

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Oak Chan Elementary School	34673306107965	May 18, 2023	September 21, 2023

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Purpose and Description	4
School Vision and Mission	4
Comprehensive Needs Assessment Components	4
Data Analysis	5
Surveys	5
Classroom Observations	5
Analysis of Current Instructional Program.....	6
Educational Partner Involvement	11
Resource Inequities	11
School and Student Performance Data	13
Student Enrollment.....	13
CAASPP Results.....	16
ELPAC Results	21
Student Population.....	26
Overall Performance	28
Academic Performance	30
Academic Engagement	38
Conditions & Climate.....	41
Goals, Strategies, & Proposed Expenditures.....	43
Goal 1.....	43
Goal 2.....	52
Goal 3.....	61
Goal 4.....	67
Budget Summary	72
Budget Summary	72
Other Federal, State, and Local Funds	72
Budgeted Funds and Expenditures in this Plan	73
Funds Budgeted to the School by Funding Source.....	73
Expenditures by Funding Source	73
Expenditures by Budget Reference	73
Expenditures by Budget Reference and Funding Source	73
Expenditures by Goal.....	74
School Site Council Membership	75
English Learner Advisory Committee (ELAC).....	76

Recommendations and Assurances77

Instructions.....78

 Instructions: Linked Table of Contents78

 Purpose and Description79

 Educational Partner Involvement79

 Resource Inequities79

Goals, Strategies, Expenditures, & Annual Review80

 Annual Review81

 Budget Summary82

 Appendix A: Plan Requirements84

 Appendix B:87

 Appendix C: Select State and Federal Programs89

Purpose and Description

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

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Additional Targeted Support and Improvement (ATSI) - Subgroups - Socio Economically Disadvantaged

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

The purpose of this proposal is to align our School Plan for Achievement (SPSA) with Folsom-Cordova Unified School District's (FCUSD) Local Control and Accountability Plan (LCAP) that successfully fulfills California State requirements. Our staff, School Site Council (SSC), and Parent Teacher Organization (PTO) will focus on Oak Chan Elementary School's Mission and Vision statements which will be utilized as guides in exercising due diligence in fulfilling the Every Student Succeeds Act (ESSA) requirements. Through this plan and thoughtful collaboration among all Oak Chan Elementary School educational partners, we will continue to strive to create a safe, positive, inclusive, and academic enriched school environment, as well as create responsive classrooms to meet the goal of improving student outcomes.

School Vision and Mission

Our vision is to engage, inspire, and empower a community of caring, inclusive, and culturally aware learners in critical thinking, collaborating, problem-solving, innovating, and preparation for college and career readiness.

Our mission is to provide a well-rounded education for ALL students (academically, emotionally, and behaviorally) through clearly defined standards and high expectations. This will be achieved by:

- Providing a safe learning environment with an intentional, equitable, and culturally responsive focus on social, emotional, and academic learning.
- Utilizing Positive Behavioral Interventions and Supports (PBIS): an approach for teaching children appropriate behavior and providing the support necessary to sustain that behavior.
- Learning through a unique, experiential, hands-on, and collaborative process.
- Inspiring creative, critical, and analytical thinking.
- Providing a rigorous and technologically enhanced curriculum.
- Supporting school-wide Science, Technology, Engineering Arts, and Mathematics (S.T.E.A.M.) enrichment.
- Creating educational opportunities for students that will broaden their experience and meet future school and workforce needs.
- Encouraging parents and community partners to be involved through our PTO (Parent Teacher Organization), School Site Council, and classroom/site volunteer program.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Throughout the school year, various formal and informal school effectiveness surveys are conducted, including a parent survey, Oak Chan Elementary School staff and student surveys as well as the California Healthy Kids Survey. Our invested learning community's participation must be noted, for example, as in the California Healthy Kids Survey. Oak Chan Elementary School is the recipient, 4 years in a row, of the Triple Crown Award for high participation in all 3 categories (staff, student, and parents). We believe we are successful in reaching out to all educational partners and will continue to improve our methods in gathering feedback, opinions, and suggestions.

Summary/Highlights of Staff Survey Results: 100% of the Oak Chan Elementary School staff survey believed that our school is a safe and welcoming environment that supports student learning. 100% surveyed also believed that the principal is out and about and visible on our campus throughout the day. All areas that were surveyed as well as any gathered feedback will be reflected upon; goals will be created that will address any needed adjustments.

Summary/Highlights of Student Survey Results: 74% of the students surveyed felt a 'belonging' to our school with 85% believing that Oak Chan is a great school. 83% of the students feel safe at school. The majority of students felt Oak Chan staff members care about them and were able to identify Oak Chan's SKORR expectations. Overall, students' comments were positive regarding their school experience. Follow-up occurred with those that appeared to need extra support or questions answered. As the Sense of Belonging is at 74%, our Climate Team will continue to focus on Responsive Classroom best practices for the 2023-2-24 school year.

Summary/Highlights of Parent Survey Results: 100% of our parents surveyed believed that Oak Chan Elementary School is satisfied with the way the school communicates with families. 93% believed that Oak Chan fosters a positive learning environment, while 88% believed that their child feels they 'belong.' All comments and suggestions offered through the survey will be reflected upon and discussed with the Oak Chan team.

Results and any other gathered information assist us in evaluating our programs, relationship with our educational partners, and student success. Through the evaluation process, collaboration and self-reflection are supported; goals are refined or developed along with an action plan and next steps.

Classroom Observations

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

While surveys and academic assessments are vital components in creating a safe, positive, nurturing, inclusive, and successful school environment, witnessing the daily routines and interactions of staff and students is equally of value and of great importance. Informal class observations occur frequently, not only as a means to see what transpires daily inside the classroom but also as a way for the administration to connect with teachers and students. In addition, as common core standards are implemented, observations are focused on student engagement, instruction, and classroom management. A probationary teacher is formally evaluated twice in the fall and twice in the spring; the administrator and teacher discuss the findings and create appropriate

next steps to foster personal and professional growth. Our District offers a robust Beginning Teacher and Assessment (BTSA) program, which has greatly benefited our new professional staff members. Tenured teachers have the option of being evaluated every other year by formal observation or by completing an agreed upon project. In suitable cases, a teacher may be given the option of a 5-year evaluation cycle.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Renaissance data, California Assessment of Student Performance and Progress (CAASPP) results, oral reading passages, ongoing English Language Arts (ELA) and Math assessments, and other grade-level assessments are collected and analyzed. Collaborating with the site Principal, classroom teachers, and support staff meet multiple times per year to discuss the Multi-Tiered System of Supports (MTSS) and Responses to Intervention (RTI) to assist in closing the achievement gap. If a student has the appropriate support including any needed intervention and is not making targeted growth, they are recommended to our site's Student Success Team (SST). The Student Success Team (Principal, classroom, general education, Special Education/Resource teachers as well as the school psychologist, speech pathologist, and the student's parents/guardians) meet to discuss the student's strengths, areas of concern, and the appropriate next steps in supporting the student's academic, social, and emotional growth.

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

Teachers conduct weekly curriculum informal/formal assessments to examine and evaluate student progress. In order to support all students in the acquisition of concepts and grade level standards, the collected data is used to assist in the design of any needed modifications and/or interventions as well as enrichment opportunities. Each month, our site's Guiding Coalition (Principal and one member from each grade level and Special Education teams) and our Professional Learning Communities (PLCs) grade level teams collaborate to collectively choose areas of needed support as well as which essential standards to focus on; this is followed by the development of an action plan to implement needed instruction, intervention, and enrichment.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our staff is highly qualified at meeting and/or exceeding the California Standards for the Teaching Profession (CSTP) and district performance goals. All are teaching the subject in which they are credentialed.

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

Although all Oak Chan Elementary School teachers are highly qualified in the subjects in which they are credentialed, all teachers have access to instructional materials and opportunities to participate in specialized training. Our district also fosters ongoing learning through many Professional Development (PD) opportunities. Oak Chan Elementary School teachers enthusiastically attend required and optional training throughout the year. Many have volunteered to pilot possible new curriculum and work collaboratively with fellow staff members on the implementation of new adoptions.

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

All Professional Development is based on staff needs, including but not limited to training in classroom management, Common Core academic instruction/assessment, differentiated instruction, Social and Emotional Learning (SEL), and Positive Behavioral Interventions and Supports (PBIS). Our focus for this year includes best practices in English Language Development (ELD), achievement in the core modules of English Language Arts (ELA), implementation of updated Envision Mathematics, and integration Social Emotional (SEL) Learning opportunities throughout the school day. Professional Development opportunities occur at the site and district levels and with outside agencies such as Sacramento County of Education (SCOE) and Solution Tree. Oak Chan has 10 teachers participating in the Language Essentials for Teachers of Reading and Spelling (LETRS) training.

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

In addition to the aforementioned opportunities, District Lead Teachers provide ongoing support and training for our teachers. As a district, we are fully implementing Common Core State Standards, supporting various interventions, and targeting specific instructional needs. For example, Professional Development focusing on 15 Day Challenges was provided and then utilized during our Common Planning Time (CPT). Assistance is also given in the integration of technology including web-based resources and programs.

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

Grade Level collaboration at our site occurs during Common Planning Time (CPT) at least 2 or 3 times per month with opportunities for vertical articulation in primary (K-2) and intermediate (3-5). Ongoing collaboration is an integral part of our staff development. The Professional Learning Communities (PLCs) philosophy and structure are regularly utilized. Designated time is spent on reviewing student progress, identifying areas in need of support, creating intervention/enrichment plans, and focusing on research based instructional strategies to support all students' interests and ways of thinking.

Teaching and Learning

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

Oak Chan Elementary School continues to refine our Multi-Tiered System of Supports (MTSS), and Response to Intervention (RTI), including before/after-school interventions, small group settings, and creating a trusting environment in which to grow collaboratively as we fully implement Common Core State Standards. Teachers adjust their current curriculum to allow for discussion, dialogue, and project-based learning, and to align with Common Core State Standards expectations. Our Benchmark Language Arts and Envision Math curriculum are examples of district alignment. Grade level standards in Social Studies and the Next Generation Science Standards are also implemented during the school day.

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

The school schedule provides students with the required number of Instructional Minutes per day. Language Arts and Mathematics times are protected as much as possible to offer needed uninterrupted instructional time and grade level shared activities.

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

As a grade level, Oak Chan Elementary School teachers are required to complete a year-long lesson plan overview in all academic areas. With Common Core State Standards, we have adopted 'pacing windows' through our Instruction and Curriculum Department to focus on student achievement. Assessment windows assist teachers in monitoring student progress. The pacing windows also allow for structured flexibility while maintaining accountability. All gathered assessment data is analyzed; students are grouped according to academic needs for us during school Response to Intervention (RTI) workshop times before and after school opportunities may be offered to qualifying students with intervention/enrichment lesson plans created for implementation.

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

Our state adopted curriculum includes challenging, extra support, and on-level instruction. We also have web-based programs available such as Renaissance, Lexia, Read Naturally, STAR Reading, and Fast Math. Many of our programs (including curriculum at home support) are accessible from our families' homes.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in the use of district adopted curriculum, supplemental materials/curriculum, and strategies including, but not limited to English Language Development (ELD), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), and electronic instructional/assessment programs such as Renaissance and Lexia Core 5. Several Oak Chan Elementary School teachers have completed Guided Language Acquisition Instruction (GLAD) and Gifted and Talented Education (GATE) training. This year, a group of teachers will complete or continue Language Essentials for Teachers of Reading and Spelling (LETRS) training; professional learning that provides educators with deep knowledge to be literacy and language experts in the science of reading.

Opportunity and Equal Educational Access

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

Knowing each student's strengths and areas in need of extra support is of great importance at Oak Chan Elementary School. Teachers and the principal meet each trimester to discuss each student's academic, social, and emotional progress. This collaboration assists in the creation of intervention plans and instructional opportunities for those who are not making targeted growth. Our site Intervention Teacher works with each grade level (specifically identified students in need) throughout the day with additional intervention opportunities provided by support staff members funded through our district's Testing Department. When available, our Bilingual Instructional Assistant (BIA) provides additional support to our English Language Learners while our Resource Teacher works with our children with special needs in and out of the classroom. Supplemental funds will be used for additional general education paraeducator time in support of our students who have been identified as low socioeconomically disadvantaged. Oak Chan Elementary School has fully implemented Second Step, Social and Emotional Learning (SEL), and Positive Behavioral Intervention and Supports (PBIS) that encourage positive choices, problem solving skills, and role modeling for our students. Students are celebrated for displaying positive behaviors/choices by receiving Dragon Dollars, the Dazzling Dragon Class award, Safe, Kind, On Task, Responsible, and Respectful Character (SKORR) and Caught Being Kind awards, and other special recognition during various PBIS (Positive Behavioral Interventions and Supports) events. Oak Chan Elementary School also has full implementation of Classroom Buddies with cross-age students as well as a successful mentoring program known as Special Friends (Primary Intervention Program). The principal and teachers are continuing to participate in professional development focusing on understanding/recognizing implicit bias, equity, and how to create a culturally and linguistically responsive classroom.

Evidence-based educational practices to raise student achievement

Facilitating and supporting effective core instruction while maintaining a positive learning environment is foremost at Oak Chan Elementary School. Our site Guiding Coalition, made up of one teacher representative from each grade level and Special Education teams, meets regularly with the principal to focus on student academic progress while the Climate Committee focuses on Positive Behavioral Interventions and Supports (PBIS), Social Emotional Learning (SEL), and safety. Grade level teams also meet regularly, utilizing Professional Learning Communities (PLCs) philosophy and structure, to analyze collected data and create Smart Goals to address next steps. Knowing that all students may think, process, and learn differently, additional supports are instituted and redesigned when appropriate. Response to Intervention (RtI) Workshop time occurs during a specified part of the school day where all grade levels group students according to their academic needs/skill set in math or English Language Arts; strategically designed academic support/enrichment is given to each group of students during this time. In order to create a learning environment that fosters student learning, our school has implemented Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) for ALL students. Our teachers are trained in PBIS and SEL strategies and throughout the school year, teach various lessons designed to build positive character traits in our students as well as support a Growth Mindset. This school year, our continued focus will be strengthening the creation/implementation of a responsive classroom, student 'perseverance', and emotional self-regulation (Dragon Zones).

Parental Engagement

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

Our learning community consists of all staff members, students, families, local community members, businesses, and agencies. Parents are skilled volunteers who are welcome to assist during school-wide events, field trips, and/or in the classroom. They understand the requirements, expectations, and where to find the appropriate resources to become a Category II Volunteer. Our teachers manage their volunteers by strategic scheduling. Our Parent Teacher Organization (PTO) is highly supportive of students, and parent engagement/involvement, and funds many additional activities, events, supplies, and Science, Technology, Engineering, the Arts, and Mathematics (STEAM) materials when funds are lacking at the state level. Local agencies, such as the Folsom City Council and Police and Fire Departments are always available to support and participate in school-wide events, with local businesses and professional organizations, such as Intel Corporation and Rotary Club, working directly with students and/or also providing donations. Oak Chan Elementary School has a ready and very willing supply of volunteers and community partnerships.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The involvement of parents, teachers, and staff with our School Site Council is critical to the success of our school. Our School Site Council consists of an equal number of teachers and parents. While Oak Chan's English Language Learner population is about 1%, we believe it is still of importance to have a District English Learner Advisory Committee (DELAC) representative from our site. We also invite parents/guardians who represent our Special Education, Gifted and Talented (GATE), and unduplicated students. This committee stays current on the needs and successes of our site through consistent school to home communication, by attending Parent Teacher Organization (PTO) monthly meetings and/or at least 3 School Site Council meetings per school year.

Funding

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

The use of funds to support underachieving students needs to be strategically planned with specific target areas in mind. Categorical funds are used to support District and Site Lead teachers, bilingual support, English Language support, and web based intervention programs such as Lexia Core 5. Funds are provided for Professional Development (PD) and additional materials/supplies based on student needs and any staff that can be of support to classroom teachers and students who would benefit from any additional assistance.

Fiscal support (EPC)

Our school has access to Title II and Title III funds. When possible, we have Intel Corporation funding through a program known as PC Pals, as well as a highly involved Parent Teacher Organization (PTO). Our PTO is committed to aligning funds to meet our academic/Social and Emotional Learning needs in common core implementation as well as our Enrichment/STEAM programs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

In order to meet the needs of all of our Oak Chan Elementary School students, we take into account multiple perspectives. Surveys are conducted that gather our educational partners' (students, families, staff members, and community members) opinions and suggestions. On-going two-way communication facilitates a reciprocal dialogue that continues to assist us in making needed changes as well as creating new ventures. Oak Chan Elementary School's Multi-Tiered System of Supports (MTSS) Leadership Teams meet monthly as does our Parent Teacher Organization (PTO). Our School Site Council meets a minimum of 3 times per year. During these meetings, information is shared, discussed, and used to guide our goals, action plans, next steps, and evaluation of progress toward set goals. This is also the time our School Plan for Student Achievement (SPSA) and School Safety Plan are discussed, developed, finalized, and accepted. In addition, Site Council members are encouraged to and have participated in various Folsom-Cordova Unified School District committees (such as the District Advisory, Equity Advisory, and Budget Advisory) and then report back to and share information with the site Principal and Site Council members.

Resource Inequities

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

Oak Chan Elementary School has 4 identified needs for the 2023-2024 school year.

1. **Mental Health Support:** During the last 2 school years, we saw a rise in the need for student and family support in regard to negative behavior patterns as well as anxiety. With the assistance of our school psychologist, Marriage and Family Therapist (MFT), Behavior Support Specialist, and Oak Chan team members, we were able to rise to the challenge. However, there is still much work to be done with a long list of students our team has identified limited time and resources.
2. **Creating Responsive Classrooms (with a focus on a 'sense of belonging'), Student Perseverance (Grit), and Emotional Regulation:** As stated above, we know that we have more work to do with supporting our students in need. This was corroborated by our Panorama Surveys (research-based student perception survey that collects feedback data for teachers and school administrators) which indicated a low percentage of our students believed they possessed 'grit' and the ability to regulate their emotions. Through our site survey, only 74% of students who responded, indicated that they felt a strong sense of belonging. Hence, we have included in our school-wide goals to focus on modeling and implementing strategies that address these areas in need.
3. **Student Achievement:** According to our last 2 years end of year formal assessments, most of our students have greatly recovered from any learning loss during COVID-19 school shutdowns, virtual and hybrid model learning times. Our 2022 California Assessment of Student Performance and Progress (CAASPP) results indicated a slight decrease in our overall English Language Arts score with an 8% increase in the area of mathematics. However, we still have work to do in closing the achievement gap for some of our students especially those with special needs. Our goal will be to continue to strengthen our Response to Intervention strategies and programs in order to promote continued student academic growth.

4. Staffing Changes: Due to COVID funding, our site was able to hire general education paraeducators that worked directly with students who needed additional support. Unfortunately, as they were 'one-time' funds, we will not be able to sustain this extremely effective additional support. Our team will now need to make adjustments and find other creative ways to support our students in need.

Through site as well as district level collaboration and professional development, our staff will address these needs and work diligently in accomplishing our set forth goals.

School and Student Performance Data

Student Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0.21%	%	%	1		
Asian	9.47%	9.2%	9.03%	45	37	41
Filipino	0.84%	0.5%	0.44%	4	2	2
Hispanic/Latino	12.42%	13.4%	14.98%	59	54	68
Pacific Islander	0%	%	%	0		
White	67.37%	64.5%	62.78%	320	260	285
Multiple/No Response	9.68%	12.4%	12.78%	46	50	58
Total Enrollment				475	403	454

Student Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	86	43	56
Grade 1	83	74	66
Grade 2	69	76	94
Grade3	81	65	87
Grade 4	76	72	74
Grade 5	80	73	77
Total Enrollment	475	403	454

Conclusions based on this data:

1. Our 2020-2021 enrollment declined due to COVID-19 and moving to a Hybrid Model of instruction. Some families chose to go to Charter Schools or start homeschooling with the intention of returning to Oak Chan once we are fully back in session. Our 2022-2023 enrollment is on the rise, with many homes in our attendance boundaries currently for sale.
2. Only a few families leave or enroll during the school year keeping our enrollment fairly consistent. Instead of declining enrollment (due to being an older neighborhood), our enrollment has stayed consistent or slightly increased over the last several years. Many homes have been up for sale with new residents moving in who have elementary school-aged children. This upcoming year, we will have 1 less first grade class, and 1 less third grade class. However, we are adding 1 transitional kindergarten class for the 2023-2024 school year which will increase our school enrollment for the 2023-2024 school year.
3. During the 2022-2023 school year, our Asian student population increased while other student populations staying about the same.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	23	13	14	4.8%	3.20%	3.1%
Fluent English Proficient (FEP)	29	30	29	6.1%	7.40%	6.4%
Reclassified Fluent English Proficient (RFEP)	4	8		22.2%	61.5%	

Conclusions based on this data:

1. Our population is becoming more diverse with new families from outside of the United States relocating to Folsom. Reaching out to families and encouraging participation in events such as Oak Chan Elementary School's Multicultural Week and the District's monthly heritage recognitions have strengthened their sense of belonging and connectedness to our community.
2. With families relocating from outside of the United States, we find some students arriving already proficient in English, with some who are identified as English Learners (EL). Although our EL population is small, we continue to focus on and provide English acquisition strategies and support for students in need. During the 2022-2023 school year, additional English language support was needed for our new students from Israel and Brazil as they started school without knowing any English.
3. Through the appropriate support and strategic instruction, we continue to see an increase in students obtaining reclassification. While the percentage of English Learners is increasing, so does the number of students who show growth in English language acquisition or are reclassified. This past year, 4 more of our English Language students were reclassified as Fluent English Proficient.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	64	88	71	0	88	71	0	88	100	0.0	100.0
Grade 4	80	69	73	79	0	73	79	0	73	98.8	0.0	100.0
Grade 5	96	70	77	94	0	77	94	0	77	97.9	0.0	100.0
All Grades	247	203	238	244	0	238	244	0	238	98.8	0.0	100.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2477.		2489.	54.93		51.14	16.90		22.73	15.49		15.91	12.68		10.23
Grade 4	2521.		2509.	44.30		46.58	31.65		26.03	12.66		10.96	11.39		16.44
Grade 5	2548.		2544.	38.30		33.77	34.04		38.96	15.96		15.58	11.70		11.69
All Grades	N/A	N/A	N/A	45.08		44.12	28.28		28.99	14.75		14.29	11.89		12.61

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	52.11		46.59	33.80		46.59	14.08		6.82
Grade 4	53.16		36.99	35.44		54.79	11.39		8.22
Grade 5	45.74		32.47	41.49		62.34	12.77		5.19
All Grades	50.00		39.08	37.30		54.20	12.70		6.72

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	39.44		34.09	46.48		52.27	14.08		13.64
Grade 4	34.18		19.18	54.43		65.75	11.39		15.07
Grade 5	40.43		23.38	44.68		63.64	14.89		12.99
All Grades	38.11		26.05	48.36		60.08	13.52		13.87

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	42.25		26.14	53.52		70.45	4.23		3.41
Grade 4	39.24		26.03	50.63		69.86	10.13		4.11
Grade 5	28.72		25.97	63.83		63.64	7.45		10.39
All Grades	36.07		26.05	56.56		68.07	7.38		5.88

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.03		30.68	47.89		60.23	14.08		9.09
Grade 4	34.18		24.66	51.90		61.64	13.92		13.70
Grade 5	32.98		22.08	55.32		66.23	11.70		11.69
All Grades	34.84		26.05	52.05		62.61	13.11		11.34

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:

- Overall, in 2018-2019, our students performed well; the highest percentage of achievement was seen at Level 4, Standard Exceeds. However, we still have work to do; our goal is to continue to see the percentages decrease in Level 2 and Level 1. We will continue to work on strategies that target weaker areas. This includes fidelity to the adopted curriculum, increasing the analysis of our new Freckle (Renaissance) data, and the continuation of intervention programs. 5th grade scores, while they slightly increase each year, are still far below the other grade levels' achievement. They do, however, closely match the district-wide scores. Our team is dedicated to closely examining the current scores and looking for areas in which we can strengthen our focus and instruction.
- Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 nor the 2021-2022 California Assessment of Student Performance and Progress (CAASPP). However, Site-wide i-Ready assessments were administered with results provided to parents. 2021 initial site diagnostics guided the creation of new SMART

goals and next steps for the 2021-2022 school year. Our 2021-2022 CAASPP scores indicate that any possible 'learning loss' during COVID closures has, for the most part, been addressed; 73.11% of students in English Language Arts (ELA) were at or above grade level which is a very slight decrease from 2018-2019 (73.36%).

3. The California Dashboard indicates that Oak Chan's student performance in English Language Arts is 'Very High' being 48.9 points above the standard.
We will continue to use the California Assessment of Student Performance and Progress (CAASPP) results along with ongoing classroom and district-wide assessments as part of our multiple measures. Analyzing this data via our Professional Learning Communities (PLC) is an essential piece of our Multi-Tiered System of Supports (MTSS) process and lesson planning.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	71	64	88	71	0	88	71	0	88	100	0.0	100.0
Grade 4	80	69	73	79	0	73	79	0	73	98.8	0.0	100.0
Grade 5	96	70	77	94	0	77	94	0	77	97.9	0.0	100.0
All Grades	247	203	238	244	0	238	244	0	238	98.8	0.0	100.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2489.		2503.	46.48		54.55	33.80		29.55	11.27		9.09	8.45		6.82
Grade 4	2523.		2533.	35.44		49.32	36.71		27.40	22.78		17.81	5.06		5.48
Grade 5	2533.		2554.	30.85		38.96	24.47		29.87	30.85		20.78	13.83		10.39
All Grades	N/A	N/A	N/A	36.89		47.90	31.15		28.99	22.54		15.55	9.43		7.56

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	67.61		65.91	21.13		29.55	11.27		4.55
Grade 4	48.10		54.79	39.24		35.62	12.66		9.59
Grade 5	38.30		48.05	37.23		38.96	24.47		12.99
All Grades	50.00		56.72	33.20		34.45	16.80		8.82

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49.30		50.00	39.44		37.50	11.27		12.50
Grade 4	43.04		43.84	48.10		42.47	8.86		13.70
Grade 5	30.85		27.27	47.87		61.04	21.28		11.69
All Grades	40.16		40.76	45.49		46.64	14.34		12.61

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	57.75		52.27	30.99		44.32	11.27		3.41
Grade 4	46.84		49.32	45.57		43.84	7.59		6.85
Grade 5	25.53		36.36	55.32		57.14	19.15		6.49
All Grades	41.80		46.22	45.08		48.32	13.11		5.46

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:

- Overall, in 2018-2019 our students performed well; an increase of 1% from last year they tested prior to the pandemic. The highest percentage of achievement was seen at Level 4, Standard Exceeded. However, we still have work to do; our goal is to continue to see the percentages decrease in Level 2 and Level 1. We will continue to work on strategies that target weaker areas. This includes fidelity to the adopted curriculum and increasing the analysis of Freckle (Renaissance) data, and the continuation of intervention programs. 5th-grade scores, while they slightly increase each year, are still below the other grade levels' achievement. This also seems to be a district-wide trend. Our team is dedicated to closely examining the current scores and looking for areas in which we can strengthen our focus and instruction.
- Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 nor the 2020-2021 California Assessment of Student Performance and Progress (CAASPP). However, Site-wide i-Ready assessments were administered with results provided to parents. 2021 initial site diagnostics guided the creation of new SMART goals and next steps for the 2021-2022 school year. Our 2021-2022 CAASPP scores indicated that any possible 'learning loss' during COVID closures has, for the most part, been addressed; 76.89% of students in Mathematics were at or above grade level which is a 9% increase from 2018-2019.
- The California Dashboard currently indicates that Oak Chan's student mathematics performance is 'Very High' being 50.2 points above the standard. We will continue to use California Assessment of Student Performance and Progress (CAASPP) results along with ongoing classroom and district-wide assessments as part of our multiple measures. Analyzing this data via our Professional Learning Communities (PLC) is an essential piece of our Multi-Tiered System of Supports (MTSS) process and lesson planning.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	4		*
1	*	*		*	*		*	*		4	4	
2	*	*	*	*	*	*	*	*	*	5	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										16	13	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	23.08	64.29	43.75	69.23	28.57	0.00	7.69	7.14	6.25	0.00	0.00	16	13	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	68.75	46.15	64.29	25.00	38.46	21.43	0.00	7.69	0.00	6.25	7.69	14.29	16	13	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*	*		*
1	*	*		*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	23.08	35.71	68.75	61.54	50.00	12.50	15.38	14.29	6.25	0.00	0.00	16	13	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	75.00	61.54	71.43	18.75	38.46	21.43	6.25	0.00	7.14	16	13	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	38.46	57.14	43.75	53.85	28.57	6.25	7.69	14.29	16	13	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	30.77	57.14	62.50	69.23	35.71	6.25	0.00	7.14	16	13	14

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	*		*	*		*	*		*	*		*
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.50	23.08	71.43	81.25	76.92	28.57	6.25	0.00	0.00	16	13	14

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:

- During the 2018-2019 school year, 16 students completed the English Language Proficiency Assessments for California (ELPAC); 8 students were designated as Well Developed while 6 students reached Moderately Developed. 4 students were reclassified as English Proficient. One EL student, new to our country, was designated as minimal development, however with the appropriate supports did well in all academic areas. 10 students completed their initial English Language Proficiency Assessments for California (ELPAC) in 2020-2021; 2 students were designated as Well Developed; 7 students Moderately Developed with 1 showing minimal development. 2 EL students were reclassified as Fluent English Proficient.
- The 2021-2022 results; 1 student is designated as Well Developed, 7 students Moderately Developed with 1 showing somewhat developed.
- This past 2022-2023 school year, 1 student is designated as Well Developed, 4 students Moderately Developed with 1 showing somewhat developed. 4 students were reclassified as English Language Proficient. Our English Language Learners have made great strides (strategic intervention and ELL support staff), with 3 students who started school not knowing any English. Our team was thrilled to see their quick acquisition of English and their ability to clearly communicate with staff members and their peers. We look forward to their continued progress with our team's support.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
454	9.5	3.1	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Oak Chan Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	3.1
Foster Youth		
Homeless	9	2.0
Socioeconomically Disadvantaged	43	9.5
Students with Disabilities	52	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian	41	9.0
Filipino	2	0.4
Hispanic	68	15.0
Two or More Races	58	12.8
Pacific Islander		
White	285	62.8

Conclusions based on this data:

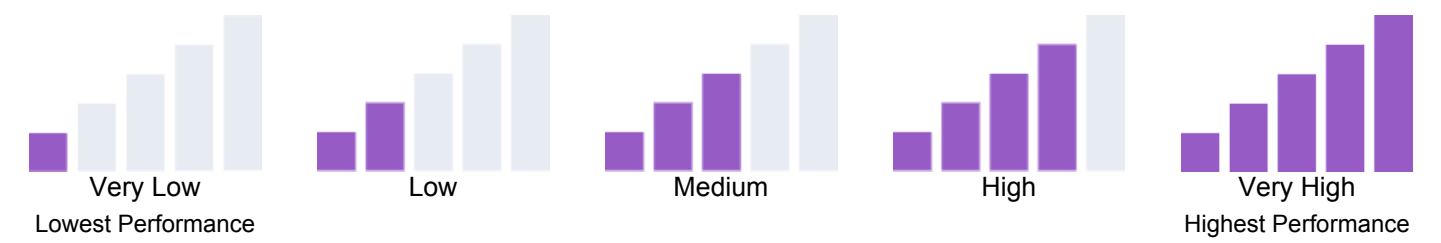
1. Our student population is continuing to evolve, with more students who have gone through the foster system, experienced complicated home lives, and/or a change in economic status. While our learning community is not as diverse as others within our district, we continue to focus on educating ALL students. This encompasses taking into consideration ethnic and cultural backgrounds, disabilities, strengths, interests, and any barriers that may hinder success and/or a feeling of belonging. A focus on creating a Culturally and Linguistically Responsive classroom is being supported through ongoing professional development. Researched based best practices support a strong core academic program with the appropriate supplemental curriculum, materials, and programs that support students who may be at a disadvantage or have additional barriers in learning.
2. Over the years, our English Learner (EL) population has remained steady or slightly decreased even though more families are relocating to Folsom from outside of the United States.
3. Our Homeless populations (currently, 10 students) is low; however, we focus on any supports that we can put in to place to assist the students and their families. This includes connecting them with the appropriate advocates/programs within our district and in the community.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Baseline: The 2019 Fall Dashboard State Indicators showed Green (high) in Mathematics with Blue (highest) in English Language Arts (ELA); an increase from the previous year (2018) in both Mathematics and English Language Arts (ELA) Chronic Absenteeism and Suspension Rates were in yellow. We celebrated our successes as well as looked at the areas that needed further improvement. During this time, we did not have any CAASPP data, due to COVID-19 and the closure of schools. Our 2019-2020 attendance (97.06%) and suspension rates (3

students) only reflected August through March. The 2020-2021 Hybrid Learning model still maintained a 97.69% attendance rate.

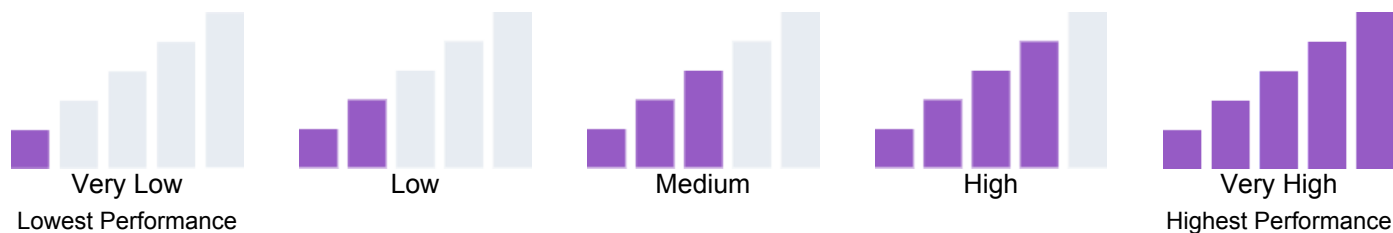
2. Our attendance rate is usually high, though there was a slight decrease during the 2018-2019 school year. A 'wave' of the flu along with students who did not appropriately complete Independent Study contracts or did not dis-enroll in a timely manner contributed to the decrease. The 2022 Dashboard indicates high Chronic Absenteeism. This is due to continued COVID and other health related illnesses as well as many families taking vacation days and not requesting Independent Study Contracts.
3. The 2022-2023 school year, our monthly average attendance was about 96% with a decrease in suspensions and a current California Dashboard increase in Academic Performance.

School and Student Performance Data

Academic Performance English Language Arts

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

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



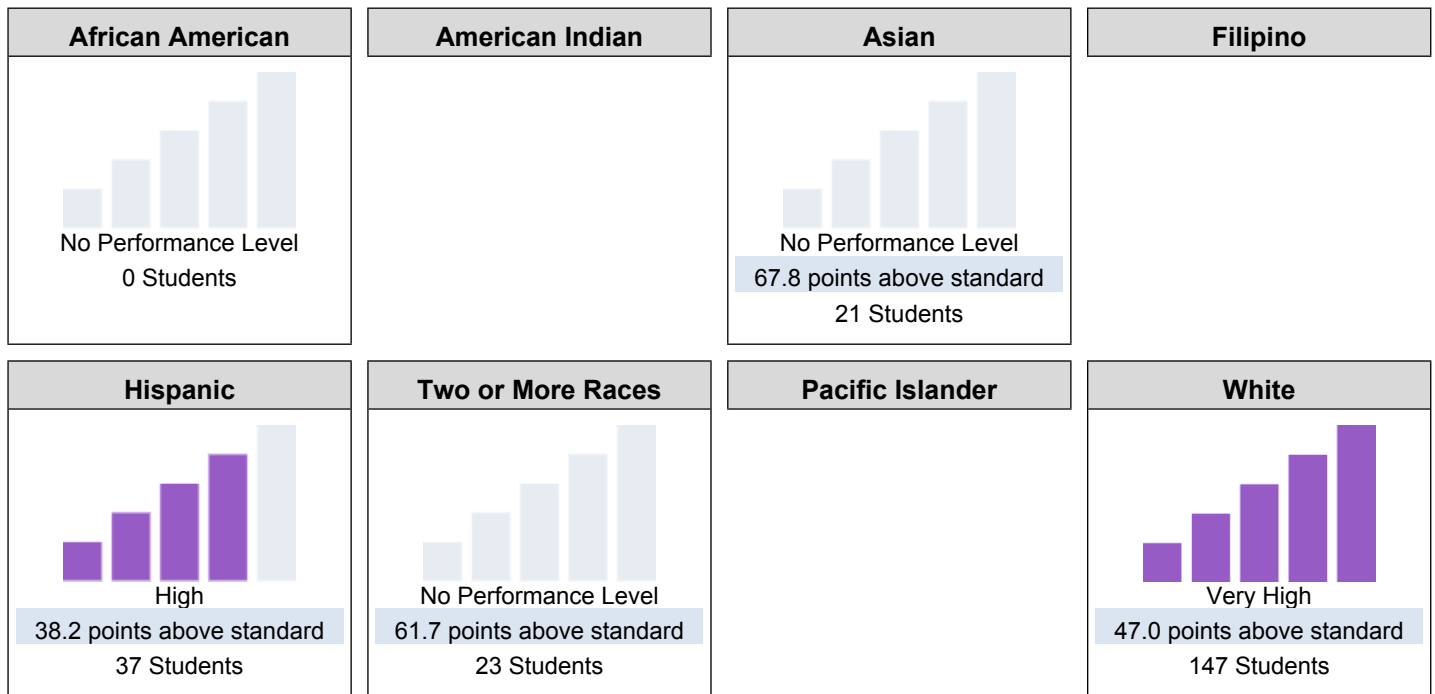
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	1	0	1	1

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>48.9 points above standard</p> <p>228 Students</p>	<p>No Performance Level</p> <p>44.6 points above standard</p> <p>17 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>3 Students</p>	<p>No Performance Level</p> <p>23.1 points below standard</p> <p>16 Students</p>	<p>Low</p> <p>36.6 points below standard</p> <p>34 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	9 Students	47.8 points above standard 205 Students

Conclusions based on this data:

- Baseline: Overall our English Language Arts (ELA) 2019 Fall Dashboard percentage was at the highest level (Blue) with an increase from 2018 (Green). Our i-Ready growth was 156% which correlates with an increase in our English Language Arts (ELA) California Assessment of Student Performance and Progress (CAASPP) scores. Our Guiding Coalition worked on creating ELA essential standards with grade level Professional Learning Communities (PLCs) focusing on strategic lesson planning and interventions based on collected data. Several student groups such as students who identified with Two or More Races, Asian, and Socioeconomically Disadvantaged showed excellent growth. Hispanic students did not reach targeted growth, while Students with Disabilities (even though below standard) did show an increase from the previous year. Support in regard to staff collaboration, PLCs, and professional development continued with a focus on our student groups as well as on inclusion and mainstreamed students. English Learners (EL) showed significant growth this past school year. During the 2019-2020 school year, 8 students were reclassified as English Language Proficient. Students who did not speak/understand any English joined our Oak Chan Elementary School learning community; we will continue to find ways to fully support their acquisition of the English language as well as maintain fluency in their home language.
- Our 2021-2022 CAASPP scores indicated that any possible 'learning loss' during COVID closures has, for the most part, been addressed; 73.11% of students in English Language Arts (ELA) were at or above grade level which is a very slight decrease from 2018-2019 (73.36%). The California Dashboard indicates that Oak Chan's student performance in English Language Arts is 'Very High' being 48.9 points above the standard. We will continue to use the California Assessment of Student Performance and Progress (CAASPP) results along with ongoing classroom and district-wide assessments as part of our multiple measures. Analyzing this data via our Professional Learning

Communities (PLC) is an essential piece of our Multi-Tiered System of Supports (MTSS) process and lesson planning.

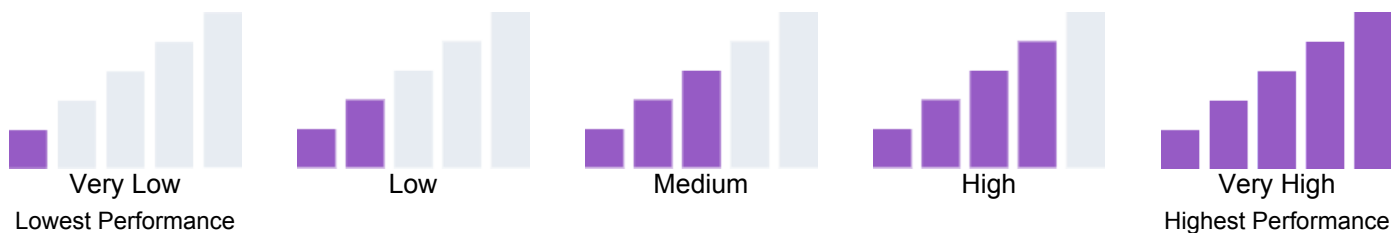
3. The current indicators show that our Hispanic students did well; 38.2 points above the standard however still not at the level of their white peers. The results also indicate that we have continued work to do in supporting our students with special needs. Working closely with our site Resource Teacher, Special Education team, and grade level teams a data analysis will assist in finding areas of weakness and will be addressed through strategic goal setting and instructional design.

School and Student Performance Data

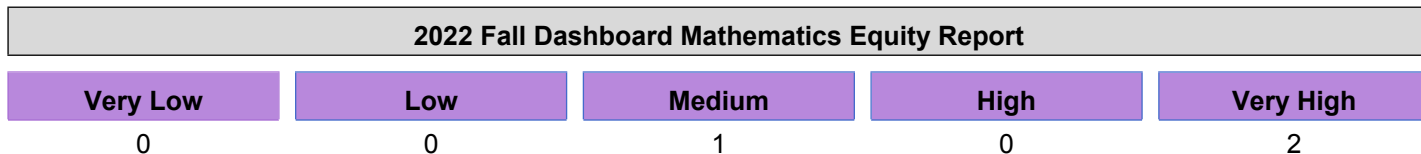
Academic Performance Mathematics

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

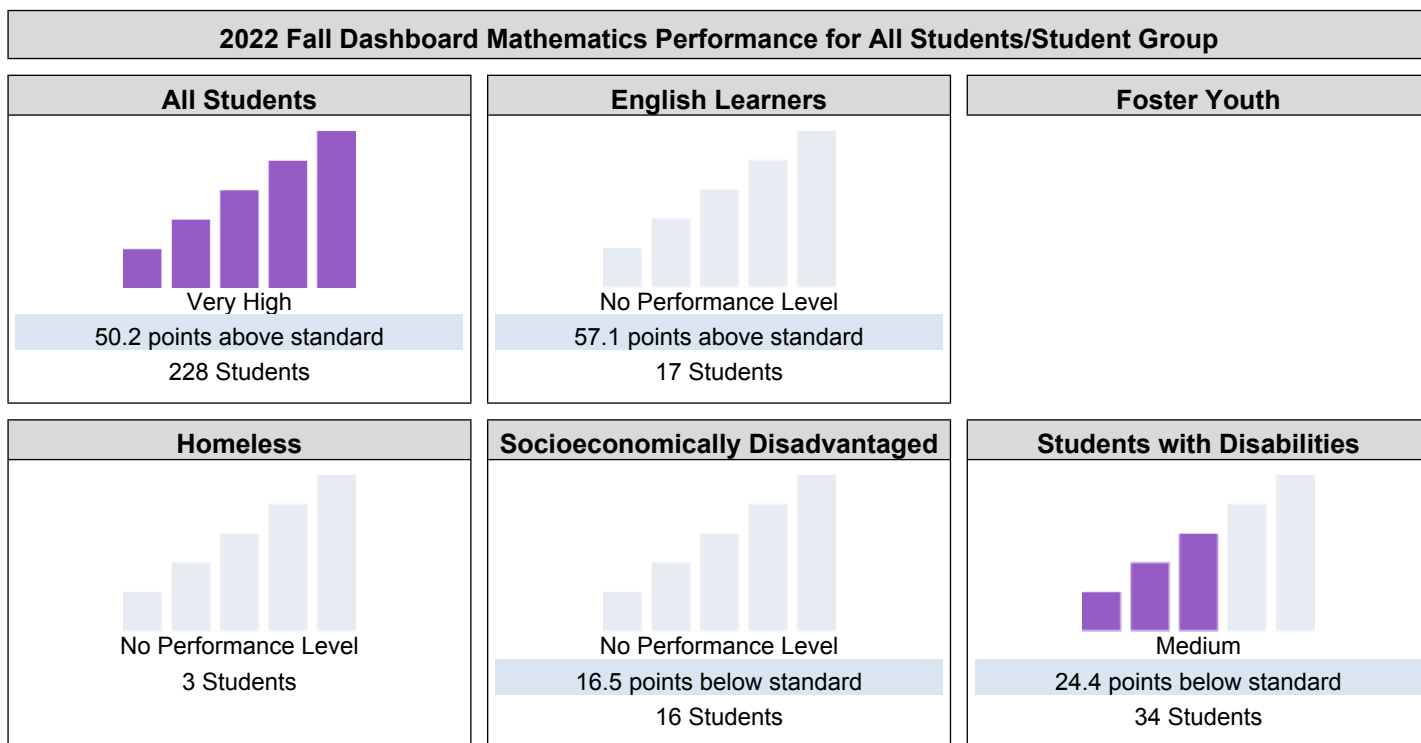
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



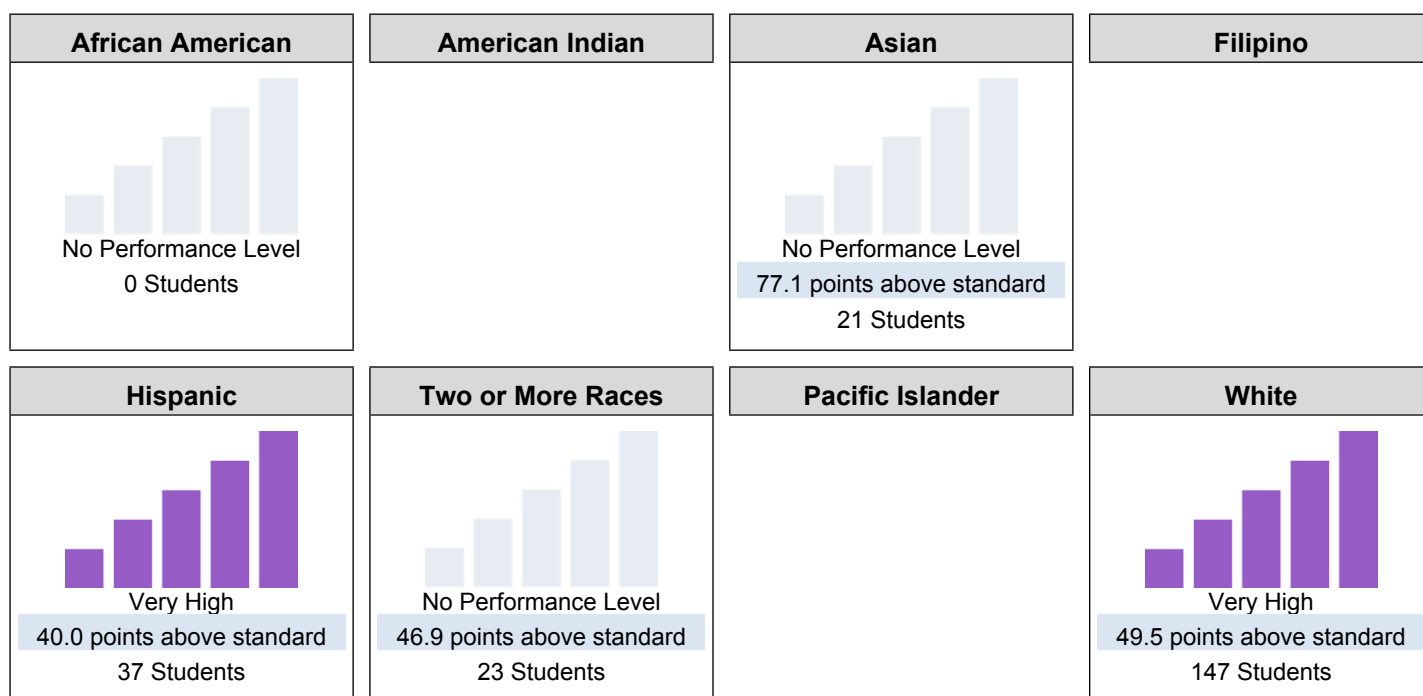
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
8 Students	9 Students	48.0 points above standard 205 Students

Conclusions based on this data:

- Baseline: Overall the fall 2019 Dashboard Math percentage was high (Green) with a slight increase from the previous (2018) year. Strategic lesson planning and interventions based on collected data continued with an emphasis on number sense, written explanations, and math facts. As the scores in 5th grade were the lowest, a focus on essential standards was a priority. Several student groups (Students with Disabilities, Hispanic students, and students who identified with Two or More Races) maintained status. Asian students and Reclassified English Learners showed a significant increase. Staff collaboration and professional development continued with a focus on all student groups' performance as well as inclusion and mainstreamed students; appropriate accommodations and supplemental materials were provided.
- Our 2021-2022 CAASPP scores indicated that any possible 'learning loss' during COVID closures has, for the most part, been addressed; 76.89% of students in Mathematics were at or above grade level which is a 9% increase from 2018-2019. The California Dashboard currently indicates that Oak Chan's student mathematics performance is 'Very High' being 50.2 points above the standard. We will continue to use California Assessment of Student Performance and Progress (CAASPP) results along with ongoing classroom and district-wide assessments as part of our multiple measures. Analyzing this data via our Professional Learning Communities (PLC) is an essential piece of our Multi-Tiered System of Supports (MTSS) process and lesson planning.
- The current indicators show that our Hispanic students did well; 40 points above the standard however still slightly lower than the level of their white peers. The results also indicate that we have continued work to do in supporting our students with special needs. Working closely with our site Resource Teacher, Special Education team, and grade

level teams a data analysis will assist in finding areas of weakness and will be addressed through strategic goal setting and instructional design. Common Core Mathematics encompasses a large amount of reading and written responses. Students who are not yet English proficient or have a disability (such as Dyslexia) continue to join our Oak Chan Elementary School learning community; we will continue to find ways to fully support their acquisition of the English language and/or literacy skills. This will assist in the acquisition and understanding of Mathematics questioning and responses which should translate to higher performance rates.

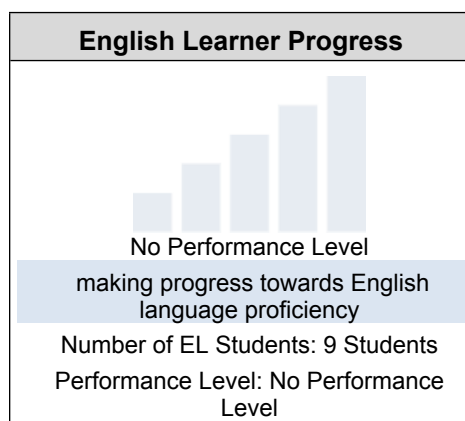
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Since our English Learner population is small, no data is shown. None the less, we monitor each student's progress and provide appropriate instruction. We continue to support our EL students through a Bilingual Instructional Assistant, site Program Monitor as well as seek input from and offer support to our EL families through site representation on our District English Advisory Committee (DELAC).
2. Reclassified English Learners showed a significant increase in regard to the CAASPP ELA. Program monitoring will continue with strategic academic support occurring on a daily basis.
3. During the 2022-2023 school year, 4 students were reclassified as English Fluent. Our goal will be to continue to provide strong core academics with strategic additional support for the students who are at Levels 2 and 3.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

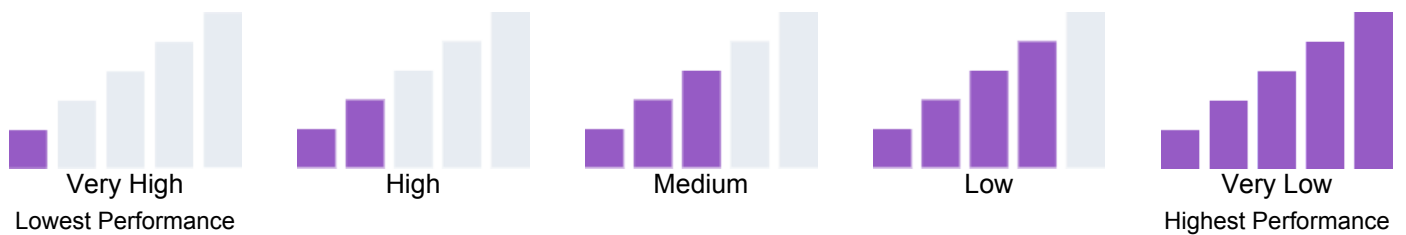
1. As Oak Chan is an elementary school, we do not have data to report in regard to College/Career Readiness.
2. At our elementary school, we strive to support college and career readiness at this level through rigorous academics (including Keyboarding, Internet Safety/Research/Google Docs) and our STEAM (Science, Technology, Engineering, Arts, Mathematics) programs. Our goal is to inspire and build a solid foundation in preparing our students for their secondary journey.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



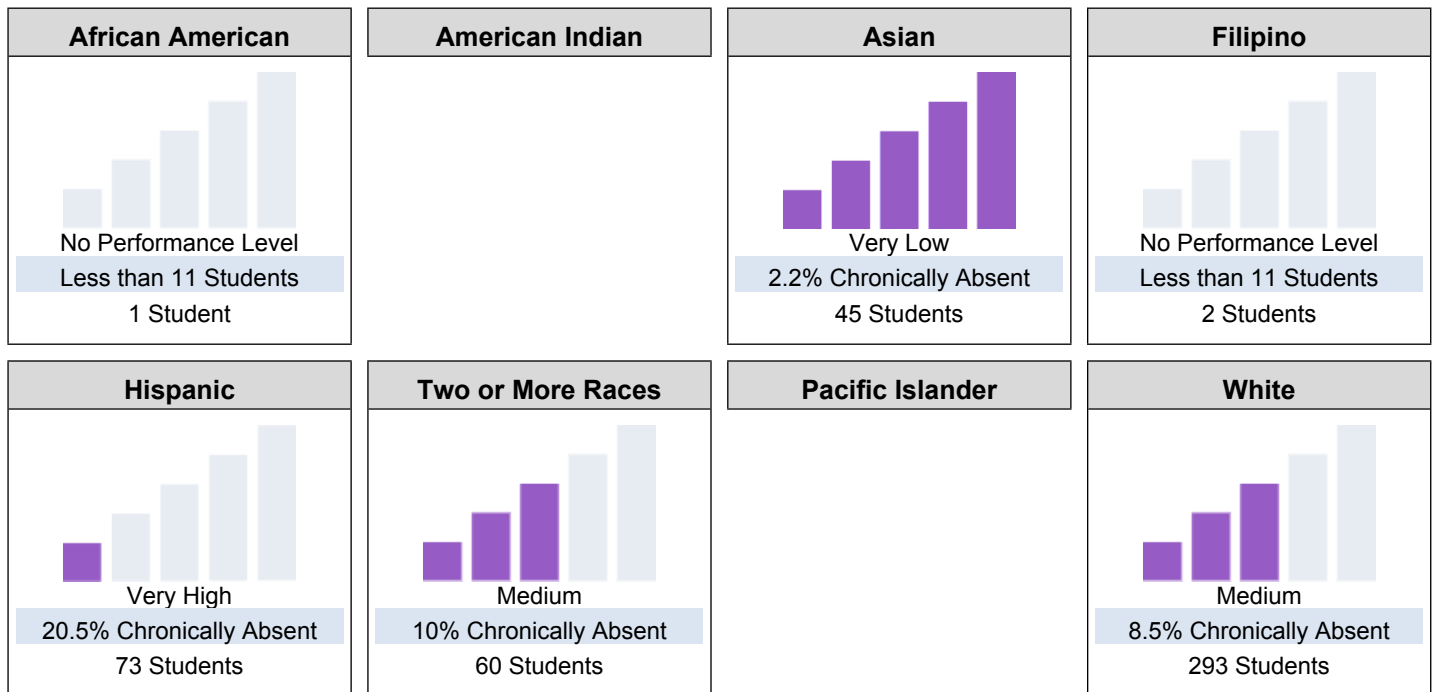
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
2	1	2	0	1

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High</p> <p>10.1% Chronically Absent</p> <p>474 Students</p>	<p>No Performance Level</p> <p>0% Chronically Absent</p> <p>16 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Very High</p> <p>24.5% Chronically Absent</p> <p>49 Students</p>	<p>High</p> <p>13.3% Chronically Absent</p> <p>75 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



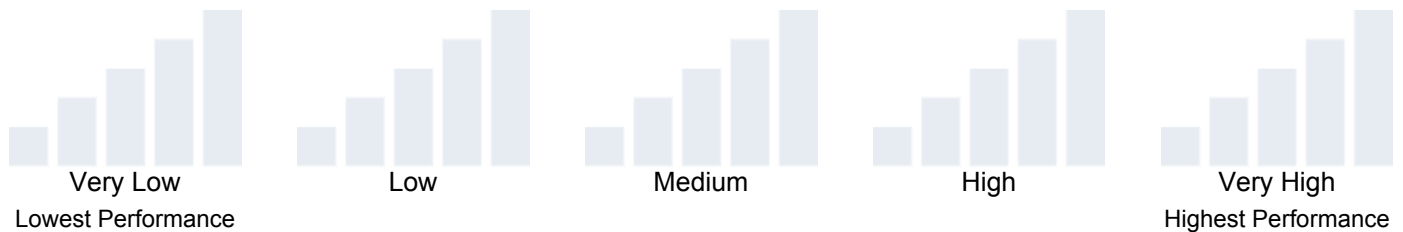
Conclusions based on this data:

1. Baseline: The 2019 Fall Dashboard indicator for overall attendance was Orange as we had a slight decrease from the previous year in which we were extremely high (Blue). We had some work to do in regard to our Hispanic, socioeconomic disadvantaged, and students with disabilities families as their percentages were slightly lower than our overall attendance rate. At Oak Chan Elementary School, we strive to maintain a safe, healthy, and welcoming environment where all students have a sense of belonging. In spite of our positive environment, some families still struggled with getting their children to school on time and/or consistently. Families with students who had chronic tardiness and/or attendance issues were notified and consulted. If improvement did not occur, the principal met with the family to discuss ways the school could further support and assist with any difficulties that were hindering timely and positive attendance.
(Prior to COVID-19 and school closures, our 2019-2020 daily attendance rate was high at 97.06%). The 2020-2021 Hybrid Learning model still maintained a 97.69% attendance rate. Even though we had a surge of COVID cases during the pandemic, our 2021-2022 attendance rate was 95.1%.
2. Our high Chronic Absenteeism stems from long absences still due to COVID and other health related issues as well as many families taking long vacations without requesting an Independent Study contract. According to the Dashboard Indicators, we have continued work to do in supporting increased attendance with our Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Our site Attendance Team (a subcommittee of our Climate Team) will strategically plan and institute strategies to assist with the needed support.
3. The 2022-2023 school year, our monthly average attendance was about 96%. In support of our positive attendance rate: Our site's front office and health office staff follow the district's guidelines in regard to student attendance and illness. Appropriate school to home communication in regard to known illnesses is addressed in our Parent Student Handbook as well as in electronic communication such as our weekly 'e-blasts.' Our custodial staff works in conjunction with our district's facilities and maintenance departments in keeping our classrooms and common areas safe and clean. Teachers and site Principal reach out to the families who struggle with daily attendance. At times, our District Attendance Specialist is asked to join our efforts. Supports are offered and progress is monitored.

School and Student Performance Data

Academic Engagement Graduation Rate

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



This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

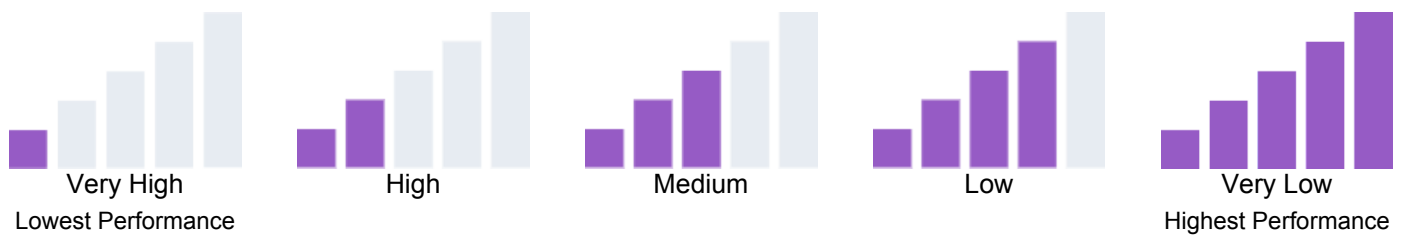
1. As Oak Chan Elementary School is an elementary school, we do not have data to report in regard to the graduation rate. However, our goal is to instill a passion for learning and encourage students to give their personal best each day in preparation for their continued educational journey and future graduation from high school with an emphasis on career and college readiness.
2. During the 2022-2023 school year, all of our 5th grade students were eligible and promoted to the 6th grade at middle school.

School and Student Performance Data

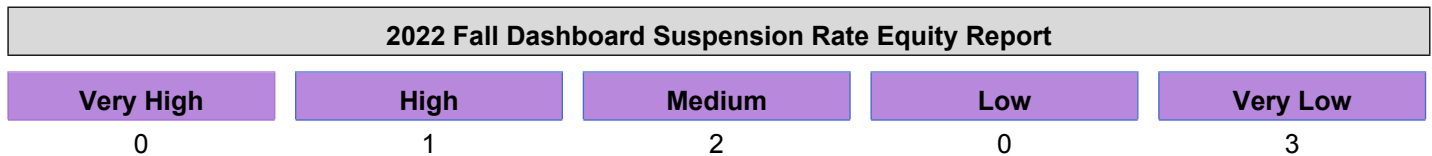
Conditions & Climate Suspension Rate

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

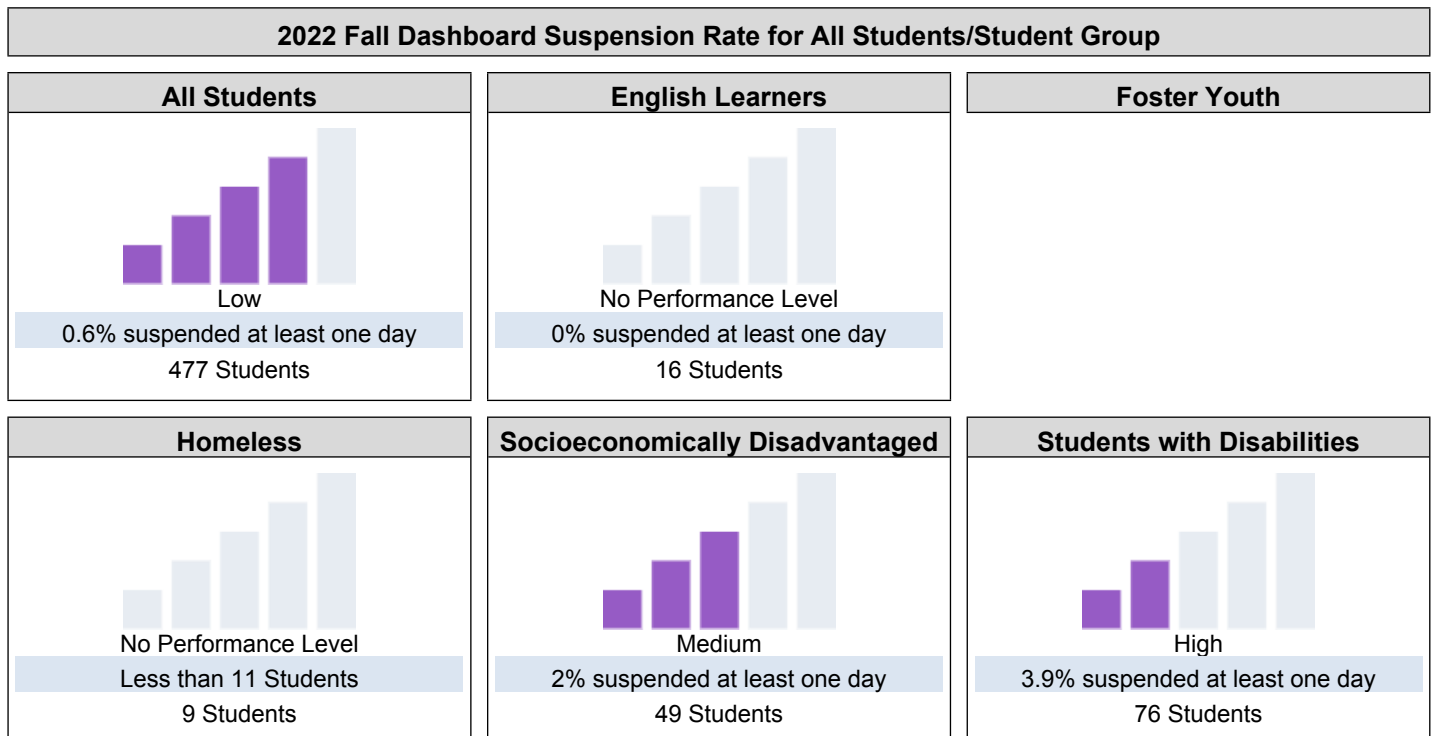
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



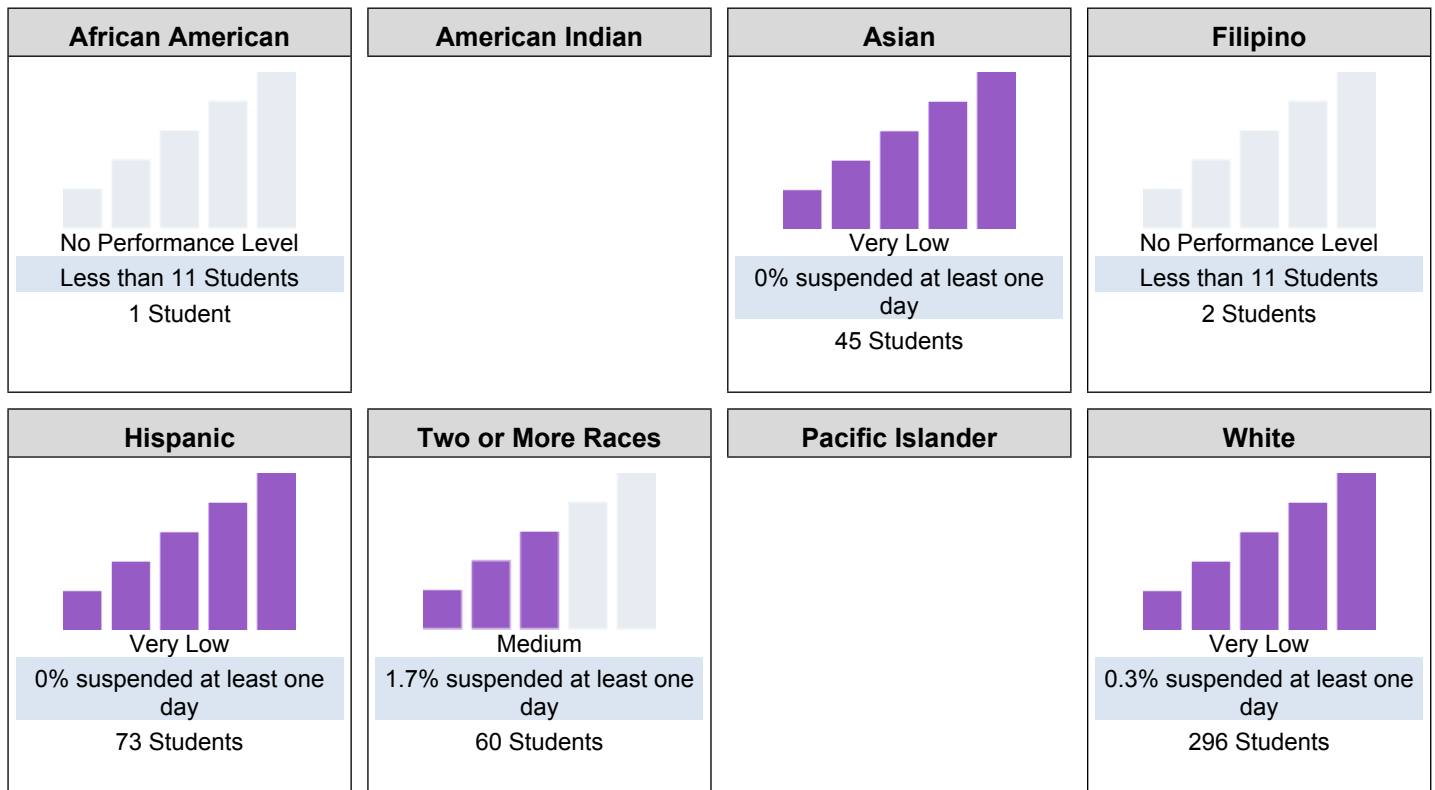
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Baseline: The 2019 Fall Dashboard indicated Yellow for our suspension rate. While only 4 students were suspended, that was an increase from the previous year. For the 2019-2020 school year, there were 3 student suspensions. During the 2020-2021 school year, no students were suspended with an increase in 2021-2022 with 3 suspensions. Our site supports Special Education full inclusion as well as a Counseling Enriched Program (CEP) for behaviorally challenged students from various Folsom elementary schools. An indicator of Orange in regard to Students with Disabilities is shown, as there were students within this group that were suspended. This only occurs when absolutely necessary.
2. Currently, the Dashboard indicates that suspensions at Oak Chan are low as we have had no increase in suspensions with only 2 during the 2022-2023 school year.
3. The implementation and support of our school wide Responsive Classroom, Positive Behavioral Interventions and Supports (PBIS), a clear Progressive Discipline (including Restorative Practices) plan, and Social and Emotional Learning (SEL) have been successful. Suspension is only used as a consequence with severe offenses and is usually not our first option; many alternative consequences are instituted when appropriate. We are continuing to learn and implement Restorative Practices while our school site Climate Team continues to refine and improve our existing practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Focus on success for ALL students through well supported instructional planning and implementation.

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)

1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

1.2 - Maintain schools in good repair.

1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students.

Goal 1

All students will be provided a safe and clean learning environment as well as a high-quality education with enrichment opportunities through culturally and linguistically responsive classrooms.

Identified Need

Oak Chan's specific areas of need include:

1. Staff collaboration time to analyze student assessment data in order to create essential standards as well as common assessments. Focus: students' needs, strategic lesson planning, and common formative assessments.

2. Professional Development for all our teachers in support of creating/maintaining culturally and linguistically responsive classrooms.

3. Further Professional Development in Special Education and English Language Learner curriculum and best practices.

4. Continued training in Language Essentials for Teachers of Reading and Spelling (LETRS) and any new educational platforms/curriculum.

6. Awareness, recognition, and embracing of our site's diversity as well as opportunities to become globally aware.

7. The continued support of Health/Safety protocols with consistent cleaning and sanitizing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Summative: scores that indicate students met targeted growth.	August 2023 initial assessment results	Reach target growth based on district expectations and/or site's expected outcome of a 5% increase in both English Language Arts (ELA) and Math
California Assessment of Student Performance and Progress (CAASPP): scores that indicate an increase in Standards Met	2022-2023 results	English Learner (EL) Progress: growth of 5% English Language Arts (ELA) and Math

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessments for California (ELPAC): scores that indicate positive growth and/or Reclassified Fluent English Proficient (RFEP) status.	2022-2023 results	Growth in students who did not meet at least Level 3

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain a safe and fully functional school site; maintenance of new outdoor seating, field structure, and security cameras. Monitor the health of students; work closely with families whose student becomes ill and/or needs additional medical support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund None Specified
4,671	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk
1,742	LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students (General Education, English Learners, Students with Special Needs, Gifted and Talented)

Strategy/Activity

Every Student by Name Conferences (ESBN): Designated meeting time each trimester with Principal, teachers, and appropriate support staff to discuss each student's progress (formal/informal assessment data), specific needs, and educational plan (intervention/enrichment).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monthly Guiding Coalition (Principal, appropriate support staff, one teacher from each grade level and Special Education team) and Grade Level Professional Learning Communities meetings: focus on students' progress, set new goals, and plan next action steps. Ongoing collaboration between grade level Guiding Coalition Members, new Intervention Teacher, and new Resource Specialist.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Gifted and Talented Education (GATE) Identified Students

Strategy/Activity

Clustering of 4th and 5th grade GATE students with opportunities for extensions and enrichment during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners, Special Education, Gifted and Talented students.

Strategy/Activity

Site Progress Monitor, Resource Teacher, Bilingual Instructional Assistant, and Principal will meet consistently to discuss progress (collected data from informal and formal assessments) of students and any areas of needed support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners, Students with Special Needs, and General Education Students who need extra English Language Arts (ELA) support.

Strategy/Activity

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and Benchmark curriculum are used in Grades K-5. These programs are standards-based and aligned to California English Language Arts Common Core State Standards. Appropriate district approved supplemental materials may be purchased to support our programs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers use a variety of materials and methods to teach essential comprehension/writing skills. Extensive work in vocabulary development and written expression are deemed essential to increased fluency and comprehension skills. Ongoing assessment is both formal and informal. Appropriate supplemental materials and web-based programs may be purchased to support the teaching of these skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Improvement in overall reading and comprehension is a priority. Funds for substitute teachers to allow classroom teachers to participate in training and observe best practices may be utilized. Appropriate materials may be purchased to support writing programs and journals, handwriting instruction, fluency, vocabulary, and comprehension development. Other materials necessary for the display or organization of appropriate reference materials and/or student work may be purchased to support the overall Language Arts Program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Multi-Tiered System of Supports (MTSS): Dedicated Response to Intervention (RtI) Workshop time during the school day (students strategically grouped for specialized instruction/intervention). Intervention programs that address the needs of students at-risk, not meeting grade level standards, or who are below the proficiency level in achievement may be provided additional support before, during, or after school. Materials used shall be research-based in order to supplement student learning. The purchase of intervention materials or certificated pay will be covered to support ELA (English Language Arts) interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

23,817

Learning Recovery
1000-1999: Certificated Personnel Salaries
Intervention Teacher

9,336

Learning Recovery
3000-3999: Employee Benefits
Intervention Teacher

Strategy/Activity 10**Students to be Served by this Strategy/Activity**

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

Students who's low (Red - Tier 3) Renaissance scores indicate needed intensive intervention.

Strategy/Activity

Provide opportunities for specifically identified students to utilize supplemental programs and/or Lexia Core 5 (web-based reading ELA program), and/or ELA /Math Club (after school intervention). Interventions will be monitored, and progress assessed by certificated teachers and/or highly trained support staff/volunteers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

English Language Learner Students

Strategy/Activity

Bilingual Instructional Assistant (BIA), when needed and appropriate, will provide additional support to English Learner (EL) students during classroom instructional time, in small groups, or one to one. The BIA will also work collaboratively with the site Principal, classroom teacher, and support staff in developing and implementing English Language Development best practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

Special Education Students

Strategy/Activity

Release time for Inclusion planning and purchasing of appropriate supplemental materials. Our Resource (Special Education) Specialist, classroom teachers, and appropriate support staff will be provided designated time to collaborate and prepare needed accommodations (and/or modifications) for our students with special needs, so they have full access to the Common Core curriculum and instruction as their grade level peers. Additional materials may need to be purchased to support this activity.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Donations

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Students who are facing academic, behavior, and/or social challenges as identified by an Oak Chan Elementary School staff member or parent.

Strategy/Activity

Student Success Team Meetings: Special Education Team (Resource Specialist, Speech Pathologist, School Psychologist, Occupational Therapist), classroom and general education teachers, School Nurse, Principal, and student's parents/guardians gather to discuss academic/behavioral/emotional concerns. An action plan is created, implemented and monitored.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Strategy/Activity 14	
Students to be Served by this Strategy/Activity	
(Identify either All Students or one or more specific student groups)	
All Students	

Strategy/Activity

Providing ongoing Professional Development that focuses on how to fully use all technology tools provided in adopted Learning Platforms; Seesaw, Mystery Science, Google Classroom, Renaissance, Lexia, and District adopted curriculum online resources. Site Technology Leads will offer on-going opportunities for staff members to further their skills and knowledge.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Strategy/Activity 15	
Students to be Served by this Strategy/Activity	
(Identify either All Students or one or more specific student groups)	

All Students

Strategy/Activity

Ongoing Professional Development led by site Climate Coach focusing on Implicit Bias, Equity, and creating/maintaining a Culturally and Linguistically Responsive Classroom, including the implementation of community circles, Wordly Wednesdays, Zones of Regulation, and restorative practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintain a highly qualified teaching staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Previous (2022-2023) Goal 1: Focus on success for ALL students through well supported instructional planning and implementation.

All students will be provided a safe and clean learning environment as well as a high-quality education with enrichment opportunities through culturally and linguistically responsive classrooms.

The school site remains in excellent condition; continued additional beautification projects are being completed throughout the year. Our Health Office monitors student illnesses and responds

appropriately as well as our custodial staff regularly cleaning and sanitizing classrooms and common areas.

All Oak Chan Elementary School teachers are fully credentialed and were provided district professional development throughout the year. All participated in training on the district's distance learning platforms, as well as participated in professional development that was offered throughout the year. 10 Oak Chan teachers participated in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development. All students had access to district adopted curriculum that aligns with the Common Core State Standards with appropriate supplemental materials to address the needs of our English Language Learners (ELL), Children with Special Needs, and Gifted and Talented (GATE) students.

Social Emotional Learning (SEL) and Responsive Classroom strategies were implemented; Second Step lessons, community circles, mindful moments, and special activities/events. According to collected data, all students who participated in our Special Friends Program (Elementary Intervention program) made growth in their areas of need.

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

No major differences between the implementation and budgeted expenditures to implement the designated strategies and activities are noted. Through district and site funds as well as Parent Teacher Organization (PTO) and community donations, all were fully funded.

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.

Minimal changes are being made to some of our strategies/activities as we still have work to do in the areas of Social Emotional Learning (student perseverance and emotional regulation) and creating Responsive Classrooms (adding more opportunities to learn about, embrace, and celebrate varied ethnicities and cultures). Any changes or additions are addressed in Goals 1 and 2 of this current (2023-2024) School Plan for Student Achievement (SPSA).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Fostering student engagement through a safe and positive learning environment.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning, and outcomes for LCAP student groups (State Priority 3, 5, and 6).

2.1 - Increase student attendance rates and reduce chronic absences for all students.

2.2 - Increase the high school graduation rate and decrease the dropout rate.

2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.

2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

With the fostering of Responsive Classrooms, Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and a focus on Relationships, Routines, and Resilience (The 3 R's), students will be motivated to attend school and take ownership in their learning, foster positive interactions with others, display perseverance, and utilize emotional regulation techniques. Through soliciting parent input as well as facilitating clear, consistent 2-way communication and expectations, along with opportunities to volunteer in various capacities on campus, family support and engagement will increase.

Identified Need

1. Even though Oak Chan has multiple Positive, Behavior, Intervention, and Supports as well as Social Emotional Learning Strategies in place and have been instituted with fidelity, we still have much work to do.
2. Through our Panorama Surveys (teacher and students), we discovered that further support is needed in the areas of student 'grit' (perseverance) and emotional regulation.
3. Pre-Covid shut down, responses also revealed that some students did not feel a positive relationship with Yard Supervisors.
4. Transitioning from Hybrid Model to all students on campus full time still poses some challenges: social interactions, independence, and navigating through 'new norms'.
5. Professional Development in recognizing implicit bias, Restorative Practices, and creating a Responsive Classroom were introduced and need to continue consistently throughout the school year.
6. Filling open positions with highly qualified staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates	2021-2022 Attendance = 95.1%	96% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Referrals	2021-2022 Office Referrals = 42	Decrease to 30 or less
Teacher, Student, and Parent Surveys	2021 - 2022 Healthy Kids, Panorama, and Site Surveys	Increase in student personal strengths, connectedness and parent satisfaction

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Positive Behavioral Intervention and Supports (PBIS) Activities.
 Rotation Expectation Stations (First week of School - all students participate at stations where staff members go over all of Oak Chan's rules and expectations).
 Initial Safety Assembly (Re-cap behavior expectations and safety drills).
 Dazzling Dragon (each month) and Safe, Kind, On Task, Responsible, and Respectful (SKORR) Character and Attendance Awards (each Trimester).
 SKORR Booster Assemblies (each month).
 Kindness Catchers: catching students who are kind and recognizing them school-wide.
 Themed Weeks such as Be a Super Hero, Cool to be Kind, Kindness Challenge, and Friendship Weeks.
 Principal's Monday Morning Message and Virtual Office

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies
1,081	LCFF - Supplemental 4000-4999: Books And Supplies PBIS and SEL Incentives for students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Outreach and School Communication: School Electronic Marquee, Weekly e-blasts, Wednesday Folders, PTO weekly e-blasts/Facebook Page, updated site and teacher websites; in-person PTO Meetings and Pastries with Parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9125

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Parent Coordinator -
3.1 Increase family engagement and parent input and the utilization of volunteers.
3.2 Increase two-way community partnerships that support student learning.
3.3 Increase the efficiency, timeliness and accessibility of district communications

3393

LCFF - Supplemental
3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Promoting consistent student attendance, acknowledging students with Excellent/Perfect Attendance and providing extra support for students who are consistently late and/or absent.

Strategy/Activity

Enlighten families and students on the importance of attendance while acknowledging that illness is a natural occurrence and is taken into consideration.

Attendance Awards: excellent/perfect attendance recognition during student trimester awards.

Principal and Site Marriage Family Therapist (MFT) reaching out to families with students who are starting to show a pattern of lates, tardies, and/or chronic absences.

School Attendance Review Board Meetings: scheduled with families when appropriate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Donations
4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Family Engagement Events

Including but not limited to: Dragon Rally, Back to School Night, Fall Carnival, Pastries with Parents, Starstruck Dance Performance, Family Movie and Dances, Candyland Breakfast, Steamtastic, International Night, Science and Invention Fair, grade level performances, Teacher Appreciation Week, Book Fairs, and ongoing site/classroom volunteer opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

5th Grade Students

Strategy/Activity

PC Pals with Intel Corporation: Intel Corporation volunteers correspond with 5th grade Oak Chan students via e-mail. Students meet with their PC Pal at the end of the year for a celebration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Community relations and support through Oak Chan Elementary School Student Council.
Bike Bucks (collection of money to purchase and then build bicycles that are then donated to the Folsom Police Department for distribution).
Canned Food Drive for Folsom Twin Lakes Food Bank, creation and distribution of Birthday Bags to a local senior center, collection of plastic bottle tops for recycled benches, and various other community service/projects.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Increase Social and Emotional Learning and connectedness through Second Step classroom lessons, Principal's Monday Morning Messages and lunch bunches. On-going Professional Development for teachers and support staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Recommended Students (who are need of support of social and/or emotional growth) by Oak Chan Elementary School Staff Members and/or Parent.

Strategy/Activity

Special Friends - Early Intervention Program: designed as a prevention/intervention program to help primary grade children grow socially and emotionally, so they are more effective learners and get along more successfully with their peers in school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Yard Supervision, other support staff, and Principal weekly check-ins and PBIS/SEL trainings each trimester to address progress and areas in need of improvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Donations
2000-2999: Classified Personnel Salaries

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Independent Study Contracts and appropriate work if missing multiple days of school, especially if COVID-19 related.

Have a designated staff member, such as the Intervention Teacher, available to check-in with students on Independent Study Contracts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

23,817

Learning Recovery
1000-1999: Certificated Personnel Salaries
Intervention Teacher

9,336

Learning Recovery
3000-3999: Employee Benefits
Intervention Teacher

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a classroom environment that focuses on Restorative Practices as well supports being Culturally and Linguistically Responsive.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement "Dragon Zones" based on the Zones of Regulation to strengthen students' emotional regulation skill set and continue with Growth Mindset activities to strengthen students' daily 'grit' (perseverance).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Chronically Absent Students

Strategy/Activity

Make personal connections with families who are struggling to get their children to school on time or are chronically absent.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10,085

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Attendance Clerk extra hours

3,740

LCFF - Supplemental
3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Previous (2022-2023) Goal 2: Fostering student engagement through a safe and positive learning environment.

With the fostering of Responsive Classrooms, Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and a focus on Relationships, Routines, and Resilience (The 3 R's), students will be motivated to attend school and take ownership in their learning, foster positive interactions with others, display perseverance, and utilize emotional regulation techniques. Through soliciting parent input as well as facilitating clear, consistent 2-way communication and expectations, along with opportunities to volunteer in various capacities on campus, family support and engagement will increase.

Throughout the school year, the Oak Chan Team revisited best practices in regard to Responsive Classrooms, Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), equity, and implicit bias. Continued support from the site Principal, Climate Coach, and Marriage Family Therapist (MFT) was of value. Each Monday, teachers would share a recorded Principal's Monday Morning Message which included 'shout-outs to students' displaying SKORR (Safe, Kind, On Task, Responsible, Respectful) behavior as well as accomplishing a special feat. Students would be asked to follow along with a Mindful Moment, and SKORR challenges as well as Social Emotional Learning and supporting inclusion/equity strategies/tips. The principal's 'Virtual Office' continued with links to the Monday Morning Messages, copies of the weekly eblast, various resources that supported Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities. Enrichment activities and events were in 'full swing.' Fall Carnival, Candyland Breakfast, and our Starstruck Dance Showcase were just a few of our well attended and successful events. Families were also invited to be an integral part of our International Week and also encouraged to share their heritage and cultural celebrations with our students throughout the school year.

With the support of our Parent Coordinator, Oak Chan's website was always up to date on events and offered appropriate links to resources that may be of assistance to our families. A weekly eblast to families and staff included messages from the Front Office and Principal; included would be special dates/reminders, highlights from the week, and parenting/Social Emotional Learning Tips for parents. Our Parent Teacher Organization (PTO) also sent out weekly information as well as having a well utilized Facebook page. Student, staff, and parent surveys were conducted with all collected responses being taken into consideration when planning for the 2023-2024 school year and School Plan for Student Achievement (SPSA).

While the California Dashboard indicates that our Chronic Absenteeism is high, our average daily attendance rate continued to be around 96%. The chronic and lower attendance rates stem from long absences still due to COVID and other health related issues as well as many families taking

long vacations without requesting an Independent Study contract. According to the Dashboard Indicators, we have continued work to do in supporting increased attendance with our Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities. Our site Attendance Team (a subcommittee of our Climate Team) will strategically plan and institute strategies to assist with the needed support.

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

No major differences between the implementation and budgeted expenditures to implement the designated strategies and activities are noted. Through district and site funds as well as Parent Teacher Organization (PTO) and Community donations, all were fully funded.

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.

Minimal changes are being made to some of our strategies/activities as we are always finding new ways to increase student (and family) engagement and there is still work to be done in creating responsive classroom environments. Any changes or additions are addressed in Goal 2 of this current (2023-2024) School Plan for Student Achievement (SPSA).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

A high-quality education for All students will be provided.

LEA/LCAP Goal

Goal 3 - Provide all students with high-quality classroom instruction and access to a broad course of study (State Priority 2, 4, and 7)

3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.

3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.

3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP), and Science, Technology, Engineering, and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

Through staff professional development, support from the district's Curriculum and Instruction Team, and Professional Learning Communities (PLC) philosophy, teachers will foster a comprehensive and inclusive learning environment where students will be engaged and benefit academically. Taking into consideration students' interests and strengths, English Learner instructional strategies alongside Science, Technology, Enrichment, Art, Mathematics (STEAM) enrichment opportunities will be developed and offered. An emphasis will be on our Socioeconomically Disadvantaged students and Students with Disabilities.

Identified Need

While our 2022-2023 gathered information indicates that the majority of our students enjoy learning and attending Oak Chan, our focus remains to inspire and educate ALL students with a focus on our Tier II students. According to our data, Socioeconomically Disadvantaged students and Students with Disabilities continue to need additional support. Our In order to increase positive outcomes, Oak Chan Elementary School's Professional Learning Communities philosophy and Guiding Coalition will focus on supporting Responsive Classroom strategies, and Universal Design for Learning (UDL) along with STEAM (Science, Technology, Engineering, Art, and Mathematics) programs and cross-curricular activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Assessment	August 2023 Initial Diagnostic	District expected targeted growth and/or Sites 5% Growth in English Language Arts (ELA) and Math
All academic subjects' on-going assessments.	August 2023 Initial Assessments	A score of 80% or higher
California Assessment of Student Performance and Progress (CAASPP) Scores	2022-2023 Results	A 5% increase in English Language Arts (ELA) and 5% Math scores

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Language Proficiency Assessments for California (ELPAC)	2022-2023 Results and % of Reclassified Fluent English Proficient (RFEP) Students	All students progress 1 level higher than previous assessment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Tier II Students

Strategy/Activity

Offer various intervention opportunities and programs in reading and mathematics. Provide additional programs and support to Long Term English Learners (LTELs) and high need students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Professional Development opportunities (district and school site) for all staff members will be offered. District sponsored trainings will be available throughout the year, with site level opportunities occurring monthly. Oak Chan Elementary School staff members will have the opportunity to express their interests and areas in need of support. Site coaches and appropriate experts in the field will conduct the appropriate training based on staff input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Release time for teacher collaboration (PLC) and Every Student by Name Conferences (ESBN).
Every Student by Name Conferences (ESBN): Designated meeting time each trimester with the principal, teachers, and appropriate support staff to discuss each student's progress (formal/informal assessment data), specific needs, and educational plan (intervention/enrichment).
Monthly Professional Learning Communities meetings: focus on students' progress, set new goals, and plan next action steps.
Monthly Grade Level Collaboration and Vertical Articulation Time

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Donations
	Categorical Programs and Grants
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher
9,336	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

STEAM Enrichment such as Music, Meet the Masters, Starstruck Dance, Dashing Dragons, Robotics, Art, Ceramics, Musical Theater, Choir, Garden Club, Choir, Coding, Science/Invention Fair, Math Bowl, Spelling Bee, History Day, and Chess will be available for all students in which they may participate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

STEAM related Parent Engagement Evenings and Community Events such as Family Math Night, Family Literacy Night, Steamtastic, Science and Invention Fair, and Meet the Masters Art Walk.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

Full Inclusion Students; Children with Special Needs

Strategy/Activity

Provide Instructional Assistant, Yard Supervisor, and Teacher training to support our Full Inclusion and Mainstreaming students. Professional development will be offered by the district throughout the year with site level opportunities occurring monthly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

Providing Professional Development that focuses creating/supporting a Culturally and Linguistically Responsive Classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

ATSI Subgroup - Socio Economically Disadvantaged and other identified students in need of additional assistance.

Strategy/Activity

Para Educator Support during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,504

LCFF - Supplemental
2000-2999: Classified Personnel Salaries
Para Educator

1,615

LCFF - Supplemental
3000-3999: Employee Benefits
Para Educator

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Previous (2022–2023) Goal 3: A high quality education for All students will be provided. Through staff professional development, support from the district's Curriculum and Instruction Team, and Professional Learning Communities (PLC) philosophy, teachers will foster a comprehensive and inclusive learning environment where students will be engaged and benefit academically. Taking into consideration students' interests and strengths, English Learner instructional strategies alongside Science, Technology, Enrichment, Art, Mathematics (STEAM) enrichment opportunities will be developed and offered.

All Oak Chan Elementary School teachers were provided with district and site-level professional development opportunities throughout the year. 10 teachers participated in Language Essentials for Teachers of Reading and Spelling (LETRS) professional development. Renaissance data (District Summative Assessment) showed that 82.4% Oak Chan students were at or above the district benchmark reading proficiency rate with 88.9% at or above the district math benchmark.

Common Planning and Professional Learning Community times were scheduled each week with support from site Guiding Coalition members (a lead teacher from each grade level and Special Education). Site Professional Learning Community Facilitators led grade level teams through data analysis and planning next steps.

Our teachers are highly qualified and take into consideration students' strengths, interests, and areas that are in need of strengthening. Social Emotional Learning and Responsive Classroom strategies were woven in throughout the school day. Staff members and our Parent Teacher Organization (PTO) also embrace our STEAM focus, which motivates students to explore, discover, dream, and achieve. Due to both assets, our students showed academic growth in both English Language Arts (ELA) and Mathematics as well as a positive response to our Restorative Practices and alternatives to suspensions.

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

No major differences between the implementation and budgeted expenditures to implement the designated strategies and activities are noted. Through district and site funds as well as Parent Teacher Organization (PTO) and Community donations, all activities/events were fully funded.

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.

Professional Development for our teachers will continue at the district and site levels. Two continued areas of focus will be Language Essentials for Teachers of Reading and Spelling (LETRS) strategies and Responsive Classroom strategies. Any changes or additions are addressed in Goals 1,2, and 3 in this current (2023-2024) School Plan for Student Achievement (SPSA).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ongoing monitoring of student progress will occur through collaboration between the Principal, Intervention Teacher, Resource Teacher, and Classroom Teachers.

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)

4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).

4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).

4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.

4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.

4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.

4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

Fostering a strong academic foundation through a focus on essential standards and a responsive classroom, Oak Chan will reach the following set goals:

85% of students will match district and/or site targeted growth in Renaissance.

Overall California Assessment of Student Performance and Progress (CAASPP) student performance will increase by 5%.

English Language Learners will make a year's growth and Special Education students will reach 85% of the Individualized Education Programs (IEP) goals.

Identified Need

1. Professional Development of creating a Responsive Classroom began in the fall of 2022; carving out additional needed time to fully train staff and implement will need to consistently occur.
2. Supporting the new implementation of a full day schedule for kindergarten and adding a new Transitional Kindergarten class will need to include additional support staff time and materials for small group instruction.
3. As we are a Full Inclusion School, focusing on the support of our students with Individualized Educational Programs (IEP) and 504 Plans is of high importance. Through appropriate accommodations and/or modifications ALL students will have full access to the Common Core curriculum and learning opportunities as their grade level peers.
4. Filling all open staff positions with highly qualified personnel.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Assessment Results	Renaissance Initial Diagnostic	At least 85% of students will reach targeted growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All core academic areas - on going assessments.	August 2023 Initial Assessments	80% or higher Mastery of Standards
California Assessment of Student Performance and Progress Assessment (CAASPP)	2022-2023 Results	A 5% increase in English Language Arts (ELA) and 5% increase in Math Scores
Individualized Education Program (IEP) Goals	Initial Assessments	Yearly Progress on Individualized Educational Program (IEP) Goals
English Language Proficiency Assessments for California (ELPAC)	2022-2023 Results and % of Reclassified Fluent English Proficient (RFEP) students	All students progress 1 level higher than previous assessment

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learner Students

Strategy/Activity

Bilingual Instructional Assistant (BIA) and/or Intervention Teacher to support student needs in the classroom and support parent engagement, translations, and with parent conferences. Monthly program evaluation and collaboration with site Program Monitor (Intervention Teacher), and Principal will be used to track progress of students and create new action plans.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
23,817	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher
9,337	Learning Recovery 3000-3999: Employee Benefits Intervention Teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monthly Guiding Coalition and Grade Level Professional Learning Communities collaboration time will occur before, during, or after school hours. Gathered assessment data (Renaissance, CAASPP, Benchmark, EnVision, and other classroom exams) will be analyzed; conclusions will be utilized to create action plans (SMART Goals) as well as leveled groups for Response to Intervention (RtI) workshop time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Every Student by Name Conferences (ESBN): 3 meetings per year that involve the classroom teacher, appropriate support staff, and Principal. Each student's progress and needs will be discussed and if appropriate, strategic intervention will be instituted. If targeted growth is not being met, and interventions have been instituted with fidelity, the student may be referred to our Student Success Team for further discussion/evaluation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

1st and 2nd Grade Students

Strategy/Activity

Additional support staff and any needed materials to support small group instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Previous (2022-2023) Goal 4: Ongoing monitoring of student progress will occur through collaboration between the Principal, Intervention Teacher, Resource Teacher, and Classroom Teachers.

Fostering a strong academic foundation through a focus on essential standards and a responsive classroom, Oak Chan will reach the following set goals:

85% of students will match district and/or site targeted growth in Renaissance.

Overall California Assessment of Student Performance and Progress (CAASPP) student performance will increase by 5%.

English Language Learners will make a year's growth and Special Education students will reach 85% of the Individualized Education Programs (IEP) goals.

Due to our high-qualified teachers and support staff, our students made excellent progress.

The current California Dashboard indicates "Very High" achievement in English Language Arts and Mathematics.

At the writing of this plan, California Assessment of Student Performance and Progress (CAASPP) 2022-2023 results are not yet available.

English Language Learners Progress

English Language Proficiency Assessments for California (ELPAC): 1 student is designated as Well Developed; 4 students Moderately Developed with 1 showing somewhat developed. 4 students were reclassified as English Language Proficient. Our English Language Learners have made great strides (strategic intervention and ELL support staff), with 3 students who started school not knowing any English. Our team was thrilled to see their quick acquisition of English and their ability to clearly communicate with staff members and their peers.

Our Students with Special Needs, on average, reached between 70% - 75% of their Individualized Educational Program's (IEP) goals. Our Resource Teacher, Special Education Support Providers, and support staff will continue to work with one another and with the classroom teachers to strategize the next steps and implementation of strategies to assist students in making continued progress.

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

No major differences between implementation and budgeting are noted. With supplemental COVID funds, more support staff was onboarded to assist in areas of need around the campus. This included several general education paraeducators that worked directly with students throughout the school day.

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

Our district-wide assessment tool (Renaissance/Freckle) is different than our previous i-Ready program. This has resulted in our Oak Chan team working through how to accurately assess student growth. While we have seen growth in both district and state assessments, we still have students in need of extra support. This will be addressed through our Professional Learning Communities philosophy and the focus on Essential Standards for each grade level. Any changes or additions are addressed in Goals 1 and 4 of this current (2023-2024) School Plan for Student Achievement (SPSA).

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,569.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$39,956.00
Learning Recovery	\$132,613.00

Subtotal of state or local funds included for this school: \$172,569.00

Total of federal, state, and/or local funds for this school: \$172,569.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	39,956	0.00
Donations		
Learning Recovery	132,613	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	39,956.00
Learning Recovery	132,613.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	104,393.00
2000-2999: Classified Personnel Salaries	19,260.00
3000-3999: Employee Benefits	47,835.00
4000-4999: Books And Supplies	1,081.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,125.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,260.00
3000-3999: Employee Benefits	LCFF - Supplemental	10,490.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,081.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	95,268.00

3000-3999: Employee Benefits

Learning Recovery

37,345.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,566.00
Goal 2	60,577.00
Goal 3	39,272.00
Goal 4	33,154.00

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
Kat Bahry	Principal
Kira Montinola	Classroom Teacher
Suzannah Nason	Classroom Teacher
Sandra Sanchez	Classroom Teacher
Brit Renshaw	Other School Staff
Rosie Brito	Parent or Community Member
Bryan Greenwalt	Parent or Community Member
Sara Schelk	Parent or Community Member
Brittney Ryan	Parent or Community Member
Jennifer Thiot	Parent or Community Member

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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Kat Bahry	Principal
Sevan Biran	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 18, 2023.

Attested:



Principal, Kat Bahry on May 18, 2023



SSC Chairperson, Sara Schelk on May18, 2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Site Council Meeting

Agenda/Minutes

May 18 2023

Time 3:00 pm

Oak Chan Library

1. Call to Order – 3:03 pm by Chairperson Sara Schelk

Members Present:

Kat Bahry, Principal

Bryan Greenwalt, Parent

Kira Montinola, Teacher

Sara Schelk, Parent

Suzanna Nason, Teacher

Jennifer Thiot, Parent

Sandra Sanchez, Teacher

Brit Renshaw, Classified

Quorum established with 8 members in attendance.

2. Previous Meeting Minutes – Minutes were approved for the last meeting, December 13, 2022. Minutes were moved by Kira Montinola and seconded by Sandra Sanchez. Motion passed.

3. Unfinished Business – None

4. New Business:

A review of the purpose of the School Site Council (SSC) was discussed. Norms and outcomes were explained as well as the role, requirements, and recommendations of SSC. The SSC must have at least 10 members to be in compliance. The question of term length was discussed, as this is the second year for a few of the members on the team. Thoughts of a more diverse parent panel could include a parent of a Special Needs Student, as well as a GATE, Second Language and General Ed student. Parents can be invited to consider joining the committee for next year.

SPSA (School Plan for Student Achievement) - Presented by the Principal. Bryan Greenwalt moved to approve the SPSA. Sara Schelk seconded the motion. All were in favor, motion passed.

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the goal of increasing student achievement. This is required for schools and must include a Needs Assessment, Evaluation Process/Monitoring using measurable outcomes (data), a baseline for assessment, Proposed Expenditures, Goals and Evidence based strategies, actions, or services.

The SPSA must have a parent/student engagement policy, there is a concern over this being for a Title One School. Does this need to be adapted for a Title Two school site?

Parents are equal partners in this plan.

- a. Parent Engagement – PTO might restart our engagement nights. These would be once a trimester and kids would participate in special activities while parents are at the meetings. One

idea for an engagement night could be on Oak Chan Information and where to find it lesson (Power School and/or Website).

b. Oak Chan information is delivered through many channels, including Back to School Night, Newsletters, emails, Monday Morning Messages, the Web Site, Parent Involvement, PTO and much more. Surveys were sent out to parents, staff and students. Information received from these surveys showed that about 20% of students did not feel a sense of belonging, however they felt safe.

c. We have advocated to get a full-time person for mental health help. PTO will fund Special Friends again.

d. Staff Changes – We have movement due to retirement, student numbers, and room changes. There is no more COVID money left to assist with PARA Educators.

e. Enrollment will be about the same. Kindergarten, first and third are currently full. Oak Chan will have a TK class for the 2023-2024 school year.

f. California Dashboard

Students: Our Hispanic population went down, and while our Asian population increased. We had several students this year that knew no or limited English but made remarkable strides and were successful. Students with special needs made some gains, however, are still not at the proficiency level of their peers. Four students were moved to “proficient” and will be honored at a Board Meeting.

g. Suspension rates were down for the school year. Chronic absenteeism was up due to illness and families on vacation. There was no independent study asked for in these cases. As a result, Independent Study policies will be highlighted at Back to School Night by the teachers to alleviate confusion.

h. Community Service was used by teachers and the principal to help with discipline issues. The students were asked to help Doug with various jobs. Now kids are asking to help around the school. This is a great concept of Helping Hands.

i. Funding –

There was no additional money from Intel this year, only supplemental funding. Oak Chan will be funding an additional hour a day for the Health Clerk. Supplemental funds, \$7200 will be used to fund 1 hour per day Para Educator to assist designated students in need.

Safety Plan - Presented by the Principal. Bryan Greenwalt moved to approve the Safety Plan. Kira Montinola seconded the motion. All were in favor, motion passed.

- a. The plan needs a new map for staff movement and buddy classes.
- b. Catapult – Do subs have access/training for this?
- c. Our recent fire drill was done in 4 minutes, good job! We run different drill to practice and prepare. Some drills are silent, some are not.
- d. Office Referrals were up this year, but that is partially due to better tracking. There is a new focus on recess interventions.

- e. Second Step – This program is part of the district adopted curriculum. In addition, Second Step teaches empathy, problem solving, impulse control, and anger management. This program could be promoted in the newsletter or the MMM for support purposes.
- f. Dress Code: Hats are currently allowed at school, but this is subject to change. As staff members, we need to explain that this code is used to enforce safety and function and explain to the students why they are in place.
Cell Phone Policy will be revisited at Back to School Night.
- 5. Adjournment/Next Meeting – *Motion to adjourn made by Bryan Greenwalt and seconded by Kira Montinola. Motion approved. Meeting adjourned at 4:10. The next meeting will be next school year in person.*

Minutes Respectfully submitted by: Brit Renshaw

B. Renshaw

Signature

5.18.23

Date

- Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.



Site Council Meeting

Sign In

5/18/2023

1. Kat Bahry

Kat Bahry

2. Rosie Brito

absent

3. Elisha Kampsen

absent

4. Kira Montinola

K Montinola

5. Suzannah Nason

Suzannah Nason

6. Sandra Sanchez

Sandra Sanchez

7. Sara Schelk

Sara Schelk

8. Jen Thiot

Jen Thiot

9. Bryan Greenwalt

Bryan Greenwalt

10. Sevan Biran

absent

11. Brit Renshaw

B. Renshaw