

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden Oak Community School	19-65045	May 18, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Golden Oak Community School will meet ESSA requirements to support academic achievement so that all students demonstrate proficiency on the State's academic standards and California Dashboard Indicators. Schools will influence the entire educational program of the school and are aligned with the goals of the LCAP regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators especially related to school climate and academic achievement.

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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. Survey information included feedback on instructional and social emotional needs, including ways to strengthen the instructional program, provide necessary professional development, and gain an understanding on ways to support families during this time.

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.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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.

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

Status of meeting requirements for highly qualified staff (ESEA)

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.

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.

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

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 2023-2024 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 2023-2024 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.

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 Educational Program Coordinators, and one Teacher on Special Assignment. Ongoing support and instruction consists of job-embedded coaching, professional development workshops, analyzing data and being critical thought partners in analyzing data and making informed instructional decisions regarding programs and services.

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

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

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. During Adco meetings and PD 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.

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

The school implements the minimum required instructional minutes. In many classrooms teachers are teaching beyond the minimum requirement, in order to meet students’ instructional needs.

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.

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

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.

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

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

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.

Evidence-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 Engagement

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

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.

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

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

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.

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.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Input from parents, students and staff through LCAP surveys.
Input from parents in ELAC meeting on February 15, 2023.
Input from leadership team in regards to team needs April 13, 2023.
Input from School Site Council on February 16, 2023, March 16, 2023, and April 20, 2023.
Input from students via student survey on ideas to improve school instruction and climate December 2022.
Review and Input from staff at Staff Meetings November 10, 2021.
Review and input from School Site Council Members at School Site Council Meeting April 28, 2022.
Input from Capturing Kids Hearts Survey Data from Staff, Teachers, Families and Students December 2022.
SPSA draft shared with ELAC representative May 17, 2023.
SPSA review and Input from ELAC May 17, 2023.
SPSA review and Input from School Leadership Team Meeting April 13, 2023.
SPSA review and Input from Staff Meeting May 10, 2023.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A factor that directly impacts the student experience and can create resource inequities is instructional time and attention. This area of need is being reviewed by stakeholders to determine how our school can better meet the needs of all learners and provide an equitable learning experience for all learners. The target areas being monitored are: instructional time spent on areas of high priority, differentiation within the classroom to better support students with greater needs in academic areas, and analyzing daily schedules to increase time on learning and ensure the learning is appropriate, rigorous, and high priority.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	68	79	97
Grade 1	71	57	67
Grade 2	61	71	63
Grade3	84	56	78
Grade 4	83	84	57
Grade 5	87	86	82
Grade 6	83	83	91
Total Enrollment	537	516	535

Conclusions based on this data:

1. Student enrollment decreased from the 2020-2021 to the 2021-2022 school year.
2. Student enrollment increased from the 2021-2022 to the 2022-2023 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	27	24	39	5.00%	4.7%	7.3%
Fluent English Proficient (FEP)	42	28	28	7.80%	5.4%	5.2%
Reclassified Fluent English Proficient (RFEP)	6	1	3	22.2%	1.8%	0.6%

Conclusions based on this data:

1. The number of English Learners decreased from 5.0% in 2020-2021 to 4.7% in 2021-2022.
2. The number of English Learners increased from 4.7% in 2021-2022 to 7.3% in 2022-2023.
3. The number of Reclassified Fluent English Proficient (RFEP) students increased from 4.1% in 2021-2022 to 7.6% in 2022-2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	58		0	56		0	55		0.0	96.6	
Grade 4	80	80		0	79		0	79		0.0	98.8	
Grade 5	82	89		0	88		0	88		0.0	98.9	
Grade 6	83	84		0	84		0	84		0.0	100.0	
All Grades	330	311		0	307		0	306		0.0	98.7	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2458.			38.18			23.64			25.45			12.73	
Grade 4		2484.			25.32			36.71			20.25			17.72	
Grade 5		2516.			27.27			27.27			21.59			23.86	
Grade 6		2579.			32.14			39.29			19.05			9.52	
All Grades	N/A	N/A	N/A		30.07			32.35			21.24			16.34	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.73			58.18			9.09	
Grade 4		30.38			56.96			12.66	
Grade 5		30.68			55.68			13.64	
Grade 6		32.14			58.33			9.52	
All Grades		31.37			57.19			11.44	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.45			54.55			20.00	
Grade 4		22.78			55.70			21.52	
Grade 5		25.00			55.68			19.32	
Grade 6		23.81			65.48			10.71	
All Grades		24.18			58.17			17.65	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.00			74.55			5.45	
Grade 4		11.39			78.48			10.13	
Grade 5		17.05			73.86			9.09	
Grade 6		27.38			67.86			4.76	
All Grades		18.95			73.53			7.52	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.45			61.82			12.73	
Grade 4		16.46			67.09			16.46	
Grade 5		17.05			61.36			21.59	
Grade 6		30.95			64.29			4.76	
All Grades		22.22			63.73			14.05	

Conclusions based on this data:

1. Based on the 2021/2022 CAASPP results, 83.66% 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 2021/2022 CAASPP results, 88.56% of 3rd-6th grade students scored "Above, At or Near Standard" on the Reading portion of the ELA assessment.
3. Based on the 2021/2022 CAASPP results, 82.35% of 3rd-6th grade students scored "Above, At or Near Standard" on the Writing portion of the ELA assessment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	58		0	56		0	56		0.0	96.6	
Grade 4	80	80		0	79		0	78		0.0	98.8	
Grade 5	82	89		0	88		0	88		0.0	98.9	
Grade 6	83	84		0	84		0	84		0.0	100.0	
All Grades	330	311		0	307		0	306		0.0	98.7	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2467.			26.79			46.43			17.86			8.93	
Grade 4		2483.			21.79			21.79			38.46			17.95	
Grade 5		2487.			11.36			20.45			28.41			39.77	
Grade 6		2575.			39.29			23.81			17.86			19.05	
All Grades	N/A	N/A	N/A		24.51			26.47			26.14			22.88	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.64			48.21			7.14	
Grade 4		29.49			51.28			19.23	
Grade 5		13.64			48.86			37.50	
Grade 6		36.90			50.00			13.10	
All Grades		29.74			49.67			20.59	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.14			58.93			8.93	
Grade 4		16.67			56.41			26.92	
Grade 5		14.77			52.27			32.95	
Grade 6		28.57			50.00			21.43	
All Grades		22.22			53.92			23.86	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.57			64.29			7.14	
Grade 4		20.51			61.54			17.95	
Grade 5		11.36			61.36			27.27	
Grade 6		28.57			63.10			8.33	
All Grades		21.57			62.42			16.01	

Conclusions based on this data:

1. Based on the 2021/2022 CAASPP results, Golden Oak saw 77.12% of students score in "Standard Exceeded," "Standard Met" and "Standard Nearly Met" overall on the Math assessment.
2. Based on the 2021/2022 CAASPP results, Golden Oak saw 79.41% of students score in "Standard Exceeded," "Standard Met" and "Standard Nearly Met" on the Concepts and Procedures portion of the assessment.
3. Based on the 2021/2022 CAASPP results, Golden Oak saw 76.14% of students score in "Standard Exceeded," "Standard Met" and "Standard Nearly Met" on the Problem Solving & Modeling/Data Analysis portion of the assessment.
Based on the 2021/2022 CAASPP results, Golden Oak saw 83.99% of students score in "Standard Exceeded," "Standard Met" and "Standard Nearly Met" on the Communicating Reasoning portion of the assessment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		5	5	
1	*	*		*	*		*	*		6	4	
2	*	*		*	*		*	*		*	5	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		4	5	
5	*	*		*	*		*	*		*	5	
6	*	*		*	*		*	*		*	*	
All Grades										24	28	

Overall 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	17.86		45.83	46.43		41.67	35.71		12.50	0.00		24	28	

Oral 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	25.00	39.29		41.67	42.86		20.83	17.86		12.50	0.00		24	28	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	0.00	0.00		20.83	25.00		50.00	57.14		29.17	17.86		24	28	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	25.00	35.71		62.50	64.29		12.50	0.00		24	28	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	33.33	50.00		58.33	46.43		8.33	3.57		24	28	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	0.00	7.14		70.83	71.43		29.17	21.43		24	28	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	12.50	14.29		58.33	64.29		29.17	21.43		24	28	

Conclusions based on this data:

1. The strongest domain is Speaking with 33.33% of students scoring Well Developed.

2. The weakest domain is Reading with 0% of students scoring Well Developed.
3. Writing is an area of concern with 12% of the student scoring Well Developed.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
516	25.2	4.7	0.6
Total Number of Students enrolled in Golden Oak Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	4.7
Foster Youth	3	0.6
Homeless		
Socioeconomically Disadvantaged	130	25.2
Students with Disabilities	51	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	36	7.0
American Indian	2	0.4
Asian	32	6.2
Filipino	57	11.0
Hispanic	209	40.5
Two or More Races	36	7.0
Pacific Islander		
White	138	26.7

Conclusions based on this data:

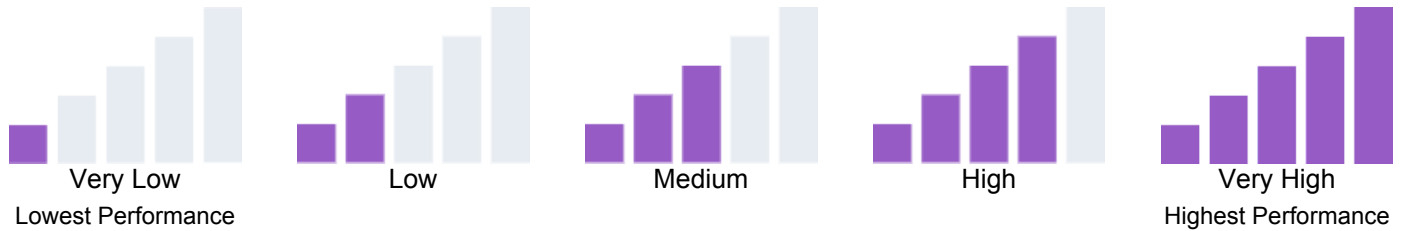
1. Socioeconomically Disadvantaged students make up 25.2% of the total student population in 2021/2022.
2. English Learners make up 4.7% of the total student population in 2021/2022.
3. Foster Youth make up 0.6% of the total student population in 2021/2022.

School and Student Performance Data

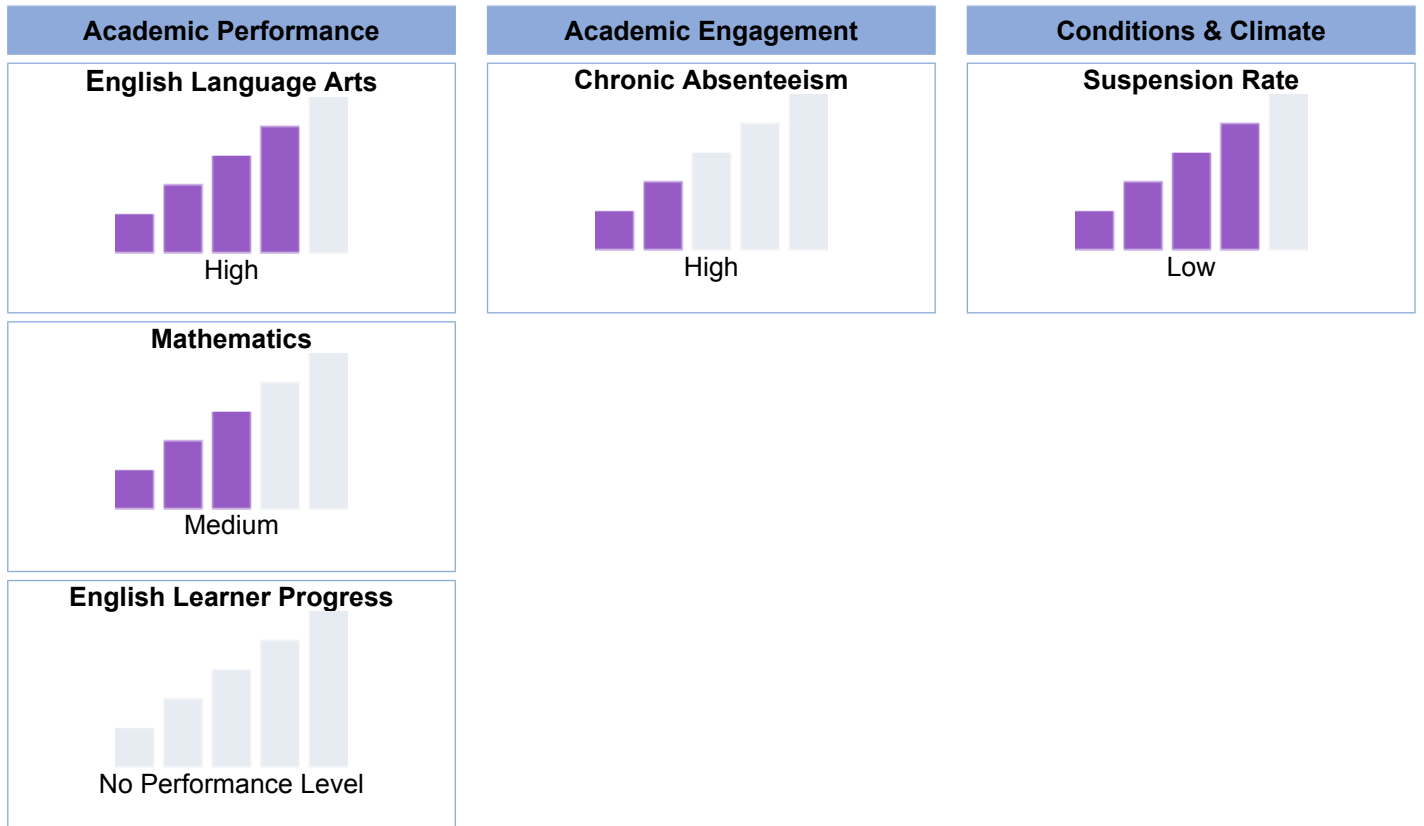
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. English Language Arts academic performance is in the High performance indicator.
2. Mathematics academic performance is in the Medium performance indicator.

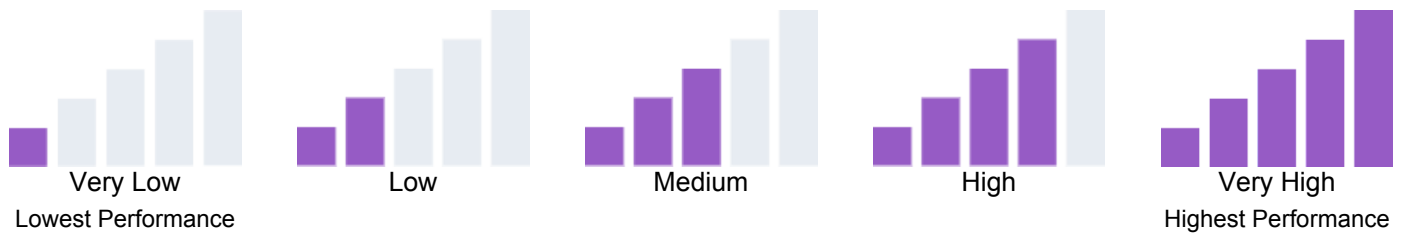
3. Chronic Absenteeism is in the High performance indicator, which means we have a high number of students in this category. The target is to have a low number for this indicator.

School and Student Performance Data

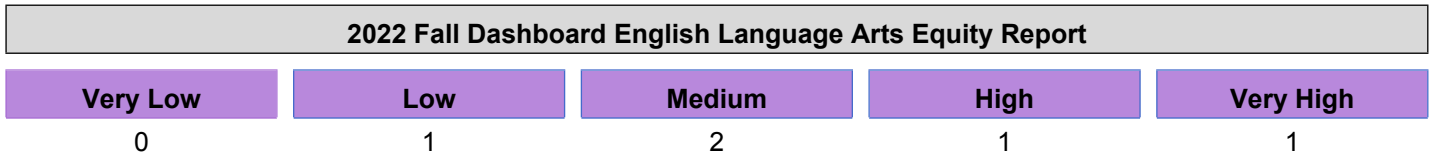
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

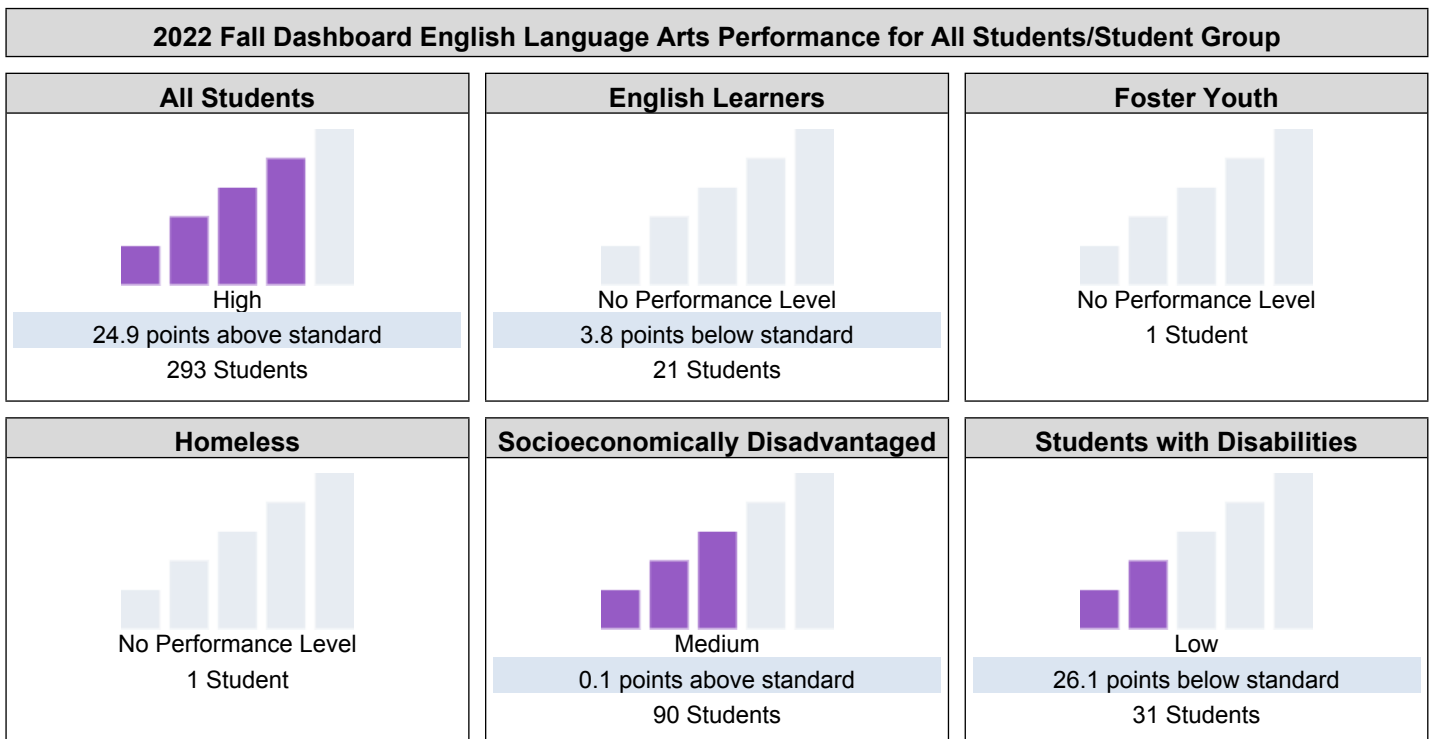
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



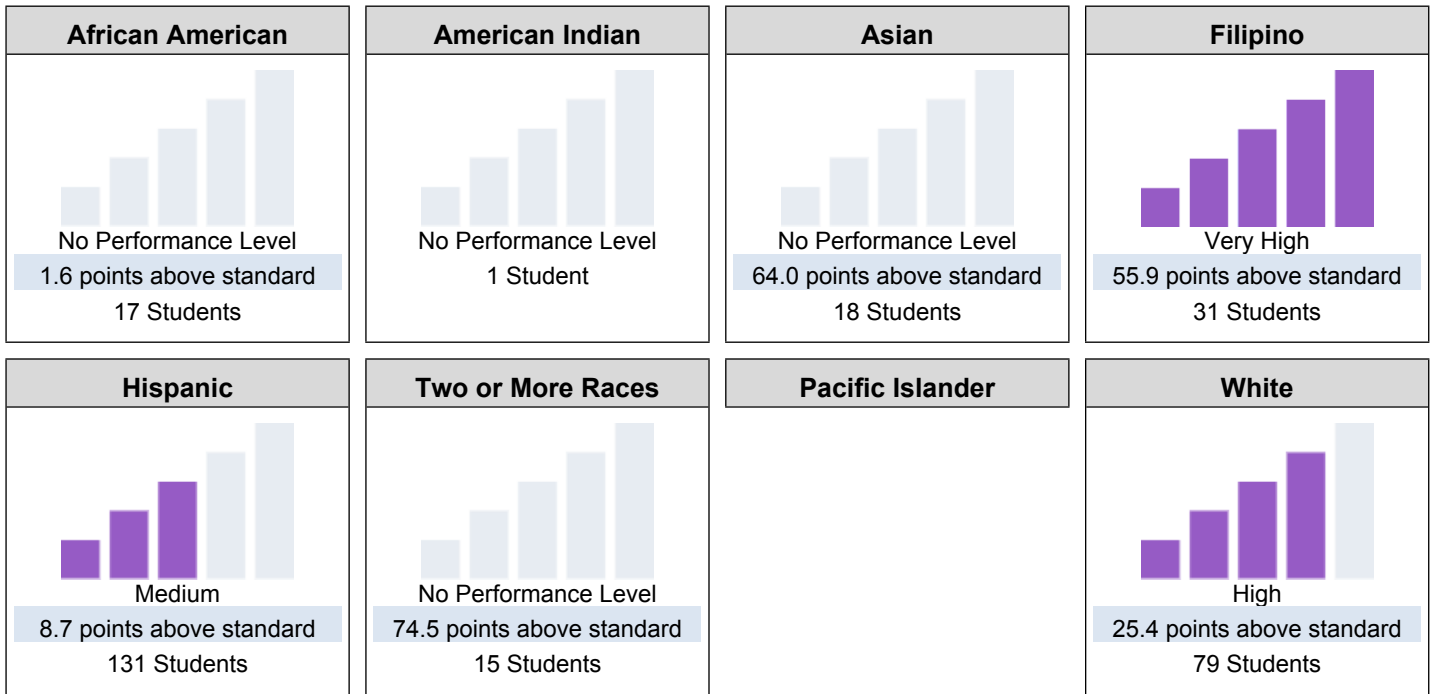
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
62.4 points below standard 12 Students	9 Students	23.5 points above standard 262 Students

Conclusions based on this data:

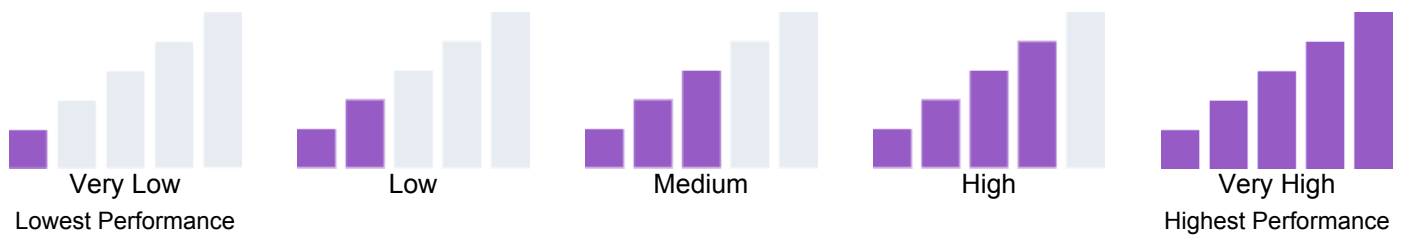
1. In overall student performance for English Language Arts, students performed in the High performance level, which is 24.9 points above the standard. This is attributed to a focus on standards based instruction, targeted interventions, and professional development.
2. English Learners performed 62.4 points below standard in English Language Arts.
3. Performance for students with disabilities is in the Low performance level at 26.1 points below standard.

School and Student Performance Data

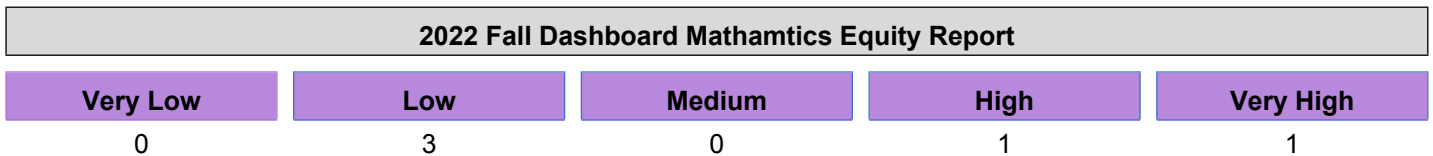
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

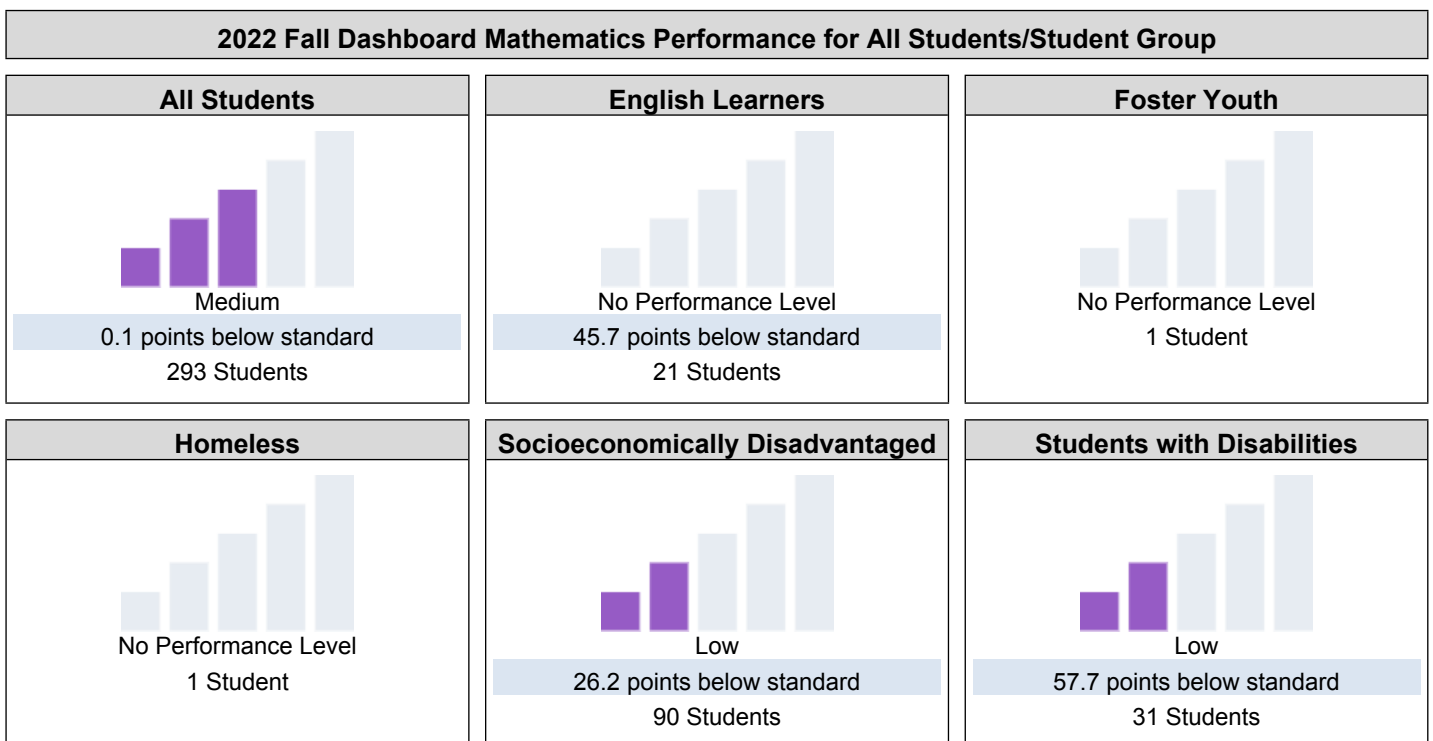
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



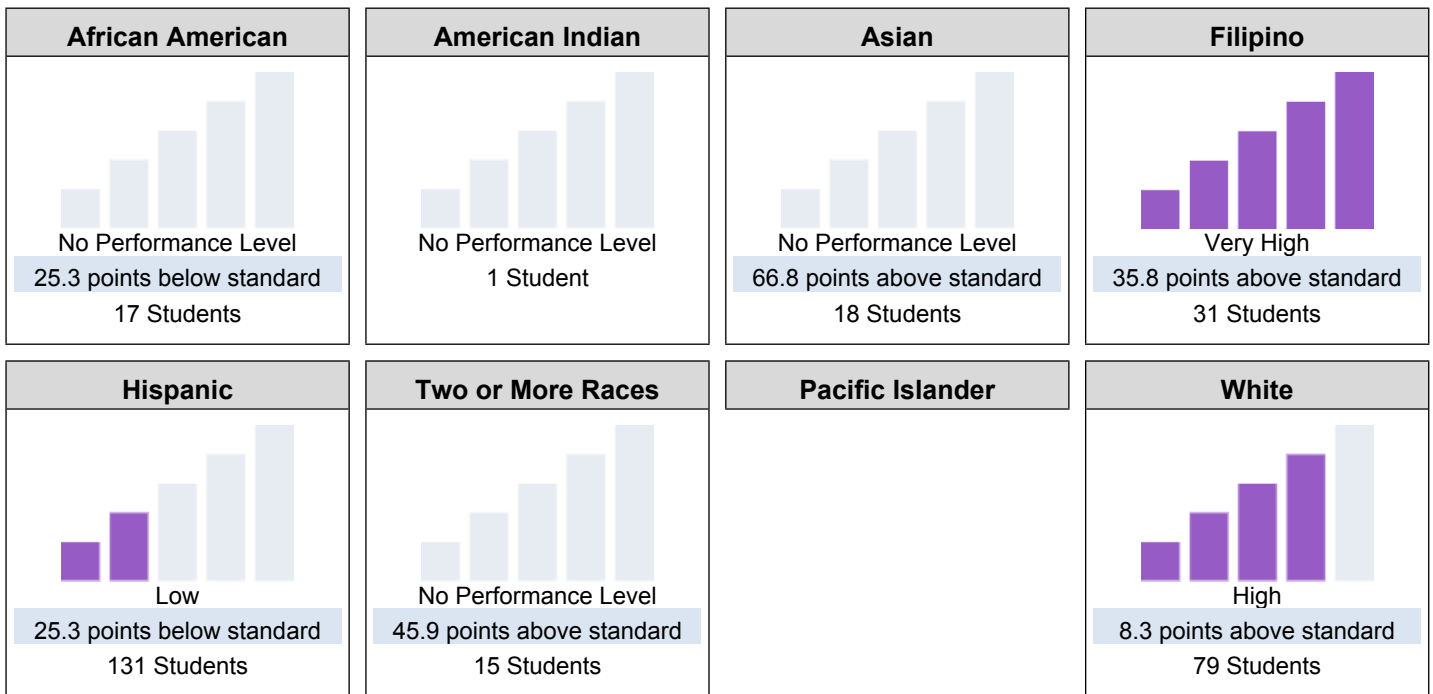
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>83.6 points below standard 12 Students</p>	<p>9 Students</p>	<p>0.1 points above standard 262 Students</p>

Conclusions based on this data:

1. Overall Students performed in the Medium performance level in Mathematics, which is 0.1 points below standard. We have provided support from the District TOSA, Professional Development, Math Interventions, and focus on standards based instruction.
2. While English Learners have no performance level indicated on the dashboard, data indicates that students performed 83.6 points below standard performance level in Mathematics.
3. Students with disabilities were in the Low performance indicator on the dashboard, data indicates that performance is 57.7 points below standard. Progress for students with disabilities will continue to be monitored.

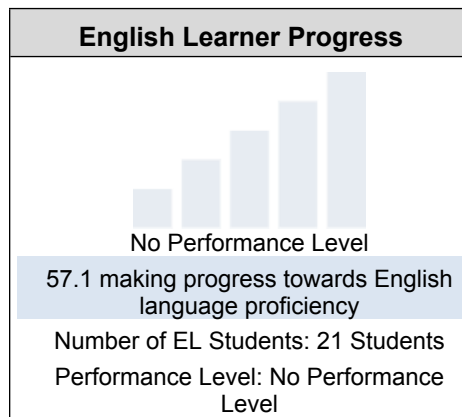
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
9.5%	33.3%	0.0%	57.1%

Conclusions based on this data:

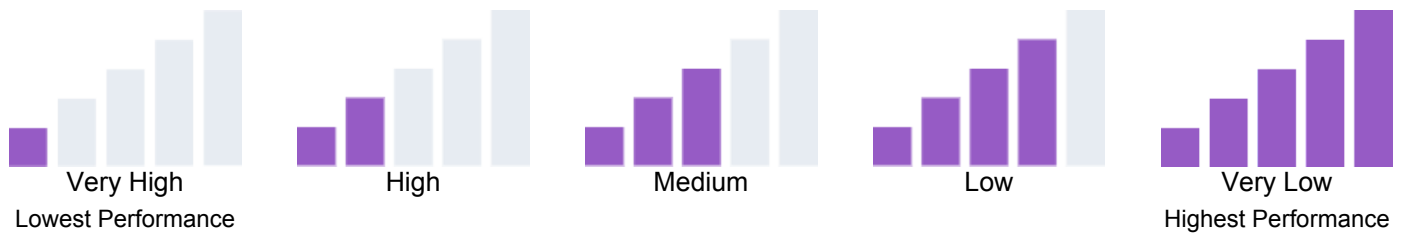
- English Learners have no performance level indicated. 57.1% are making progress towards proficiency on English Learner Progress.
- 9.5% of students have decreased in ELPI level. Progress of these students will continue to be monitored.
- 33.3% of English Learners maintained ELPI Level 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

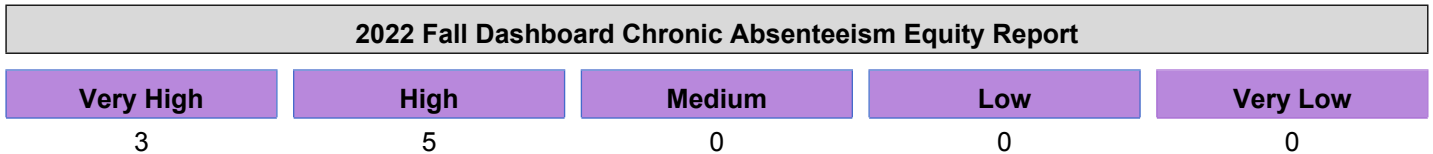
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

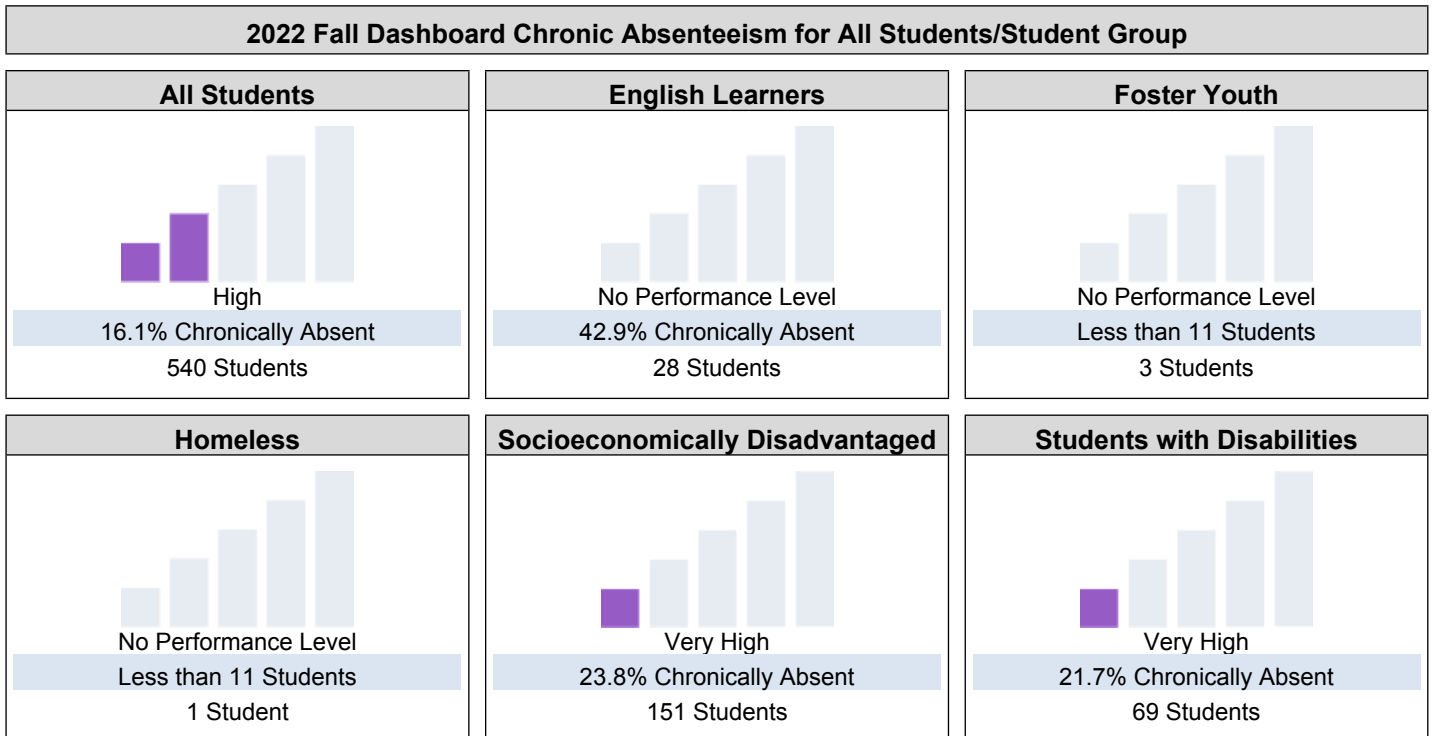
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



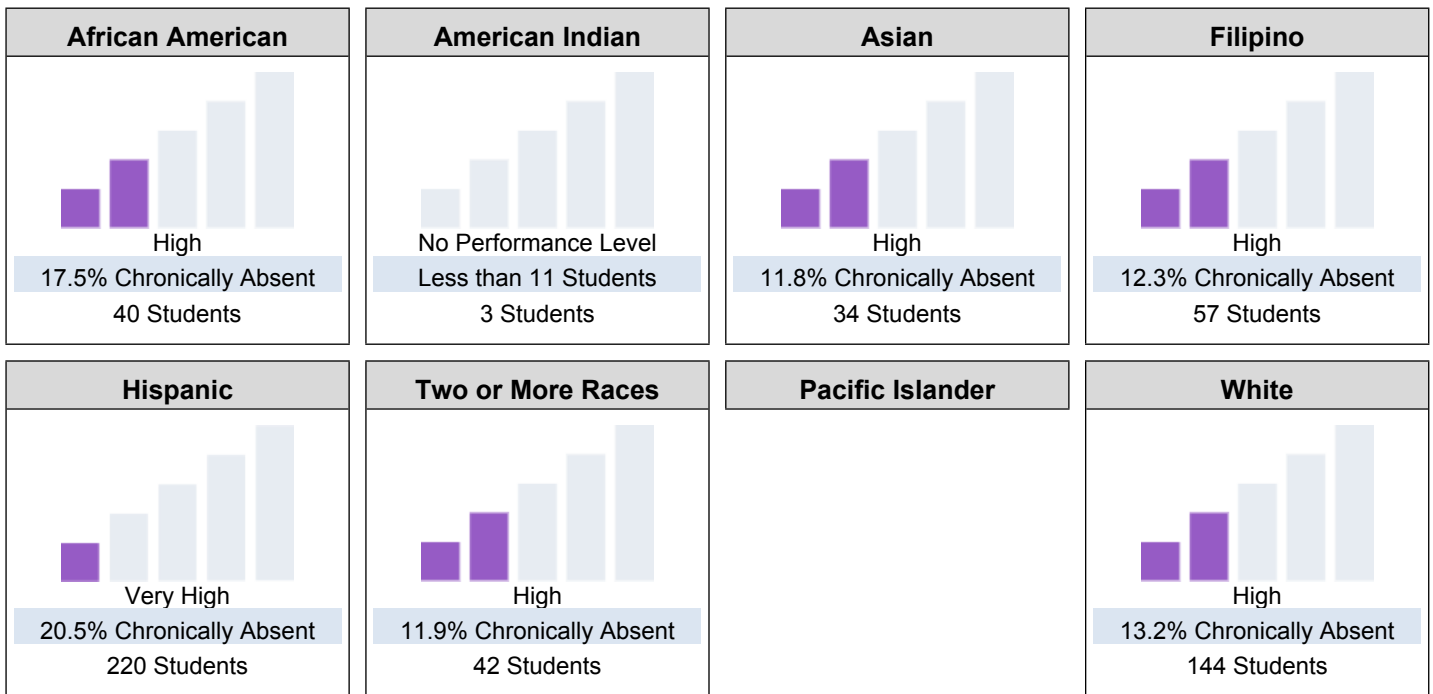
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

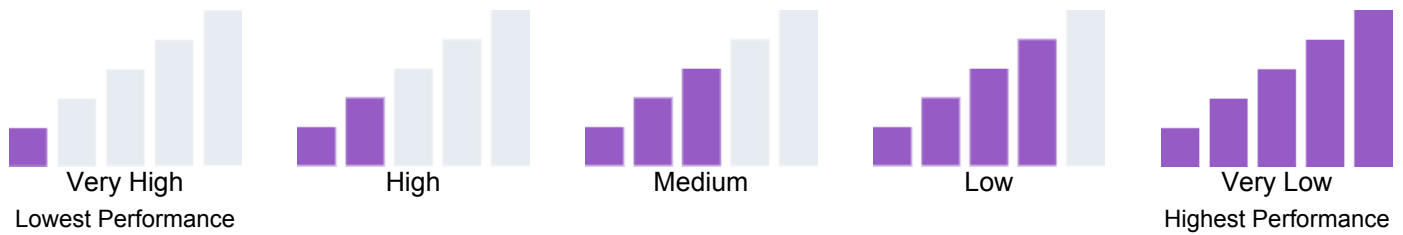
1. Chronic Absenteeism for all students is high, as noted by the High performance indicators, with 16.1% of students.
2. Chronic Absenteeism is in the Very High Performance indicator specially for socioeconomically disadvantaged students (23.8%), and students with disabilities (21.7%).
3. Chronic Absenteeism is in the Very High Performance indicator for Hispanic Students, with 20.5%
Chronic Absenteeism is in the High Performance indicator for African American Students, with 17.5%.

School and Student Performance Data

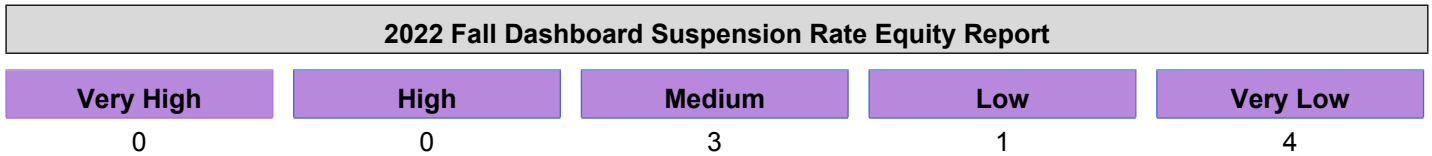
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

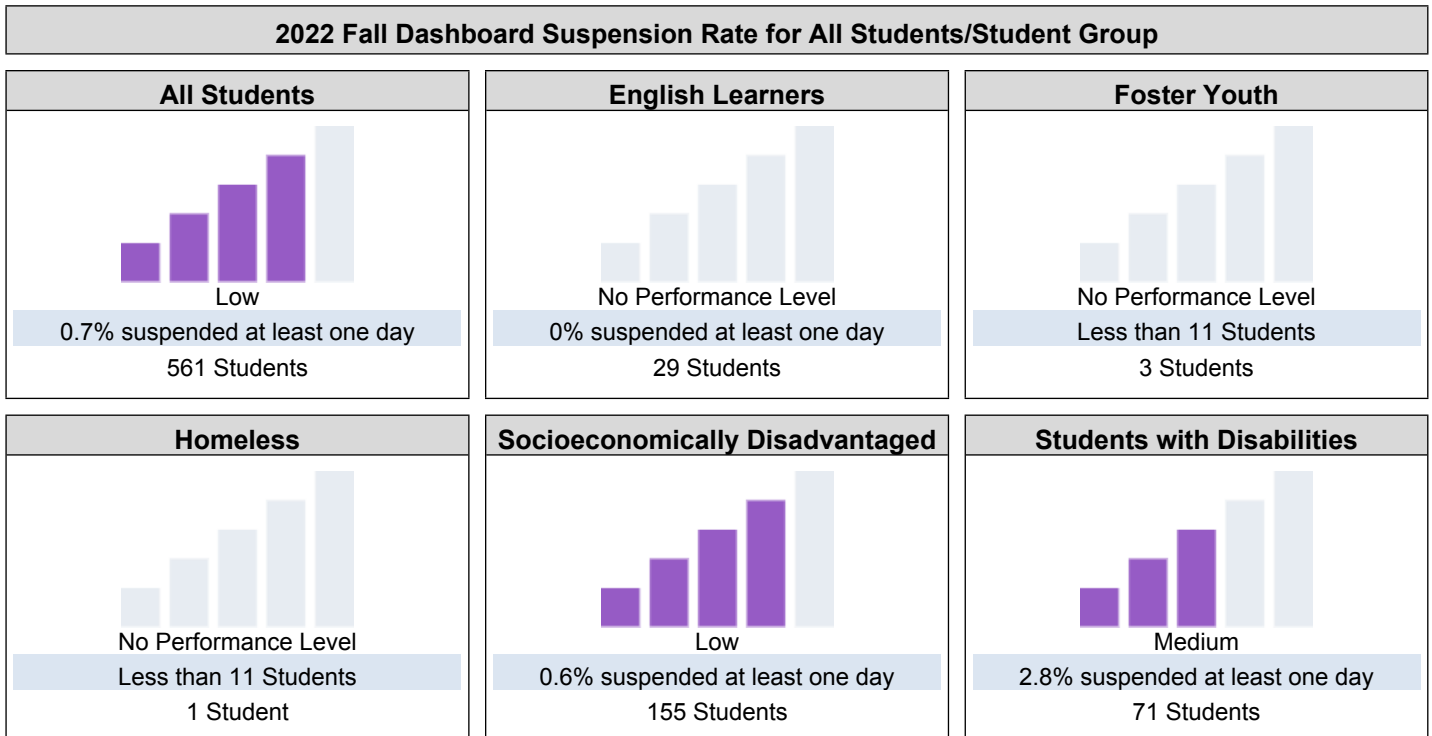
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



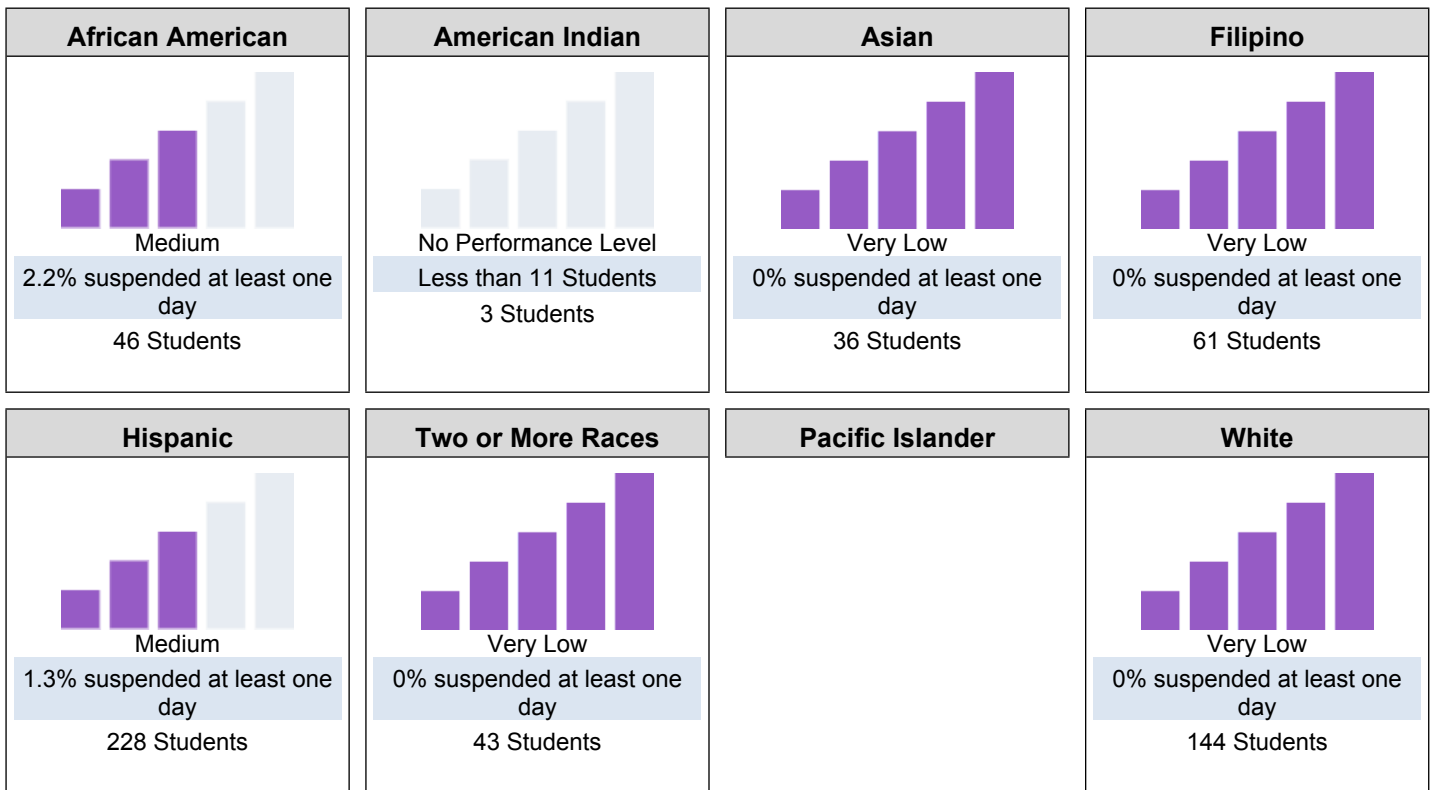
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall, Golden Oak has a low suspension rate, as indicated by performance in the blue indicator.
2. 2.2% of African American students have been suspended at least once.
3. 1.3% of Hispanic students have been suspended at least once.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement and Involvement

LEA/LCAP Goal

Effective teaching and administration

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.

Identified Need

61% of students in grades 1-6, scored in the proficient levels on the 2021 STAR Renaissance End of the Year Reading scores.
 62.5% of students in grades 1-6, scored in the proficient levels on the 2022 STAR Renaissance End of the Year Reading scores.
 45% of students in grades 1-6, scored in the proficient levels on the 2021 STAR Renaissance End of the Year Math scores.
 52.7% of students in grades 1-6, scored in the proficient levels on the 2022 STAR Renaissance End of the Year Math scores.
 Based on this data, the students at Golden Oak need support in building the foundational skills in ELA and Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading	<p>61% of students in grades 1-6, scored in the proficient levels on the 2021 STAR Renaissance End of the Year Reading scores.</p> <p>62.5% of students in grades 1-6, scored in the proficient levels on the 2022 STAR Renaissance End of the Year Reading scores.</p>	65.5% proficient on the 2023 Renaissance End of the Year Reading scores.
Math	45% of students in grades 1-6, scored in the proficient levels on the 2021 STAR	55.7% proficient on the 2023 Renaissance End of the Year Math scores.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Renaissance End of the Year Math scores. 52.7% of students in grades 1-6, scored in the proficient levels on the 2022 STAR Renaissance End of the Year Math scores.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with District Office Personnel to recruit and retain highly qualified staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
 1000-1999: Certificated Personnel Salaries
 Recruitment - District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Work with District Office to provide current CA State approved textbooks and materials in core subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00	District Funded 4000-4999: Books And Supplies Textbooks- District Funded
15,000	LCFF-Base 4000-4999: Books And Supplies Materials to support the basic program in core subject areas
0.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Materials to support the basic program in core subject areas
200	LCFF-Base 4000-4999: Books And Supplies Materials for STEAM materials to support Next Generation Science Standards

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement a maintenance plan to repair and maintain facilities and play areas to support students' learning in safe and secure facilities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,415

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Custodial Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain noon supervisors to support all students' safety and supervision.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 2000-2999: Classified Personnel Salaries
242	LCFF-Base 2000-2999: Classified Personnel Salaries Extra Hours for noon supervisor training and support
22	LCFF-Base 3000-3999: Employee Benefits Benefits for extra hour noon supervisor support

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Conduct safety drills to support safety for all students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	LCFF-Base 4000-4999: Books And Supplies Safety Supplies for the school disaster bin
100	LCFF-Base 4000-4999: Books And Supplies Nurse Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Golden Oak will engage families of low income, homeless, and Foster Youth students by regularly monitoring attendance and providing families resources to remove barriers and allow parents to communicate and engage with school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8924	LCFF-Base 2000-2999: Classified Personnel Salaries Office Assistant hours to support communication and monitor attendance
800	LCFF-Base 3000-3999: Employee Benefits Benefits of Office Assistant
1,000	LCFF-Base 4000-4999: Books And Supplies Office Supplies
100	LCFF-Base 5000-5999: Services And Other Operating Expenditures Postage Costs
1,000	LCFF-Base 2000-2999: Classified Personnel Salaries Extra hours for office assistant
89	LCFF-Base 3000-3999: Employee Benefits Benefits for extra hours for office assistant
100	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Attendance Incentives to engage families and monitor attendance

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will participate in 3 days of Professional Development in the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries District Office, Principals & Staff

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Foster Youth

Strategy/Activity

Provide Professional Development for certificated staff on how best to support Foster Youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
640	LCFF-Base 1000-1999: Certificated Personnel Salaries Extra Duty pay for teachers fro training and professional development
141	LCFF-Base 3000-3999: Employee Benefits Benefits for Extra Duty pay for teachers fro training and professional development
500	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra Duty pay for teachers for training and professional development
50	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Extra Duty pay for teachers fro training and professional development

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide instructional textbook materials for TK-6th grade that are standards aligned in all subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 4000-4999: Books And Supplies Textbooks

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Students participated in core instruction using district adopted curriculum and materials. 61% of students in grades 1-6, scored in the proficient levels on the 2021 STAR Renaissance End of the Year Reading scores. 62.5% of students in grades 1-6, scored in the proficient levels on the 2022 STAR Renaissance End of the Year Reading scores.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Teachers will continue to provide core instruction to students utilizing adopted materials in ELA and Math as well as supplemented with OG supports. (Goal 1, Strategy/Activity 2)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student achievement

LEA/LCAP Goal

Proficiency in reading/language arts
 Proficiency in math
 Proficiency for high priority students

Goal 2

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. 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.

Identified Need

Due to enrollment numbers, we have combination classes (1/2, 4/5). We currently have 37 students classified as English Learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA/Reading	61% of students in grades 1-6, scored in the proficient levels on the 2021 Renaissance End of the Year Reading scores.	65% proficient on the 2023 Renaissance End of the Year Reading scores.
Math	45% of students in grades 1-6, scored in the proficient levels on the 2021 Renaissance End of the Year Math scores.	50% proficient on the 2023 Renaissance End of the Year Math scores.
English Learner Reclassifications	In 2021-22, 1 student was Reclassified at Golden Oak.	In 2022-2023, Reclassifications will increase by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income, students, and Foster Youth

Strategy/Activity

Professional Development for teachers to address academic and social/emotional need focused on differentiation, use of multiple modalities, ways to utilize technology, as well as addressing social/emotional needs of students, specifically English Learners, Low Income students, and Foster Youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries District Provided
1000	LCFF-Base 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Teachers
220	LCFF-Base 3000-3999: Employee Benefits Benefits for Extra Duty Pay for Teachers
0	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Teachers
0	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Extra Duty Pay for Teachers

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income students, Foster Youth

Strategy/Activity

Golden Oak will provide California State supplementary standards based materials for English Learners, Foster Youth, and Low Income Students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	LCFF-Base 4000-4999: Books And Supplies Covered in Goal 1, Strategy 2
277	LCFF- Supplemental/Concentration

4000-4999: Books And Supplies
Supplemental Standards-Based Materials (Such as Orton Gillingham Supplies, etc).

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income students, Foster Youth

Strategy/Activity

To address the learning needs of English Learners, Low Income students, and Foster Youth, teachers will be provided with collaboration time to support student learning by monitoring student data, providing interventions, to mitigate learning loss, and enrichment activities during and outside the learning day to support mastery of grade level standards. In order to reduce the ratio levels and provide targeted instruction to the students impacted by combination classes, we will be using Instructional Aide support to support our students in the areas of ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Instructional Aide
350	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Instructional Aide
1,000	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Technology based services for intervention and enrichment for students (Math Genius Squad).

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income students, Foster Youth

Strategy/Activity

Professional Development, conferences and workshops will be offered to teachers to support the educational program in all content areas to address standards based instruction and mitigate learning loss for English Learners, Low Income students, Foster Youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Orton Gillingham Training and Other teacher professional development opportunities
0.00	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Orton Gillingham Training and Other teacher professional development opportunities, Covered in Goal 1, Strategy 8
0.00	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Extra Duty Pay for Orton Gillingham Training and Other teacher professional development opportunities, Covered in Goal 1, Strategy 8

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income students

Strategy/Activity

Golden Oak will offer additional minutes for teachers to support mastery of English Proficiency and grade level standards for English Learners and Low Income students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded None Specified English Development minutes offered during instructional hours, EL Academies, etc

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers will be given substitute teachers so that the classroom teacher can implement the Summative English Language Proficiency Assessment for California (ELPAC) for English Learners to support mastery of English.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Substitute Teachers provided to support ELPAC Testing
0.00	District Funded 2000-2999: Classified Personnel Salaries Classified Staff provided to support ELPAC Testing

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Staff will be trained to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of English.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries Teachers will be trained to administer the ELPAC exam
0.00	District Funded 2000-2999: Classified Personnel Salaries Classified Staff provided to support ELPAC Testing

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Unduplicated Students

Strategy/Activity

For unduplicated students not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss. Additionally, enrichment will be offered to positively influence academic achievement levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teachers will provide intervention to mitigate learning loss. Learning Academies, etc

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Sixth Grade Students

Strategy/Activity

Golden Oak will continue matriculation with the William S. Hart School District to support students transitioning to Junior High School.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
None Specified
Golden Oak will work with William S. Hart School District to support transition to Junior High

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Students

Strategy/Activity

Library Resource Technicians will assist teachers to provide access to a wide variety of literary sources for low income students who may have limited access to literary materials at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

LCFF- Supplemental/Concentration
4000-4999: Books And Supplies
Purchase Library Books to support student learning

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income students, Foster Youth

Strategy/Activity

To support English Learners, Low Income students, and Foster Youth who may show underperformance on state and local assessments, Teachers on Special Assignment (TOSAs) will provide coaching and intervention support for teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded
1000-1999: Certificated Personnel Salaries
TOSAs provide coaching and intervention for teachers

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income students

Strategy/Activity

Arts Integration will be implemented by Golden Oak teachers to help ensure that low income students receive opportunities to develop creatively and innovative practices through Visual and Performing Arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded

	None Specified Teachers will integrate VAPA in the classroom
200	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies VAPA Supplies and Materials
0.00	PTA 5000-5999: Services And Other Operating Expenditures VAPA Services & Staff

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income students, Foster Youth

Strategy/Activity

Additional digital devices will be provided to support instruction and to assist with closing the achievement gap.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	LCFF-Base 4000-4999: Books And Supplies Technology Related Expenses
0.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Technology Related Expenses
500	LCFF-Base 4000-4999: Books And Supplies Technology Related Expenses

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income students

Strategy/Activity

The Computer Lab Technician will work to help low income students to support equitable access to differentiated instruction and access to online curricular programs to use technology to meet grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 2000-2999: Classified Personnel Salaries Computer Lab Technician
100	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Extra Duty for Computer Lab Technician
19	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Extra Duty for Computer Lab Technician

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, Low Income students, Foster Youth

Strategy/Activity

A strong Transitional Kindergarten Program that promotes healthy social/emotional development, assists with English Language Acquisition, helps to build a strong academic foundation to narrow the opportunity gap of English Learners, Low Income students, and Foster Youth will be implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded 1000-1999: Certificated Personnel Salaries TK Support
0.00	District Funded 3000-3999: Employee Benefits TK Support

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Special Education

Strategy/Activity

Students with Special Needs will be given opportunities to integrate with typically developing peers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded None Specified Opportunities for special education students to integrate with general education peers
0.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Materials for opportunities for special education students to integrate with general education peers (Circle of Friends, etc.)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

COVID 19 Protocols restricted on campus activities involving gathering and grouping of students as well as visitor/volunteering opportunities, which affected our ability to implement many of the strategies and activities effectively during the 2021-2022 school year. We were able to be in person and implement many in person strategies during the 2022-2023 school year. We also had difficulty staffing all support positions during the 2022-2023 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

In order to provide the necessary intervention for our students, the district is providing two Learning Support Teachers to support our students. In addition, the district has provided all students devices, so the students will have the ability to access the digital resources throughout the school day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have added two learning support teachers, added Capturing Kids Hearts Trainings and services, and have trained TK-6 teachers in Orton Gillingham. All of these changes are in Goal 2 of the SPSA. We have added technology based services for intervention and enrichment for students. (Math Genius Squad)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student engagement and Involvement

LEA/LCAP Goal

Parents and community

Goal 3

All families and the broader community are welcomed and are partners in supporting the whole child.

Identified Need

Parent involvement in their child's education continues to be of utmost importance at Golden Oak. Our largest form of communication comes from ParentSquare where we have 100% of contact with our families. Messages are sent out school-wide once a week, with frequent reminders for specific meetings to help support parent participation. Teachers also send out regular messages to their families to engage parents. This year we will continue to collect baseline data and parent input so we can continue to improve our parent participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Square	100% of Golden Oak Families were contactable through ParentSquare in the 2022/2023 school year.	100% of Golden Oak Families will be contactable through ParentSquare in the 2023/24 school year.
Parent Involvement	In ParentSquare, there are typically 2 contacts per student. If 50% of contacts interact, that could indicate that each family is interacting through ParentSquare.	In ParentSquare, there are typically 2 contacts per student. If 50% of contacts interact, that could indicate that each family is interacting through ParentSquare. We would like to have at least 50% of parent contacts interacting by 2023/2024.
Student Attendance	7 School Attendance Review Team (SART) Conferences were held in the 2021-2022 school year. We saw an improvement rate of 14% in student attendance for these students after the SART conference was held.	School Attendance Review Team (SART) Conferences will be held for Chronic Absence, Truant and Students with Excessive Absences, with the goal of an improvement rate of 20% in student attendance for these students after the SART conference is held.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	73 SART Conferences were held during the 2021-2022 school year. This is due to required quarantining of students due to COVID-19 Protocols.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low income students and English Learners

Strategy/Activity

Increase home/school communication and engagement for families of low income and English Learners by providing families access to resources, educational, social/emotional, and/or basic needs that further remove barriers from students accessing their educational program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Office Assistant 3 hours, Covered in Goal 1, Strategy 6
0.00	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Office Assistant 3 hours, Covered in Goal 1, Strategy 6
0.00	District Funded 1000-1999: Certificated Personnel Salaries Trauma Informed Care/Social/Emotional Trainings provided by District Social Worker

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Translation services will be provided to service the families of English Learners to remove language barriers that may impede families from information regarding their child's educational program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
200	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Translation Services
69	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Translation Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Advisory groups will continue, (such as ELAC and SSC, etc.) to provide input to our school plans (SPSA, Safety Plan, Etc) to further support the educational programs for all students, especially unduplicated students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	LCFF-Base 1000-1999: Certificated Personnel Salaries Substitute Teachers for Advisory Groups
0.00	LCFF-Base 3000-3999: Employee Benefits Benefits for Substitute Teachers for Advisory Groups
0.00	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Substitute Teachers for Advisory Groups
0.00	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Substitute Teachers for Advisory Groups

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Golden Oak and the District Office will work to support the parents of English Learners who are scoring below proficient by providing parent workshops and, educational resources, to support parents with meeting the needs of their child to achieve grade level standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100.00

LCFF-Base
None Specified
ELAC, Coffee with the Principal, etc.

0.00

LCFF- Supplemental/Concentration
2000-2999: Classified Personnel Salaries
Translation Service mentioned in Goal 3
Strategy 2

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Low Income students

Strategy/Activity

To assure low income students have awareness and access to community services, the District will provide a Student and Family Wellness Collaborative to engage community, staff, and parents to provide children and families with social/emotional assistance as well as basic needs inside and outside of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

District Funded
None Specified
District Student and Family Wellness
Collaborative

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the pandemic, many student were required to quarantine at home, which affected our ability to implement many of the strategies and activities effectively during the 2021-2022 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We returned to in person activities and events for 2022/2023. We were able to spend funds as intended on in person strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For 2022/2023, we were able to return to in person and hold in person events and activities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Supporting the whole child

LEA/LCAP Goal

Effective teaching and administration

Goal 4

All students, including Low Income students, English Learners and Foster Youth, will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

Identified Need

Though we have had a limited amount of time on campus this far this year, we are seeing an increase in behavior referrals to the office, referrals to counseling, and referrals to our district social worker. As such, we will continue to focus on social emotional support through Capturing Kids Hearts, which will work to build positive relationships at our school. We will collect baseline data to analyze and support the emotional and behavioral needs of students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Capturing Kids Hearts	<p>2021-2022 End of Year CKH Survey. All data is on a scale of 1-5 (Always-Often-Sometimes-Rarely-Not At All)</p> <p>Overall 3.4 (Target is 4.3+)</p> <p>Staff Culture/Climate 4.4 (Target is 4.5+)</p> <p>Students 3.9 (Target is 3.7+)</p>	Analyze baseline data through CKH Process Champions.
CA Healthy Kids Survey (CHKS)	<p>School Engagement and Supports: School Connectedness 77% Academic Motivation 94% Caring Adults in school 83% Meaningful Participation 37% Interest in schoolwork done at school 50% Facilities Upkeep 92%</p>	School Engagement and Supports, Peer Relationships and Social Emotional Health indicators will increase to over 80% on the California Healthy Kids Survey.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Parent involvement in schooling 92% Social and Emotional Learning Supports 81% Anti-bullying Climate 80% Peer Relationships: Peer Supports 60% Social and Emotional Health: Frequent Sadness 0% indicates less than 10 students Self-Efficacy 88% Problem-Solving 70% Wellness 82%	
Suspensions	In the 2020-2021 school year, 3 students were suspended. In the 2021-2022 school year, 5 students were suspended.	In the 2022-2023 school year, no more than 5 students will be suspended.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student connectedness and engagement will be evidenced by reporting positive relationships and safety of student surveys.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
 None Specified
 Students to complete surveys

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income students

Strategy/Activity

To remove barriers for low income students from accessing their academic program, counseling services will be provided to support social/emotional wellness and academic success in school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Counseling Services to be provided

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To remove barriers for students in need from accessing their academic program, counseling services will be provided to support social/emotional wellness and academic success in school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Counseling Services to be provided

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income Students in Special and General Education Classes

Strategy/Activity

To support Low Income Students in Special and General Education classes strengthen student connectedness and access to the core program , will be provided behavior intervention techniques and strategies that benefit teachers and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra Duty Hours for teachers for SEL Trainings
0.00	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Benefits for Extra Duty Hours for teachers for SEL Trainings

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Low Income students Foster Youth, and Homeless Students

Strategy/Activity

To address barriers that prevent low income students, foster youth, and homeless students from receiving the full benefit from their educational experience, the District Social Workers will work with Golden Oak to provide comprehensive services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0.00	District Funded None Specified Partnership with the District Social Worker to support Golden Oak students.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, Low Income students

Strategy/Activity

To support student connectedness and build positive relationships, Golden Oak will utilize positive academic and behavior programs that promote student engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Provide Professional Development to support positive academic and behavior program (Capturing Kids Hearts, PlayWorks, etc.)
13,500	LCFF-Base 5000-5999: Services And Other Operating Expenditures Provide training to support positive academic and behavior program (Capturing Kids Hearts, Playworks Professional Development, etc.)
0.00	Misc. Grants 2000-2999: Classified Personnel Salaries Instructional Aide to Support student connectedness and positive relationship
0.00	Misc. Grants 3000-3999: Employee Benefits Benefits for Instructional Aide to Support student connectedness and positive relationship
0.00	LCFF-Base 4000-4999: Books And Supplies Purchase materials to support positive academic and behavior program to influence positive school climate
8,000	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase materials to support positive academic and behavior program to influence positive school climate (Capturing Kids Hearts, Playworks Annual Subscription, Second Step, SuperFlex Social Thinking)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Golden Oak supports student engagement and connectedness through promoting a positive school climate to foster youth development and academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

LCFF-Base
4000-4999: Books And Supplies
Purchase materials to support positive academic and behavior program to influence positive school climate

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We did return to regular in person activities and we were able to implement strategies/activities to support the whole child and increase student connectedness such as After school Clubs and events, Choir, Band, Student Council, Junior Valet, and Buddies, etc.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were able to implement budgeted expenditures to met the goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal is similar to the 2022-2023 goal with the exception of adding in additional supports to include social emotional learning, playground leadership opportunities, and Instructional Aide support.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,958.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF- Supplemental/Concentration	\$16,865.00
LCFF-Base	\$53,093.00
Misc. Grants	\$0.00
PTA	\$0.00

Subtotal of state or local funds included for this school: \$69,958.00

Total of federal, state, and/or local funds for this school: \$69,958.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	53,093	0.00
LCFF- Supplemental/Concentration	16,865	0.00
Misc. Grants		

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental/Concentration	16,865.00
LCFF-Base	53,093.00
Misc. Grants	0.00
PTA	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,140.00
2000-2999: Classified Personnel Salaries	14,466.00
3000-3999: Employee Benefits	1,760.00
4000-4999: Books And Supplies	34,892.00
5000-5999: Services And Other Operating Expenditures	16,600.00
None Specified	100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00

2000-2999: Classified Personnel Salaries	District Funded	0.00
3000-3999: Employee Benefits	District Funded	0.00
4000-4999: Books And Supplies	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental/Concentration	500.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	4,300.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	488.00
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	8,577.00
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Concentration	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	1,640.00
2000-2999: Classified Personnel Salaries	LCFF-Base	10,166.00
3000-3999: Employee Benefits	LCFF-Base	1,272.00
4000-4999: Books And Supplies	LCFF-Base	26,315.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base	13,600.00
None Specified	LCFF-Base	100.00
2000-2999: Classified Personnel Salaries	Misc. Grants	0.00
3000-3999: Employee Benefits	Misc. Grants	0.00
5000-5999: Services And Other Operating Expenditures	PTA	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,423.00
Goal 2	7,666.00
Goal 3	369.00
Goal 4	23,500.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jenna Oikawa, Principal	Principal
Michelle Alonso, Parent	Parent or Community Member
Shannon Chavez, Parent	Parent or Community Member
Brenda Rodriguez, Parent	Parent or Community Member
Lori Galaviz, Parent	Parent or Community Member
Anna Hurst, Parent	Parent or Community Member
Colleen Villani, Other Staff	Other School Staff
Janet Bugielski, Teacher	Classroom Teacher
Jennifer Lane, Teacher	Classroom Teacher
Susan Adachi, Teacher	Classroom Teacher

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/18/2023.

Attested:



Principal, Jenna Oikawa on 5/18/2023



SSC Chairperson, Michelle Alonso on 5/18/2023