



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Golden Oak Community School	19-65045	May 15, 2025	June 11, 2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Golden Oak Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Golden Oak Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

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.

This plan is being used by Golden Oak Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Mission: All Owls Soar to High Levels of Learning.

The School Plan for Student Achievement (SPSA) is a site plan that outlines strategies based on data analysis to improve student outcomes, student engagement, school climate, and parental involvement at Golden Oak. It aligns with the District Local Control Accountability Plan (LCAP) and supports its goals, metrics, and improvement targets. The SPSA is developed collaboratively with stakeholder input and finalized by the School Site Council for submission to the Board of Education.

Golden Oak utilizes shared leadership among staff and parents to make inclusive decisions and improve the school. This year, Golden Oak participated in the CAPS California Principals Network and have formed a Guiding Coalition to build a strong foundation for Professional Learning Communities (PLC). Grade level teams collaborate in Professional Learning Communities (PLC) to analyze school-wide data, set goals, and track progress. Our school improvement efforts are driven by a strong commitment to building relationships to support a positive school climate, student learning, and family engagement. We prioritize high quality, rigorous Tier I instruction for reading and math. We utilize data to inform our decision-making process for providing Tier II and Tier III supports to students requiring additional intervention in reading, math, and English Language Development. Alongside this academic focus, we will maintain our commitment to tiered supports for behavior and social-emotional learning. The goals and strategies outlined in the SPSA align directly with the district's LCAP objectives, which aim to enhance student achievement and provide the necessary support for the academic and social-emotional success of our students.

# Educational Partner Involvement

How, when, and with whom did Golden Oak Community 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

Review and Input from parents, students and staff through LCAP surveys.  
Review and Input from parents in ELAC meeting on April 17, 2025.  
Review and Input from leadership team in regards to team needs March 25, 2025.  
Review and Input from School Site Council on April 24, 2025, and May 15, 2025.  
Review and Input from staff at Staff Meetings May 7, 2025.  
Input from Capturing Kids Hearts Survey Data from Staff, Teachers, Families and Students December 2024.  
SPSA draft shared with ELAC representative May 15, 2025.  
SPSA review and Input from ELAC May 15, 2025.

# Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Golden Oak does not have any areas in the Red performance category. Golden Oak does not have any areas in the Orange performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Chronic Absenteeism Green Performance Level 9.1%

\*Red Performance Level:

-No student groups

\*Orange Performance Level:

-Two or More Races (60 students) 11.7%

\*Yellow Performance Level:

-African American (55 students) 16.4%

-English Learners (35 students) 14.3%

-Hispanic (206 students) 10.2%

-Socioeconomically Disadvantaged (156 students) 17.4%

English Language Arts Green Performance Level 24.6 points above standard

\*Red Performance Level:

-No student groups

\*Orange Performance Level:

-Students with Disabilities (34 students) 39.2 points below standard

\*Yellow Performance Level:

-Socioeconomically Disadvantaged (73 students) 5 points below standard

Mathematics Green Performance Level 4.6 points above standard

\*Red Performance Level:

-No student groups

\*Orange Performance Level:

-Students with Disabilities (34 students) 45.8 points below standard

\*Yellow Performance Level:

-Socioeconomically Disadvantaged (73 students) 30.5 points below standard

Suspension Rate was in the Green Performance Level with 0.7% suspended at least one day.

\*Red Performance Level:

-No student groups

\*Orange Performance Level:

-Two or More Races (60 students) 1.7% suspended at least one day.

\*Yellow Performance Level:

-African American (61 students) 1.6% suspended at least one day.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

### 2024/2025 iReady Reading

Kinder Assessed	Diagnostic 2: 81% On or Above Grade-Level	19 % One Grade Below	0 % Two Grades Below	64 Students
Kinder Assessed	Diagnostic 1: 50 % On or Above Grade-Level	50 % One Grade Below	0 % Two Grades Below	64 Students
Grade 1 Assessed	Diagnostic 2: 63% On or Above Grade-Level	36% One Grade Below	1% Two Grades Below	75 Students
Grade 1 Assessed	Diagnostic 1: 29% On or Above Grade-Level	63% One Grade Below	8% Two Grades Below	75 Students
Grade 2 Assessed	Diagnostic 2: 62% On or Above Grade-Level	26% One Grade Below	12% Two Grades Below	77 Students
Grade 2 Assessed	Diagnostic 1: 45% On or Above Grade-Level	34% One Grade Below	21% Two Grades Below	77 Students
Grade 3 Assessed	Diagnostic 2: 65% On or Above Grade-Level	20% One Grade Below	15% Two Grades Below	66 Students
Grade 3 Assessed	Diagnostic 1: 52% On or Above Grade-Level	21% One Grade Below	27% Two Grades Below	66 Students
Grade 4 Assessed	Diagnostic 2: 56% On or Above Grade-Level	31% One Grade Below	13% Two Grades Below	64 Students
Grade 4 Assessed	Diagnostic 1: 31% On or Above Grade-Level	53% One Grade Below	16% Two Grades Below	64 Students
Grade 5 Assessed	Diagnostic 2: 62% On or Above Grade-Level	27% One Grade Below	12% Two Grades Below	86 Students
Grade 5 Assessed	Diagnostic 1: 56% On or Above Grade-Level	26% One Grade Below	19% Two Grades Below	86 Students
Grade 6 Assessed	Diagnostic 2: 64% On or Above Grade-Level	23% One Grade Below	13% Two Grades Below	64 Students
Grade 6 Assessed	Diagnostic 1: 44% On or Above Grade-Level	28% One Grade Below	28% Two Grades Below	64 Students

### 2024/2025 iReady Math

Kinder Assessed	Diagnostic 2: 69 % On or Above Grade-Level	31 % One Grade Below	0 % Two Grades Below	64 Students
Kinder Assessed	Diagnostic 1: 45 % On or Above Grade-Level	55 % One Grade Below	0 % Two Grades Below	64 Students
Grade 1 Assessed	Diagnostic 2: 35% On or Above Grade-Level	63% One Grade Below	3% Two Grades Below	75 Students
Grade 1 Assessed	Diagnostic 1: 16% On or Above Grade-Level	77% One Grade Below	7% Two Grades Below	75 Students
Grade 2 Assessed	Diagnostic 2: 41% On or Above Grade-Level	49% One Grade Below	11% Two Grades Below	76 Students
Grade 2 Assessed	Diagnostic 1: 13% On or Above Grade-Level	61% One Grade Below	26% Two Grades Below	76 Students
Grade 3 Assessed	Diagnostic 2: 42% On or Above Grade-Level	48% One Grade Below	10% Two Grades Below	67 Students

Grade 3 Diagnostic 1: 18% On or Above Grade-Level 63% One Grade Below 19% Two Grades Below 67 Students Assessed

Grade 4 Diagnostic 2: 38% On or Above Grade-Level 49% One Grade Below 13% Two Grades Below 63 Students Assessed

Grade 4 Diagnostic 1: 27% On or Above Grade-Level 44% One Grade Below 29% Two Grades Below 63 Students Assessed

Grade 5 Diagnostic 2: 54% On or Above Grade-Level 40% One Grade Below 6% Two Grades Below 85 Students Assessed

Grade 5 Diagnostic 1: 36% On or Above Grade-Level 49% One Grade Below 14% Two Grades Below 85 Students Assessed

Grade 6 Diagnostic 2: 75% On or Above Grade-Level 19% One Grade Below 6% Two Grades Below 64 Students Assessed

Grade 6 Diagnostic 1: 50% On or Above Grade-Level 39% One Grade Below 11% Two Grades Below 64 Students Assessed

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Golden Oak Community School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.39%	0.37%	0.37%	2	2	2
African American	6.98%	9.16%	9.36%	36	49	50
Asian	6.20%	6.17%	7.12%	32	33	38
Filipino	11.05%	11.4%	11.42%	57	61	61
Hispanic/Latino	40.50%	39.81%	37.83%	209	213	202
Pacific Islander	%	0%	%	0	0	
White	26.74%	25.05%	22.66%	138	134	121
Multiple Race	6.98%	6.73%	9.74%	36	36	52
Total Enrollment				516	535	534

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	79	97	71
Grade 1	57	67	84
Grade 2	71	63	68
Grade 3	56	78	55
Grade 4	84	57	81
Grade 5	86	82	62
Grade 6	83	91	87
Total Enrollment	516	535	534

#### Conclusions based on this data:

1. Student enrollment decreased from 535 in 2022-2023 to 534 in 2023-2024 school year. This is a decrease of 1 student.
2. Between 2022-2023 and 2023-2024, students in K decreased from 97 to 71 students. Grade 3 decreased from 78 to 55. Grade 5 decreased from 82 to 62. Grade 6 decreased from 91 to 87.
3. Between 2022-2023 and 2023-2024, students in 1st grade increased from 67 to 84 students. Grade 2 increased from 63 to 68. Grade 4 increased from 57 to 81.





# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	24	39	34	4.7%	7.3%	6.4%
Fluent English Proficient (FEP)	28	28	24	5.4%	5.2%	4.5%
Reclassified Fluent English Proficient (RFEP)	1	3	11	1.8%	0.6%	2.1%

### Conclusions based on this data:

1. The number of English Learners decreased from 7.3% in 2022-2023 to 6.37% in 2023-2024.
2. The number of Fluent English Proficient (FEP) students decreased from 5.2% in 2022-2023 to 4.49% in 2023-2024.
3. The number of Reclassified Fluent English Proficient (RFEP) students increased from 0.6% in 2022-2023 to 2.06% in 2023-2024. The number of students who Reclassified increased from 3 in 2022-2023 to 11 in 2023-2024.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	78	58	56	78	58	55	78	58	96.6	100.0	100
Grade 4	80	57	82	79	57	81	79	57	81	98.8	100.0	98.8
Grade 5	89	81	60	88	81	60	88	81	60	98.9	100.0	100
Grade 6	84	90	88	84	87	88	84	87	88	100.0	96.7	100
All Grades	311	306	288	307	303	287	306	303	287	98.7	99.0	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2458.	2445.	2417.	38.18	39.74	20.69	23.64	11.54	18.97	25.45	29.49	27.59	12.73	19.23	32.76
Grade 4	2484.	2518.	2510.	25.32	45.61	43.21	36.71	22.81	27.16	20.25	17.54	14.81	17.72	14.04	14.81
Grade 5	2516.	2519.	2544.	27.27	34.57	35.00	27.27	24.69	41.67	21.59	14.81	8.33	23.86	25.93	15.00
Grade 6	2579.	2552.	2554.	32.14	24.14	29.55	39.29	39.08	34.09	19.05	25.29	20.45	9.52	11.49	15.91
All Grades	N/A	N/A	N/A	30.07	34.98	32.75	32.35	25.08	30.66	21.24	22.11	17.77	16.34	17.82	18.82

<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.73	29.49	20.69	58.18	61.54	56.90	9.09	8.97	22.41
Grade 4	30.38	36.84	32.10	56.96	59.65	62.96	12.66	3.51	4.94
Grade 5	30.68	30.86	35.00	55.68	51.85	55.00	13.64	17.28	10.00
Grade 6	32.14	25.29	32.95	58.33	60.92	52.27	9.52	13.79	14.77
All Grades	31.37	30.03	30.66	57.19	58.42	56.79	11.44	11.55	12.54

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.45	21.79	6.90	54.55	53.85	62.07	20.00	24.36	31.03
Grade 4	22.78	15.79	23.46	55.70	68.42	62.96	21.52	15.79	13.58
Grade 5	25.00	22.22	25.00	55.68	60.49	63.33	19.32	17.28	11.67
Grade 6	23.81	21.84	21.59	65.48	62.07	65.91	10.71	16.09	12.50
All Grades	24.18	20.79	19.86	58.17	60.73	63.76	17.65	18.48	16.38

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.00	15.38	12.07	74.55	71.79	77.59	5.45	12.82	10.34
Grade 4	11.39	21.05	22.22	78.48	71.93	70.37	10.13	7.02	7.41
Grade 5	17.05	16.05	15.00	73.86	74.07	78.33	9.09	9.88	6.67
Grade 6	27.38	20.69	20.45	67.86	68.97	69.32	4.76	10.34	10.23
All Grades	18.95	18.15	18.12	73.53	71.62	73.17	7.52	10.23	8.71

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	25.45	23.08	13.79	61.82	64.10	74.14	12.73	12.82	12.07
Grade 4	16.46	26.32	20.99	67.09	64.91	70.37	16.46	8.77	8.64
Grade 5	17.05	25.93	20.00	61.36	60.49	70.00	21.59	13.58	10.00
Grade 6	30.95	18.39	25.00	64.29	71.26	62.50	4.76	10.34	12.50
All Grades	22.22	23.10	20.56	63.73	65.35	68.64	14.05	11.55	10.80

#### Conclusions based on this data:

- Based on the 2023/2024 CAASPP results, 63.41% of 3rd - 6th grade scored "Standard Exceeded" and "Standard Met" Overall on the English Language Arts/Literacy portion of the assessment. From 2022/2023 to 2023/2024, students in 3rd - 6th grades showed 3.35% growth in overall reading scores.

2. Based on the 2023/2024 CAASPP results, the following students scored "Standard Exceeded" and "Standard Met" on the English Language Arts/Literacy portion of the assessment.  
  
39.66% of 3rd grade  
70.37% of 4th grade  
76.67% of 5th grade  
63.64% of 6th grade
3. Based on the 2023/2024 CAASPP results, 31% of 3rd graders scored below standard in writing. Based on the 2023/2024 CAASPP results, 22% of 3rd graders scored below standard in reading. This data indicates that Tier 1 instruction in reading and writing should be a focus area. Students must be able to proficiently read and write at grade level.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	78	58	56	78	58	56	78	58	96.6	100.0	100
Grade 4	80	57	82	79	57	81	78	57	81	98.8	100.0	98.8
Grade 5	89	81	60	88	81	60	88	81	60	98.9	100.0	100
Grade 6	84	90	88	84	88	88	84	88	88	100.0	97.8	100
All Grades	311	306	288	307	304	287	306	304	287	98.7	99.3	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2467.	2457.	2432.	26.79	32.05	20.69	46.43	26.92	24.14	17.86	21.79	34.48	8.93	19.23	20.69
Grade 4	2483.	2528.	2504.	21.79	40.35	27.16	21.79	29.82	29.63	38.46	24.56	35.80	17.95	5.26	7.41
Grade 5	2487.	2488.	2547.	11.36	18.52	41.67	20.45	17.28	25.00	28.41	27.16	23.33	39.77	37.04	10.00
Grade 6	2575.	2521.	2534.	39.29	20.45	26.14	23.81	15.91	19.32	17.86	32.95	23.86	19.05	30.68	30.68
All Grades	N/A	N/A	N/A	24.51	26.64	28.57	26.47	21.71	24.39	26.14	26.97	29.27	22.88	24.67	17.77

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.14	29.49	18.97	58.93	55.13	56.90	8.93	15.38	24.14
Grade 4	16.67	38.60	23.46	56.41	54.39	61.73	26.92	7.02	14.81
Grade 5	14.77	12.35	28.33	52.27	49.38	60.00	32.95	38.27	11.67
Grade 6	28.57	14.77	11.36	50.00	51.14	57.95	21.43	34.09	30.68
All Grades	22.22	22.37	19.86	53.92	52.30	59.23	23.86	25.33	20.91

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.57	29.49	22.41	64.29	55.13	56.90	7.14	15.38	20.69
Grade 4	20.51	45.61	30.86	61.54	45.61	54.32	17.95	8.77	14.81
Grade 5	11.36	14.81	28.33	61.36	56.79	58.33	27.27	28.40	13.33
Grade 6	28.57	18.18	18.18	63.10	62.50	63.64	8.33	19.32	18.18
All Grades	21.57	25.33	24.74	62.42	55.92	58.54	16.01	18.75	16.72

#### Conclusions based on this data:

1. Based on the 2023/2024 CAASPP results, 52.96% of 3rd - 6th grade scored "Standard Exceeded" and "Standard Met" Overall on the mathematics portion of the assessment.  
From 2022/2023 to 2023/2024, students in 3rd - 6th grades showed 4.61% growth in overall mathematics scores.
2. Students in the 6th grade showed 9.66% growth in overall mathematics scores from 5th grade (35.80%) to 6th grade (45.46%). This growth is due to the emphasis in Tier 1 instructional strategies including an increase in the use of manipulatives with C-R-A, Concrete, Representational, Abstract and an increase in student discourse (Build it-Draw it-Write it-Talk about it).
3. Based on the 2023/2024 CAASPP results, 19% of students scored "Above Standard" and 59% of students scored "At or Near Standard" and 24% of students are below standard in Problem Solving & Modeling/Data Analysis. Tier 1 instruction must continue to improve to move students from below standard to at and above standard. PLC grade level teams must continue to focus on Tier 1 instruction. Teachers will target essential standards to address the needs of students.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1471.9	*	*	1479.8	*	*	1453.6	*	5	14	7
1	*		*	*		*	*		*	4		*
2	*	*	*	*	*	*	*	*	*	5	5	*
3	*	*	*	*	*	*	*	*	*	*	5	4
4	*	*	*	*	*	*	*	*	*	5	*	6
5	*	*	*	*	*	*	*	*	*	5	4	*
6	*	*	*	*	*	*	*	*	*	*	6	*
All Grades										28	37	28

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	42.86	*	*	21.43	*	*	28.57	*	*	7.14	*	*	14	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	27.03	25.00	46.43	48.65	46.43	35.71	18.92	21.43	0.00	5.41	7.14	28	37	28



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	50.00	*	*	28.57	*	*	14.29	*	*	7.14	*	*	14	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.29	51.35	42.86	42.86	29.73	39.29	17.86	13.51	17.86	0.00	5.41	0.00	28	37	28

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	21.43	*	*	14.29	*	*	50.00	*	*	14.29	*	*	14	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	8.11	14.29	25.00	37.84	35.71	57.14	45.95	35.71	17.86	8.11	14.29	28	37	28

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	50.00	*	*	35.71	*	*	14.29	*	*	14	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	40.54	32.14	64.29	43.24	64.29	0.00	16.22	3.57	28	37	28

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	42.86	*	*	50.00	*	*	7.14	*	*	14	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	54.05	50.00	46.43	40.54	42.86	3.57	5.41	7.14	28	37	28

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	21.43	*	*	71.43	*	*	7.14	*	*	14	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	8.11	3.57	71.43	72.97	67.86	21.43	18.92	28.57	28	37	28

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	35.71	*	*	35.71	*	*	28.57	*	*	14	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	32.43	28.57	64.29	54.05	64.29	21.43	13.51	7.14	28	37	28

#### Conclusions based on this data:

1. On the ELPAC, Overall Language student scores of Level 4 went from 27.03% in 2022/24 to 25.00% in 2023/24, which is a decrease by 3.03%. Not enough growth is being made in this area. Strengthening Tier 1 instruction with

Universal Design for Learning, visual supports, as well as teaching strategies and supports with practice ELPAC interim assessments.

2. On the ELPAC, Oral Language student scores of Level 4 went from 51.35% in 2022/23 to 42.86% in 2023/24, which is a decrease by 8.49%. A Tier 1 focus on student discourse is needed. Teachers will implement appropriate habits of discussion and frames to support multilingual learners with an increase in oral language.
3. 20223/24 Reading Domain with 3.57% of students scoring Well Developed. English Language Development must continue to be explicitly taught to all English Learners daily. This is an area we will be targeting with our classroom teachers in Tier 1 and Tier 2 instruction as well as with our Learning Support Teachers.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
534	22.7%	6.4%	0.6%
Total Number of Students enrolled in Golden Oak Community School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	6.4%
Foster Youth	3	0.6%
Homeless	1	0.2%
Socioeconomically Disadvantaged	121	22.7%
Students with Disabilities	53	9.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	50	9.4%
American Indian	2	0.4%
Asian	38	7.1%
Filipino	61	11.4%
Hispanic	202	37.8%
Two or More Races	52	9.7%
Pacific Islander	0	0.0%
White	121	22.7%

### Conclusions based on this data:

1. Socioeconomically Disadvantaged students made up 22.7% of the total student population in 2023/2024.

2. Students with Disabilities made up 9.9% of the total student population in 2023/2024.  
English Learners made up 6.4% of the total student population in 2023/2024.
3. Foster Youth made up 0.6% of the total student population in 2023/2024.  
Homeless Youth made up 0.6% of the total student population in 2023/2024.

# School and Student Performance Data

## Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

#### Conclusions based on this data:

1. Mathematics academic performance is in the Green performance level.  
English Language Arts academic performance is in the Green performance level.
2. Chronic Absenteeism is in the Green performance level.

3. Suspension Rate is in the Green performance level.

# School and Student Performance Data

## Academic Performance English Language Arts

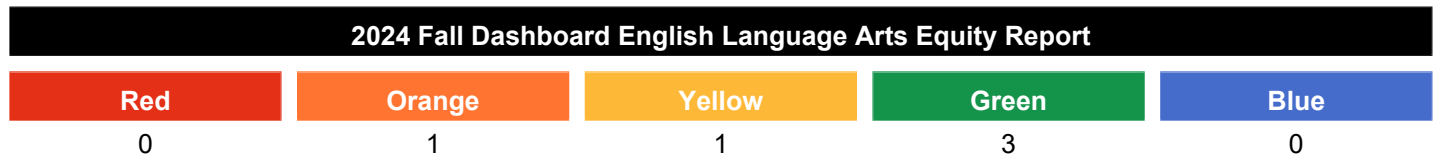
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>24.6 points above standard</div> <div>Maintained 0.3 points</div> <div>281 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>26.6 points below standard</div> <div>Increased 10.2 points</div> <div>22 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>5.0 points below standard</div> <div>Maintained 2.2 points</div> <div>73 Students</div>



<b>Students with Disabilities</b>  Orange 39.2 points below standard Declined 9.9 points 34 Students	<b>African American</b>  No Performance Color 22.0 points below standard Declined 18.4 points 33 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color 46.7 points above standard Declined 7.4 points 22 Students	<b>Filipino</b>  Green 44.1 points above standard Declined 5.5 points 32 Students	<b>Hispanic</b>  Green 17.8 points above standard Increased 7.2 points 107 Students
<b>Two or More Races</b>  No Performance Color 41.6 points above standard Declined 38.5 points 20 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 39.7 points above standard Increased 11.0 points 61 Students

#### Conclusions based on this data:

- No Performance Color: Asian (22 students) students performed 46.7 points above standard in ELA, which is an increase of 7.4 points.  
No Performance Color: Students of Two or More Races (20 students) performed 41.6 points above standard in ELA, which is a decline of 38.5 points.  
No Performance Color: African American (33 students) students performed 22 points below standard in ELA, which is a decline of 18.4 points.  
No Performance Color: English Learners (22 students) performed 26.6 points below standard in ELA, which is an increase of 10.2 points.
- Red Performance Level: No student groups.  
Orange Performance Level: Students with Disabilities (34 students) performed 39.2 points below standard in ELA, which is a decline of 9.9 points.  
Yellow Performance Level: Socioeconomically Disadvantaged (73 students) performed 5.0 points below standard in ELA, which maintained within 2.2 points.
- Green Performance Level : Filipino students (32 students) performed 44.1 points above standard in ELA, which is a decline of 5.5 points.  
Green Performance Level : Hispanic students (107 students) performed 17.8 points above standard in ELA, which is an increase of 7.2 points.  
Green Performance Level : White students (61 students) performed 39.7 points above standard in ELA, which is an increase of 11.00 points.

Green Performance Level : ALL students (281 students) performed 24.6 points above the standard, which was maintained within 0.3 points. This is attributed to a focus on Tier 1 standards based instruction, targeted interventions, and professional development.

# School and Student Performance Data

## Academic Performance Mathematics

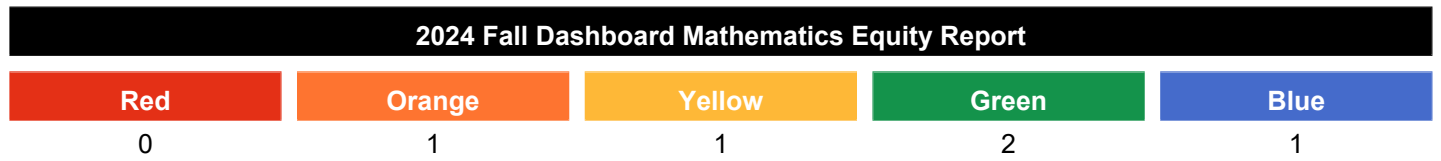
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>4.6 points above standard</div> <div>Increased 8.3 points</div> <div>281 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>35.6 points below standard</div> <div>Increased 4.7 points</div> <div>22 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>1 Student</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>30.5 points below standard</div> <div>Increased 5.3 points</div> <div>73 Students</div>

<b>Students with Disabilities</b>  Orange 45.8 points below standard Maintained 2.3 points 34 Students	<b>African American</b>  No Performance Color 43.4 points below standard Declined 9.1 points 33 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 2 Students
<b>Asian</b>  No Performance Color 42.4 points above standard Maintained 1.7 points 22 Students	<b>Filipino</b>  Green 33.0 points above standard Maintained 0.3 points 32 Students	<b>Hispanic</b>  Green 13.6 points below standard Increased 12.4 points 107 Students
<b>Two or More Races</b>  No Performance Color 32.0 points above standard Declined 16.3 points 20 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Blue 23.9 points above standard Increased 18.8 points 61 Students

#### Conclusions based on this data:

- No Performance Color: Asian (22 students) students performed 42.4 points above standard in mathematics, which maintained within 1.7 points.  
No Performance Color: Students of Two or More Races (20 students) performed 32 points above standard in mathematics, which is a decline of 16.3 points.  
No Performance Color: English Learners (22 students) performed 35.6 points below standard in mathematics which is an increase of 4.7 points.  
No Performance Color: African American (33 students) students performed 43.4 points below standard in mathematics which is a decline of 9.1 points.
- Red Performance Level: No student groups.  
Orange Performance Level: Students with Disabilities (34 students) performed 45.8 points below standard in mathematics, which maintained within 2.3 points.  
Yellow Performance Level: Socioeconomically Disadvantaged (73 students) performed 30.5 points below standard in mathematics, which is an increase of 5.3 points.
- Green Performance Level : Filipino students (32 students) performed 33 points above standard in mathematics which maintained within 0.3 points.  
Green Performance Level: Hispanic students (107 students) performed 13.6 points above standard in mathematics, which is an increase of 12.4 points.  
Blue Performance Level : White students (61 students) performed 23.9 points above standard in mathematics, which is an increase of 18.8 points.  
Green Performance Level : ALL students (281 students) performed 4.6 points above the standard in mathematics, which was an increase of 8.3 points. We have provided support from Learning Support Teachers, Professional

Development in (C-R-A) Concrete, Representational and Abstract math, Math Interventions small group instruction, formative assessments, focus on standards based instruction.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>35% making progress.</div> <div>Number Students: 20 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 1 Student</div>

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.

2024 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
30%	35%	10%	25%

### Conclusions based on this data:

1. English Learners (20 students) have no performance level indicated.  
35% are making progress towards proficiency on English Learner Progress.
2. 30% of students have decreased in ELPI level.  
35% of students identified as English Learners maintained ELPI Level 1, 2L, 2H, 3L, or 3H.  
10% maintained ELPI Level 4.
3. 25% of students identified as English Learners progressed at least one ELPI Level.

# School and Student Performance Data

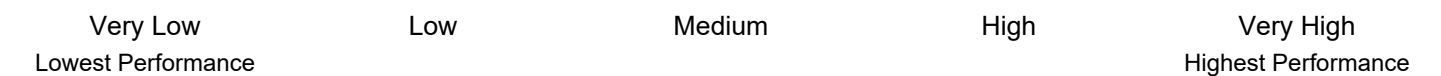
## Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- Information does not apply to elementary students.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>9.1% Chronically Absent</div> <div>Declined 5.1</div> <div>547 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>14.3% Chronically Absent</div> <div>Declined 22.3</div> <div>35 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>17.4% Chronically Absent</div> <div>Declined 8.6</div> <div>155 Students</div>



<b>Students with Disabilities</b>  Green 7.1% Chronically Absent Declined 9.3 70 Students	<b>African American</b>  Yellow 16.4% Chronically Absent Declined 8.6 55 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  Blue 0% Chronically Absent Declined 2.9 38 Students	<b>Filipino</b>  Green 6.6% Chronically Absent Declined 3.3 61 Students	<b>Hispanic</b>  Yellow 10.2% Chronically Absent Declined 8.8 206 Students
<b>Two or More Races</b>  Orange 11.7% Chronically Absent Increased 5.1 60 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 7.2% Chronically Absent Declined 3 125 Students

#### Conclusions based on this data:

1. Red Performance Level: No student groups.
2. Orange Performance Level: 11.7% of Students of Two or More Races (60 students) were chronically absent, which increased by 5.1%.  
Yellow Performance Level: 14.3% of English Learners (35 students) were chronically absent, which declined by 22.3%.  
Yellow Performance Level: 17.4% of Socioeconomically Disadvantaged students (155 students) were chronically absent, which declined by 8.6%.  
Yellow Performance Level: 10.2% of Hispanic students (206 students) were chronically absent, which declined by 8.8%.  
Yellow Performance Level: 16.4% African American (55 students) were chronically absent, which declined by 8.6%.
3. Green Performance Level: 7.1% of Students with Disabilities (70 students) were chronically absent, which declined by 9.3%.  
Green Performance Level : 6.6% of Filipino students (61 students) were chronically absent, which declined by 3.3%.  
Green Performance Level : 7.2% of White students (125 students) were chronically absent, which declined by 3.0%.  
Blue Performance Level : 0% of Asian students (38 students) were chronically absent, which declined by 2.9%.  
Green Performance Level : 9.1% of ALL students (547 students) were chronically absent, which declined by 5.1%.  
We build relationships with students and families, provide engaging classroom learning opportunities, provide engaging assemblies, communicate to families through planned and unplanned in person check-ins, attendance letters and texts, ParentSquare posts and messages, phone calls, meetings, events, student incentives and drawings, spirit weeks, attendance awareness, Kindness, anti-bullying, mental health awareness campaigns, social emotional

lessons with Capturing Kids' Hearts and Second Step curriculum, playground engagement with Playworks, student leadership through Jr. Valet, Jr. Coaches, Buddies, Student Council, Spirit Squad, band, chorus, after school tutoring, after school childcare, signage with attendance data, attendance intervention, conducting School Attendance Review Team Conferences, work with our families to remove barriers, connect families with our School Social Worker for support with resources, such as counseling, community activities and classes, housing, transportation, domestic violence support, foster/homeless support, food, clothing, household needs, etc.

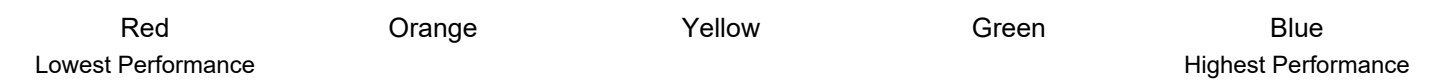
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

- Information does not apply to elementary students.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

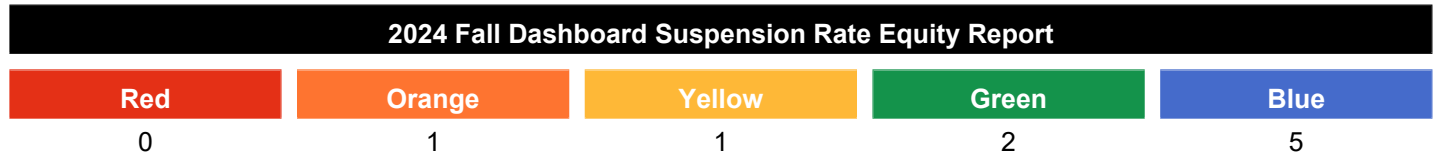
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>0.7% suspended at least one day</div> <div>Declined 0.4%</div> <div>559 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>39 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>0.6% suspended at least one day</div> <div>Declined 0.5%</div> <div>160 Students</div>

<b>Students with Disabilities</b>  Blue 0% suspended at least one day Declined 2.7% 70 Students	<b>African American</b>  Yellow 1.6% suspended at least one day Maintained 0.1% 61 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  Blue 0% suspended at least one day Declined 2.9% 38 Students	<b>Filipino</b>  Blue 0% suspended at least one day Declined 3.3% 61 Students	<b>Hispanic</b>  Blue 0.5% suspended at least one day Maintained 0% 212 Students
<b>Two or More Races</b>  Orange 1.7% suspended at least one day Increased 1.7% 60 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  Green 0.8% suspended at least one day Maintained 0.1% 125 Students

#### Conclusions based on this data:

- 4 students were suspended in 2021/2022.  
6 students were suspended in 2022/2023.  
4 students were suspended in 2023/2024.
- Red Performance Level: No student groups.  
Orange Performance Level: Students with Two or More Races.  
Yellow performance level: African American/Black students.
- Green performance level: Socioeconomically Disadvantaged students.  
Green performance level: White students.  
Blue performance level: English Learners.  
Blue performance level: Students with Disabilities.  
Blue performance level: Asian students.  
Blue performance level: Filipino students.  
Blue performance level: Hispanic students.  
  
Green performance level: ALL Students.

We provide clear and high expectations through social contracts, PBIS O.W.L.S. behavior expectations matrix, family handbook, clear school mission, staff training, collaborative problem solving, build relationships with students and families, provide engaging classroom learning opportunities, provide engaging assemblies and events, communicate with families, Parent Square posts and messages, phone calls, meetings, student incentives, spirit weeks, attendance awareness, Kindness, anti-bullying, mental health awareness campaigns, social emotional lessons with Capturing

Kids' Hearts and Second Step curriculum, playground engagement with Playworks, student leadership through Jr. Valet, Jr. Coaches, buddies, Student Council, Spirit Squad, band, chorus, behavior intervention, plans and accommodations, restorative approaches, Student Success Team (SST) meetings, work with our families to remove barriers, connect families with our School Social Worker for support with resources, such as counseling, community activities and classes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Student Engagement and Involvement**

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2024 ELA CAASPP results, 63.41% of 3rd - 6th grade scored "Standard Exceeded" and "Standard Met" Overall on the English Language Arts/Literacy portion of the assessment.  
 From 2023 to 2024, students in 3rd - 6th grades showed 3.35% growth in overall reading scores from the previous year.

Based on the 2024 Math CAASPP results, 52.96% of 3rd - 6th grade scored "Standard Exceeded" and "Standard Met" Overall on the mathematics portion of the assessment.  
 From 2023 to 2024, students in 3rd - 6th grades showed 4.61% growth in overall mathematics scores.

2025 iReady Reading (Diagnostic 1 - August 2024 \*K October 2024, Diagnostic 2 - February 2025)

OVERALL Diagnostic 2: 64% On or Above Grade-Level	26% One Grade Below	9% Two Grades Below
OVERALL Diagnostic 1: 43% On or Above Grade-Level	37% One Grade Below	20% Two Grades Below

Kinder Diagnostic 2: 81% On or Above Grade-Level	19 % One Grade Below	0 % Two Grades Below
Kinder Diagnostic 1: 50 % On or Above Grade-Level	50 % One Grade Below	0 % Two Grades Below

Grade 1 Diagnostic 2: 63% On or Above Grade-Level	36% One Grade Below	1% Two Grades Below
Grade 1 Diagnostic 1: 29% On or Above Grade-Level	63% One Grade Below	8% Two Grades Below

Grade 2 Diagnostic 2: 62% On or Above Grade-Level	26% One Grade Below	12% Two Grades Below
Grade 2 Diagnostic 1: 45% On or Above Grade-Level	34% One Grade Below	21% Two Grades Below

Grade 3 Diagnostic 2: 65% On or Above Grade-Level	20% One Grade Below	15% Two Grades Below
Grade 3 Diagnostic 1: 52% On or Above Grade-Level	21% One Grade Below	27% Two Grades Below

Grade 4 Diagnostic 2: 56% On or Above Grade-Level	31% One Grade Below	13% Two Grades Below
Grade 4 Diagnostic 1: 31% On or Above Grade-Level	53% One Grade Below	16% Two Grades Below

Grade 5 Diagnostic 2: 62% On or Above Grade-Level	27% One Grade Below	12% Two Grades Below
Grade 5 Diagnostic 1: 56% On or Above Grade-Level	26% One Grade Below	19% Two Grades Below

Grade 6 Diagnostic 2: 64% On or Above Grade-Level	23% One Grade Below	13% Two Grades Below
Grade 6 Diagnostic 1: 44% On or Above Grade-Level	28% One Grade Below	28% Two Grades Below

2025 iReady Math (Diagnostic 1 - August 2024 \*K October 2024, Diagnostic 2 - February 2025)

OVERALL Diagnostic 2: 50% On or Above Grade-Level	43% One Grade Below	7% Two Grades Below
OVERALL Diagnostic 1: 26% On or Above Grade-Level	56% One Grade Below	17% Two Grades Below

Kinder Diagnostic 2: 69 % On or Above Grade-Level	31 % One Grade Below	0 % Two Grades Below
Kinder Diagnostic 1: 45 % On or Above Grade-Level	55 % One Grade Below	0 % Two Grades Below

Grade 1 Diagnostic 2: 35% On or Above Grade-Level	63% One Grade Below	3% Two Grades Below
Grade 1 Diagnostic 1: 16% On or Above Grade-Level	77% One Grade Below	7% Two Grades Below

Grade 2 Diagnostic 2: 41% On or Above Grade-Level	49% One Grade Below	11% Two Grades Below
Grade 2 Diagnostic 1: 13% On or Above Grade-Level	61% One Grade Below	26% Two Grades Below

Grade 3 Diagnostic 2: 42% On or Above Grade-Level	48% One Grade Below	10% Two Grades Below
Grade 3 Diagnostic 1: 18% On or Above Grade-Level	63% One Grade Below	19% Two Grades Below

Grade 4 Diagnostic 2: 38% On or Above Grade-Level	49% One Grade Below	13% Two Grades Below
Grade 4 Diagnostic 1: 27% On or Above Grade-Level	44% One Grade Below	29% Two Grades Below

Grade 5 Diagnostic 2: 54% On or Above Grade-Level	40% One Grade Below	6% Two Grades Below
Grade 5 Diagnostic 1: 36% On or Above Grade-Level	49% One Grade Below	14% Two Grades Below

Grade 6 Diagnostic 2: 75% On or Above Grade-Level	19% One Grade Below	6% Two Grades Below
Grade 6 Diagnostic 1: 50% On or Above Grade-Level	39% One Grade Below	11% Two Grades Below



Standards based Tier 1 instruction, targeted interventions, and professional development will be our focus to support student success. Golden Oak Community School's Mission is "ALL students soaring to high levels of learning". This means all students are expected to succeed at grade level and above. To ensure grade level standards mastery, students must learn with appropriate accommodations to ensure inclusive practices and access for ALL. Staff participate in CAPS Professional Learning Community (PLC) training. The foundations of PLCs are a focus on learning for all students, a focus on a culture of collaboration and a focus on results. The four pillars that guide the focus on a collaborative culture are mission, vision, collective commitment/values and goals. The five vessels that guide a focus on results of ALL student learning are collaborative teams, guaranteed and viable curriculum, ongoing assessment cycles through common formative assessments, use of assessment results to improve practice and identify students in need of intervention/extension, and implement schoolwide multi-tiered systems of support and responsible teachers Intervening (MTSS/RTI). Teachers regularly collaborate in grade level teams to determine the essential standards/learning outcomes/success criteria, implementing ongoing cycles of student learning and sharing best teaching practices, analysis and implementation of interventions and extensions of learning. PLC teacher collaboration focuses on four questions. 1. What do we want all students to learn? 2. How will we know when they have learned it? 3. How will we respond when learning has not occurred? 4. How will we respond when learning has already occurred?

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready ELA Diagnostic 2	i-Ready Data 64% of students scored At or Above on the 2025 i-Ready ELA Diagnostic 2.	i-Ready Data 69% of students will score At or Above on the 2026 i-Ready ELA Diagnostic 2.
i-Ready Math Diagnostic 2	i-Ready Data 50% of students scored At or Above on the 2025 i-Ready Math Diagnostic 2.	i-Ready Data 55% of students will score At or Above on the 2026 i-Ready Math Diagnostic 2.
ELA CAASPP	CAASPP Data 63.41% of 3rd-6th grade students scored At or Above on the 2024 ELA CAASPP.	CAASPP Data 68% of 3rd-6th grade students scored At or Above on the 2025 ELA CAASPP.
Math CAASPP	CAASPP Data 52.96% of 3rd-6th grade students scored At or Above on the 2024 Math CAASPP.	CAASPP Data 58% of 3rd-6th grade students scored At or Above on the 2025 Math CAASPP.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Golden Oak will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All Students	0.00 District Funded None Specified
1.2	Golden Oak will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All Students	32,735.85 LCFF-Base 4000-4999: Books And Supplies

			Base Instructional Supplies (Open POs Office Depot, Amazon, Southwest Etc.)
<b>1.3</b>	Golden Oak will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All students	10,000 LCFF-Base 4000-4999: Books And Supplies Custodial Supplies
<b>1.4</b>	Golden Oak will maintain noon supervisors at all sites to support all students' safety and supervision.	All Students	0.00 LCFF-Base  242 LCFF-Base 2000-2999: Classified Personnel Salaries  22 LCFF-Base 3000-3999: Employee Benefits
<b>1.5</b>	Golden Oak will conduct annual safety drills at all school sites and District office to support safety for all students and staff.	All Students	0.00 District Funded None Specified
<b>1.6</b>	Golden Oak will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	English Learner (EL), Foster Youth, Low Income	0.00 LCFF- Supplemental  9191.15 LCFF-Base 2000-2999: Classified Personnel Salaries Additional office staff to support attendance 800 LCFF-Base 3000-3999: Employee Benefits

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Goal 1 Golden Oak focused on improving Tier 1 instruction for all learners. We set a goal of improving math iready and CAASPP scores by a focus on tier 1 instruction. Math Genius Squad training was provided. Teachers focused on C-R-A Concrete-Representational-Abstract learning in math as well as increasing math discourse. This can be described as "Build It, Draw It, Write It, Talk About It". This was a schoolwide goal across all classrooms. Targeted math intervention was implemented. In English Language Arts, we focused on improving tier 1 instruction. We reduced the amount of supplemental materials and utilized Orton Gillingham and Benchmark Advance with greater fidelity across all classrooms

as well as in "WIN" Time Reading intervention. We changed the school lunch schedule to ensure enough learning time for math and ELA.

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 not any major differences in 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.

We will keep implementing this goal and strategies as planned.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student achievement

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Goal 2 will be effectively implemented through collaboration between Learning Support Teachers and General Education teachers in PLCs. They will use Orton-Gillingham to support foundational skills in reading development. Teachers will utilize i-Ready, Math Genius Squad, and Math Expressions to provide targeted math intervention to students. We anticipate continued growth in the number of students who reclassify (RFEP) as English proficient. We will analyze prior-year ELPAC data, CAASPP scores, IAB results, and i-Ready assessments to identify and address the specific needs of our English Learner (EL) students. Our intervention teachers will work with these students in small groups to build the reading and writing skills necessary to improve performance on the ELPAC and CAASPP. Additionally, EL students will participate in Orton-Gillingham reading intervention groups designed specifically to support their language development. These interventions will supplement the core English Learner instruction provided in the classroom.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Reading Diagnostic	i-Ready Data 64% of students scored At or Above on the 2025 i-Ready ELA Diagnostic 2.	i-Ready Data 69% of students will score At or Above on the 2026 i-Ready ELA Diagnostic 2.
i-Ready Math Diagnostic	i-Ready Data 50% of students scored At or Above on the 2025 i-Ready Math Diagnostic 2.	i-Ready Data 55% of students will score At or Above on the 2026 i-Ready Math Diagnostic 2.
English Learners: Reclassifications	ELPAC Data On the 2024 ELPAC, 35% of our students are making progress towards English proficiency.	ELPAC Data On the 2025 ELPAC, 45% of our students will make progress towards English proficiency.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served			Proposed Expenditures
2.1	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Golden Oak will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Foster Income	Learners Youth,	(EL), Low	0.00 District Funded None Specified
2.2	To mitigate learning loss, as evidenced by state and local assessments, Golden Oak will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	166.00 LCFF- Supplemental 4000-4999: Books And Supplies
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Foster Income	Learner Youth,	(EL), Low	7200.00 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teacher Math Intervention 349.00 LCFF- Supplemental 3000-3999: Employee Benefits Substitute Teacher Math Intervention 4000.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide for Math Intervention 349 LCFF- Supplemental 3000-3999: Employee Benefits Instructional Aide for Math Intervention
2.4	To address students not meeting grade level standards on state and local assessments, Golden Oak will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for all students including English Learner, Foster Youth and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	0.00 LCFF- Supplemental
2.5	Golden Oak will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	0.00 District Funded None Specified

<b>2.6</b>	Golden Oak will provide substitute teachers to support classroom teachers in administering the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0.00 District Funded None Specified
<b>2.7</b>	Golden Oak will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)	0.00 District Funded None Specified
<b>2.8</b>	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Learner (EL), Foster Youth, Low Income	0.00 District Funded None Specified
<b>2.9</b>	Golden Oak will continue articulation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All Students	0.00 District Funded None Specified
<b>2.10</b>	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income, English Learners and Foster Youth students who may have limited access to literacy materials at home.	English Learner (EL), Foster Youth, Low Income	0.00 District Funded None Specified
<b>2.11</b>	To address the underperformance on state and local assessment, Golden Oak will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	0.00 District Funded
<b>2.12</b>	To ensure low income students receive opportunities to develop creativity and innovative practices, teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income students	50000 Prop 28 1000-1999: Certificated Personnel Salaries Music Teacher 6751.2 Prop 28 3000-3999: Employee Benefits Music Teacher 1100 Prop 28 5800: Professional/Consulting Services And Operating Expenditures  8193.80 Prop 28 4000-4999: Books And Supplies Music Supplies & Instruments
<b>2.13</b>	Golden Oak will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Learner (EL), Foster Youth, Low Income	0.00 LCFF- Supplemental

<b>2.14</b>	To support equitable access to differentiated instruction and access to online curricular programs, Golden Oak will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Learner (EL), Foster Youth, Low Income	0.00 LCFF- Supplemental
<b>2.15</b>	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Learner (EL), Foster Youth, Low Income	0.00 District Funded None Specified

## Annual Review

### SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

All strategies in Goal 2 were effectively implemented. Learning Support Teachers and General Education teachers used Orton-Gillingham to support growth in reading with an emphasis on phonics. Teachers used i-Ready, Math Genius Squad and Math Expressions to provide math intervention to students. We continue to see the number of students who reclassify increase. This year, we examined prior year ELPAC data, prior year CAASPP scores, IAB data, and i-Ready data to target specific needs of our EL students. Our intervention teacher met with these students in small groups to teach them reading and writing skills needed to increase their proficiency on the ELPAC and CAASPP. These students also met in Orton Gillingham reading intervention groups specifically targeting our EL population. These supports were in addition to classroom EL instruction.

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

One difference we saw in intended implementation and budgeted expenditures was in the area of custodial supplies. There was an increase in the cost of these supplies. Another difference we experienced, was extending our math intervention groups for two additional months. This was due to \$2,000 less spending on Playworks training in goal 4.

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 will keep implementing this goal and strategies. We did increase the amount of funds directed towards math intervention for next year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student engagement and Involvement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Strategies to engage families, improve attendance rates and reduce chronic attendance rates remain a priority need. We build relationships with students and families, provide engaging classroom learning opportunities, provide engaging assemblies, communicate to families through planned and unplanned in person check-ins, attendance letters and texts, ParentSquare posts and messages, phone calls, meetings, events, student incentives and drawings, spirit weeks, attendance awareness, kindness, anti-bullying, mental health awareness campaigns, social emotional lessons with Capturing Kids' Hearts and Second Step curriculum, playground engagement with Playworks, student leadership through Jr. Valet, Jr. Coaches, Buddies, Student Council, Spirit Squad, band, chorus, after school tutoring, after school childcare, signage with attendance data, attendance intervention, conducting School Attendance Review Team Conferences, work with our families to remove barriers, connect families with our School Social Worker for support with resources, such as counseling, community activities and classes, housing, transportation, domestic violence support, foster/homeless support, food, clothing, household needs, etc. 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. Families also engage through School Site Council, English Learner Advisory Council, Parent Teacher Association, volunteering and attending school events and parent teacher conferences.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ParentSquare	100% of Golden Oak Families were contactable through ParentSquare in the 2024/2025 school year.	100% of Golden Oak Families will be contactable through ParentSquare in the 2025/26 school year.
Parent Involvement	In ParentSquare, there are 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 2025/2026.
Student Attendance	Golden Oak saw the chronic attendance rate drop to 9.1% in the 2023/2024 school year. This is an	School Attendance Review Team (SART) Conferences will be held for Chronic Absence, Truant and Students with Excessive Absences, with the goal



	<p>improvement of 5.2% from the previous year.</p> <p>In 2023/2024, attendance rates for students who had SART Conferences saw a rate of 46% improved attendance as measured by the 6 weeks prior and 6 weeks after the conference in A2A end of year data. 54 SART Conferences were held in 2023/2024.</p>	of an improvement rate of 10% in student attendance for these students after the SART conference is held.
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Golden Oak will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Learner (EL) and Low Income	0.00 LCFF- Supplemental
3.2	Golden Oak will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learner (EL)	300.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries  25.00 LCFF- Supplemental 3000-3999: Employee Benefits
3.3	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All Students	0.00 District Funded None Specified
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English Learner (EL)	0.00 District Funded None Specified
3.5	To assure low income and Foster Youth students have awareness and access to community services, Golden Oak will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The	Low Income and Foster Youth	0.00 District Funded None Specified

	District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.		
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# Annual Review

## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

All actions were implemented from Goal 3. We maintained a strong overall focus on improving attendance through a range of coordinated efforts. These efforts included increased access and implementation of independent studies both long and short term as appropriate. Additionally, attendance awareness campaigns, daily display of tardy and attendance data in the parent drop-off lane, and ongoing education for students, staff, and families were implemented. Targeted interventions were implemented with a particular emphasis on students with chronic or near-chronic absenteeism. Principal, Social Worker, and attendance clerk support were allocated to attendance interventions and student conferences. We held attendance drawings and campaigns around key challenge days to boost student presence. We also addressed barriers to attendance by referring families to our Social Worker for support with counseling, housing, transportation, food, clothing, domestic violence resources, and foster/homeless services. Attendance data was shared regularly, and formal interventions such as School Attendance Review Team (SART) conferences were conducted when needed. Communication with families was a priority and took many forms—planned and spontaneous in-person check-ins, phone calls, Parent Square posts and messages, attendance letters and texts, as well as meetings and school events. Student incentives and drawings were regularly used to motivate attendance.

To foster connection and engagement, we implemented Capturing Kids' Hearts and the Second Step social-emotional learning curriculum, both of which helped improve student attendance by building stronger school relationships. Our Social Worker continued to collaborate with families, connecting them to vital community and mental health resources. We focused on strengthening relationships with students and families through engaging classroom activities, school-wide assemblies, spirit weeks, and student leadership opportunities, including Jr. Valet, Jr. Coaches, Buddies, Student Council, Spirit Squad, band, and chorus. Additional support came from programs like Playworks, after-school tutoring, and after school expanded learning opportunities. Through these comprehensive strategies, we continue to support student attendance by promoting engagement, connection, and access to needed resources.

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 not any major differences in 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.

We will keep implementing goal and strategies. One change is the allocation of funds to support translation service when needed at Golden Oak. We have 14 languages spoken by students in our school.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Supporting the whole child

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

At Golden Oak Community School, we will remain committed to keeping students in classrooms where they can focus on learning and thrive academically, socially, and emotionally. In the coming year, we will focus on setting clear expectations, strengthening relationships, and providing a comprehensive range of supports and opportunities to engage both students and families. We will uphold high behavioral and academic expectations through the continued implementation of our Capturing Kids' Hearts social contracts, PBIS O.W.L.S. behavior matrix, family handbook, and a clearly communicated school mission. These expectations will be reinforced daily with visual supports, consistent routines, and staff modeling. Staff will receive ongoing training in behavior supports, collaborative problem-solving, and restorative practices. We will continue to build strong connections with students through engaging classroom instruction, assemblies, and events, and with families through consistent communication via ParentSquare, phone calls, meetings, and in-person check-ins. Social-emotional learning will remain a central focus. We will continue to implement Capturing Kids' Hearts schoolwide to foster positive relationships through daily greetings, affirmations, sharing "good things," and a monthly character trait focus. Students will be recognized for demonstrating strong character through Golden Tickets, Wise Owl Awards, and recognition at monthly assemblies. The Second Step curriculum will continue to be taught in all classrooms to support emotional regulation, coping strategies, problem-solving, empathy, and communication skills. Our school counselor and Social Worker will support this work by providing individual counseling, delivering classroom lessons and leading targeted small group counseling. To promote positive behavior and reduce the need for suspensions, we will continue to use restorative practices that emphasize reflection and repairing harm. We will engage students, families, and staff in collaborative problem-solving processes. Instead of suspension, we will implement behavior support and intervention plans, safety plans, and offer school-based counseling services. Our Multi-Tiered Systems of Support (MTSS), including the Check-In/Check-Out system, will be used to deliver targeted interventions. Student Success Team (SST) meetings will be held to identify and address individual needs, and we will work with a Board-Certified Behavior Analyst (BCBA) to design and implement behavior interventions based on data. To support structured and inclusive play, we will continue implementing the Playworks program. Staff and students will be trained in playground games and expectations, and our Junior Coaches will help lead recess activities. Schoolwide recess norms will be taught and reinforced to ensure consistent, respectful play across all grade levels. We will offer a variety of leadership and enrichment opportunities to further engage students. Programs such as Jr. Valet, Junior Coaches, buddy classes, Student Council, Spirit Squad, band, chorus, after-school tutoring, and expanded learning opportunities will be available to help students build confidence, leadership skills, and a strong sense of belonging. Family partnership will continue to be a priority. We will maintain open lines of communication through ParentSquare updates, phone calls, in-person check-ins, attendance letters, and meetings. Families will be invited to participate in school committees such as PTA, ELAC, SSC as well as school events. Our Social Worker runs spirit weeks, and awareness campaigns promoting kindness, anti-bullying, and mental health. These efforts will foster a supportive and informed school community. We will also take intentional steps to identify and remove barriers that impact student attendance, behavior, and success. Our School Social Worker will connect families with essential resources, including counseling, housing and transportation assistance, domestic violence support, foster/homeless services, food, clothing, and other basic needs. These supports will ensure students are equipped to attend school and engage fully in learning. Golden Oak Community School will remain deeply committed to providing a safe, inclusive, and engaging learning environment for all students. Through clear expectations, strong relationships, and a comprehensive system of academic, social, and emotional support, we will continue to create the conditions for every child to succeed.

## **Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Capturing Kids Hearts	<p>2024/2025 Mid Year CKH Survey. All data is on a scale of 1-5 (1-Not At All, 2-Rarely, 3-Sometimes, 4- Often, 5-Always)</p> <p>CKH Implementation Teacher NSS Baseline 4.1 / Actual Outcome 4.2</p> <p>Culture &amp; Climate Campus &amp; Staff NSS Baseline 4.5 / Actual Outcome 4.7</p> <p>Student NSS Baseline 4 / Actual Outcome 4</p> <p>Family NSS Baseline 4 / Actual Outcome 4.6</p> <p>For the 2025/2026 Mid Year Survey, the baseline data is the same as the previous year.</p>	All indicators will meet or exceed the Baseline and show as "green". We were nominated and selected as a Capturing Kids' Hearts National Showcase School for the 2024/2025 school year.
CA Healthy Kids Survey (CHKS)	<p>2022/23 CA Healthy Kids Survey School Connectedness Scale 74% Social Emotional Learning Supports 74% Feel Safe at School 91%</p> <p>2023/24 CA Healthy Kids Survey School Connectedness Scale 69% Social Emotional Learning Supports 72% Feel Safe at School 70%</p>	School Connectedness Scale, Social Emotional Learning Supports, and Feeling Safe at School indicators will improve by 5% on the California Healthy Kids Survey.
Suspensions	<p>In the 2023-2024 school year, 4 students were suspended.</p> <p>In the 2024-2025 school year, 13 students were suspended.</p>	In the 2025-2026 school year, less than 8 students will be suspended.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All Students	0.00 District Funded None Specified
4.2	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.	Low Income	0.00 District Funded 5000-5999: Services And Other Operating Expenditures

<b>4.3</b>	To remove barriers for students from accessing their academic program, Golden Oak will provide counseling services to support social/emotional wellness and academic success in school.	All Students	0.00 District Funded None Specified
<b>4.4</b>	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0.00 District Funded None Specified
<b>4.5</b>	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, Golden Oak will provide Social Workers and support personnel to provide comprehensive services.	Low Income, Foster Youth, and Homeless	0.00 LCFF- Supplemental None Specified
<b>4.6</b>	To support student connectedness and build positive relationships at the school site, Golden Oak will provide positive academic and behavior programs that promote student engagement for unduplicated students.	English Learner (EL), Foster Youth, Low Income	0.00 LCFF- Supplemental
<b>4.7</b>	To support student engagement and connectedness, Golden Oak will promote a positive school climate to foster youth development and academic achievement.	All Students	0.00 District Funded None Specified  4000 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures Capturing Kids Heart, Playworks, Social Emotional Programs, Second Step. 2000 LCFF- Supplemental 5800: Professional/Consulting Services And Operating Expenditures Capturing Kids Heart, Playworks, Social Emotional Programs, Second Step.
<b>4.8</b>	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0.00 District Funded None Specified

## Annual Review



## SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

At Golden Oak Community School, we remain committed to keeping students in classrooms where they can focus on learning and thrive academically, socially, and emotionally. In the coming year, we will focus on setting clear expectations, strengthening relationships, and providing a comprehensive range of supports and opportunities to engage both students and families. We will uphold high behavioral and academic expectations through the continued implementation of our Capturing Kids' Hearts social contracts, PBIS O.W.L.S. behavior matrix, family handbook, and a clearly communicated school mission. These expectations will be reinforced daily with visual supports, consistent routines, and staff modeling. Staff will receive ongoing training in behavior supports, collaborative problem-solving, and restorative practices. We will continue to build strong connections with students through engaging classroom instruction, assemblies, and events, and with families through consistent communication via ParentSquare, phone calls, meetings, and in-person check-ins. Social-emotional learning will remain a central focus. We will continue to implement Capturing Kids' Hearts schoolwide to foster positive relationships through daily greetings, affirmations, sharing "good things," and a monthly character trait focus. Students will be recognized for demonstrating strong character through Golden Tickets, Wise Owl Awards, and recognition at monthly assemblies. The Second Step curriculum will continue to be taught in all classrooms to support emotional regulation, coping strategies, problem-solving, empathy, and communication skills. Our school counselor and Social Worker will support this work by providing individual counseling, delivering classroom lessons and leading targeted small group counseling. To promote positive behavior and reduce the need for suspensions, we will continue to use restorative practices that emphasize reflection and repairing harm. We will engage students, families, and staff in collaborative problem-solving processes. Instead of suspension, we will implement behavior support and intervention plans, safety plans, and offer school-based counseling services. Our Multi-Tiered Systems of Support (MTSS), including the Check-In/Check-Out system, will be used to deliver targeted interventions. Student Success Team (SST) meetings will be held to identify and address individual needs, and we will work with a Board-Certified Behavior Analyst (BCBA) to design and implement behavior interventions based on data. To support structured and inclusive play, we will continue implementing the Playworks program. Staff and students will be trained in playground games and expectations, and our Junior Coaches will help lead recess activities. Schoolwide recess norms will be taught and reinforced to ensure consistent, respectful play across all grade levels. We also changed our lunch schedule so 3rd grade played while 1st & 2nd ate. Then they switched. Then 6th played while 4th & 5th ate. Then they switched. This was the first time we have tried this schedule. We are still seeing a high number of suspensions, but they are not all coming from the playground. We did see that the lunch lines were significantly reduced, which was a primary reason that we made this change. We had too many children in line for too long and they didn't have enough time to eat by the time they got through the line. We will offer a variety of leadership and enrichment opportunities to further engage students. Programs such as Jr. Valet, Junior Coaches, buddy classes, Student Council, Spirit Squad, band, chorus, after-school tutoring, and expanded learning opportunities will be available to help students build confidence, leadership skills, and a strong sense of belonging. Family partnership will continue to be a priority. We will maintain open lines of communication through ParentSquare updates, phone calls, in-person check-ins, attendance letters, and meetings. Families will be invited to participate in school committees such as PTA, ELAC, SSC as well as school events. Our Social Worker runs spirit weeks, and awareness campaigns promoting kindness, anti-bullying, and mental health. These efforts will foster a supportive and informed school community. We will also take intentional steps to identify and remove barriers that impact student attendance, behavior, and success. Our School Social Worker will connect families with essential resources, including counseling, housing and transportation assistance, domestic violence support, foster/homeless services, food, clothing, and other basic needs. These supports will ensure students are equipped to attend school and engage fully in learning. Golden Oak Community School will remain deeply committed to providing a safe, inclusive, and engaging learning environment for all students. Through clear expectations, strong relationships, and a comprehensive system of academic, social, and emotional support, we will continue to create the conditions for every child to succeed.

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

In the SPSA, \$2,000 funds for Playworks training were allocated in Goal 4, Strategy 6. These funds were redirected to pay for additional math intervention hours.

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 will keep implementing this goal and strategies as planned.





# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$137,425.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$18,389.00
LCFF-Base	\$52,991.00
Prop 28	\$66,045.00

Subtotal of state or local funds included for this school: \$137,425.00

Total of federal, state, and/or local funds for this school: \$137,425.00

# 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	52,991.	0.00
LCFF- Supplemental	18,389.	0.00
Prop 28	66,045.	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	18,389.00
LCFF-Base	52,991.00
Prop 28	66,045.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	57,200.00
2000-2999: Classified Personnel Salaries	13,733.15
3000-3999: Employee Benefits	8,296.20
4000-4999: Books And Supplies	51,095.65
5000-5999: Services And Other Operating Expenditures	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,100.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

**Budget Reference**

**Funding Source**

**Amount**

	District Funded	0.00
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	7,200.00
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	4,300.00
3000-3999: Employee Benefits	LCFF- Supplemental	723.00
4000-4999: Books And Supplies	LCFF- Supplemental	166.00
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental	2,000.00
None Specified	LCFF- Supplemental	0.00
	LCFF-Base	0.00
2000-2999: Classified Personnel Salaries	LCFF-Base	9,433.15
3000-3999: Employee Benefits	LCFF-Base	822.00
4000-4999: Books And Supplies	LCFF-Base	42,735.85
1000-1999: Certificated Personnel Salaries	Prop 28	50,000.00
3000-3999: Employee Benefits	Prop 28	6,751.20
4000-4999: Books And Supplies	Prop 28	8,193.80
5800: Professional/Consulting Services And Operating Expenditures	Prop 28	1,100.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,991.00
Goal 2	78,109.00
Goal 3	325.00
Goal 4	6,000.00

# 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
Shannon Chavez, Parent	Parent or Community Member
Julie Burns, Parent	Parent or Community Member
Brenda Rodriguez, Parent	Parent or Community Member
Lisa Pantoja, Parent	Parent or Community Member
Anna Hurst, Parent	Parent or Community Member
Leslie Scattaglia, Other Staff	Other School Staff
Lori Brtis, Teacher	Classroom Teacher
Susan Adachi, Teacher	Classroom Teacher
Tara Starr, Teacher	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/15/2025.

Attested:



Principal, Jenna Oikawa on 5/15/2025



SSC Chairperson, Leslie Scattaglia on 5/15/2025

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.



**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.



Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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