

School 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 student performance 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:
LEA GOAL:
LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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 Student Engagement and Involvement
SCHOOL GOAL #1:
See SPSA Goal #1

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Provide Adobe	August 2018 to June 2019	Educational Services	Creative Suites Annual License	5000-5999: Services And Other Operating Expenditures	LCFF-Base	44
Provide Companion Corp - Alexandria (Libraries)	August 2018 to June 2019	Educational Services	Alexandria (Libraries)	5000-5999: Services And Other Operating Expenditures	LCFF-Base	778
Provide Document Tracker	August 2018 to June 2019	Educational Services	SPSA, School Safety Plans, LEA Plan Templates	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Concentration	602
Provide ETS (CA Tech. Assist.)	August 2018 to June 2019	Educational Services	PreID Labels & Parent/Guardian addresses on test results	4000-4999: Books And Supplies	LCFF-Base	99
Provide File Maker Pro	August 2018 to June 2019	Educational Services	Report Card - TK/SDC	4000-4999: Books And Supplies	LCFF-Base	60
Provide SHI	August 2018 to June 2019	Educational Services	Updating Microsoft Office	5000-5999: Services And Other Operating Expenditures	LCFF-Base	992
Provide Smart Notebook	August 2018 to June 2019	Educational Services	Digital Tool	4000-4999: Books And Supplies	LCFF-Base	1052
Provide E-School Solutions	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Base	1,025

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide AERIES	August 2018 to June 2019	Personnel	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	3,639
Provide Student Supervision During Lunch	August 2018 to June 2019	Principal		2000-2999: Classified Personnel Salaries	LCFF-Base	38,031
				3000-3999: Employee Benefits	LCFF-Base	3,286
Provide Copy Machines	August 2018 to June 2019	Business Department		5000-5999: Services And Other Operating Expenditures	LCFF-Base	23,900

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Achievement
SCHOOL GOAL #2:
See SPSA Goal #2

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide online data tool for assessment: Illuminate	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	5,140
Provide Key Data	August 2018 to June 2019	Educational Services	Subscription	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	2,000
Provide Tech TOSA Support	August 2018 to June 2019	Educational Services, Tech TOSA, Principal	Tech TOSA Support	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	8000
Provide supplementary digital materials: Imagine Learning	August 2018 to June 2019	Educational Services Principals	Site License	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	21,600
Provide Library Technician	August 2018 to June 2019	Educational Services	Library Resource Technician Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	14623
Provide Computer Lab Specialist	August 2018 to June 2019	Educational Services Principal	Computer Lab Specialist Support	2000-2999: Classified Personnel Salaries	LCFF-Supplemental/Concentration	12799
Provide Renaissance Place	August 2018 to June 2019	Educational Services	STAR Reading, Accelerated Reading, STAR Math	4000-4999: Books And Supplies	LCFF-Supplemental/Concentration	7,277
Provide Instructional Coach TOSA	August 2018 to June 2019	Educational Services	Two Instructional Coaches (TOSAs)	1000-1999: Certificated Personnel Salaries	LCFF-Supplemental/Concentration	17,000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Family and Community Engagement and Involvement
SCHOOL GOAL #3:
See SPSA Goal #3

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Provide Survey Monkey	August 2018 to June 2019	Educational Services	Variety of Surveys	4000-4999: Books And Supplies	LCFF-Base	22
Provide Blackboard Connect Communication Tool	August 2018 to June 2019	Technology Department	Subscription to Blackboard Connect	5000-5999: Services And Other Operating Expenditures		1,833

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Supporting the Whole Child
SCHOOL GOAL #4:
See SPSA Goal #4

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST Online	August 2018 to June 2019	Special Education	San Joaquin County Office of Education Online Student Monitoring system	5000-5999: Services And Other Operating Expenditures	LCFF-Base	807
Provide Social Worker	August 2018 to June 2019	Special Education	Social worker to provide comprehensive services to parents, students and staff addressing barriers that limit students. Especially low income, foster youth and English learners.	5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental/Concentration	10,030

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF-Base	48,479.00	0.00
LCFF- Supplemental/Concentration	13,434.00	0.00
Misc. Grants	5,986.87	0.00
PTA	13,902.59	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
District Funded	0.00
LCFF- Supplemental/Concentration	13,434.00
LCFF-Base	48,479.00
Misc. Grants	5,986.87
PTA	13,902.59

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	5,990.00
2000-2999: Classified Personnel Salaries	8,009.00
3000-3999: Employee Benefits	1,302.35
4000-4999: Books And Supplies	66,501.11
5000-5999: Services And Other Operating Expenditures	0.00
5800: Professional/Consulting Services And Operating	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	3,000.00
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	10,434.00
5800: Professional/Consulting Services	LCFF- Supplemental/Concentration	0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	2,990.00
2000-2999: Classified Personnel Salaries	LCFF-Base	8,009.00
3000-3999: Employee Benefits	LCFF-Base	1,302.35
4000-4999: Books And Supplies	LCFF-Base	36,177.65
4000-4999: Books And Supplies	Misc. Grants	5,986.87
4000-4999: Books And Supplies	PTA	13,902.59
5800: Professional/Consulting Services	PTA	0.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,682.00
Goal 2	42,316.52
Goal 3	2,401.35
Goal 4	4,500.00

Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for School Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Questions for SPSA Annual Evaluation

Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Identify the major expenditures supporting these priorities.

Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

What specific actions related to those strategies were eliminated or modified during the year?

Identify barriers to full or timely implementation of the strategies identified above.

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Strategies and Activities

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

     Lack of timely implementation

     Limited or ineffective professional development to support implementation

     Lack of effective follow-up or coaching to support implementation

     Not implemented with fidelity

     Not appropriately matched to student needs/student population

     Other:

Based on the analysis of this practice, would you recommend:

     Eliminating it from next year's plan

     Continuing it with the following modifications:

Involvement/Governance

How was the SSC involved in development of the plan?

How were advisory committees involved in providing advice to the SSC?

How was the plan monitored during the school year?

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

Outcomes

Identify any goals in the most recent board approved SPSA that were met.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

Based on this information, what might be some recommendations for future steps to meet this goal?

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
Jenna Oikawa, Principal	X				
Terri Bosh, Teacher		X			
Yvette Carmichael, Teacher		X			
Erik Carlstone, Parent				X	
Shannon Chavez, Parent				X	
Denise Rubenstein, Parent				X	
Colleen Villani, Other Staff			X		
Leslie Scattaglia, Parent				X	
Jen Schneider, Teacher		X			
Devin Zornizer, Parent				X	
Numbers of members of each category:	1	3	1	5	0

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)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 School 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 10/21/2020.

Attested:

Jenna Oikawa
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Leslie Scattaglia
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date
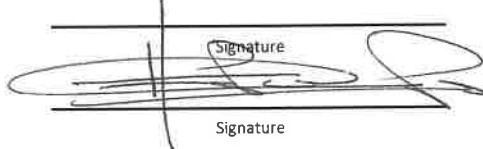
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3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee
X	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program Advisory Committee
	District/School Liaison Team for schools in Program Improvement
	Compensatory Education Advisory Committee
	Departmental Advisory Committee (secondary)
	Other committees established by the school or district (list):

Signature (repeated for each line)

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.

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Attested:

Jenna Oikawa
Typed Name of School Principal

Jenna Oikawa 10-21-2020
Signature of School Principal   Date

Leslie Scattaglia
Typed Name of SSC Chairperson

Leslie Scattaglia 10/21/20
Signature of SSC Chairperson   Date