

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Gold Oak Elementary and Pleasant Valley
Address	3171 Pleasant Valley Road Placerville, CA 95667
County-District-School (CDS) Code	09618796005508
Principal	Shirleen Hernandez
District Name	Gold Oak Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

DISTRICT MISSION STATEMENT

The mission of the Gold Oak Union School District is to promote and challenge the intellectual, creative, physical, and social development of all students.

GOLD OAK and PLEASANT VALLEY SCHOOL'S MISSION STATEMENT

The mission of our school is to provide a standards-based curriculum using research-based instructional practices for all of our students. We will promote and challenge the intellectual, creative, physical and social development of all our students in a positive and motivating climate.

SCHOOL VISION

The program for students at Gold Oak and Pleasant Valley Schools is designed to implement district and state standards to meet the

needs of the wide range of ability levels and interests in the student population by:

- Implementing a standards-based curriculum using research-based educational practices.
- Communicating performance expectations and results through collaboration with the school community.
- Teaching all disciplines in the curriculum while emphasizing reading, writing and mathematics.
- Implementing aggressive intervention strategies.
- Developing and reinforcing positive character traits in all students.
- Selecting effective standards based instructional materials and resources, including technology.
- Encouraging a school climate where all students feel welcome, connected and safe
- Supporting a professional development plan based on student performance.

School Profile

Gold Oak District consists of two schools; Gold Oak Elementary and Pleasant Valley Middle School. These schools are approximately

two miles apart and located in the rural community of Pleasant Valley, which is approximately 10 miles south of Placerville,

California. Gold Oak is a TK-5 elementary school with an enrollment of 281 students. Pleasant Valley is a 6 – 8 grade middle school

with an enrollment of 150 students. The scenic campuses are located in the Sierra foothills and function as the hub of the

community with various soccer fields, baseball fields, gym and running track. Both schools an art room, music room, multi-purpose room and computer labs. Pleasant Valley also has a science lab.

Gold Oak has 1 RSP classroom and a full inclusion program. Pleasant Valley has 1 RSP room and a full inclusion program. According to the California Basic educational Data System (CBEDS) report:

Gold Oak and Pleasant Valley together have a total of 26 staff of fully credentialed teachers, all are CLAD or ELD/SDAIE certified. This is a group of dedicated, caring and well-trained personnel who provide programs which give students equal access to

the core curriculum. Part of this staff consists of 2.0 FTE PE teachers, and 2.7 RSP teachers. Additional part time staff consists of a 6 Instructional Aides, part time nurse, LVN, school psychologist and speech and language specialist. Gold Oak also houses an El Dorado

County Office of Education preschool that was established in 2003 to meet the needs of pre-kindergartners.

The principal and the staff at both school sites have worked together to form a collaborative endeavor for the common goal of

making a learning/sharing environment which is beneficial for all students, staff, parents and community. A collaborative effort is in

place in which understanding, listening, and constructive feedback are essential for success. Parents participate in School Site

Council. Our schools have a sense of community with shared responsibility for all involved persons. All stakeholders and their

opinions are valued and respected.

Due to COVID 19 we offered our families a year long Distance Learning model taught by 1 of our teachers as an alternative for full in person learning. Whichever model are families choose it is our first priority is to the health and safety of our students, staff and community.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the planning process, annual review and update the school consulted with a variety of stakeholders; parents, community, certificated and classified staff. through meetings and surveys. Input was also gathered through our regularly scheduled SSC meetings. Staff input was gathered through staff meetings and surveys. We also collected data on a larger scale through surveys of all stakeholders; parents, students and all staff. We have found that during this pandemic it has been a challenge to get responses and input from stake holders through meetings, this could be due the virtual manner, or stakeholders just trying to manage it all can be overwhelming.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	1.45%	1.06%	0.7%	7	5	3
African American	1.04%	.43%	0.7%	5	2	3
Asian	1.04%	.85%	0.2%	5	4	1
Filipino	0.21%	.21%	0.2%	1	1	1
Hispanic/Latino	11.62%	12.34%	12.9%	56	58	54
Pacific Islander	%	.21%	0.2%		1	1
White	81.54%	81.28%	80.7%	393	382	338
Multiple/No Response	2.9%	%	4.1%	14		17
Total Enrollment				482	469	419

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	64	60	50
Grade 1	52	48	42
Grade 2	49	52	40
Grade 3	47	51	42
Grade 4	64	52	52
Grade 5	48	54	44
Grade 6	47	55	54
Grade 7	60	47	50
Grade 8	51	56	45
Total Enrollment	482	475	419

Conclusions based on this data:

1. Approximately 81% of our students are white, little ethnic diversity.
2. Our district is small with less than 500 students, continuing to decline.
3. The pandemic that hit California in March 2019 has impacted our enrollment as families have sought structures that best meet their needs.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	7	7	4	1.5%	1.5%	1.0%
Fluent English Proficient (FEP)	11	11	8	2.3%	2.3%	1.9%
Reclassified Fluent English Proficient (RFEP)	1	1	0	11.1%	11.1%	0.0%

Conclusions based on this data:

1. We have a small EL population
2. A small percentage of ELs come into our schools as Fluent English Proficient.
3. English Learners do make progress in learning English and are successfully reclassified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	63	47	43	63	47	43	63	47	43	100	100	100.0
Grade 4	51	60	51	51	58	51	51	58	51	100	96.7	100.0
Grade 5	49	47	43	49	47	43	49	46	43	100	100	100.0
Grade 6	53	48	51	53	48	49	53	48	49	100	100	96.1
Grade 7	44	60	51	44	60	50	44	60	50	100	100	98.0
Grade 8	49	47	45	48	47	42	48	47	42	98	100	93.3
All Grades	309	309	284	308	307	278	308	306	278	99.7	99.4	97.9

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2402.	2440.	2435.	22.22	29.79	20.93	14.29	29.79	37.21	26.98	21.28	23.26	36.51	19.15	18.60
Grade 4	2477.	2444.	2453.	29.41	10.34	13.73	29.41	31.03	27.45	17.65	29.31	33.33	23.53	29.31	25.49
Grade 5	2512.	2522.	2491.	22.45	30.43	13.95	34.69	26.09	34.88	22.45	15.22	20.93	20.41	28.26	30.23
Grade 6	2516.	2533.	2497.	9.43	12.50	8.16	39.62	39.58	26.53	20.75	33.33	36.73	30.19	14.58	28.57
Grade 7	2541.	2556.	2535.	2.27	11.67	16.00	52.27	40.00	28.00	22.73	26.67	22.00	22.73	21.67	34.00
Grade 8	2560.	2563.	2540.	18.75	8.51	2.38	25.00	44.68	33.33	33.33	25.53	35.71	22.92	21.28	28.57
All Grades	N/A	N/A	N/A	17.86	16.67	12.59	31.49	35.29	30.94	24.03	25.49	28.78	26.62	22.55	27.70

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.87	44.68	18.60	49.21	38.30	62.79	34.92	17.02	18.60
Grade 4	29.41	15.52	15.69	49.02	55.17	72.55	21.57	29.31	11.76
Grade 5	30.61	28.26	11.63	53.06	52.17	67.44	16.33	19.57	20.93
Grade 6	18.87	25.00	8.16	47.17	54.17	71.43	33.96	20.83	20.41
Grade 7	13.64	18.33	16.67	63.64	58.33	58.33	22.73	23.33	25.00
Grade 8	35.42	19.15	4.76	33.33	59.57	71.43	31.25	21.28	23.81
All Grades	23.70	24.51	12.68	49.03	53.27	67.39	27.27	22.22	19.93

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	12.70	19.15	16.28	44.44	63.83	58.14	42.86	17.02	25.58
Grade 4	21.57	6.90	7.84	50.98	60.34	66.67	27.45	32.76	25.49
Grade 5	32.65	28.26	23.26	51.02	47.83	55.81	16.33	23.91	20.93
Grade 6	16.98	10.42	2.04	52.83	75.00	55.10	30.19	14.58	42.86
Grade 7	20.45	31.67	25.00	52.27	58.33	52.08	27.27	10.00	22.92
Grade 8	22.92	14.89	11.90	45.83	65.96	64.29	31.25	19.15	23.81
All Grades	20.78	18.63	14.13	49.35	61.76	58.70	29.87	19.61	27.17

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.05	19.15	9.30	66.67	63.83	83.72	14.29	17.02	6.98
Grade 4	21.57	12.07	7.84	64.71	77.59	78.43	13.73	10.34	13.73
Grade 5	14.29	21.74	6.98	61.22	60.87	74.42	24.49	17.39	18.60
Grade 6	16.98	10.42	12.24	67.92	75.00	73.47	15.09	14.58	14.29
Grade 7	6.82	11.67	2.04	79.55	71.67	83.67	13.64	16.67	14.29
Grade 8	20.83	17.02	11.90	58.33	74.47	73.81	20.83	8.51	14.29
All Grades	16.88	15.03	8.30	66.23	70.92	77.98	16.88	14.05	13.72

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.05	19.15	16.28	49.21	63.83	72.09	31.75	17.02	11.63
Grade 4	33.33	8.62	9.80	47.06	67.24	70.59	19.61	24.14	19.61
Grade 5	18.37	34.78	9.30	63.27	47.83	69.77	18.37	17.39	20.93
Grade 6	28.30	25.00	14.29	52.83	58.33	69.39	18.87	16.67	16.33
Grade 7	20.45	25.00	24.00	65.91	48.33	54.00	13.64	26.67	22.00
Grade 8	20.83	27.66	14.29	45.83	46.81	73.81	33.33	25.53	11.90
All Grades	23.38	22.88	14.75	53.57	55.56	67.99	23.05	21.57	17.27

2019-20 Data:

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Conclusions based on this data:

1. Specifically in reading our percentage above standard has continuously increased and the percentage of students below standard has decreased.
2. Overall the percentage of students at or exceeding standards is increasing and approaching the high of 2016-17
3. Due to the pandemic we have no new standardized data in which to evaluate progress or lack of progress. We can assume that progress is limited and some students have experienced learning loss. Although there is data for the 2020-21 school year it is not to be used in a comparative manner.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	63	47	43	63	47	43	63	47	43	100	100	100.0
Grade 4	51	60	51	51	58	51	51	58	51	100	96.7	100.0
Grade 5	49	47	43	49	47	43	49	47	43	100	100	100.0
Grade 6	53	48	51	53	48	49	53	48	49	100	100	96.1
Grade 7	44	60	51	44	60	50	44	60	49	100	100	98.0
Grade 8	49	47	45	48	47	42	48	47	41	98	100	93.3
All Grades	309	309	284	308	307	278	308	307	276	99.7	99.4	97.9

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2402.	2423.	2412.	7.94	12.77	11.63	31.75	34.04	25.58	25.40	25.53	39.53	34.92	27.66	23.26
Grade 4	2488.	2475.	2449.	25.49	12.07	15.69	27.45	39.66	15.69	35.29	29.31	37.25	11.76	18.97	31.37
Grade 5	2506.	2505.	2468.	18.37	21.28	6.98	18.37	17.02	16.28	40.82	31.91	27.91	22.45	29.79	48.84
Grade 6	2505.	2517.	2444.	13.21	6.25	0.00	20.75	29.17	6.12	30.19	35.42	38.78	35.85	29.17	55.10
Grade 7	2535.	2533.	2488.	13.64	15.00	12.24	34.09	15.00	18.37	25.00	43.33	26.53	27.27	26.67	42.86
Grade 8	2559.	2564.	2518.	14.58	19.15	4.88	27.08	25.53	17.07	27.08	34.04	36.59	31.25	21.28	41.46
All Grades	N/A	N/A	N/A	15.26	14.33	8.70	26.62	26.71	16.30	30.52	33.55	34.42	27.60	25.41	40.58

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.63	19.15	6.98	38.10	46.81	72.09	41.27	34.04	20.93
Grade 4	37.25	27.59	21.57	37.25	41.38	37.25	25.49	31.03	41.18
Grade 5	28.57	29.79	6.98	32.65	27.66	41.86	38.78	42.55	51.16
Grade 6	18.87	16.67	0.00	37.74	39.58	40.82	43.40	43.75	59.18
Grade 7	25.00	16.67	12.24	43.18	43.33	40.82	31.82	40.00	46.94
Grade 8	22.92	29.79	7.32	41.67	38.30	53.66	35.42	31.91	39.02
All Grades	25.32	23.13	9.42	38.31	39.74	47.10	36.36	37.13	43.48

2019-20 Data:

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.63	23.40	16.28	49.21	63.83	58.14	30.16	12.77	25.58
Grade 4	27.45	17.24	11.76	45.10	56.90	52.94	27.45	25.86	35.29
Grade 5	14.29	19.15	13.95	51.02	46.81	51.16	34.69	34.04	34.88
Grade 6	13.21	10.42	0.00	50.94	50.00	53.06	35.85	39.58	46.94
Grade 7	18.18	16.67	10.20	50.00	53.33	57.14	31.82	30.00	32.65
Grade 8	18.75	17.02	2.44	58.33	65.96	70.73	22.92	17.02	26.83
All Grades	18.83	17.26	9.06	50.65	56.03	56.88	30.52	26.71	34.06

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	19.05	21.28	13.95	41.27	57.45	67.44	39.68	21.28	18.60
Grade 4	29.41	20.69	17.65	50.98	46.55	56.86	19.61	32.76	25.49
Grade 5	22.45	21.28	9.30	48.98	40.43	62.79	28.57	38.30	27.91
Grade 6	18.87	8.33	2.04	37.74	52.08	63.27	43.40	39.58	34.69
Grade 7	18.18	16.67	14.29	61.36	58.33	57.14	20.45	25.00	28.57
Grade 8	16.67	12.77	9.76	66.67	65.96	68.29	16.67	21.28	21.95
All Grades	20.78	16.94	11.23	50.32	53.42	62.32	28.90	29.64	26.45

2019-20 Data:

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

Conclusions based on this data:

1. Patterns do not show any consistency or long sustaining improved performance.
2. Overall Mathematics achievement has improved by only 1.74% points since 2016-17 with a small decline .84% from 17-18 to 18-19.
3. Due to the pandemic we have no new standardized data in which to evaluate progress or lack of progress. We can assume that progress is limited and some students have experienced learning loss. Although there is data for the 2020-21 school year it is not to be used in a comparative manner.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*		*	*		*	*		*	*		*
1	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
7		*	*		*	*		*	*		*	*
All Grades										*	6	4

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4		*		*	*		*	*			*		*	*	
7		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*		*	*			*			*		*	*	
4		*		*	*			*		*	*		*	*	
7		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*	*	*	*

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
4		*		*	*		*	*			*		*	*	
7		*	*		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7		*	*		*	*		*	*		*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:

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

Conclusions based on this data:

1. We have less than 10 students identified as English Learners therefore no scores are reported.
2. We are seeing an increase in EL students at Pleasant Valley and Gold Oak Elementary.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
419	35.6	1.0	1.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	4	1.0
Foster Youth	5	1.2
Homeless	6	1.4
Socioeconomically Disadvantaged	149	35.6
Students with Disabilities	69	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.7
American Indian or Alaska Native	3	0.7
Asian	1	0.2
Filipino	1	0.2
Hispanic	54	12.9
Two or More Races	17	4.1
Native Hawaiian or Pacific Islander	1	0.2
White	338	80.7

Conclusions based on this data:

1. Our largest sub group is our socioeconomically disadvantaged group at 42%.
2. Other groups, English Learners and our foster youth are under 2%.

3. Our second largest sub group is our students with disabilities at 16%





School and Student Performance Data

Overall Performance

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Green		

Conclusions based on this data:

1. Overall English Language Arts and Mathematics are both green.
2. Chronic absenteeism is an area of great need for improvement as it is in orange
3. Due to the pandemic there is no updated data. We do know from Aeries reports that student engagement during the Pandemic is an ongoing concern.

School and Student Performance Data

Academic Performance English Language Arts

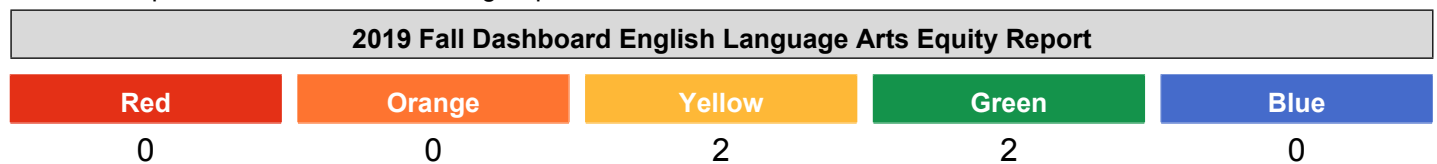
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Green 2.4 points below standard Increased ++7.7 points 305		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7		 No Performance Color 0 Students	
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color 0 Students		 Yellow 25.3 points below standard Increased Significantly ++15 points 131		 Yellow 47.8 points below standard Increased Significantly ++40.5 points 63	

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino  No Performance Color 0 Students
Hispanic  Green 6.6 points above standard Increased Significantly ++17.9 points 34	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander  No Performance Color 0 Students	White  Green 2.7 points below standard Increased ++6.8 points 254

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 4	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 3	English Only 1.6 points below standard Increased ++8.1 points 292
---	---	---

Conclusions based on this data:

- All students increased 7.7 % points in English Language Arts, averaging 2.4% points from standard.
- Our students with disabilities increased 40.5 points and 47.8 points below standard. Our socioeconomically disadvantaged also increased their scores by 15. points are 25.3 points below standard moving towards closing the achievement gap..
- We have no new data due to pandemic

School and Student Performance Data

Academic Performance Mathematics

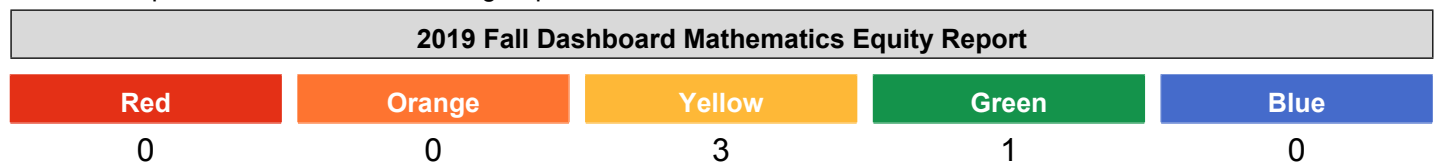
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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





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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 23.6 points below standard Increased ++3.6 points 305	English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Foster Youth
Homeless	Socioeconomically Disadvantaged  Yellow 45.5 points below standard Increased ++11.8 points 131	Students with Disabilities  Yellow 76.1 points below standard Increased Significantly ++40 points 63

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	Filipino
Hispanic  Yellow 27.7 points below standard Increased ++4.1 points 34	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Pacific Islander	White  Green 22.5 points below standard Increased ++3.5 points 254

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner Less than 11 Students - Data Not Displayed for Privacy 4	Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 3	English Only 21.9 points below standard Increased ++4.6 points 292
---	---	--

Conclusions based on this data:

- Mathematics shows a greater area of need with all students falling 23.6 points below standards, this is a slight improvement by 3.6% points from prior year.
- Our socioeconomically disadvantaged is 45.5 points below standards, an improvement of 11.8 points from prior year. Students with disabilities also saw an improvement of 40 points falling 76.1 points below standard.
- We have no new data due to the pandemic

School and Student Performance Data

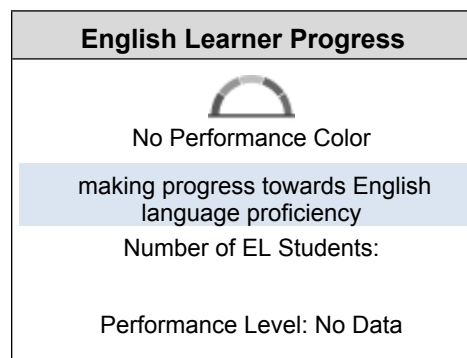
Academic Performance English Learner Progress

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

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased
One ELPI Level

Maintained ELPI Level 1,
2L, 2H, 3L, or 3H

Maintained
ELPI Level 4

Progressed At Least
One ELPI Level

Conclusions based on this data:

1. due to less than 10 students there is no data reported

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

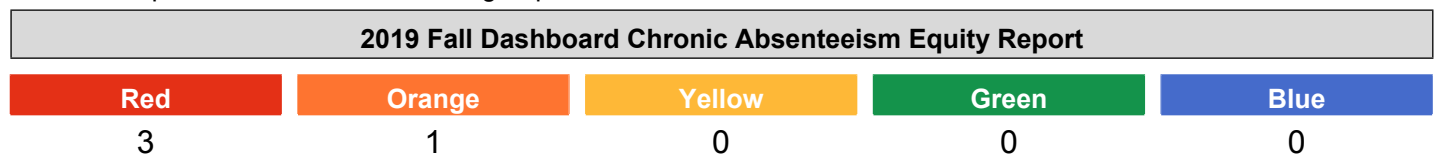
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 18 Maintained -0.1 494	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Red 22.7 Maintained 0 225	 Red 23.9 Increased +2.9 88

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic  Red 23.3 Increased +8.8 60	Two or More Races  No Performance Color 6.7 Declined -16.4 15	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Orange 17.7 Maintained +0.3 401

Conclusions based on this data:

1. We are in the red for all students and sub groups.
2. Our numbers of chronic absenteeism continue to increase.
3. Although we don't have current data we know that during this pandemic attendance and student engagement is an ongoing issue

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

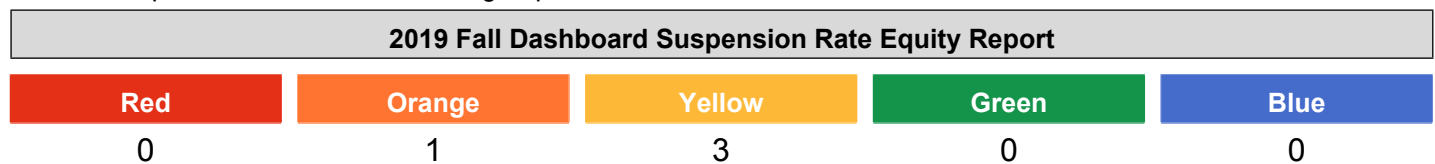
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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







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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 3.4 Declined -0.3 501	English Learners  No Performance Color Less than 11 Students - Data Not 8	Foster Youth  No Performance Color Less than 11 Students - Data Not 7
Homeless  No Performance Color Less than 11 Students - Data Not 4	Socioeconomically Disadvantaged  Yellow 4.4 Declined -1.7 228	Students with Disabilities  Orange 6.7 Declined -2.2 89

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 5	American Indian  No Performance Color Less than 11 Students - Data 7	Asian  No Performance Color Less than 11 Students - Data 5	Filipino  No Performance Color Less than 11 Students - Data 1
Hispanic  Yellow 3.2 Declined -0.3 62	Two or More Races  No Performance Color 6.7 Declined -1 15	Pacific Islander	White  Yellow 3.4 Declined -0.4 406

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.7	3.4

Conclusions based on this data:

1. Our number of students suspended has declined for all students.
2. Our number of students suspended has declined or maintained in our sub groups; socioeconomically disadvantaged and students with disabilities.
3. Although there is no new data here based on our SARC our suspension rate continues to decline

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

On average students will show growth by 3 points as indicated on the SBAC. For the district to move to Level 3 in ELA as indicated on the California Dashboard. For 80% of students in grades TK-2 to be at or above grade level as indicated on District Benchmarks in ELA

LCAP Goal

Student Achievement--Maximize the performance of each student in all academic areas.

Basis for this Goal

Data reported from the state for comparative purposes is from 2019 prior to the pandemic and shows that Gold Oak Elementary is in the ORANGE and Pleasant Valley is in the GREEN on the 4x4 rubric. Although their our scores from 2020 these can not be compared to prior year scores due to the break in data collection and the pandemic. Although these goals are based on the 2019 scores we have seen these a need for academic improvement in Language Arts continues.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC data-Language Arts	Based on the state CAASP data, LI students and students with disabilities subgroups' achievement is significantly below all students. Of students with disabilities in grades 3-5, 50% did not meet standard. In grades 6-8, 65% of Special Education students did not meet standard. Of low Income students in grades 3-5, 49% of students did not meet standard. In grades 6-8, 26% did not meet standard.	Reduce the percentage of students with disabilities in the not met level by 5%. Reduce the percentage of students of low income in the not met level by 5%.
District Benchmarks (K-2)	Based on our 2016-17 district-wide benchmarks in grades K-2 83% of students were proficient in ELA standards.	Increase the percentage of all students meeting grade level standards by 3%.

Planned Strategies/Activities

Strategy/Activity 1

Provide highly qualified administrators, teachers, and classified support staff who support to all students in the Gold Oak Union School District.

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	2356995
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries & Benefits
Amount	778405
Source	General Fund
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Salaries & Benefits (Business & school site)

Strategy/Activity 2

Students in grades 1-5 will participate in a school-wide intervention time, in which all teachers will participate. Students in grades 6-8 will be intervention time on a daily basis.

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Administration and Certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries & Benefits

Strategy/Activity 3

The district will supplement its educational program by using existing language arts intervention materials such as Read Live, including the use of supplemental Accelerated Reader software , examine the fidelity in which the materials are being utilized and provide appropriate staff development or tools to ensure effectiveness.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

administration & certificated

Proposed Expenditures for this Strategy/Activity

Amount	6398
Source	Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Accelerated Reader Software
Amount	0.00
Description	Professional Development - No cost Utilize staff development days.
Amount	1725
Source	Title I
Description	Read Live Software 4000-4999: Books And Supplies Title I
Description	Haggerty Software
Description	Accelerated Reader

Strategy/Activity 4

Provide an after-school homework club for grades 2-5 with one certificated and one classified staff. Provide an after-school homework club for grades 6-8 with two classified staff.

Students to be Served by this Strategy/Activity

students in grades 2-5

Timeline

Ongoing

Person(s) Responsible

administration & PTO

Proposed Expenditures for this Strategy/Activity

Amount	1816
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	An after-school homework club has been provided for grades 2-5. This homework club is staffed by a certificated teacher.
Amount	1332
Source	Other
Budget Reference	2000-2999: Classified Personnel Salaries
Description	An after-school homework club has been provided for grades 2-5. This homework club is staffed by a classified assistant.

Strategy/Activity 5

2 additional certificated FTE (1 RSP and one teacher on special assignment) and 10 instructional aides, 6 RSP aides and 4 general ed aides, to support students with special needs as well as supporting the needs of OI students, FY, EL and other at-risk students. Teachers will continue to be funded to support students with disabilities, LI students, FY, EL, and other at-risk students.

Students to be Served by this Strategy/Activity

Special Education Students and all students

Timeline

ongoing

Person(s) Responsible

administrator

Proposed Expenditures for this Strategy/Activity

Amount	189843
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries and Benefits Special Education (RS 6500)
Amount	77070
Budget Reference	2000-2999: Classified Personnel Salaries
Description	classified salaries and benefits (RS 6500 & 3310)

Strategy/Activity 6

Provide appropriate staff development for any new staff in highly effective, research based teaching strategies that are currently used school-wide such as GLAD, SIPPS & UDL

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing as funds permit

Person(s) Responsible

administrator & certificated

Proposed Expenditures for this Strategy/Activity

Source	Title I
Description	Certificated Salaries & Benefits Substitutes for Training/School Business
Source	Title II Part A: Improving Teacher Quality
Description	Certificated Salaries & Benefits Substitutes for Training/School Business
Amount	2668
Source	Rural Education Achievement Program (REAP)
Description	Certificated Salaries & Benefits Substitutes for Training/School Business
Description	Certificated Salaries & Benefits Substitutes for Training/School Business (RS 0000)
Amount	2865
Source	Title I
Description	GLAD Training

Strategy/Activity 7

We will maintain a commitment to limit the size of classes as much as possible below K-3 class size requirements during LCFF implementation, and without a negative effect on our fiscal solvency. This will allow us to maintain the district to reach K-3 class sizes of 24:1. We have hired 3 Distance Learning teachers to support this during COVID 19.

Students to be Served by this Strategy/Activity

All students in grades TK-3

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity

Amount	210801
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Salaries and Benefits supplemental

Strategy/Activity 8

Research shows healthy children learn better. Families in rural school districts face challenges accessing health services. The district will hire a part time LVN to help address student health needs while supporting the learning environment.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity

Amount

47712

Source

General Fund

Budget Reference

0000: Unrestricted

Description

The district continues to employ a part time LVN to address student health needs.

Strategy/Activity 9

Implement a school calendar that provides time on a weekly basis for collaboration, professional development and teacher planning time.

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 10**

Implement primary grade district benchmarks utilizing ESGI for TK-2 data collection and STAR assessment for grades 3-8 so they are consistent, simplified and data can be attained in a cohesive and uniform manner.

Students to be Served by this Strategy/Activity

all students

Timeline

Septmeber 2021 - August 2022

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount

1491.00

Source

CARES Act

Budget Reference

4000-4999: Books And Supplies

Description	ESGI
Description	Renaissance Learning (STAR assessment)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

On average students will show growth by 3 points as indicated on the SBAC. For the district to move to Level 3 in ELA as indicated on the California Dashboard. For 80% of students in grades TK-2 to be at or above grade level as indicated on District Benchmarks in Mathematics.

LCAP Goal

Student Achievement--Maximize the performance of each student in all academic areas.

Basis for this Goal

Current data shows that Gold Oak Elementary is in the Red, Pleasant Valley is in the Orange on the 4x4 rubric and 75% of students in grades K-2 based on district measures are meeting grade level standards. Although their our scores from 2020 these can not be compared to prior year scores due to the break in data collection and the pandemic. Although these goals are based on the 2019 scores we have seen these a need for academic improvement in Language Arts continues.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Dashboard--Math	LCFF Dashboard indicates for grades 3-5 "all" students' performance is in the red level. In grades 6-8, "all" student performance is in the orange level and the significant subgroups of students with disabilities and LI students are in the red level.	Move grade 3-5 student performance to the orange level. Move grade 6-8 performance to the yellow level for "all" students and move the significant subgroup achievement to the orange level.
District Benchmarks K-2	Based on our 2016-17 district-wide benchmarks in grades K-2 75% of students were proficient in Mathematics grade level standards.	Increase the percentage of all students meeting grade level standards by 3%.

Planned Strategies/Activities

Strategy/Activity 1

Provide highly qualified administrators, teachers, and classified support staff who support to all students in the Gold Oak Union School District.

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity

Description

Certificated Salaries & Benefits. These funds were accounted for in Goal 1

Description

Classified Salaries & Benefits (business & school site) These funds were accounted for in Goal 1

Strategy/Activity 2

Provide and explore intervention materials for all students based on targeted need to close the achievement gap.

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

administrator & certificated staff

Proposed Expenditures for this Strategy/Activity

Amount

6008

Source

Title I

Budget Reference

4000-4999: Books And Supplies

Description

ALEK Math Software

Amount

0

Description

Reflex Math Software

Amount

0

Description

Moby Max (free trial offer)

Strategy/Activity 3

Building on the work from MTSS implement strategies for teaching mathematics that would be appropriate for GOUSD such as Universal Design for Learning (UDL)

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing - This training has been temporarily suspended due to COVID-19

Person(s) Responsible

certificated & administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

UDL Training

Strategy/Activity 4

Provide an after-school homework club for grades 2-5 with one certificated and one classified staff. Provide an after-school homework club for grades 6-8 with two classified staff.

Students to be Served by this Strategy/Activity

All students grades 2-8

Timeline

Ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

An after-school homework club will be provided for grades 2-5. This homework club is staffed by a certificated teacher and classified employee. These funds were accounted for in Goal 1

Description

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Strategy/Activity 5

2 additional certificated FTE (1 RSP and one teacher on special assignment) and 10 instructional aides, 6 RSP aides and 4 general ed aides, to support students with special needs as well as supporting the needs of OI students, FY, EL and other at-risk students. Teachers will continue to be funded to support students with disabilities, LI students, FY, EL, and other at-risk students.

Students to be Served by this Strategy/Activity

Special Education Students/Title 1

Timeline

when safety protocols allow

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

Certificated Salaries and Benefits Special Education (RS 6500) These funds were accounted for in Goal 1

Amount

0

Description

Classified salaries and benefits (RS 6500) These funds were accounted for in Goal 1

Strategy/Activity 6

We will maintain a commitment to limit the size of classes as much as possible below K-3 class size requirements during LCFF implementation, and without a negative effect on our fiscal solvency. This will enable the district to maintain K-3 class sizes of 24:1, we are currently below this number throughout the district. We have currently hired 3 Distance Learning teachers to support this goal.

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity**Amount**

0

Description

Certificated Salaries and Benefits These funds were accounted for in Goal 1

Strategy/Activity 7

Research shows healthy children learn better. Families in rural school districts face challenges accessing health services. The district will employ a part time LVN to help address student health needs while supporting the learning environment.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity**Amount**

0

Description

The district continues to employ a part time LVN to address student health needs. These funds were accounted for in Goal 1

Strategy/Activity 8

Implement a school calendar that provides time on a weekly basis for collaboration, professional development and teacher planning time.

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

administrations

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 9**

Evaluate and explore math benchmarks and assessments district wide so they are consistent, simplified and data can be attained in a cohesive and uniform manner.

Students to be Served by this Strategy/Activity

all students

Timeline

September 2021 - August 2022

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity**Amount**

0.00

Source

CARES Act

Budget Reference

4000-4999: Books And Supplies

Description

software to support assessment in Distance Learning

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate

Goal Statement

To create a school climate where students feel welcome, safe and included.

LCAP Goal

Create a district culture that promotes the social and emotional development of each student as they become the responsible citizens of tomorrow.

Basis for this Goal

Based upon analysis of Healthy Kids Survey data, pupil suspension and expulsion rates, attendance and tardy rates, PBIS data, and supporting the district mission statement that calls for promoting the social development of all students, there is a need to build connections to school for students, enhance each student's social responsibility and build engaging and enriching programs.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Student Surveys grades 2-5 (district created)		improved outcomes and maintained positive school climate outcomes.
Healthy Kids Survey Data (all parents & student grades 5-8)	Baseline data taken from 2016-2017 Healthy Kids Survey: Parent survey indicates 92% of parents believe the school is a safe place for their child and 91% believes the school motivates the students to learn. Parent surveys indicates that 31% of parents feel that harassment or bullying is somewhat of a problem. 34% of elementary students state they never try to stop bullying when they see it happening. 84% of elementary students feel they care for one another and treat each other with respect. 88% of elementary students identified that they get to do interesting things at school. 73% of middle school students state they feel part of the school. Only 46% of parents indicate that the district provides quality counseling or other ways to help students with social or emotional needs.	Healthy Kids parent survey results will report that students enjoy coming to school and feel it is a safe place-- maintain or improve percentage from baseline. The number of parents responding that bullying is a problem will decrease by 5%. Students will learn strategies to empower them to stop bullying as measured by a 5% increase in the number of students indicating they would try to stop bullying. Students will report they learn how to be a good person and students treat each other with respect with a 5% increase as measured by the student survey. Students will report students respect each others' differences with an increase in 5% as measured by the student survey. Middle school and elementary school students will feel more connected to the school and be engaged in interesting activities as measured by the student surveys. Results of the

Metric/Indicator	Baseline	Expected Outcome
		Healthy Kids Survey will help determine if additional actions are needed for school climate and safety
LCFF Dashboard	District suspension rates fall in the orange level on the state dashboard. There were no expulsions in the 2015-2016 or the 2016-2017 school year.	Student discipline referrals/suspensions will decrease by 5%, moving toward the yellow and then green level on the dashboard.
Aeries Attendance Data	Based on Aeries (student information system) attendance data, 18 students (or 5% of all students) were absent 10 or more days at the elementary school out of 337 students. The number of middle school students who were tardy more than 10 times was 17 out of 152 (or 11 % of all students).	Aeries attendance data will see the number of students at the elementary school absent 10 or more days decrease by an additional 2%. The overall number of middle school tardies of 30 minutes or more will decrease by 2%.

Planned Strategies/Activities

Strategy/Activity 1

ALL staff will attend school climate training, such as Love and Logic or others, to support continued growth on creating a positive learning environment for students where respect for all is developed.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

certificated staff

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Description

Professional Development in Love and Logic, PBIS, Trauma informed Strategies

Strategy/Activity 2

Gold Oak School and Pleasant Valley School staff will continue implementation of PBIS with fidelity, analyze data and seek opportunities to enhance the use of PBIS.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

administration, certificated and classified

Proposed Expenditures for this Strategy/Activity

Amount	1700
Source	LCFF - Supplemental
Budget Reference	0000: Unrestricted
Description	Positive Behavior Awards

Strategy/Activity 3

Implement 1-2-3 Wellness Program

Students to be Served by this Strategy/Activity

All students in grades TK - 8

Timeline

March 2020 - June 2023

Person(s) Responsible

administrator

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Other
Budget Reference	None Specified
Description	Gold Oak District is participating in this program through a Grant funded by FY

Strategy/Activity 4

Gold Oak Union School District will be committed to providing students with healthy and balanced meals for breakfast and lunch. This will include most of the cooking being scratch cooking. If necessary, a general fund contribution to support this will continue.

Students to be Served by this Strategy/Activity

All students

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity

Amount	91681
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Source	General Fund
Description	General Fund Contribution to support the Food Service Program

Strategy/Activity 5

Schools will offer incentives to students for positive attendance to increase attendance rates and decrease tardiness. Schools will also provide education to parents about the impacts on education of students missing school or being late. Schools will also educate parents on the impact on the budget when students miss school.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing - Limited implementation due to COVID health & safety protocols

Person(s) Responsible

administrators

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Source	Site Based Gifts and Donations
Description	Attendance awards provided by site PTO

Strategy/Activity 6

A part-time staff member will be available for individual and group counseling with additional supports from community services.

Students to be Served by this Strategy/Activity

All Students

Timeline

ongoing

Person(s) Responsible

Counselor

Proposed Expenditures for this Strategy/Activity

Amount	50484
Source	Title IV Part A: Student Support and Academic Enrichment
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	counselor in district 3 days, 1/2 day at each site
Amount	60000
Source	Rural Education Achievement Program (REAP)

Description	school psychologist (and Lottery - unrestricted)
Amount	50000
Description	Summitview Counselor in district 3 days 1/2 day at each site

Strategy/Activity 7

Provide enrichment opportunities for GATE students at both school sites.

Students to be Served by this Strategy/Activity

All students grades 4-8

Timeline

ongoing

Person(s) Responsible

certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Description	The elementary school offered GATE opportunities during the intervention/enrichment time as well as other opportunities through differentiation. The middle school had limited special opportunities for GATE projects and instead offered differentiated learning within the regular classroom.
Description	Professional development in Universal Design for Learning strategies to meet the needs of these students within the classroom

Strategy/Activity 8

Provide stipends for staff to organize and oversee extra curricular activities for students, such as Oral Interpretation, Spelling Bee, etc.

Students to be Served by this Strategy/Activity

All students grades 2-8

Timeline

Ongoing -Limited implementation due to COVID health & safety protocols

Person(s) Responsible

certificated

Proposed Expenditures for this Strategy/Activity

Amount	5689
Source	LCFF - Supplemental
Budget Reference	0000: Unrestricted
Description	Certificated Salaries & Benefits

Amount	16079
Source	LCFF - Supplemental
Budget Reference	0000: Unrestricted
Description	Certificated Salaries & Benefits (coaching stipends)
Amount	0.00
Source	LCFF - Supplemental
Budget Reference	0000: Unrestricted
Description	Classified Salaries & Benefits (Coaching Stipends)

Strategy/Activity 9

As budget allows, expand the library program on both campuses by adding hours.

Students to be Served by this Strategy/Activity

All students grades TK-8 (including preschool program housed on Gold Oak Site)

Timeline

ongoing

Person(s) Responsible

Librarian & administration

Proposed Expenditures for this Strategy/Activity

Amount	1490
Source	Lottery: Instructional Materials
Budget Reference	0000: Unrestricted
Description	Library supplies/software
Amount	30479
Source	Lottery: Instructional Materials
Budget Reference	0000: Unrestricted
Description	.50 FTE classified salaries a& benefits

Strategy/Activity 10

Leadership and/or student council will provide school spirit activities

Students to be Served by this Strategy/Activity

all students in grades 6-8

Timeline

Ongoing - Limited implementation due to COVID health & safety protocols

Person(s) Responsible

certificated

Proposed Expenditures for this Strategy/Activity

Description	
	regularly scheduled rallies and activity days at Pleasant Valley led by the students

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parental Involvement

Goal Statement

To encourage and foster parent and stakeholder involvement and participation.

LCAP Goal

Requirement of Title 1

Basis for this Goal

The involvement process GOUSD follows is similar to prior years because we found this to be most effective for our stakeholders. The involvement of all stakeholders occurred primarily through meetings and surveys with updates provided to the SSC. These updates included progress on goals and actions as well as information on the process of updating the SPSA. Information on the new state dashboard and how it ties to the LCAP and SPSA was also presented. Monthly SPSA updates and input was sought at Staff meetings. These updates included progress on goals and actions as well as plans for next steps based on progress made or not made.

Opportunities for parent, community and student involvement was sought not only through attendance SSC meetings but also through additional meetings scheduled at various times throughout the year, such as Board Meetings, PTO meetings, and budget meetings. In addition, parent and community involvement was sought through surveys and sharing of information through newsletters and our web site.

Every Spring, students in grades 5 through 8, staff, and parents take part in the California Healthy Kids Survey in order to seek input regarding progress towards LCAP and SPSA goals. Results were available in March and a summary report was shared at regularly scheduled School Site Council, board, staff, and management meetings. The parent survey was open to all parents throughout the district. The staff survey included input from certificated staff as well as classified staff. 90% of all teachers completed the staff survey.

While updates were provided to staff throughout the year at regular staff meetings, a district-wide staff meeting is held in late spring, to get specific feedback from staff on what is working well in our schools based on the LCAP and SPSA goals and actions. Staff also provided input regarding areas of need for our students.

More recently SSC has met Oct. 16, Nov 8, Dec. 16 and Jan. ____ in which a review, progress and actions were discussed and feedback sought.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Policies for Parental Involvement	Board and school policies	Changes made to policy in December 2020
Sign in Sheets from Meetings and Events		evidence of meetings
Parents on Committees/Boards		evidence of parent representation
Surveys	27% parent participation rate 2016-17 40% parent participation rate 2017-18 33% parent participation rate 2018-19	increase parent participation by 5%

Metric/Indicator	Baseline	Expected Outcome
Parent/Teacher/Student Compacts	document for each site	signed compacts

Planned Strategies/Activities

Strategy/Activity 1

annual review and revisions of parent involvement policy

Students to be Served by this Strategy/Activity

all students

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity

Amount

0.00

Description

policy available to parents, community and staff

Strategy/Activity 2

Healthy Kids Survey for students, parents and staff

Students to be Served by this Strategy/Activity

Students in grades 5-8

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity

Amount

1000

Source

General Fund

Budget Reference

0000: Unrestricted

Description

surveys administered yearly

Strategy/Activity 3

Survey Monkey

Students to be Served by this Strategy/Activity

students in grades 2-5

Timeline

ongoing

Person(s) Responsible

administration

Proposed Expenditures for this Strategy/Activity**Amount**

552

Source

Tobacco-Use Prevention Education

Description

survey administered yearly

Strategy/Activity 4

Continue to support Parent Involvement through collaboration with parent groups; such as PTO

Students to be Served by this Strategy/Activity

all students

Timeline

ongoing

Person(s) Responsible

administration & staff

Proposed Expenditures for this Strategy/Activity**Amount**

0.00

Strategy/Activity 5

Continue to support conversations in both formal and informal settings with all stakeholders utilizing multiple medias for communication; Remind app, website updated & ADA compliant, PTO socials, parent/teacher conferences, coffee & conversations, etc

Students to be Served by this Strategy/Activity

all students & families

Timeline

ongoing

Person(s) Responsible

administration & certificated staff

Proposed Expenditures for this Strategy/Activity**Amount**

0.00

Description

publicize opportunities for involvement on a regular basis through a variety of sources: hard copies, web site, email, robo call, etc. Due to COVID health & safety protocols we have had to move to virtual gatherings which can limit access for some families in our community.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

On average students will show growth by 3 points as indicated on the SBAC. For the district to move to Level 3 in ELA as indicated on the California Dashboard. For 80% of students in grades TK-2 to be at or above grade level as indicated on District Benchmarks in ELA

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC data-Language Arts	Reduce the percentage of all students in the not met level by 3%. Reduce the percentage of students with disabilities in the not met level by 5%. Reduce the percentage of students of low income in the not met level by 5%.	Due to pandemic and no data from 2019-20 we are unable to make growth comparisons. What we can state is that overall our scores for students meeting or exceeding standards have declined from prior years. For students in grades 3-5 by no more than 3% and for students in grades 6-8 by no more than 13%.
District Benchmarks (K-2)	Increase the percentage of all students meeting grade level standards by 3%.	Due to pandemic and no data from 2019-20 we are unable to make growth comparisons. What we can state is that overall our scores for students in grades K - 2 for meeting or exceeding standards have declined significantly from 2018-19 to only 53% at or above standard.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide highly qualified administrators, teachers, and classified support staff who support to all students in the Gold Oak Union School District.	Provided highly qualified administrators, teachers, and classified support staff who support to all students in the Gold Oak Union School District.	Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries General Fund 2,736,926	2037794
		Classified Salaries & Benefits (Business & school site) 2000-2999: Classified Personnel Salaries General Fund 1,356,484	492912
Students in grades 1-5 will participate in a school-wide intervention time, in which all teachers will participate. Students in grades 6-8 will be provided a block schedule	Due to COVID protocols, and changes in program delivery we were not able to implement this.	Certificated Salaries & Benefits 1000-1999: Certificated Personnel Salaries Title I 0.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to accommodate intervention school wide.			
The district will supplement its educational program by using existing language arts intervention materials such as Read Live, including the use of supplemental Accelerated Reader software , examine the fidelity in which the materials are being utilized and provide appropriate staff development or tools to ensure effectiveness.	Due to COVID protocols, and changes in program delivery we were not able to implement this with fidelity.	Accelerated Reader Software 4000-4999: Books And Supplies Unrestricted 6398	6398
		Professional Development - No cost Utilize staff development days. 0.00	
		Read Live Software 4000-4999: Books And Supplies Title I Title I 1725	1725
Provide an after-school homework club for grades 2-5 with one certificated and one classified staff	Due to COVID protocols we were not able to implement this.	An after-school homework club has been provided for grades 2-5. This homework club is staffed by a certificated teacher. 1000-1999: Certificated Personnel Salaries Title I 0.00	
		An after-school homework club has been provided for grades 2-5. This homework club is staffed by a classified assistant. 2000-2999: Classified Personnel Salaries Other 0.00	
2 additional certificated FTE and 6 instructional aides to support students with special needs as well as supporting the needs of OI students, FY, EL and other at-risk students. teachers will continue to be funded to support students with disabilities, LI students, FY, EL, and other at-risk students.	These qualified staff were hired.	Certificated Salaries and Benefits Special Education (RS 6500) 1000-1999: Certificated Personnel Salaries 0.00	
		classified salaries and benefits (RS 6500 & 3310) 2000-2999: Classified Personnel Salaries 0.00	
Provide appropriate staff development for any new staff in highly effective,	Due to COVID protocols this was implemented on a limited basis.	Certificated Salaries & Benefits Substitutes for	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
research based teaching strategies that are currently used school-wide such as GLAD, SIPPS & UDL		Training/School Business Title I 1489	
		Certificated Salaries & Benefits Substitutes for Training/School Business Title II Part A: Improving Teacher Quality 10420	266
		Certificated Salaries & Benefits Substitutes for Training/School Business Rural Education Achievement Program (REAP) 595.46	
		Certificated Salaries & Benefits Substitutes for Training/School Business (RS 0000) 4465.93	3660
		GLAD Training Title I 2000	0
We will maintain a commitment to limit the size of classes as much as possible below K-3 class size requirements during LCFF implementation, and without a negative effect on our fiscal solvency. This will allow us to maintain the district to reach K-3 class sizes of 24:1. We have hired 3 Distance Learning teachers to support this during COVID 19.	We maintained our commitment to small class size and hired 3 Distance Learning teachers.	Certificated Salaries and Benefits supplemental 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 122,829	156372
Research shows healthy children learn better. Families in rural school districts face challenges accessing health services. The district will hire a part time LVN to help address student health needs while supporting the learning environment.	Hired a part time LVN.	The district continues to employ a part time LVN to address student health needs. 0000: Unrestricted General Fund 0.00	
Implement a school calendar that provides	School calendar adopted providing early release		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
time on a weekly basis for collaboration, professional development and teacher planning time.	once a week for professional development, collaboration, teacher planning time.		
Evaluate and update primary grade district benchmarks so they are consistent, simplified and data can be attained in a cohesive and uniform manner.	Primary grade benchmarks were updated and ESGI was utilized to assess and gather data.	software to support assessment in a Distance Learning Model 4000-4999: Books And Supplies CARES Act 1491.00	1491

Analysis

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

Although not all our planned strategies/activities were implemented the data shows that it did have a positive influence for our upper grade students during this challenging period of the pandemic.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall, once we were able to move to an in-person system for learning we saw increased engagement and success reflected in our scores.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

differences in estimated expenditures is due to the inability to implement due to COVID protocols.

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 continue with all these goals and may increase personnel time to strengthen these strategies/activities as due to the pandemic there is a greater need.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

On average students will show growth by 3 points as indicated on the SBAC. For the district to move to Level 3 in ELA as indicated on the California Dashboard. For 80% of students in grades TK-2 to be at or above grade level as indicated on District Benchmarks in Mathematics.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Dashboard--Math	Reduce the percentage of all students in the not met level by 3%. Reduce the percentage of students with disabilities in the not met level by 5%. Reduce the percentage of students of low income in the not met level by 5%.	Due to pandemic and no data from 2019-20 we are unable to make growth comparisons. What we can state is that overall our scores for students meeting or exceeding standards have declined significantly from prior years. For students in grades 3-5 by no more than 20% and for students in grades 6-8 by no more than 29%.
District Benchmarks K-2	Increase the percentage of all students meeting grade level standards by 3%.	Due to pandemic and no data from 2019-20 we are unable to make growth comparisons. What we can state is that overall our scores for students in grades K - 2 for meeting or exceeding standards have declined significantly from 2018-19 to only 57% at or above standard.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide highly qualified administrators, teachers, and classified support staff who support to all students in the Gold Oak Union School District.	Provided highly qualified administrators, teachers, and classified support staff who support to all students in the Gold Oak Union School District.	Certificated Salaries & Benefits. These funds were accounted for in Goal 1	
		Classified Salaries & Benefits (business & school site) These funds were accounted for in Goal 1	
Provide intervention materials for all students based on targeted need to close the achievement gap.	Provided Alek for grades 5-8	ALEK Math Software 4000-4999: Books And Supplies 5,950	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Building on the work from MTSS implement strategies for teaching mathematics that would be appropriate for GOUSD such as Universal Design for Learning (UDL)	Due to COVID protocols we were not able to implement this.	UDL Work. These funds were accounted for in Goal 1	
Provide an after-school homework club for grades 2-5	Due to COVID protocols we were not able to implement this.	An after-school homework club will be provided for grades 2-5. This homework club is staffed by a certificated teacher and classified employee. These funds were accounted for in Goal 1	
2 additional certificated FTE and 6 instructional aides to support students with special needs as well as supporting the needs of OI students, FY, EL and other at-risk students. Teachers will continue to be funded to support students with disabilities, LI students, FY, EL, and other at-risk students.	These qualified staff were hired.	Certificated Salaries and Benefits Special Education (RS 6500) These funds were accounted for in Goal 1	
		Classified salaries and benefits (RS 6500) These funds were accounted for in Goal 1	
We will maintain a commitment to limit the size of classes as much as possible below K-3 class size requirements during LCFF implementation, and without a negative effect on our fiscal solvency. This will enable the district to maintain K-3 class sizes of 24:1, we are currently below this number throughout the district. We have currently hired 3 Distance Learning teachers to support this goal.	We maintained our commitment to small class size and hired 3 Distance Learning teachers.	Certificated Salaries and Benefits These funds were accounted for in Goal 1	
Research shows healthy children learn better. Families in rural school districts face challenges	Hired a part time LVN.	The district continues to employ a part time LVN to address student	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
accessing health services. The district will employee a part time LVN to help address student health needs while supporting the learning environment.		health needs. These funds were accounted for in Goal 1	
Implement a school calendar that provides time on a weekly basis for collaboration, professional development and teacher planning time.	School calendar adopted providing early release once a week for professional development, collaboration, teacher planning time.		
Evaluate and update primary grade district benchmarks so they are consistent, simplified and data can be attained in a cohesive and uniform manner.	unable to complete due to pandemic	software to support assessment in Distance Learning 4000-4999: Books And Supplies CARES Act 0.00	

Analysis

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

Many of our planned strategies/activities were not implemented due to the pandemic and the data shows the negative impact this has had on our students learning.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

It is difficult to determine the overall effectiveness of the strategies/activities due to the impact on academic delivery during the pandemic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

differences in estimated expenditures is due to the inability to implement due to COVID protocols.

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 continue with all these goals with more consistency and may increase personnel time to strengthen these strategies/activities as due to the pandemic there is a greater need.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 3

To create a school climate where students feel welcome, safe and included.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Student Surveys grades 2-5 (district created)	Student survey results will report that students enjoy coming to school and feel it is a safe place--maintain or improve percentage from baseline.	In all areas surveyed 95% of students reported that they feel school is a safe place. Students responded positively in all areas with a range of 100% - 86% except in students view of others. In their view of students exited to learn and students being well behaved at 66% and 77% respectively this is a significant improvement over last year.
Healthy Kids Survey Data (all parents & student grades 5-8)	<p>Healthy Kids parent survey results will report that students enjoy coming to school and feel it is a safe place--maintain or improve percentage from baseline.</p> <p>The number of parents responding that bullying is a problem will decrease by 5%.</p> <p>Students will learn strategies to empower them to stop bullying as measured by a 5% increase in the number of students indicating they would try to stop bullying.</p> <p>Students will report they learn how to be a good person and students treat each other with respect with a 5% increase as measured by the student survey.</p> <p>Students will report students respect each others' differences with an increase in 5% as measured by the student survey.</p> <p>Middle school and elementary school students will feel more connected to the school and be engaged in interesting activities as measured by the student surveys. Results of the Healthy Kids Survey will help determine if additional actions are needed for school climate and safety</p>	<p>The number of parents responding that bullying is a problem was N/A but the measure of parents feeling school is a safe place increased by 7% points.</p> <p>There was a 7% increase in the number of students indicating they would try to stop bullying.</p> <p>Students reported treating each other with respect increased by 4% as measured by the student survey.</p> <p>Middle school and elementary school students feel more connected and engaged in school and interesting activities (although limited due to Covid protocols) as measured by the student surveys</p>
LCFF Dashboard	Student discipline referrals/suspensions will decrease by 5%, moving toward the yellow and then green level on the dashboard.	Not reported this year due to Pandemic and the impact it had on this report.

Metric/Indicator	Expected Outcomes	Actual Outcomes
Aeries Attendance Data	Aeries attendance data will see the number of students at the elementary school absent 10 or more days decrease by an additional 2%. The overall number of middle school tardies of 30 minutes or more will decrease by 2%.	This data is very distorted this year due to Pandemic and the impact it has had on school attendance.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ALL staff will attend school climate training, such as Love and Logic or others, to support continued growth on creating a positive learning environment for students where respect for all is developed.	Continue to implement but on a limited basis due to COVID protocols.	Professional Development in Love and Logic, PBIS, Trauma informed Strategies 0.00	
Gold Oak School and Pleasant Valley School staff will continue implementation of PBIS with fidelity, analyze data and seek opportunities to enhance the use of PBIS.	Continue to implement	Positive Behavior Awards 0000: Unrestricted LCFF - Supplemental 1700	2268
Implement an anti-bully program that supports a student's social-emotional learning.	suspended due to Covid	Anti-Bully Training 0000: Unrestricted LCFF - Supplemental	
Gold Oak Union School District will be committed to providing students with healthy and balanced meals for breakfast and lunch. This will include most of the cooking being scratch cooking. If necessary, a general fund contribution to support this will continue.	implemented	General Fund Contribution to support the Food Service Program General Fund 99,432	48197
Schools will offer incentives to students for positive attendance to increase attendance rates and decrease tardiness. Schools will also provide education to parents about the impacts on	Continue to implement but on a limited basis due to COVID protocols.	Attendance awards provided by site PTO Site Based Gifts and Donations 0.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
education of students missing school or being late. Schools will also educate parents on the impact on the budget when students miss school.			
A part-time staff member will be available for individual and group counseling with additional supports from community services.	implemented	counselor in district 3 days, 1.5 at each site 5000-5999: Services And Other Operating Expenditures Title IV Part A: Student Support and Academic Enrichment 0.00	
		school psychologist (and Lottery - unrestricted) Rural Education Achievement Program (REAP) 0.00	
Provide enrichment opportunities for GATE students at both school sites.	implemented but not consistently	The elementary school offered GATE opportunities during the intervention/enrichment time as well as other opportunities through differentiation. The middle school had limited special opportunities for GATE projects and instead offered differentiated learning within the regular classroom. 0.00	
		Professional development in Universal Design for Learning strategies to meet the needs of these students within the classroom	
Provide stipends for staff to organize and oversee extra curricular activities for students, such as Oral Interpretation, Spelling Bee, etc.	suspended due to COVID	Certificated Salaries & Benefits 0000: Unrestricted LCFF - Supplemental 0.00	
		Certificated Salaries & Benefits (coaching stipends) 0000:	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Unrestricted LCFF - Supplemental 0.00	
		Classified Salaries & Benefits (Coaching Stipends) 0000: Unrestricted LCFF - Supplemental 0.00	
As budget allows, expand the library program on both campuses by adding hours.	unable to expand	Library supplies/software 0000: Unrestricted Lottery: Instructional Materials 1740	1490
		.50 FTE classified salaries a& benefits 0000: Unrestricted Lottery: Instructional Materials 10,860	23469
Leadership and/or student council will provide school spirit activities	suspended due to COVID	regularly scheduled rallies and activity days at Pleasant Valley led by the students	

Analysis

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

Overall the implementation of the actions for this goal has been challenging and inconsistent due to the pandemic and the impact of the safety protocols that were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall the effectiveness of the strategies even during this time were positive. I believe that communication with our community was a key factor in this outcome.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Due to COVID safety protocols some actions were not able to be implemented.

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.

As safety protocols allow we will implement more strategies.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 4

To encourage and foster parent and stakeholder involvement and participation.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Policies for Parental Involvement	Changes made to policy in December 2020	changes were made in Dec. 2020.
Sign in Sheets from Meetings and Events	evidence of meetings	hard copy sign in sheets were suspended as we had to hold meetings virtually.
Parents on Committees/Boards	evidence of parent representation	limited due to Pandemic
Surveys	increase parent participation by 5%	Decrease in participation due to Pandemic
Parent/Teacher/Student Compacts	signed compacts	signed compacts

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
annual review and revisions of parent involvement policy		policy available to parents, community and staff 0.00	
Healthy Kids Survey for students, parents and staff	implemented in March 2021	surveys administered yearly 0000: Unrestricted General Fund 1000	1000
Survey Monkey	implemented in March 2021 with 88% participation	survey administered yearly Tobacco-Use Prevention Education 552	
Continue to support Parent Involvement through collaboration with parent groups; such as PTO	Limited due to COVID safety protocols	0.00	
Continue to support conversations in both formal and informal settings with all stakeholders utilizing multiple medias for	Limited due to COVID safety protocols	publicize opportunities for involvement on a regular basis through a variety of sources: hard copies, web site, email,	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
communication; Remind app, website updated & ADA compliant, PTO socials, parent/teacher conferences, coffee & conversations, etc		robo call, etc. Due to COVID health & safety protocols we have had to move to virtual gatherings which can limit access for some families in our community. 0.00	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 All strategies were implemented although some were on a limited basis due to COVID safety protocols.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 Overall these strategies were effective along with increased frequency of communication.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 there were no differences in material costs.

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 implement strategies fully as safety protocols allow.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
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Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual 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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	86446
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	3,994,283.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	316,913.00
CARES Act	1,491.00
General Fund	3,275,793.00
LCFF - Supplemental	234,269.00
Lottery: Instructional Materials	31,969.00
Other	1,332.00
Rural Education Achievement Program (REAP)	62,668.00
Site Based Gifts and Donations	0.00
Title I	12,414.00
Title IV Part A: Student Support and Academic Enrichment	50,484.00
Tobacco-Use Prevention Education	552.00
Unrestricted	6,398.00

Expenditures by Budget Reference

Budget Reference	Amount
	60,000.00
0000: Unrestricted	104,149.00
1000-1999: Certificated Personnel Salaries	2,759,455.00
2000-2999: Classified Personnel Salaries	856,807.00
4000-4999: Books And Supplies	13,897.00
5000-5999: Services And Other Operating Expenditures	50,484.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		50,000.00
		0.00
1000-1999: Certificated Personnel Salaries		189,843.00
2000-2999: Classified Personnel Salaries		77,070.00
4000-4999: Books And Supplies	CARES Act	1,491.00
	General Fund	91,681.00
0000: Unrestricted	General Fund	48,712.00
1000-1999: Certificated Personnel Salaries	General Fund	2,356,995.00
2000-2999: Classified Personnel Salaries	General Fund	778,405.00
0000: Unrestricted	LCFF - Supplemental	23,468.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	210,801.00
0000: Unrestricted	Lottery: Instructional Materials	31,969.00
2000-2999: Classified Personnel Salaries	Other	1,332.00
None Specified	Other	0.00
	Rural Education Achievement Program (REAP)	2,668.00
	Rural Education Achievement Program (REAP)	60,000.00
	Site Based Gifts and Donations	0.00
	Title I	4,590.00
1000-1999: Certificated Personnel Salaries	Title I	1,816.00
4000-4999: Books And Supplies	Title I	6,008.00
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	50,484.00
	Tobacco-Use Prevention Education	552.00
4000-4999: Books And Supplies	Unrestricted	6,398.00

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

Name of Members	Role
Shirleen Hernandez	Principal
Garrett Larson	Parent or Community Member
Jessica Patterson	Parent or Community Member
Rene Wonder	Parent or Community Member
Angie Sare	Classroom Teacher
Heather Owens-Werkheiser	Classroom Teacher
Tiffany Whetstone	Classroom Teacher
Melanie Zumwalt	Classroom Teacher Parent or Community Member
Lulu Silva-Manuel	Other School Staff

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
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 .

Attested:

Principal, Shirleen Hernandez on
SSC Chairperson, Garrett Larson on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed 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.

Goal

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

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** 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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program