

School Year: **2022-23**



# 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 24, 2022	June 22, 2022

## 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. This year, due to past school closures/distance learning from Covid-19, 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 2020-2021 school year, professional development has focused on implementing the District's Learning Continuity and Attendance Plan, to address the needs identified for students and staff based on the school closures due to Covid-19. Before the 2020-2021 school year started, teachers participated in 32 hours of virtual professional development. Ongoing professional development continues to take place throughout the year from the District Office Educational Services Department, as well as every other Wednesday by the school site staff.

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 two Teachers 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. Through a series of four workshop sessions, the team focused on three of the principles contained in the report: 1). Stick to grade-level content and instructional rigor, 2) Focus on depth of instruction and instructional rigor, and 3) Prioritize content and learning. The team utilized the June 2020 report from Student Achievement Partners titled “2020-2021 Priority Instructional Content in English-Language Arts and Mathematics” to identify priority standards and create Curriculum Guides with a focus on mastering the priority standards. The Curriculum Guides highlight the units in the District adopted curriculum in which the Priority Standards are addressed. The Curriculum Guides also include dates for the District Assessments that are aligned to these Priority Standards. These District Assessments will be administered at the Beginning of the Year (August), Fall (October), Winter (February) and Spring (May) to collect baseline data and measure progress throughout the year. These District Assessments include ESGI for Transitional Kindergarten through first grade, STAR Reading for second grade through sixth grade, and the Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) for grade three through six. Data from these assessments will also be utilized to implement a Multi-Tiered System of Support, to determine additional support for students not making progress in mastering grade-level standards.

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

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

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.

## **Stakeholder 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 September 16, 2021.  
Input from parents in ELAC meeting on October 1, 2021.  
Input from leadership team leads in regards to team needs October 15, 2021 at PD Wednesday Staff Meeting.  
Input from School Site Council on September 7, 2021.  
Input from students via student survey on ideas to improve school instruction and climate.  
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 regarding SPSA Capturing Kids Hearts items School Leadership Team April 27, 2022.  
SPSA draft shared with ELAC representative May 23, 2022.  
SPSA review and Input from ELAC Meeting May 25, 2022.  
SPSA review and Input from School Leadership Team Meeting May 25, 2022.  
SPSA review and Input from Staff Meeting May 25, 2022.



## Resource Inequities

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

At this time, there are no resource inequities that have been identified.

# 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		
	18-19	19-20	20-21
Kindergarten	68	84	68
Grade 1	79	60	71
Grade 2	81	89	61
Grade3	77	84	84
Grade 4	81	86	83
Grade 5	75	80	87
Grade 6	84	79	83
<b>Total Enrollment</b>	545	562	537

### Conclusions based on this data:

1. Student enrollment increased from the 2018-2019 to the 2019-20 school year.
2. Student enrollment decreased from the 2019-2020 to the 2020-2021 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		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	41	31	27	7.5%	5.5%	5.0%
Fluent English Proficient (FEP)	46	39	42	8.4%	6.9%	7.8%
Reclassified Fluent English Proficient (RFEP)	13	7	6	24.5%	17.1%	19.4%

### Conclusions based on this data:

1. The number of English Learners has decreased from 5.5% in 2019-2020 to 5.0% in 2020-2021.
2. The number of Reclassified Fluent English Proficient (RFEP) students increased from 17.1% to 19.4% in 2020-2021.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	75	85	78	75	0	78	75	0	100	100	0.0
Grade 4	78	82	80	77	82	0	77	82	0	98.7	100	0.0
Grade 5	83	77	82	82	77	0	81	77	0	98.8	100	0.0
Grade 6	89	84	83	88	83	0	88	83	0	98.9	98.8	0.0
All Grades	328	318	330	325	317	0	324	317	0	99.1	99.7	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2461.	2482.		44.87	52.00		23.08	20.00		20.51	21.33		11.54	6.67	
Grade 4	2504.	2501.		38.96	40.24		29.87	24.39		16.88	19.51		14.29	15.85	
Grade 5	2527.	2543.		29.63	29.87		33.33	37.66		14.81	18.18		22.22	14.29	
Grade 6	2586.	2578.		31.82	32.53		48.86	39.76		18.18	22.89		1.14	4.82	
All Grades	N/A	N/A	N/A	36.11	38.49		34.26	30.60		17.59	20.50		12.04	10.41	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.59	52.00		42.31	37.33		14.10	10.67	
Grade 4	37.66	41.46		51.95	47.56		10.39	10.98	
Grade 5	37.04	41.56		44.44	45.45		18.52	12.99	
Grade 6	35.23	31.33		54.55	51.81		10.23	16.87	
All Grades	38.27	41.32		48.46	45.74		13.27	12.93	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.49	34.67		51.28	56.00		19.23	9.33	
Grade 4	36.36	23.17		42.86	56.10		20.78	20.73	
Grade 5	34.57	36.36		43.21	46.75		22.22	16.88	
Grade 6	44.32	38.55		50.00	54.22		5.68	7.23	
All Grades	36.42	33.12		46.91	53.31		16.67	13.56	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.77	30.67		62.82	65.33		6.41	4.00	
Grade 4	22.08	28.05		70.13	60.98		7.79	10.98	
Grade 5	18.52	33.77		69.14	61.04		12.35	5.19	
Grade 6	26.14	30.12		69.32	62.65		4.55	7.23	
All Grades	24.38	30.60		67.90	62.46		7.72	6.94	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.74	41.33		42.31	52.00		17.95	6.67	
Grade 4	37.66	39.02		53.25	41.46		9.09	19.51	
Grade 5	39.51	37.66		40.74	48.05		19.75	14.29	
Grade 6	54.55	45.78		44.32	50.60		1.14	3.61	
All Grades	43.21	41.01		45.06	47.95		11.73	11.04	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Based on the 2018/2019 CAASPP results, 89.27% of 3rd-6th grade students scored "Standard Exceeded", "Standard Met", or "Standard Nearly Met" Overall on the English Language Arts/Literacy portion of the assessment.
2. Based on the 2018/2019 CAASPP results, the 3rd grade decreased in the percent of students performing "Below Standard" in the area of Listening. (96% scored "Above" or "At/Near" Standard)

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

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	75	85	78	75	0	78	75	0	100	100	0.0
Grade 4	78	82	80	77	82	0	77	82	0	98.7	100	0.0
Grade 5	83	77	82	82	77	0	82	77	0	98.8	100	0.0
Grade 6	89	84	83	89	83	0	89	83	0	100	98.8	0.0
All Grades	328	318	330	326	317	0	326	317	0	99.4	99.7	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2457.	2473.		26.92	44.00		34.62	18.67		21.79	24.00		16.67	13.33	
Grade 4	2505.	2502.		18.18	28.05		50.65	29.27		23.38	31.71		7.79	10.98	
Grade 5	2498.	2534.		19.51	32.47		12.20	23.38		31.71	28.57		36.59	15.58	
Grade 6	2571.	2556.		32.58	26.51		30.34	26.51		28.09	31.33		8.99	15.66	
All Grades	N/A	N/A	N/A	24.54	32.49		31.60	24.61		26.38	29.02		17.48	13.88	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.31	54.67		39.74	28.00		17.95	17.33	
Grade 4	50.65	47.56		37.66	25.61		11.69	26.83	
Grade 5	24.39	38.96		26.83	33.77		48.78	27.27	
Grade 6	46.07	38.55		33.71	34.94		20.22	26.51	
All Grades	40.80	44.79		34.36	30.60		24.85	24.61	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.74	46.67		43.59	37.33		16.67	16.00	
Grade 4	25.97	30.49		51.95	48.78		22.08	20.73	
Grade 5	14.63	24.68		43.90	55.84		41.46	19.48	
Grade 6	33.71	25.30		51.69	45.78		14.61	28.92	
All Grades	28.53	31.55		47.85	47.00		23.62	21.45	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.59	50.67		39.74	36.00		16.67	13.33	
Grade 4	28.57	35.37		59.74	43.90		11.69	20.73	
Grade 5	17.07	27.27		51.22	53.25		31.71	19.48	
Grade 6	35.96	25.30		43.82	50.60		20.22	24.10	
All Grades	31.29	34.38		48.47	46.06		20.25	19.56	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Based on the 2018/2019 CAASPP results, Golden Oak saw 86.12% of students score in "Standard Exceeded," "Standard Met" and "Standard Nearly Met."
2. Based on the 2018/2019 CAASPP results, each of the percentages in "Below Standard" decreased in each strand in comparison to the 2017/2018 results.
3. Based on the 2018/2019 CAASPP results, 89% of 4th grade students scored in "Standard Exceeded," "Standard Met" and "Standard Nearly Met" on the overall Math portion.



# School and Student Performance Data

## 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			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	5	5	
1	*	*	*	*	*	*	*	*	*	*	5	6	
2	*	*	*	*	*	*	*	*	*	*	7	*	
3	*	*	*	*	*	*	*	*	*	*	*	4	
4	*	*	*	*	*	*	*	*	*	*	4	4	
5	*	*	*	*	*	*	*	*	*	*	4	*	
6	*	*	*	*	*	*	*	*	*	*	7	*	
All Grades											42	34	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*	*	*	*
All Grades	54.76	41.18	0.00	40.48	41.18	45.83	*	14.71	41.67	*	2.94	12.50	42	34	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>1</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>2</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>4</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	73.81	52.94	25.00	*	35.29	41.67		8.82	20.83	*	2.94	12.50	42	34	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>2</b>	*	*	*		*	*		*	*		*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>6</b>	*	*	*		*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	42.86	26.47	0.00	35.71	35.29	20.83	*	38.24	50.00	*	0.00	29.17	42	34	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	71.43	44.12	25.00	26.19	52.94	62.50	*	2.94	12.50	42	34	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
6	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	78.57	67.65	33.33	*	26.47	58.33	*	5.88	8.33	42	34	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	52.38	29.41	0.00	38.10	67.65	70.83	*	2.94	29.17	42	34	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.48	38.24	12.50	54.76	61.76	58.33	*	0.00	29.17	42	34	24

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>537</b>	<b>29.2</b>	<b>5.0</b>	<b>0.4</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	5.0
Foster Youth	2	0.4
Homeless		
Socioeconomically Disadvantaged	157	29.2
Students with Disabilities	50	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	38	7.1
American Indian or Alaska Native	4	0.7
Asian	40	7.4
Filipino	56	10.4
Hispanic	224	41.7
Two or More Races	30	5.6
Native Hawaiian or Pacific Islander		
White	143	26.6

### Conclusions based on this data:

1. Socioeconomically Disadvantaged students make up 29.2% of the total student population.

2. English Learners make up 5.0% of the total student population.

3. Foster Youth make up 0.4% of the total student population.





# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. English Language Arts academic performance is in the green performance indicator.
2. Mathematics academic performance is in the green performance indicator.
3. Chronic Absenteeism is in the green performance indicator.

# School and Student Performance Data

## Academic Performance English Language Arts

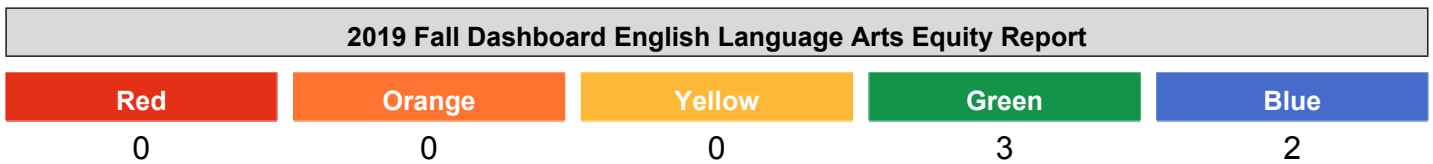
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.











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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>43.3 points above standard Increased ++6.6 points</p> <p>308</p>	<p><b>English Learners</b></p> <p>Green</p> <p>31.6 points above standard Increased ++8.3 points</p> <p>44</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>13.5 points above standard Maintained ++2.5 points</p> <p>87</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>23.9 points below standard</p> <p>Increased Significantly ++21.6 points</p> <p>29</p>



**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 10.8 points above standard Declined Significantly -19.1 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 74.5 points above standard Increased ++6.1 points 32	 No Performance Color 75.1 points above standard Declined -8 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.2 points above standard Maintained -1 points 119	 No Performance Color 70 points above standard Increased Significantly ++12.4 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 54.5 points above standard Increased Significantly ++17.1 points 98

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
37.9 points below standard Declined -9 points 17	75.3 points above standard Increased Significantly ++19.2 points 27	41.7 points above standard Increased ++4 points 245

**Conclusions based on this data:**

1. In overall student performance for English Language Arts, students performed in the green performance level, which is an increase from the previous year. This is attributed to a focus on standards based instruction, targeted interventions, and professional development.
2. English Learners performed in the green performance level for English Language Arts, which is an increase from the previous year.
3. While performance for students with disabilities is still below standard, their performance in ELA has increased significantly.

# School and Student Performance Data

## Academic Performance Mathematics

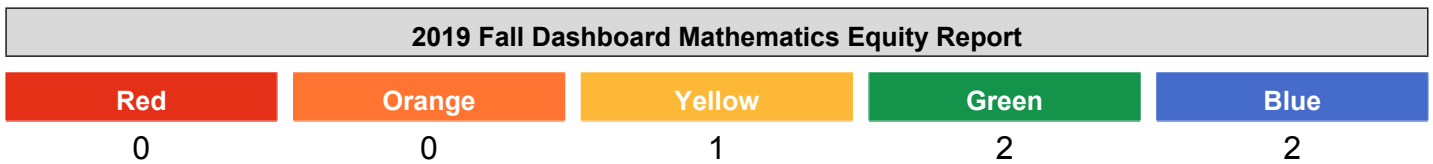
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>17.6 points above standard</p> <p>Increased ++8 points</p> <p>308</p>	<p><b>English Learners</b></p> <p>Green</p> <p>2.7 points above standard</p> <p>Increased ++4.4 points</p> <p>44</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>12.2 points below standard</p> <p>Increased ++8.8 points</p> <p>87</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>32.6 points below standard</p> <p>Declined -8.8 points</p> <p>29</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 26.4 points below standard Maintained ++0.8 points 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 63.1 points above standard Increased ++5.4 points 32	 No Performance Color 55.5 points above standard Declined Significantly -16 points 18
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 5 points below standard Declined -4.5 points 119	 No Performance Color 55.2 points above standard Increased Significantly ++11.4 points 15	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 26.9 points above standard Increased Significantly ++23.5 points 98

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.1 points below standard Increased ++11.3 points 17	32.8 points above standard Maintained ++0.1 points 27	17.4 points above standard Increased ++6.4 points 245

#### Conclusions based on this data:

1. Overall Students performed in the green performance level in Mathematics, which is an increase from the previous year due to support from the District TOSA, PD with Dr. Michelle Douglass and focus on standards based instruction.
2. English Learners performed in the green performance level in Mathematics, which is an increase from the previous year.
3. While students with disabilities have no performance color on the dashboard, data indicates that performance is still below standard and has decreased by 8.8%. Progress for students with disabilities will continue to be monitored.

# School and Student Performance Data

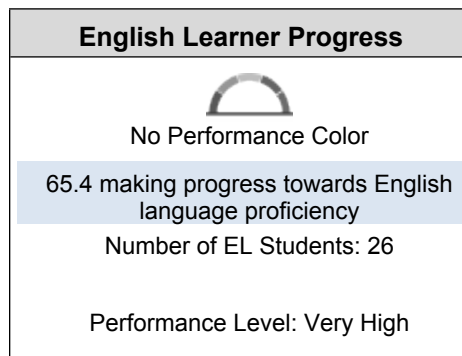
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.5	23.0	26.9	38.4

#### Conclusions based on this data:

- 65.4% of English Learners show a performance level of Very High on English Learner Progress.
- 11.5% of students (approximately 3 students) have decreased in ELPI level. Progress of these students will continue to be monitored.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).



**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

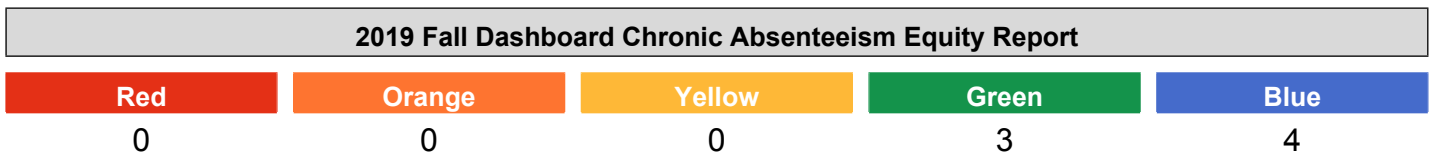
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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











This section provides number of student groups in each color.



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

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

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0 Declined -2.6 37	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 0 Maintained 0 51	 No Performance Color 0 Declined -3.8 37
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.7 Declined -2.6 229	 No Performance Color 3.8 Declined -0.7 26	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 5.7 Declined -1.4 174

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

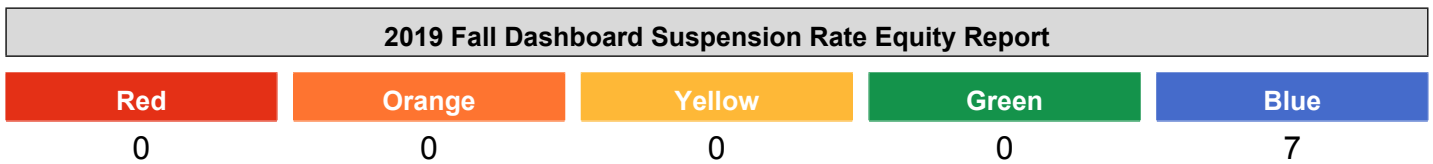
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0</p> <p>Declined -0.7</p> <p>566</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>45</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0</p> <p>11</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Declined -0.6</p> <p>157</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Declined -2.4</p> <p>47</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Blue 0 Maintained 0 38	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Maintained 0 53	 No Performance Color 0 Maintained 0 37
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -0.4 231	 No Performance Color 0 Declined -4.5 26	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Declined Significantly -1 177

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.7	0

**Conclusions based on this data:**

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

# 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

In the 2021 Renaissance End of the Year ELA scores from our STAR Reading data, approximately 61% of students in grades 1-6, scored in the proficient levels. Additionally, the 2021 Renaissance End of the Year Math scores showed that approximately 45% of our students assessed in grades 1-6 scored in the proficient levels. 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	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.

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)	Source(s)
0.00	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
20,271	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)

Source(s)

10,000

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)
200	LCFF-Base 4000-4999: Books And Supplies Safety Supplies for the school disaster bin
500	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)
7361	LCFF-Base 2000-2999: Classified Personnel Salaries Office Assistant hours to support communication and monitor attendance
654	LCFF-Base 3000-3999: Employee Benefits Benefits of Office Assistant
1,000	LCFF-Base 4000-4999: Books And Supplies Office Supplies
200	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 for 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: 2021-22**

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 were proficient or above in Reading as measured by STAR Assessment data.

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 24 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%.
Unduplicated Students	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 Renaissance	All high priority students' scores will make a 7% increase of baseline Renaissance scores by June 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Reading assessments by June 2020.	

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
2000	LCFF-Base 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Teachers
441	LCFF-Base 3000-3999: Employee Benefits Benefits for Extra Duty Pay for Teachers
1,344	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Extra Duty Pay for Teachers
296	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
500	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)
4,509	LCFF- Supplemental/Concentration 2000-2999: Classified Personnel Salaries Instructional Aide
401	LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Instructional Aide
3,000	LCFF- Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Technology based services for intervention and enrichment for students. (Byrdseed TV - enrichment, Reflex Math -math intervention, etc)

## 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
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**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)	Source(s)
0.00	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)	Source(s)
0.00	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)

0.00

Source(s)

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)

0.00

Source(s)

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
13,773	PTA 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
300	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: 2021-22

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 also had difficulty staffing all support positions 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.

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. (Byrdseed TV -enrichment, Reflex Math -math intervention, etc)

# 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 2021/2022 school year.	100% of Golden Oak Families will be contactable through ParentSquare in the 2022/2023 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 2022/2023.
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. 73 SART Conferences were 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 student after the SART conference are held.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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)
400	LCFF-Base 1000-1999: Certificated Personnel Salaries Substitute Teachers for Advisory Groups
40	LCFF-Base 3000-3999: Employee Benefits Benefits for Substitute Teachers for Advisory Groups
400	LCFF- Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Substitute Teachers for Advisory Groups
40	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)

0.00

Source(s)

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)

0.00

Source(s)

District Funded  
None Specified  
District Student and Family Wellness  
Collaborative

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Due to the COVID-19 protocols, many student were required to quarantine at home, and due to the restrictions about who could be on campus, we did not spend allocated resources on in person events for families, such as Orientations, etc.

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 2021-2022 goal.

# 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	Collect Baseline Data	Analyze baseline data through CKH Process Champions.
CA Healthy Kids Survey (CHKS)	<p>School Engagement and Supports:</p> <p>School Connectedness 77%</p> <p>Academic Motivation 94%</p> <p>Caring Adults in school 83%</p> <p>Meaningful Participation 37%</p> <p>Interest in schoolwork done at school 50%</p> <p>Facilities Upkeep 92%</p> <p>Parent involvement in schooling 92%</p> <p>Social and Emotional Learning Supports 81%</p> <p>Anti-bullying Climate 80%</p> <p>Peer Relationships:</p> <p>Peer Supports 60%</p> <p>Social and Emotional Health:</p> <p>Frequent Sadness 0%</p> <p>indicates less than 10 students</p>	<p>School Engagement and Supports, Peer Relationships and Social Emotional Health indicators will increase to over 80% on the California Healthy Kids Survey.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	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)

#### Source(s)



0.00

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)

Source(s)

0.00

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)

1728

LCFF- Supplemental/Concentration  
1000-1999: Certificated Personnel Salaries  
Extra Duty Hours for teachers for Capturing Kids Hearts

441

LCFF- Supplemental/Concentration  
3000-3999: Employee Benefits

Benefits for Extra Duty Hours for teachers for Capturing Kids Hearts

### 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)

0.00

Source(s)

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)

0.00

Source(s)

District Funded  
4000-4999: Books And Supplies  
Purchase materials to support positive academic and behavior program (Capturing Kids Hearts, etc.)

0.00

District Funded  
5000-5999: Services And Other Operating Expenditures

	Provide training to support positive academic and behavior program (Capturing Kids Hearts, etc.)
4886	Misc. Grants 2000-2999: Classified Personnel Salaries Instructional Aide to Support student connectedness and positive relationship
532	Misc. Grants 3000-3999: Employee Benefits Benefits for Instructional Aide to Support student connectedness and positive relationship
0.00	LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Purchase materials to support positive academic and behavior program to influence positive school climate
0.00	Misc. Grants 4000-4999: Books And Supplies Purchase materials to support positive academic and behavior program to influence positive school climate

## 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: 2021-22

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.

Grouping students in cohorts was no longer required, however, we did not return to regular in person activities due to high occurrences of COVID-19 and Health Department Protocols and so we were not able to implement all student groups to support the whole child and increase student connectedness such as Circle of Friends, etc. We were able to implement Student Council, Upper and Lower grade Buddies, and Junior Valet by the end of the 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.

Grouping students in cohorts was no longer required, however, we did not return to regular in person activities due to high occurrences of COVID-19 and Health Department Protocols and so we were not able to implement all student groups to support the whole child and increase student connectedness such as Circle of Friends, etc. We were able to implement Student Council, Upper and Lower grade Buddies, and Junior Valet by the end of the year.

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 a social emotional learning program 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	\$78,789.00

## 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 (\$)
------------------	-----------------

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	\$14,197.00
LCFF-Base	\$45,401.00
Misc. Grants	\$5,418.00
PTA	\$13,773.00

Subtotal of state or local funds included for this school: \$78,789.00

Total of federal, state, and/or local funds for this school: \$78,789.00

# 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	45,401	0.00
LCFF- Supplemental/Concentration	14,197	0.00
Misc. Grants	5,418	0.00
PTA	13,773	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental/Concentration	14,197.00
LCFF-Base	45,401.00
Misc. Grants	5,418.00
PTA	13,773.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,012.00
2000-2999: Classified Personnel Salaries	18,298.00
3000-3999: Employee Benefits	3,235.00
4000-4999: Books And Supplies	47,044.00
5000-5999: Services And Other Operating Expenditures	3,200.00
None Specified	0.00

## 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	3,972.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental/Concentration	4,809.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	1,316.00
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	1,100.00
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental/Concentration	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF-Base	3,040.00
2000-2999: Classified Personnel Salaries	LCFF-Base	8,603.00
3000-3999: Employee Benefits	LCFF-Base	1,387.00
4000-4999: Books And Supplies	LCFF-Base	32,171.00
5000-5999: Services And Other Operating Expenditures	LCFF-Base	200.00
None Specified	LCFF-Base	0.00
2000-2999: Classified Personnel Salaries	Misc. Grants	4,886.00
3000-3999: Employee Benefits	Misc. Grants	532.00
4000-4999: Books And Supplies	Misc. Grants	0.00
4000-4999: Books And Supplies	PTA	13,773.00
5000-5999: Services And Other Operating Expenditures	PTA	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	43,170.00
Goal 2	26,883.00

Goal 3

1,149.00

Goal 4

7,587.00



# 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
Erik Carlstone, Parent	Parent or Community Member
Shannon Chavez, Parent	Parent or Community Member
Chinonso Ezike, Parent	Parent or Community Member
Lori Galaviz, Parent	Parent or Community Member
Leslie Scattaglia, Parent	Parent or Community Member
Colleen Villani, Other Staff	Other School Staff
Yvette Carmichael, Teacher	Classroom Teacher Parent or Community Member
Jennifer Schneider, Teacher	Classroom Teacher
Susan Adachi	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 5/24/22.

Attested:



Principal, Jenna Oikawa on



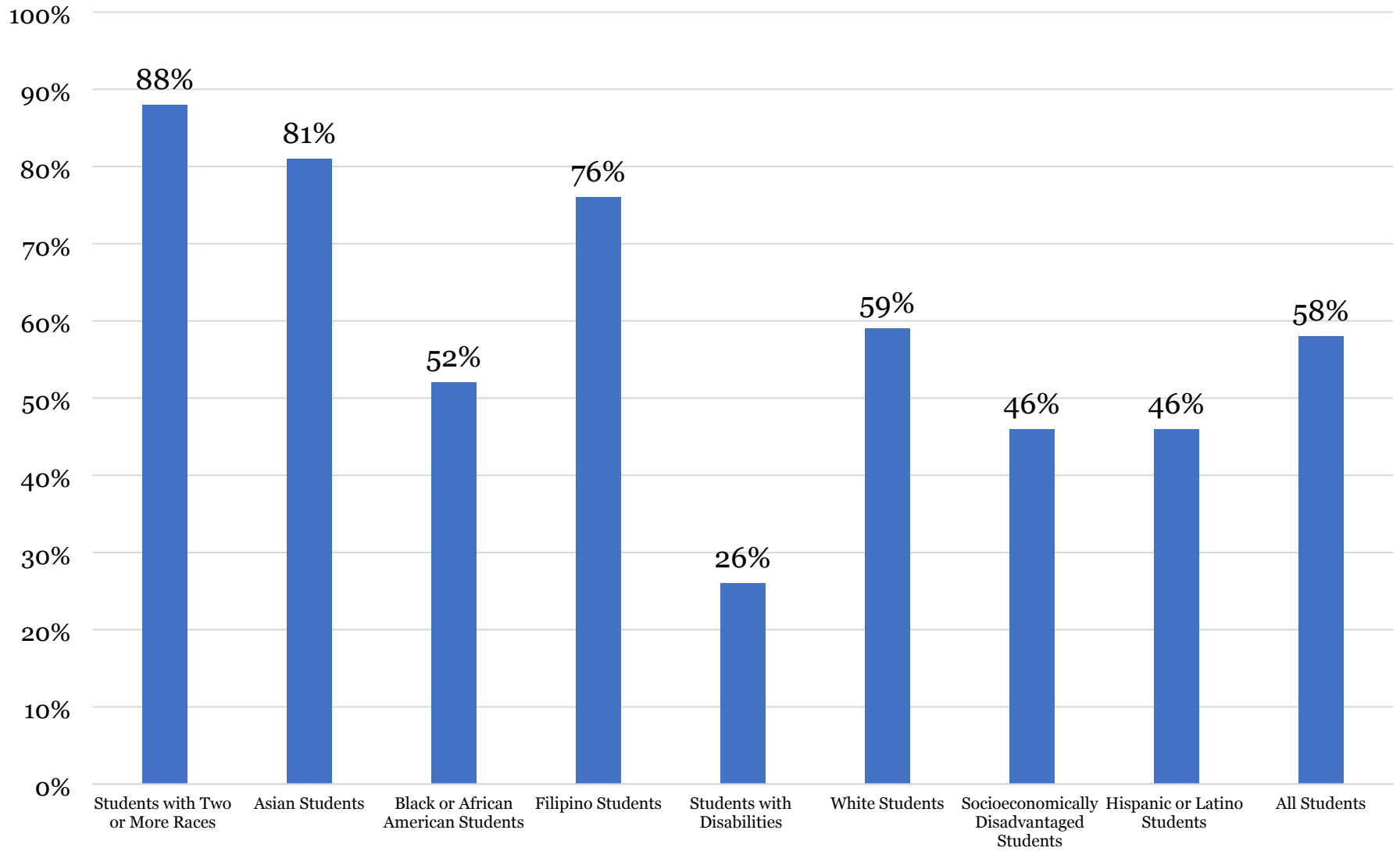
SSC Chairperson, Leslie Scattaglia on

Appendix:

Golden Oak  
Community School

End of Year  
STAR Renaissance  
ELA and Math Data 2021

## Golden Oak ELA STAR Percent At Or Above Grade Level



## Golden Oaks Math STAR Percent At Or Above Grade Level

