School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Oak Chan Elementary School	34673306107965	May 15, 2024	August 15, 2024

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

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

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

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

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

Schoolwide Program

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

Table of Contents

Plan Description

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

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

Schoolwide Program

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.

School & Community Profile

Oak Chan Elementary School, which opened in the fall of 1989, is located in the Lexington Hills subdivision of Folsom and serves students residing in Lexington Hills, the Parkway development, the Pinnacle, the Falls, Legends, and Fairmont Apartments. Our completely rebuilt campus includes 4 newer buildings. There are 21 classrooms with a common work area in each of the classroom wings. This area is used for one-to-one support, student small collaboration groups, and focused intervention. In support of our Full Inclusion Program as well as other physical movement, usually a specified space is dedicated to our school Occupational Therapist and other programs such as physical education and music. The Learning Center and Academic Support classrooms are located in our Resource Center. This spacious facility includes offices for our Speech Pathologist and School Psychologist as well as a fully supported library and Science, Technology, Engineering, Art, Mathematics (STEAM) Lab. All new furniture allows for flexible seating and state of the art technology supports academic instruction as well as Career and College readiness. With beautiful new landscaping and playground areas, students have an opportunity to explore, be creative, and experience all the elements of outdoor play. We are very fortunate to have a small park across the street from our school, with wetlands and a second park within walking distance. A small pond and bike trail are adjacent to our school grounds and provide an ideal learning environment for nature studies. In collaboration with Folsom Parks and Recreation, we are able to utilize the park space for events such as Dragathon and the launching of 5th grade Intel Rockets.

Our 2023-2024 enrollment at the conclusion of the school year was 455; 1 Transitional Kindergarten class, 2 kindergarten classes, 2 first grade classes, and 3 classes each in second, third, fourth, and fifth grades. 8.2% of our student population are designated as socially economically disadvantaged and 3% are designated English Language Learners. Our site has 2 Counseling Enriched Program (Special Education CEP) classes, which support behaviorally challenged kindergarten through fifth-grade students from various Folsom elementary schools. Oak Chan is also home to a Student Care program as well as a Parent Co-op Preschool.

The faculty and staff at Oak Chan Elementary School believe that our children's education is a responsibility shared by our school, our students, our families, and our community. Our primary goal is to prepare students to become responsible citizens and productive, caring members of our society. Oak Chan Elementary School students are provided with an environment that is safe, caring, friendly, and educationally inspiring. High academic expectations and mastery of the basic skills are emphasized, with students pursuing good study skills and development of an appreciation for lifelong learning. Our dedicated staff of professionals and paraprofessionals is passionate about their chosen profession and strive to provide a model learning environment for ALL children. In 2014 our school was named a Distinguished School based on our high standards, academic student support, and positive learning community. In 2020, the California Positive Behavioral Intervention and Supports (PBIS) Coalition recognized Oak Chan for our outstanding contribution of support and care of our students during the unprecedented COVID-19 pandemic.

Our school wide discipline program is based on Positive Behavior Interventions and Supports (PBIS); clearly defined standards for student behavior, consistent and fairly enforced consequences, and appropriate incentives/recognition. The Second Step Character Program is utilized to address positive choices, anti-bullying, and Social and Emotional Learning (SEL). Oak Chan Elementary School is a safe, healthy learning environment based on a belief that students learn to advocate for themselves and problem solve in a respectful manner; being reflective and accountable for their choices assures students a successful school experience. With the guidance of our Climate Coach, we are focusing on inclusion, equity, and fostering a responsive classroom. Parents and public are encouraged to be involved with the school program through our PTO (Parent Teacher Organization), School Site Council, and volunteer program.

The district adopted Common Core academic curriculum provides for basic skills, extra support, and enrichment in the general education classroom. We are a full inclusion and 'mainstreaming' school; strategically supporting children with special needs. As we develop our STEAM Program (Science, Technology, Engineering, Arts, Math), we offer various school-wide and after school enrichment including a very strong instrumental Music program for fourth and fifth-grade students; Meet the Masters Art program which allows the students an opportunity to learn about well-known artists and create their own masterpiece; a six-week Starstruck dance program; Makerspace Carts that empower students to be creative and innovative; and a dedicated group of parents who assist each child in creating two ceramic projects (there is a Ceramics Kiln on site). Many students participate in Student Council, Theater Arts, Chess, Science Fair, Math Bowl, Spelling Bee, Engineering, Coding, Art, Garden Club, Dashing Dragons (running club), and many other clubs and social events during the school year.

The staff, parents and extended family members of Oak Chan Elementary School students have worked hard to create an academically and socially engaging elementary school in which our children attend. We are confident that they will look back on their days at Oak Chan Elementary School with a smile on their face and warmth in their heart as they remember the lessons they learned and the friendships they made inside and outside of their classroom doors.

Educational Partner Involvement

How, when, and with whom did Oak Chan Elementary 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. Ongoing two-way communication facilities 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. Meetings were held on 9/26/2023, 2/12/2024, 3/18/2024, and 5/15/2024. 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.

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

Oak Chan Elementary School is not an ATSI school for the 2024-2025 year. However, Oak Chan has 4 identified needs for the 2024-2025 school year.

1. School Climate (Student Behavior): Since the return from Covid school closures, even with strong PBIS/SEL Tier 1 and Tier 2 strategies and supports in place campus wide, we have found a significant increase in negative student behavior including aggression and defiance.

2. Mental Health Support: During the past few years, we have seen a steady rise in the need for student and family support in regard to negative behavior patterns as well as anxiety. With the assistance of our site school psychologist, Marriage and Family Therapist (MFT), Behavior Support Specialist, and Oak Chan team members, we were able to rise to the challenge. There is still much work to be done with limited time and resources: we have a long list of students that our team has identified (or parent requested) that are in need of support.

3. Attendance: Also, since the return from COVID-19 school closures and with more parents working from home, there has been an increase in students arriving late and absences. Our site will continue to impress upon our students and families the importance of on time consistent attendance.

4. Student Achievement: According to California Dashboard and our site assessment data, our students are making progress, including closing the achievement gap of students in our subgroups. Our goal is to continue to strengthen our Response to Intervention strategies and programs in order to promote continued student academic growth.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

All overall performance categories are in the 'Green' (high) or Blue' (highest).

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

While Students with Disabilities had an 13.5% increase in ELA, they are still indicated as 'Orange.' As there was a significant increase, we will continue with the academic (specialized instruction) and social emotional supports that are currently in place. The team will monitor progress and make any needed adjustments.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0%	%	0	0	
African American	%	0%	0.45%	0	0	2
Asian	9.03%	9.13%	9.01%	41	39	40
Filipino	0.44%	0.94%	1.13%	2	4	5
Hispanic/Latino	14.98%	14.99%	15.09%	68	64	67
Pacific Islander	%	0%	%	0	0	
White	62.78%	60.66%	59.68%	285	259	265
Multiple/No Response	12.78%	14.29%	14.64%	58	61	65
			Total Enrollment	454	427	444

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	56	43	50
Grade 1	66	61	49
Grade 2	94	68	70
Grade3	87	91	69
Grade 4	74	92	90
Grade 5	77	72	95
Total Enrollment	454	427	444

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 was on the rise, with many new families moving into the neighborhood.

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 past year we added a Transitional Kindergarten class which added 24 more students.

3. Currently, our projected enrollment for the 2024-2025 school year indicates that all our grade levels will be close or at capacity.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	14	13	12	3.2%	3.1%	2.7%
Fluent English Proficient (FEP)	29	21	27	7.4%	6.4%	6.1%
Reclassified Fluent English Proficient (RFEP)				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. During the 2023-2024 school year we continued to welcome a few students who joined our school community with no English language skills.

3. Through the appropriate support and strategic instruction, we continue to see an increase in students obtaining reclassification. This past year, 2 of our Emergent Bilingual students were reclassified as Fluent English Proficient.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	64	88	90	0	88	90	0	88	90	0.0	100.0	100.0
Grade 4	69	73	93	0	73	93	0	73	93	0.0	100.0	100.0
Grade 5	70	77	74	0	77	73	0	77	73	0.0	100.0	98.6
All Grades	203	238	257	0	238	256	0	238	256	0.0	100.0	99.6

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2489.	2474.		51.14	42.22		22.73	28.89		15.91	20.00		10.23	8.89
Grade 4		2509.	2517.		46.58	41.94		26.03	27.96		10.96	18.28		16.44	11.83
Grade 5		2544.	2540.		33.77	35.62		38.96	36.99		15.58	13.70		11.69	13.70
All Grades	N/A	N/A	N/A		44.12	40.23		28.99	30.86		14.29	17.58		12.61	11.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.59	35.56		46.59	58.89		6.82	5.56
Grade 4		36.99	44.09		54.79	51.61		8.22	4.30
Grade 5		32.47	30.14		62.34	57.53		5.19	12.33
All Grades		39.08	37.11		54.20	55.86		6.72	7.03

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Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.09	32.22		52.27	58.89		13.64	8.89
Grade 4		19.18	20.43		65.75	60.22		15.07	19.35
Grade 5		23.38	30.14		63.64	53.42		12.99	16.44
All Grades		26.05	27.34		60.08	57.81		13.87	14.84

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Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.14	16.67		70.45	73.33		3.41	10.00
Grade 4		26.03	22.58		69.86	67.74		4.11	9.68
Grade 5		25.97	17.81		63.64	73.97		10.39	8.22
All Grades		26.05	19.14		68.07	71.48		5.88	9.38

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Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.68	27.78		60.23	64.44		9.09	7.78
Grade 4		24.66	26.88		61.64	68.82		13.70	4.30
Grade 5		22.08	24.66		66.23	61.64		11.69	13.70
All Grades		26.05	26.56		62.61	65.23		11.34	8.20

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Conclusions based on this data:

1. Overall, in 2018-2019, our students performed well; the highest percentage of achievement was seen at Level 4, Standard Exceeds. However, we still had work to do; our goal was to continue to see the percentages decrease in Level 2 and Level 1. We continued to work on strategies that target weaker areas. This included 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 increased each year, are still far below the other grade levels' achievement. They did, however, closely matched the district-wide scores. Our team was dedicated to closely examining the current scores and looked for areas in which we could strengthen our focus and instruction.

2. 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 indicated that any possible 'learning loss' during COVID closures had, for the most part, been addressed; 73.11% of students in English Language Arts (ELA) were at or above grade level which was a very slight decrease from 2018-2019 (73.36%). The 2022-2023 California dashboard indicated that Oak Chan's student performance in English Language Arts was 'Very High' being 48.9 points above the standard.

3. The current 2024 California Dashboard indicates our English Language Arts is in the 'Green' (high) and 45.4 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)

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

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

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

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

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with Scores**			**% of Enrolled Students Tested**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	64	88	90	0	88	90	0	88	90	0.0	100.0	100.0
Grade 4	69	73	93	0	73	93	0	73	93	0.0	100.0	100.0
Grade 5	70	77	74	0	77	73	0	77	73	0.0	100.0	98.6
All Grades	203	238	257	0	238	256	0	238	256	0.0	100.0	99.6

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

	Overall Achievement for All Students											
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		2503.	2500.		54.55	47.78		29.55	35.56		9.09	7.78		6.82	8.89
Grade 4		2533.	2535.		49.32	50.54		27.40	25.81		17.81	17.20		5.48	6.45
Grade 5		2554.	2576.		38.96	52.05		29.87	23.29		20.78	16.44		10.39	8.22
All Grades	N/A	N/A	N/A		47.90	50.00		28.99	28.52		15.55	13.67		7.56	7.81

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		65.91	53.33		29.55	41.11		4.55	5.56
Grade 4		54.79	58.06		35.62	30.11		9.59	11.83
Grade 5		48.05	47.95		38.96	43.84		12.99	8.22
All Grades		56.72	53.52		34.45	37.89		8.82	8.59

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		50.00	47.78		37.50	45.56		12.50	6.67
Grade 4		43.84	43.01		42.47	50.54		13.70	6.45
Grade 5		27.27	36.99		61.04	52.05		11.69	10.96
All Grades		40.76	42.97		46.64	49.22		12.61	7.81

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		52.27	48.89		44.32	43.33		3.41	7.78
Grade 4		49.32	45.16		43.84	46.24		6.85	8.60
Grade 5		36.36	36.99		57.14	52.05		6.49	10.96
All Grades		46.22	44.14		48.32	46.88		5.46	8.98

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 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 was to continue to see the percentages decrease in Level 2 and Level 1. We continued to work on strategies that targeted weaker areas. This included fidelity to the adopted curriculum increasing the analysis of Freckle (Renaissance) data, and the continuation of intervention programs. 5th-grade scores, while they slightly increased each year, were still below the other grade levels' achievement. This also appeared to be a district-wide trend. Our team was dedicated to closely examining the scores and looked for areas in which we could strengthen our focus and instruction.

2. 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 had, for the most part, been addressed; 76.89% of students in Mathematics

were at or above grade level which was a 9% increase from 2018-2019. The 2022-2023 California dashboard indicated that Oak Chan's student performance in Mathematics was 'Very High' being 50.2 points above the standard.

3. The California Dashboard currently indicates that Oak Chan's student Mathematics performance is in the 'Blue' (highest) being 55.7 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

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

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

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*		*	*		*	*		*	4		4
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	4	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										13	14	10

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	64.29	*	69.23	28.57	*	7.69	7.14	*	0.00	0.00	*	13	14	*

Overall Language
Percentage of Students at Each Performance Level for All Students

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

School Plan for Student Achievement (SPSA)   Oak Chan Elementary School

17 of 77

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.15	64.29	*	38.46	21.43	*	7.69	0.00	*	7.69	14.29	*	13	14	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*		*	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	35.71	*	61.54	50.00	*	15.38	14.29	*	0.00	0.00	*	13	14	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	61.54	71.43	*	38.46	21.43	*	0.00	7.14	*	13	14	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.46	57.14	*	53.85	28.57	*	7.69	14.29	*	13	14	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	57.14	*	69.23	35.71	*	0.00	7.14	*	13	14	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
1	*		*	*		*	*		*	*		*
2	*	*		*	*		*	*		*	*	
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.08	71.43	*	76.92	28.57	*	0.00	0.00	*	13	14	*

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 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 Emergent Bilingual students were reclassified as Fluent English Proficient.

2. The 2021-2022 results; 1 student was designated as Well Developed, 7 students Moderately Developed with 1 showing somewhat developed. During the 2022-2023 school year, 1 student was designated as Well Developed, 4 students Moderately Developed with 1 showing somewhat developed. 4 students were reclassified as English Language Proficient. Our Emergent Bilingual students 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.

3. During this past year, our Emergent Bilingual student population has decreased with 2 more students being reclassified as English Proficient.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
427	**8.2**	**3**	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	13	3
Foster Youth		
Homeless	5	1.2
Socioeconomically Disadvantaged	35	8.2
Students with Disabilities	64	15

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	39	9.1
Filipino	4	0.9
Hispanic	64	15
Two or More Races	61	14.3
White	259	60.7

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 Emergent Bilingual student population has remained steady or slightly decreased (currently 10 students) even though more families are relocating to Folsom from outside of the United States. Our Students in Transition population (currently 8 students) is low; however, we focus on any supports that we can put into place to assist the students and their families. This includes connecting them with the appropriate advocates/programs within our district and in the community.

3. Our Students with Special Needs population has steadily increased each year: currently 72 with Individualized Education Programs (IEP) and 16 students with 504 Plans.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Blue		

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 indicated high Chronic Absenteeism. This was due to continued COVID and other health related illnesses as well as many families taking vacation days and not requesting Independent Study Contracts. The 2022-2023 school year's monthly average attendance was about 96% with a decrease in suspensions and a California Dashboard increase in Academic Performance.

3. For the 2023-2024 school year, our trends indicate that we will show a decrease in chronic absences.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	91.9 points above standard	No Performance Color
45.4 points above standard	Increased Significantly +47.3 points	0 Students
Decreased -3.6 points		
248 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	32.8 points below standard	Yellow
	Decreased -9.6 points	23.1 points below standard
4 Students		Increased +13.5 points
	22 Students	50 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	No Performance Color 0 Students	107.3 points above standard Increased Significantly +39.5 points 20 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 14.6 points above standard Decreased Significantly -23.7 points 36 Students	73.8 points above standard Increased +12.1 points 33 Students	No Performance Color 0 Students	Green 38.1 points above standard Decreased -8.9 points 158 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 4 Students	Less than 11 Students 8 Students	42.2 points above standard Decreased -5.6 points 229 Students

Conclusions based on this data:

1. 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. Emergent Bilingual 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 continue to find ways to fully support their acquisition of the English language as well as maintain fluency in their home language.

2. 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 indicated that Oak Chan's student performance in English Language Arts was 'Very High' being 48.9 points above the standard. We continued 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

School Plan for Student Achievement (SPSA)   Oak Chan Elementary School

26 of 77

Communities (PLC) was an essential piece of our Multi-Tiered System of Supports (MTSS) process and lesson planning. Indicators also showed that our Hispanic students did well; 38.2 points above the standard but 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, our site Resource Teacher, Special Education team, and grade level teams conducted a data analysis which assisted us in finding areas of weakness and how to address identified areas through strategic goal setting and instructional design.

3. The current California Dashboard indicates that our English Language Arts performance is in the 'Green' (high) and 45.4 points above the standard. We have groups of students that significantly increased while others decreased. For example: Through targeted instruction, our Emergent Bilingual students showed an increase of 47.3 points and 91.9 points above standard. Our Students with Disabilities showed an increase of 13.5 points, however, are still below the standard. Our team will continue to analyze on-going collected data to create goals and the steps needed to support growth for ALL our students.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	2

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	103.4 points above standard	No Performance Color
55.7 points above standard	Increased Significantly +46.3 points	0 Students
Increased +5.5 points		
248 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	1 points above standard	Blue
	Increased Significantly +17.5 points	3.3 points above standard
4 Students		Increased Significantly +27.8 points
	22 Students	50 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 0 Students	No Performance Color 0 Students	109 points above standard Increased Significantly +31.8 points 20 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 36.4 points above standard Decreased -3.6 points 36 Students	84.3 points above standard Increased Significantly +37.4 points 33 Students	No Performance Color 0 Students	Blue 46.6 points above standard Maintained -2.8 points 158 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students 4 Students	Less than 11 Students 8 Students	51.8 points above standard Increased +3.7 points 229 Students

Conclusions based on this data:

1. 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.

2. Our 2021-2022 CAASPP scores indicated that any possible 'learning loss' during COVID closures was, for the most part, been addressed; 76.89% of students in Mathematics were at or above grade level which was a 9% increase from 2018-2019. The 2022-2023 California Dashboard indicated that Oak Chan's student mathematics performance was 'Very High' being 50.2 points above the standard. We continued 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) was an essential piece of our Multi-Tiered System of Supports (MTSS) process and lesson planning. The indicators also showed that our Hispanic students did well; 40 points above the standard but still slightly lower than the level of their white peers. The results also indicated that we had 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 assisted us in finding areas of weakness which were 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) continued to join our Oak Chan Elementary School learning community; we continued to find ways to fully support their acquisition of the English language and/or literacy skills. This assists in the acquisition and understanding of Mathematics questioning and responses which should translate to higher performance rates.

3. The current California Dashboard indicates that our Mathematics performance is in the 'Blue' (highest) and 55.7 points above the standard. We have groups of students that significantly increased while others decreased. For example: Through targeted instruction, our Emergent Bilingual students showed an increase of 46.3 points and 103.4 points above standard. Our Students with Disabilities showed an increase of 27.8 points, are above the standard by 3.3 points. Our team will continue to analyze on-going collected data to create goals and the steps needed to support growth for ALL our students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 6 Students
Performance Level: No Performance Level

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.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. Since our English Learner population is small, no data is shown. Nonetheless, we monitor each student's progress and provide appropriate instruction. We continue to support our Emergent Bilingual students through our Intervention Specialists and site Program Monitor as well as seek input from and offer support to our Emergent Bilingual families through site representation on our District English Advisory Committee (DELAC).

2. During the 2022-2023 school year, 4 students were reclassified as English Fluent. Our goal was to continue to provide strong core academics with strategic additional support for the students who were at Levels 2 and 3. 2 students were reclassified during the 2023-2024 school year.

3. Through targeted instruction, our Emergent Bilingual students showed an increase in English Language Arts of 47.3 points and 91.9 points above standard and in Mathematics performance is in the 'Blue' (highest) and 55.7 points above the standard.

School and Student Performance Data
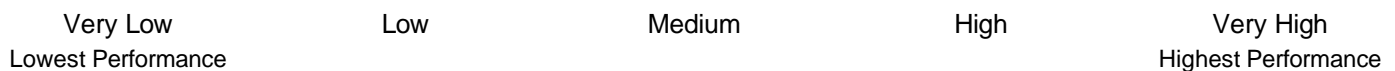
Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
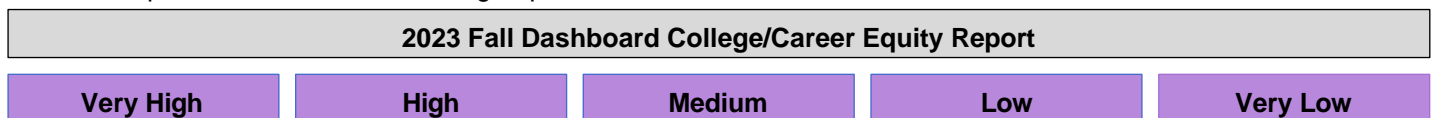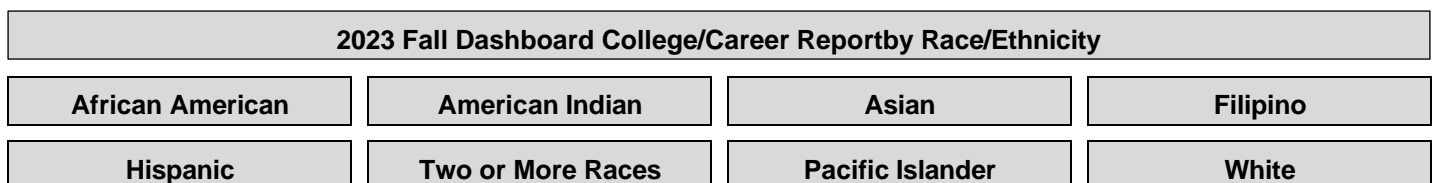
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."
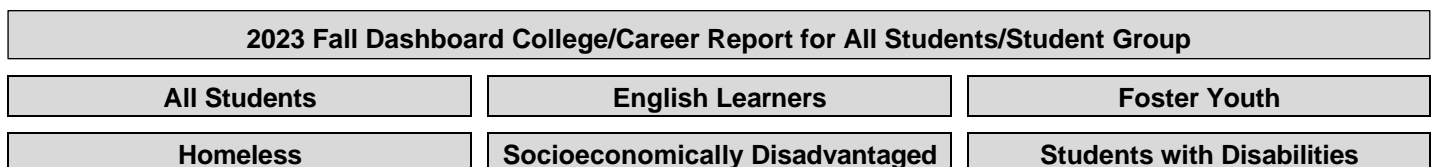
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby 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 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	0% Chronically Absent	No Performance Color
7.1% Chronically Absent	Maintained 0	0 Students
Declined Significantly -3	14 Students	
435 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Green
7 Students	20.5% Chronically Absent	9.1% Chronically Absent
	Declined -4	Declined -4.2
	44 Students	88 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	No Performance Color 0 Students	Blue 0% Chronically Absent Declined -2.2 40 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 10.8% Chronically Absent Declined -9.8 65 Students	Green 8.1% Chronically Absent Declined -1.9 62 Students	No Performance Color 0 Students	Green 7.2% Chronically Absent Declined -1.3 263 Students

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 struggle 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-19 cases during the pandemic, our 2021-2022 attendance rate was 95.1%.

2. Our 2022-2023 high Chronic Absenteeism stemmed 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 had 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) strategically planned and instituted strategies to assist with the needed support. 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 was addressed in our Parent Student Handbook as well as in electronic communication such as our weekly 'e-blasts.' Our custodial staff worked in conjunction with our district's facilities and maintenance departments in keeping our classrooms and common areas safe and clean. Teachers and site principal reached out to the families who struggle with daily attendance. At times, our District Attendance Specialist was asked to join our efforts. Supports were offered and progress was monitored.

3. The current California Dashboard Chronic Attendance indicator shows a significant decrease. This can be attributed to the above-mentioned efforts by the Oak Chan front office and teaching staff.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 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. We are on the same track for the 2023-2024 school year.

School and Student Performance Data

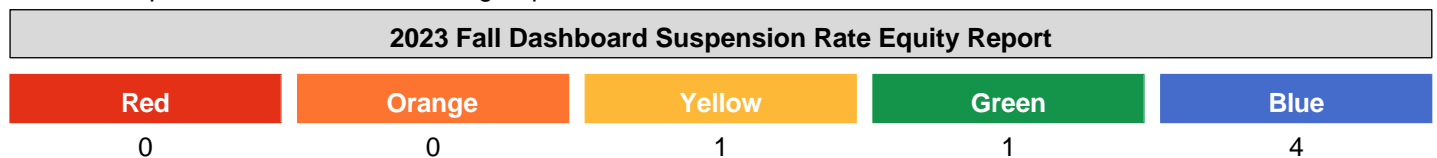## Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	4

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	6.3% suspended at least one day	No Performance Color
0.5% suspended at least one day	Increased 6.3	0 Students
Maintained -0.2	16 Students	
442 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Blue	Green
11 Students	0% suspended at least one day	2.2% suspended at least one day
	Declined -2	Declined -1.7
	49 Students	89 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	No Performance Color 0 Students	Blue 0% suspended at least one day Maintained 0 41 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Maintained 0 66 Students	Yellow 1.6% suspended at least one day Maintained -0.1 62 Students	No Performance Color 0 Students	Blue 0.4% suspended at least one day Maintained 0 268 Students

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 who were suspended. This only occurs when absolutely necessary. The 2022-2023 Dashboard indicated that suspensions at Oak Chan were low as we did not have an increase in suspensions with only a total of 2. 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 of 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.

2. We foresee a major change in our Dashboard Indicator for the 2023-2024 school year. Due to a rise in behavioral challenges in all grade levels (General Education and Special Education) throughout our district, there has been a rise in suspendable offenses. Even though we have a strong focus on Positive Behavior Strategies and Supports (PBIS), Social Emotional Learning (SEL), Responsive Classroom strategies, and instituted Restorative Practices, Oak Chan still experienced a significant increase in suspensions. Our Climate team continues to analyze collected data and has been strategizing ways to address the increase in negative behaviors.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Ongoing monitoring of student progress will occur through collaboration between the Principal, Multi-Tiered System of Supports (MTSS) Specialist, 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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
1.02 - Ensure English Learners, Foster Youth, and Student with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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

1. Filling all open staff positions with highly qualified personnel.

2. Keeping classroom student rosters at a lower ratio: several classes are close or over optimum capacity.

3. Responsive Classroom professional development for all teachers.

4. 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.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Assessment Results	Renaissance Initial Diagnostic	At least 85% of students will reach targeted growth
All core academic areas - on going assessments.	August 2024 Initial Assessments	80% or higher Mastery of Standards
California Assessment of Student Performance and Progress Assessment (CAASPP)	2023-2024 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)	2023-2024 Results and % of Reclassified Fluent English Proficient (RFEP) students	All students progress 1 level higher than previous assessment

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Bilingual Instructional Assistant (BIA) and/or Intervention Teacher to support student needs in the classroom and support parent engagement, translations, and parent conferences. Monthly program evaluation and collaboration with site Program Monitor (Intervention Teacher), and Principal will be used to track the progress of students and create new action plans.	English Language Learner Students	24517 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 9394 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher
1.2	Monthly Guiding Coalition and Grade Level Professional Learning Communities collaboration time (15-day challenges and data analysis) 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 WIN (What I Need) Response to Intervention workshop time.	All Students	
1.3	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.	All Students	1119 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries ESBN Subs 317 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
1.4	Additional support staff and any needed materials to support small group instruction.	1st and 2nd Grade Students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All 2023-2024 strategies and activities were implemented with the exception of Bilingual Instructional Assistance. activities were California Dashboard Results
ELA: Green 45.4 points above standard Declined 3.6 Points. Students with Disabilities: Orange 23.1 points below standard, however, had an increase of 13.5 Points.
Math: Blue 55.7 points above standard Increased by 5.5 Points. Students with Disabilities: Blue 3.3 points above standard, an increase of 27.8 Points
2023-2024 Renaissance Growth: Reading +43, Math +50, Early Literacy +129

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 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. The one exception is that we were not able to secure a Bilingual Instructional Assistant as the Emergent Bilingual student population did not meet the district's requirement for the additional support.

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.

No major changes: the focus will be to continue growth in all academic subject areas with an emphasis on English Language Arts; writing responses and 15 Day Challenge goals (Activity 1.2).

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Fostering student and parent engagement through a safe, positive, and equitable learning environment.
With the nurturing 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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)
2.01 - Increase student attendance rates and reduce chronic absenteeism .
2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
2.03 - Reduce student suspensions, expulsions rates, and bullying incidents.
2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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

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 Panorama surveys, we have seen positive results in areas of focus such as grit and emotional regulation. However, as with other schools, we have seen an increase in students' defiance and physical altercations.
3. Finding ways to increase mental health support.
4. Professional Development in recognizing implicit bias, Restorative Practices, and creating a Responsive Classroom have been introduced and need to continue consistently throughout the school year.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates	2023-2024 Attendance	96% or higher
Office Referrals	2023-2024 Office Referrals	Decrease to 30 or less
Teacher, Student, and Parent Surveys	2023--2024 Healthy Kids, Panorama, and Site Surveys	Increase in student personal strengths, connectedness and parent satisfaction

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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). Caught being SKORR: catching students who are kind and recognizing them school-wide. Themed Weeks such as Be a Superhero, Cool to be Kind, Kindness Challenge, and Friendship Weeks.	All Students	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies

LCFF - Supplemental 4000-4999: Books And Supplies PBIS and SEL Incentives for students |
| 2.2 | Parent Outreach and School Communication: School Electronic Marquee, Weekly e-blasts, Wednesday Folders, PTO weekly e-blasts/Facebook Page, school website; in-person PTO Meetings and Pastries with Parents, and Site Council. | All Students | 9679 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

3594 LCFF - Supplemental 3000-3999: Employee Benefits |
| 2.3 | 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 Attendance and Due Process (ADP) 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. | Promoting consistent student attendance, acknowledging students with Excellent/Perfect Attendance and providing extra support for students who are consistently late and/or absent. | Donations 4000-4999: Books And Supplies |
| 2.4 | Family Engagement Events | All Students | |

	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.		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000-5999: Services And Other Operating Expenditures
2.5	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.	5th Grade Students	
2.6	Community relations and support through Oak Chan Elementary School Student Government. Community service projects such as collecting blankets and scarves for Folsom Police Department's donations to local families.	All Students	
2.7	Increase Social and Emotional Learning and connectedness through Second Step classroom lessons.	All Students	
2.8	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.	Recommended Students (who are in need of support of social and/or emotional growth) by Oak Chan Elementary School Staff Members and/or Parents.	
2.9	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.	All Students	Donations 2000-2999: Classified Personnel Salaries
2.10	Provide Independent Study Contracts and appropriate work if missing multiple days of school. Multi-Tiered System of Supports (MTSS) Specialist available to assist student if needed.	All Students	24517 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist 9394 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist
2.11	Provide a classroom environment that focuses on Restorative Practices as well supports being Culturally and Linguistically Responsive.	All Students	
2.12	Continue to 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).	All Students	
2.13	Make personal connections with families who are struggling to get their children to school on time or are chronically absent.	Chronically Absent Students	11231 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk extra hours 4160 LCFF - Supplemental

				3000-3999: Employee Benefits Attendance Clerk

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All 2023-2024 strategies and activities were implemented with the exception of Intel PC Pals (Volunteers were not available).
California Dashboard Results: Absenteeism indicated Green 7.1% chronically absent, declined 3%. Suspension Rate: indicated Blue, maintained -0.2%.
2023-2024 Panorama Survey Results: Grades K – 2nd Teacher Perception Survey: Students showed overall improvement in every area. The highest areas of improvement were in the areas of self-management, social awareness, self-efficacy, and Grit. 3rd grade increased their sense of belonging by 7% and students with IEPs increased by 13%.
2023-2024 Site Survey Results: 91.2% of students were 'Proud to be an Oak Chan Dragon."

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 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

A focus on continuing training in Responsive Classrooms (Activity 2.11) and restarting Intel PC Pals (Activity 2.5). In addition, a continued focus will be on student emotional regulation (Activity 2.12).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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. An emphasis will be on our Socioeconomically Disadvantaged students and Students with Disabilities.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

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

While our 2023-2024 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 the California Dashboard, any previously identified gaps have been diminishing, however, a focus on Students with Disabilities continues. 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
Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Assessment	August 2024 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 2024 Initial Assessments	A score of 80% or higher
California Assessment of Student Performance and Progress (CAASPP) Scores	2023-2024 Results	A 5% increase in English Language Arts (ELA) and 5% Math scores

| | English Language Proficiency Assessments for California (ELPAC) | 2023-2024 Results and % of Reclassified Fluent English Proficient (RFEP) Students | All students progress 1 level higher than previous assessment |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	Tier II Students	
3.2	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.	All Students	
3.3	Release time for teacher collaboration 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 data analysis, students' progress, set new goals, and plan next action steps. Monthly Grade Level Collaboration and Vertical Articulation Time	All students	Donations Categorical Programs and Grants 24517 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Specialist 9394 Learning Recovery 3000-3999: Employee Benefits MTSS Specialist
3.4	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.	All Students	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.5	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.	All Students	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
3.6	Provide Instructional Assistant, Yard Supervisor, and Teacher training to support our Full Inclusion and Mainstreaming students. Professional development will be offered by the district	Full Inclusion Students; Children with Special Needs	

	throughout the year with site level opportunities occurring monthly.		
3.7	Providing Professional Development that focuses creating/supporting a Culturally and Linguistically Responsive Classroom.	All Students	
3.8	Para Educator Support during the school day.	Focus on primary grades	5808 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Para Educator 2656 LCFF - Supplemental 3000-3999: Employee Benefits Para Educator

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All 2023-2024 strategies and activities were implemented.
ELA: Green 45.4 points above standard Declined 3.6 Points. Students with Disabilities: Orange 23.1 points below standard, however, had an increase of 13.5 Points.
Math: Blue 55.7 points above standard Increased by 5.5 Points. Students with Disabilities: Blue 3.3 points above standard, an increase of 27.8 Points.
2023-2024 Renaissance Growth: Reading +43, Math +50, Early Literacy +129
2023-2024 Site Survey Results: 93.4% of Oak Chan's parents believe that Oak Chan maintains a strong focus on student learning.

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 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

In support of the District's Special Education Neighborhood School's initiative, additional professional development in the area of supporting inclusion has been added (Activity 3.6).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Focus on success for ALL students through an inclusive and well supported instructional learning environment.
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.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
4.02 - Maintain schools in good repair.
4.03 - 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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Summative: scores that indicate students met targeted growth.	August 2024 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	2023-2024 results	English Learner (EL) Progress: growth of 5% English Language Arts (ELA) and Math
English Language Proficiency Assessments for California (ELPAC):	2023-2024 results	Growth in students who did not meet at least Level 3

	scores that indicate positive growth and/or Reclassified Fluent English Proficient (RFEP) status.		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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.	All Students	General Fund None Specified 5216 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk 2065 LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk
4.2	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).	All students (General Education, English Learners, Students with Special Needs, Gifted and Talented)	
4.3	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.	All Students	
4.4	Clustering of 4th and 5th grade GATE students with opportunities for extensions and enrichment during the school day.	Gifted and Talented Education (GATE) Identified Students	
4.5	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.	English Learners, Special Education, Gifted and Talented students.	
4.6	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.	English Learners, Students with Special Needs, and General Education Students who need extra English Language Arts (ELA) support.	
4.7	Teachers use a variety of materials and methods to teach essential comprehension/writing skills. Extensive work in vocabulary development and	All Students	

	written expression is 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.		
4.8	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.	All Students	
4.9	Multi-Tiered System of Supports (MTSS): Dedicated Response to Intervention (RtI) "What I Need' (WIN) 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.	All Students	24517 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher 9393 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher
4.10	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.	Students who's low (Red - Tier 3) Renaissance scores indicate needed intensive intervention.	
4.11	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.	English Language Learner Students	
4.12	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 with 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.	Special Education Students	Donations
4.13	Student Success Team Meetings: Special Education Team (Resource Specialist, Speech Pathologist, School Psychologist, Occupational	Students who are facing academic, behavior, and/or social challenges	

	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.	as identified by an Oak Chan Elementary School staff member or parent.	
4.14	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.	All Students	
4.15	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.	All Students	
4.16	Maintain a highly qualified teaching staff.	All students	

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All 2023-2024 strategies and activities were implemented with the exception of Bilingual Instructional Assistance. Our overall yearly site inspection (Facility Inspection Tool) indicated that Oak Chan has an excellent rating with the exception of roof issues which are being addressed by the District's Facilities Department (roofs will be replaced). Our site is currently fully staffed including highly qualified teachers.
2023-2024 Renaissance Results:
2023-2024 Panorama Results:

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 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Proposed activities and strategies will continue for the 2024-2025 school year as they have been found to be effective.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$181,488.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$45,845.00
Learning Recovery	$135,643.00

Subtotal of state or local funds included for this school: $181,488.00

Total of federal, state, and/or local funds for this school: $181,488.00

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	45845	0.00
Donations		
Learning Recovery	135643	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	45,845.00
Learning Recovery	135,643.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	108,866.00
2000-2999: Classified Personnel Salaries	22,255.00
3000-3999: Employee Benefits	50,367.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,798.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	22,255.00
3000-3999: Employee Benefits	LCFF - Supplemental	12,792.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	98,068.00
3000-3999: Employee Benefits	Learning Recovery	37,575.00

Expenditures by Goal

Goal Number		Total Expenditures
Goal 1		35,347.00
Goal 2		62,575.00
Goal 3		42,375.00
Goal 4		41,191.00

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
Bryan Greenwalt	Parent or Community Member
Nicole Javier-Watson	Parent or Community Member
Sayad Sarwari	Parent or Community Member
Sara Schelk	Parent or Community Member
Lisa Shifflet	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.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2024.

Attested:

Kat Bahry	Principal, Kat Bahry on May 15, 2024
(signature)	SSC Chairperson, Sara Schelk on May 15, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Oak Chan Elementary
101 Prewett Drive
Folsom, Ca. 95630
294-9155

__NOTICE OF SITE COUNCIL MEETING__

OPEN TO THE PUBLIC

DATE: Wednesday, May 15th
TIME: 3 p.m.
PLACE: Oak Chan Library

PUBLISHED AGENDA

- ▸ 2024-2025 SPSA
- ▸ Looking Ahead to 2024-2025 School Year

hello SUMMER

Site Council Sign In

5/15/2024

1. Kat Bahry _____ *Kat Bahry*

2. Kira Montinola _____ *Montinola*

C - Suzannah Nason _____ *Suzannah Nason*

Q Sandra Sanchez _____

5'- Sara Schelk _____

6. Nicole Javier-Wason ....

7   Bryan Greenwalt _____

8. Sayed Sarwari _____

(9. Lisa Shifflet _____ *Lisa Shifflet*

t1Q Sue Medley _____

,1.,11 Brit Renshaw _____

School Site Council Meeting

Agenda/Minutes

May 15, 2024   *Time3:00pm*   *Oak Chan Library*

1. Call to Order - 3:09 pm by Lisa Shifflet

Members Present:

I<at Bahry, Principal	Sara Schell<, Parent
Kira Montinola, Teacher	Sandra Sanchez, Teacher
Lisa Shifflet, Parent	Suzanna Nason, Teacher
Brit Renshaw, Classified	Bryan Greenwalt, Teacher
Sue Medley, Parent/Staff	

Quorum established with 9 members in attendance.

2. Previous Meeting Minutes - Minutes were approved for the last meeting, March 18, 2024. Minutes were moved by Sara Schell< and seconded by Bryan Greenwalt. Motion passed.

3. Unfinished Business - None

4. New Business:

Behavior issues are on the rise. We are set with our Tier 1 help, but we need more help with Tier 2.
More mental health support is needed.

Tier 2 Behavior Interventions:
Alternative Recess
Friday PBIS Groups - Intervention for kids with behavior problems
Activities:
Friday events -Anyone can run these.
Do we have time to add more?

Attendance- There is a new "belief" that is it an option. Because of this mentality, there is a gap in student achievement. How can we close these gaps and make sure parents and students know the importance of being present at school?
• See Dashboard for data.

English Language Learners - We have several that have reclassified to fluent English speakers, way to go!

Supplemental Funds- We are using these funds to hire more Paraeducators.

SPSA~

Single Action Plan for Student Achievement. We are waiting on the LCAP goals.

Goal 1 has been moved to cover Goal 4

Goal 1 (New)

We are fully staffed (as of now), however yard supervisors will be needed in the Fall.

We are looking into class size reduction for all grade levels.

We have met all our goals except for the Bilingual Assistant role, which we hope to fill.

Growth: We are waiting on results from Renaissance.

Goal 2

Intervention is now called Multi-teared System of Support (MTSS).

RTI Workshop is now called WIN Time (Whatever I Need).

All activities are the same, just renamed.

We are realizing that PC Pals is no longer realistic for our Intel Volunteers, and it might be removed.

According to our Site Survey, 91% of students were "Dragon Proud" and their sense of belonging increased by 7%.

Goal 3

We added inclusion support and training for teachers.

Goal 4 (was 1)

Letters Training - many staff have already been trained and are involved.

Goal 5

Not Applicable

New Hires:

Special Needs- We have one hire done and one more to go.

There is a possibility of having Interns next year.

2024/2025 Classrooms

Kinder is full

We will have a 1/2 Combo

3rd is almost full

4th is almost full

5th is full. We will have a 4/5 combo.

Combo classes are made by identifying independent workers and balancing out kids.

Recommendations for next year's Principal:

More SSC meeting per year?

Supplemental Funding?

Teachers and parents are encouraged to attend the meeting for input.

Site Safety Plan-

Due in the Fall. Mrs. Bahry will update and get ready for next year.

PTO Calendar is set, this includes Starstruck.

Vista Music is scheduled to perform during RRW.

5. Adjournment/SPSA Approval - *Motion to adjourn made by Bryan Greenwalt and seconded by Sandra Sanchez. Motion approved. Meeting adjourned at 3:40. The next meeting date was not set.*

   Minutes Respectfully submitted by: Brit Renshaw

_____   _____05/23/2024_____

Signature   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.**