



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	April 9, 2025	August 14, 2025

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the 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:

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

SPSA Title Page	1
Table of Contents.....	2
Plan Description	4
School Vision and Mission	4
School & Community Profile	4
Educational Partner Involvement.....	5
Resource Inequities	5
Comprehensive Needs Assessment Components.....	6
California School Dashboard (Dashboard) Indicators	6
Other Needs.....	6
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results	13
Student Population	16
Overall Performance.....	18
Academic Performance	19
Academic Engagement	25
Conditions & Climate.....	28
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1	30
Goal 2	33
Goal 3	38
Goal 4	40
Goal 5	43
Budget Summary	45
Budget Summary.....	45
Other Federal, State, and Local Funds.....	45
Budgeted Funds and Expenditures in this Plan	46
Funds Budgeted to the School by Funding Source	46
Expenditures by Funding Source.....	46
Expenditures by Budget Reference	46
Expenditures by Budget Reference and Funding Source.....	46
Expenditures by Goal	47
School Site Council Membership.....	48
English Learner Advisory Committee (ELAC).....	49

Recommendations and Assurances 50

Instructions 51

Appendix A: Plan Requirements..... 58

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 61

Appendix C: Select State and Federal Programs 64

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:

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 academically 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.

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 and the Parkway development. Our campus was completely rebuilt in 2019 to include 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, and Mathematics (STEAM) Lab. Student furniture allows for flexible seating and state-of-the-art technology supports academic instruction as well as Career and College readiness. With beautiful 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 our Dragathon and science projects.

Our 2024-2025 enrollment at the conclusion of the school year was 445; 1 Transitional Kindergarten class, 3 kindergarten classes, 2 first grade classes, 2 second grade classes, a 1st/2nd grade combination class, 3 3rd grade classes, 2 classes each in fourth and fifth grades, and a 4th/5th grade combination class. 11.9% of our student population are designated as socially economically disadvantaged and 2.7% are designated as English Language Learners. Our site has 1 Counseling Enriched Program SDC (Special Education CEP) class, which supports behaviorally challenged kindergarten through fifth-grade students, and 1 Moderate SDC class which supports students in Kindergarten through 5th grade with identified learning disabilities. Oak Chan is also home to a Student Care program that provides care before and after school hours.

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 developing an appreciation for lifelong learning. Our dedicated staff of professionals and paraprofessionals are 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. In 2023, Oak Chan received the High Reliability Schools Level 1 Certification from Marzano Resources, highlighting our foundational practices that support all students in achieving high levels of learning. In 2024, the California Positive Behavioral Intervention and Supports (PBIS) Coalition awarded Oak Chan the Silver Medal award for successful implementation of our Tier 1 practices.

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 the 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 Facilitator, we are focusing on inclusion, equity, and fostering a responsive classroom. Parents and the public are encouraged to be involved with the school program through our PTO (Parent Teacher Organization), School Site Council, and extensive 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 facilitates a reciprocal dialogue that continues to assist us in making needed changes as well as creating new ventures. Oak Chan Elementary School's Multi-Tiered System of Supports (MTSS) Leadership Teams meet monthly as does our Parent Teacher Organization (PTO). Our School Site Council meets a minimum of 4 times per year. Meetings were held on 10/16/2024, 11/13/2024, 1/15/2025, 3/12/2025 and 4/9/2025. 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.

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) with the exception of Suspension Rate which is in the Orange performance category.

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

Though our overall performance category for Chronic Absenteeism is Green, our Students with Disabilities subgroup is in the Orange category with an increased rate of 2.3% from the previous year, and our Asian (4.3% increase) and Socioeconomically Disadvantaged (2.1% decrease) subgroups are in the Yellow category.

For our Suspension Rate performance, we had 1 subgroup in the Red category - Students with Disabilities, which increased 5.3% from the previous year. Our Two or More Races, Socioeconomically Disadvantaged, and White subgroups are in the Orange category and increased by 1.3%, 3.2%, and 2.2% respectively from the previous year.

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 enrollment in each grade level continues to fluctuate due to the changing needs of 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. Our growing Transitional Kindergarten program continues to bring in more students prepared for kindergarten.

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. The number of student learning English as their non-native language remains consistent while the languages they speak at home is varied.
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.
3. Through the appropriate support and strategic instruction, we continue to see an increase in students obtaining reclassification. This past year, 7 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	88	90	74	88	90	73	88	90	73	100.0	100.0	98.6
Grade 4	73	93	88	73	93	87	73	93	87	100.0	100.0	98.9
Grade 5	77	74	99	77	73	99	77	73	99	100.0	98.6	100
All Grades	238	257	261	238	256	259	238	256	259	100.0	99.6	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2489.	2474.	2485.	51.14	42.22	45.21	22.73	28.89	28.77	15.91	20.00	20.55	10.23	8.89	5.48
Grade 4	2509.	2517.	2536.	46.58	41.94	54.02	26.03	27.96	20.69	10.96	18.28	16.09	16.44	11.83	9.20
Grade 5	2544.	2540.	2547.	33.77	35.62	41.41	38.96	36.99	32.32	15.58	13.70	12.12	11.69	13.70	14.14
All Grades	N/A	N/A	N/A	44.12	40.23	46.72	28.99	30.86	27.41	14.29	17.58	15.83	12.61	11.33	10.04

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46.59	35.56	30.14	46.59	58.89	64.38	6.82	5.56	5.48
Grade 4	36.99	44.09	44.83	54.79	51.61	50.57	8.22	4.30	4.60
Grade 5	32.47	30.14	35.35	62.34	57.53	53.54	5.19	12.33	11.11
All Grades	39.08	37.11	37.07	54.20	55.86	55.60	6.72	7.03	7.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	34.09	32.22	31.51	52.27	58.89	58.90	13.64	8.89	9.59
Grade 4	19.18	20.43	37.93	65.75	60.22	45.98	15.07	19.35	16.09
Grade 5	23.38	30.14	33.33	63.64	53.42	54.55	12.99	16.44	12.12
All Grades	26.05	27.34	34.36	60.08	57.81	52.90	13.87	14.84	12.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.14	16.67	28.77	70.45	73.33	64.38	3.41	10.00	6.85
Grade 4	26.03	22.58	17.24	69.86	67.74	78.16	4.11	9.68	4.60
Grade 5	25.97	17.81	17.17	63.64	73.97	78.79	10.39	8.22	4.04
All Grades	26.05	19.14	20.46	68.07	71.48	74.52	5.88	9.38	5.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.68	27.78	28.77	60.23	64.44	64.38	9.09	7.78	6.85
Grade 4	24.66	26.88	31.03	61.64	68.82	60.92	13.70	4.30	8.05
Grade 5	22.08	24.66	29.29	66.23	61.64	62.63	11.69	13.70	8.08
All Grades	26.05	26.56	29.73	62.61	65.23	62.55	11.34	8.20	7.72

Conclusions based on this data:

- Overall, 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 including developing students' writing skills and providing targeted intervention.
- The current 2024 California Dashboard indicates our English Language Arts is in the Blue category and has increased 11.4 points from the previous year. In addition to celebrating this success, we continue to focus our efforts on ensuring all students meet 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	88	90	74	88	90	74	88	90	74	100.0	100.0	100
Grade 4	73	93	88	73	93	86	73	93	86	100.0	100.0	97.7
Grade 5	77	74	99	77	73	99	77	73	98	100.0	98.6	100
All Grades	238	257	261	238	256	259	238	256	258	100.0	99.6	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2503.	2500.	2509.	54.55	47.78	58.11	29.55	35.56	20.27	9.09	7.78	16.22	6.82	8.89	5.41
Grade 4	2533.	2535.	2545.	49.32	50.54	47.67	27.40	25.81	32.56	17.81	17.20	17.44	5.48	6.45	2.33
Grade 5	2554.	2576.	2549.	38.96	52.05	39.80	29.87	23.29	23.47	20.78	16.44	22.45	10.39	8.22	14.29
All Grades	N/A	N/A	N/A	47.90	50.00	47.67	28.99	28.52	25.58	15.55	13.67	18.99	7.56	7.81	7.75

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	50.00	47.78	52.70	37.50	45.56	39.19	12.50	6.67	8.11
Grade 4	43.84	43.01	39.53	42.47	50.54	55.81	13.70	6.45	4.65
Grade 5	27.27	36.99	32.65	61.04	52.05	47.96	11.69	10.96	19.39
All Grades	40.76	42.97	40.70	46.64	49.22	48.06	12.61	7.81	11.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	52.27	48.89	48.65	44.32	43.33	45.95	3.41	7.78	5.41
Grade 4	49.32	45.16	45.35	43.84	46.24	50.00	6.85	8.60	4.65
Grade 5	36.36	36.99	30.61	57.14	52.05	57.14	6.49	10.96	12.24
All Grades	46.22	44.14	40.70	48.32	46.88	51.55	5.46	8.98	7.75

Conclusions based on this data:

- Overall, our students performed well but declined 5.2 points from the previous year. While many of our students are succeeding in mathematics, there is still much work to be done to continue to support students in meeting grade-level expectations and ensure that all students learn at high levels.
- The California Dashboard currently indicates that Oak Chan's student Mathematics performance is in the Green category, dropping from the Blue category that was achieved the previous year. 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	4	*	4
5	*	*		*	*		*	*		*	*	
All Grades										14	10	11

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	64.29	*	27.27	28.57	*	18.18	7.14	*	36.36	0.00	*	18.18	14	*	11

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	64.29	*	36.36	21.43	*	27.27	0.00	*	18.18	14.29	*	18.18	14	*	11

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*		*	*	
All Grades	35.71	*	0.00	50.00	*	45.45	14.29	*	18.18	0.00	*	36.36	14	*	11

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	71.43	*	45.45	21.43	*	36.36	7.14	*	18.18	14	*	11

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	57.14	*	27.27	28.57	*	54.55	14.29	*	18.18	14	*	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	57.14	*	0.00	35.71	*	54.55	7.14	*	45.45	14	*	11

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*		*	*		*	*		*	*		*
2	*		*	*		*	*		*	*		*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	71.43	*	27.27	28.57	*	63.64	0.00	*	9.09	14	*	11

Conclusions based on this data:

1. During the 2024/2025 school year, 7 students were Reclassified as English Proficient due to their performance on the 2024 ELPAC and their progress in class.
2. English Learners need targeted support with writing and speaking in English, as these are the areas that received the lowest percentage of students demonstrating that they are "Well Developed".

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
444	11.9%	2.7%	0.0%
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	2.7%
Foster Youth	0	0.0%
Homeless	12	2.7%
Socioeconomically Disadvantaged	53	11.9%
Students with Disabilities	65	14.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
American Indian	0	0.0%
Asian	40	9%
Filipino	5	1.1%
Hispanic	67	15.1%
Two or More Races	65	14.6%
Pacific Islander	0	0.0%
White	265	59.7%

Conclusions based on this data:

1. Our Socioeconomically Disadvantaged population grew approximately 3 percentage points from the previous year, and we continue to support a higher percentage of Students with Disabilities (14.6% of the student population).

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.

2. Over the years, our Emergent Bilingual student population has remained relatively steady (currently 12 students) even though more families are relocating to Folsom from outside of the United States. Our Students in Transition population (currently 12 students) is low; however, we focus on any support 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 remained steady: with 72 students with Individualized Education Programs (IEP) the previous year and 65 this year. We continue to support students at every level with our SST process.

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. We continue to do well in ELA and Mathematics but have decreased since the previous year in our overall performance on the CAASPP for Mathematics.
2. Our greatest area of need is our Suspension Rate, as it has increased significantly from the previous year.

School and Student Performance Data

Academic Performance English Language Arts

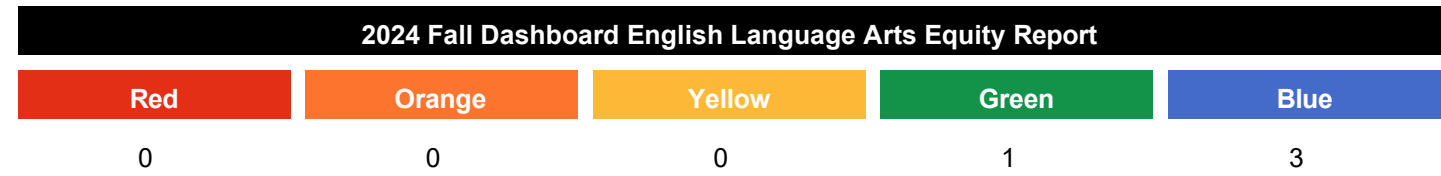
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 56.8 points above standard Increased 11.4 points 248 Students	English Learners  No Performance Color Less than 11 Students 8 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 5 Students	Socioeconomically Disadvantaged  No Performance Color 13.9 points below standard Increased 18.9 points 28 Students

Students with Disabilities  Green 3.9 points above standard Increased 27.0 points 49 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 92.9 points above standard Declined 14.4 points 21 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Blue 50.0 points above standard Increased 35.4 points 40 Students
Two or More Races  Blue 87.0 points above standard Increased 13.2 points 34 Students	Pacific Islander  No Performance Color Less than 11 Students 0 Students	White  Blue 45.7 points above standard Increased 7.7 points 151 Students

Conclusions based on this data:

1. Each of our subgroups increased overall on the CAASPP ELA assessments, with the exception of our Asian subgroup which declined 14.4 points. As these 21 students are 92.9 points above standard, this doesn't seem to be a prominent area of need.
2. While our Students with Disabilities and Socioeconomically Disadvantaged subgroups improved from the previous year, their proficiency levels are still much lower than the other subgroups and will need focused intervention to close the achievement gap.

School and Student Performance Data

Academic Performance Mathematics

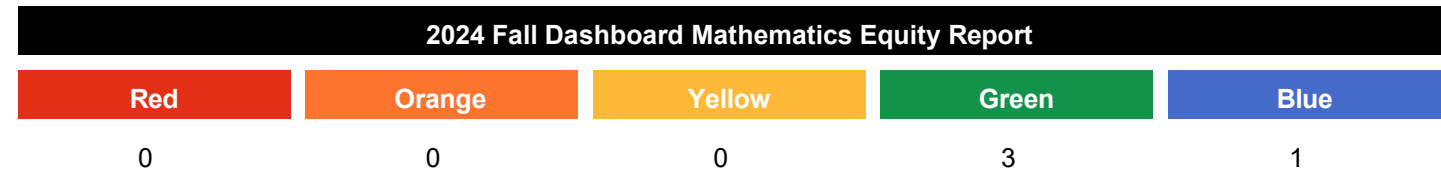
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 50.5 points above standard Declined 5.2 points 248 Students	English Learners  No Performance Color Less than 11 Students 9 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 6 Students	Socioeconomically Disadvantaged  No Performance Color 14.8 points below standard Declined 15.8 points 29 Students

Students with Disabilities  Green 1.2 points above standard Maintained 2.2 points 48 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 78.7 points above standard Declined 30.3 points 21 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Blue 40.6 points above standard Increased 4.2 points 40 Students
Two or More Races  Green 76.3 points above standard Declined 8.1 points 34 Students	Pacific Islander  No Performance Color Less than 11 Students 0 Students	White  Green 42.6 points above standard Declined 4.0 points 151 Students

Conclusions based on this data:

1. Overall, our students performed well, scoring 50.5 points above standard but declined 5.2 points from the previous year.
2. Our Socioeconomically Disadvantaged, Asian, Two or More Races, and White subgroups declined from the previous year, while our Students with Disabilities subgroup maintained, and our Hispanic subgroup increased by 4.2 points. This shows that we need to focus on providing high-quality Tier 1 instruction to ensure that all students learn at high levels.
3. Our Students with Disabilities and Socioeconomically Disadvantaged subgroups continue to score much lower than the other subgroups, similar to what we see in ELA.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 6 Students	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

- 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).
- During the 2024-2025 school year, 7 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 1 and 2.

School and Student Performance Data

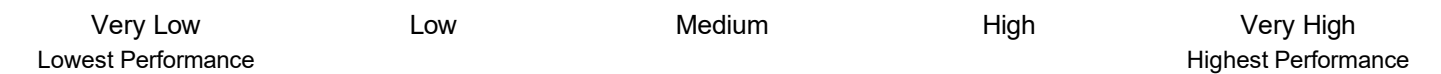
Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- As Oak Chan is an elementary school, we do not have data to report in regard to College/Career Readiness.
- 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 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 5.4% Chronically Absent Declined 1.7 463 Students	English Learners  No Performance Color 13.3% Chronically Absent Increased 13.3 15 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 50% Chronically Absent 0 14 Students	Socioeconomically Disadvantaged  Yellow 18.3% Chronically Absent Declined 2.1 60 Students

Students with Disabilities  Orange 11.4% Chronically Absent Increased 2.3 79 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 4.3% Chronically Absent Increased 4.3 46 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Green 5.7% Chronically Absent Declined 5.1 70 Students
Two or More Races  Green 5.9% Chronically Absent Declined 2.2 68 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 4.8% Chronically Absent Declined 2.4 270 Students

Conclusions based on this data:

1. Several subgroups improved their attendance from the previous year, including the Socioeconomically Disadvantaged, Hispanic, Two or More Races, and White subgroups.
2. Several subgroups had their attendance decline from the previous year, including the English Learners, Students with Disabilities, and Asian subgroups.
3. Overall, our Chronic Absenteeism rate decreased from the previous year, but there is still work we need to do to get students to school on time each day.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

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 2024-2025 school year, all of our 5th grade students were eligible and promoted to the 6th grade at middle school.

School and Student Performance Data

Conditions & Climate Suspension Rate

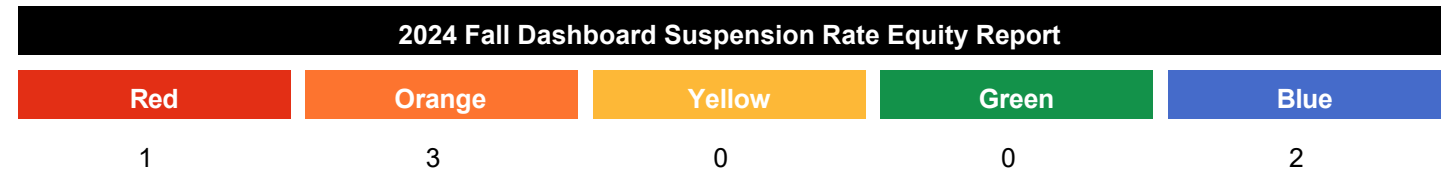
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.9% suspended at least one day Increased 1.5% 466 Students	English Learners  No Performance Color 0% suspended at least one day Declined 6.3% 17 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 7.1% suspended at least one day Increased 7.1% 14 Students	Socioeconomically Disadvantaged  Orange 3.2% suspended at least one day Increased 3.2% 62 Students

Students with Disabilities  Red 7.5% suspended at least one day Increased 5.3% 80 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  Blue 0% suspended at least one day Maintained 0% 48 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 70 Students
Two or More Races  Orange 2.9% suspended at least one day Increased 1.3% 68 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Orange 2.6% suspended at least one day Increased 2.2% 271 Students

Conclusions based on this data:

1. Overall, our suspension rate increased by 1.5% percentage points, which is a significant increase from the previous year.
2. The increase in suspensions demonstrates that we need stronger Tier 2 and Tier 3 interventions to prevent repeated incidents of suspendable behavior.
3. Our greatest increase was in the Students with Disabilities subgroup, with a 5.3% increase from the previous year, but we also saw increases with our Two or More Races and White subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student Progress and Educational Outcomes

1.0 All students will show growth on common grade-level assessments from Beginning-of-the-Year testing to Middle-of-the-Year testing.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#1: Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations.

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. Academic support for intermediate grades.
2. Support for English Learners.

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
STAR Early Literacy District Assessment	Percentages of students meeting the 5 or more SGP on the Early Literacy Assessment from the Beginning of the Year administration to the Middle of the Year administration: Kinder = 48/54 (89%) 1st Grade = 53/54 (98%) 2nd Grade = 53/56 (95%)	100% of students meeting expectation of 5 or more Student Growth Percentile from the August assessments to the December assessments.
STAR Reading Assessment	Percentages of students meeting the 5 or more SGP on the Reading Assessment from the Beginning of the Year administration to the Middle of the Year administration: 3rd Grade= 67/70 (96%) 4th Grade = 66/76 (87%) 5th Grade = 76/82 (93%)	100% of students meeting expectation of 5 or more Student Growth Percentile from the August assessments to the December assessments.
STAR Math Enterprise Assessments	Percentages of students meeting the 5 or more SGP on the Math Enterprise Assessment from the Beginning of the Year administration to the Middle of the Year administration:	100% of students meeting expectation of 5 or more Student Growth Percentile from the August assessments to the December assessments.

	2nd Grade = 49/55 (89%) 3rd Grade= 71/72 (99%) 4th Grade = 67/72 (93%) 5th Grade = 79/83 (95%)	
Grade Level Common assessments	Unknown at this time	Each student will show growth or proficiency on grade-level assessments throughout the school year, as tracked by classroom teachers and monitored during PLT meetings.

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	Provide release time for teachers, the MTSS Specialist, and the Resource Specialist to review academic progress for each student three times during the school year in Every Student By Name (ESBN) conferences.	All Students	1280 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Substitute Teachers 282 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Substitute Teachers
1.2	Hire 0.375 FTE Elementary Paraeducator (15 hours per week) to provide Tier 2 and Tier 3 intervention focused on literacy to students in grades K-5.	All Students identified as needing academic intervention	14517 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Intervention Support 5450 LCFF - Supplemental 3000-3999: Employee Benefits Intervention Support
1.3	Hire an on-site MTSS Specialist to provide daily, targeted, standards-based intervention to students identified as needing additional support through assessments and ESBN conferences.	All Students identified as needing academic intervention	101596 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Intervention Teacher 39006 Learning Recovery 3000-3999: Employee Benefits Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The Intervention Teacher provided instructional support to each grade level based on classroom data and teacher recommendations. Several students were moved in and out of the intervention groups, but no data was collected to determine the effectiveness of the intervention program. However, overall academic performance measured by the CAASPP ELA assessment showed measurable growth from the previous year and continued growth is expected this year.

The school's Guiding Coalition met regularly and worked to develop a school-wide practice for reviewing student performance data and responding to identified needs, providing support to their respective Professional Learning Teams.

Every Student By Name (ESBN) meetings were held twice during the year, once in the first trimester and once in the second trimester. Students needing additional academic and social support were identified during the meetings and SSTs were scheduled to address their needs. 31 SST meetings were held in 2024/2025 school year.

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.

Academic support was identified as need for Oak Chan, so the strategies were adjusted to provide intervention support through personnel. The metrics were changed to allow the School Site Council to monitor progress toward this goal in a timely manner.

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.

Improve Parent, Student, and Staff Perception of the School

2.0 Improve parent, student, and staff perception of the school in the areas of behavior management and meaningful participation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#2: Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations.

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. Training for Yard Supervisors on school-wide procedures
2. High suspension rate for Students with Disabilities
3. Students report experiencing negative interactions with peers
4. Students report not having meaningful participation at school and low readiness to learn
5. Only half of families reported that they feel welcome to participate at school
6. Perception that school rules are not enforced equally

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
CA Healthy Kids Survey	Key Indicator School Average School Count Anti-bullying climate 75% 73 Bad names/mean jokes 43% 72 Been hit or pushed 37% 71 Caring adult relationships 71% 74 Clarity of rules 85% 74 Cyberbullying 13% 71 Mean rumors/lies 31% Meaningful participation 39% 73 Parent involvement in schooling 80% 72 Students treated fairly when break rules 62% 74 Students well behaved 62% 73	Increase percentage of students, families, and staff responding favorably in all areas related to student behavior and school participation for 2025
CA School Parent Survey	Key Indicator Response Description School Average School Count Harassment or bullying of students "Large problem." 3% 40 Parental involvement in school "Yes" 65% 40 Parents feel welcome to participate "Strongly agree" 57% 40 Promotion of parental involvement "Strongly agree" 48% 40 School disorder "Small"/"Somewhat"/"Large problem." 13% 40	Increase percentage of students, families, and staff responding favorably in all areas related to student behavior and school participation for 2025

	School encourages me to be an active partner "Strongly agree" 52% 40 School enforces school rules equally "Strongly agree" 38% 40 School provides opportunities for participation "Strongly agree" 32% 40 School seeks the input of parents "Strongly agree" 30% 40																																																																																					
CA School Staff Survey	Key Indicator <table> <thead> <tr> <th>Response Description</th> <th>School Average</th> <th>School Count</th> </tr> </thead> <tbody> <tr> <td>Anti Bullying climate</td> <td></td> <td></td> </tr> <tr> <td>'Strongly agree'</td> <td>57%</td> <td></td> </tr> <tr> <td>14</td> <td></td> <td></td> </tr> <tr> <td>Creating a positive school climate</td> <td></td> <td></td> </tr> <tr> <td>'Yes'</td> <td>13%</td> <td></td> </tr> <tr> <td>15</td> <td></td> <td></td> </tr> <tr> <td>Cutting classes or being truant</td> <td></td> <td></td> </tr> <tr> <td>'Moderate' or 'Severe problem'</td> <td>13%</td> <td></td> </tr> <tr> <td>15</td> <td></td> <td></td> </tr> <tr> <td>Fairness and rule clarity</td> <td></td> <td></td> </tr> <tr> <td>'Strongly agree'</td> <td>69%</td> <td></td> </tr> <tr> <td>15</td> <td></td> <td></td> </tr> <tr> <td>Harassment/ bullying</td> <td></td> <td></td> </tr> <tr> <td>'Moderate' or 'Severe problem'</td> <td>0%</td> <td></td> </tr> <tr> <td>15</td> <td></td> <td></td> </tr> <tr> <td>Meaningful participation</td> <td></td> <td></td> </tr> <tr> <td>'Strongly agree'</td> <td>63%</td> <td></td> </tr> <tr> <td>14</td> <td></td> <td></td> </tr> <tr> <td>Parent involvement</td> <td></td> <td></td> </tr> <tr> <td>'Strongly agree'</td> <td>80%</td> <td></td> </tr> <tr> <td>14</td> <td></td> <td></td> </tr> <tr> <td>Positive behavioral support/classroom management</td> <td></td> <td></td> </tr> <tr> <td>'Yes'</td> <td></td> <td></td> </tr> <tr> <td>33%</td> <td></td> <td>15</td> </tr> <tr> <td>Staff working environment</td> <td></td> <td></td> </tr> <tr> <td>'Strongly agree'</td> <td>49%</td> <td></td> </tr> <tr> <td>15</td> <td></td> <td></td> </tr> </tbody> </table>	Response Description	School Average	School Count	Anti Bullying climate			'Strongly agree'	57%		14			Creating a positive school climate			'Yes'	13%		15			Cutting classes or being truant			'Moderate' or 'Severe problem'	13%		15			Fairness and rule clarity			'Strongly agree'	69%		15			Harassment/ bullying			'Moderate' or 'Severe problem'	0%		15			Meaningful participation			'Strongly agree'	63%		14			Parent involvement			'Strongly agree'	80%		14			Positive behavioral support/classroom management			'Yes'			33%		15	Staff working environment			'Strongly agree'	49%		15			Increase percentage of students, families, and staff responding favorably in all areas related to student behavior and school participation for 2025
Response Description	School Average	School Count																																																																																				
Anti Bullying climate																																																																																						
'Strongly agree'	57%																																																																																					
14																																																																																						
Creating a positive school climate																																																																																						
'Yes'	13%																																																																																					
15																																																																																						
Cutting classes or being truant																																																																																						
'Moderate' or 'Severe problem'	13%																																																																																					
15																																																																																						
Fairness and rule clarity																																																																																						
'Strongly agree'	69%																																																																																					
15																																																																																						
Harassment/ bullying																																																																																						
'Moderate' or 'Severe problem'	0%																																																																																					
15																																																																																						
Meaningful participation																																																																																						
'Strongly agree'	63%																																																																																					
14																																																																																						
Parent involvement																																																																																						
'Strongly agree'	80%																																																																																					
14																																																																																						
Positive behavioral support/classroom management																																																																																						
'Yes'																																																																																						
33%		15																																																																																				
Staff working environment																																																																																						
'Strongly agree'	49%																																																																																					
15																																																																																						
School Needs Assessment Survey	Percentage of respondents who selected the following (top 3) as an area of need for the school: • Appropriate responses when students break school rules = 56.7% • Clearly communicated behavior expectations for students = 26.7% Staff involvement in making decisions regarding school operations = 20%	Increase percentage of students, families, and staff responding favorably in all areas related to student behavior and school participation for 2025																																																																																				

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	Hire 0.25 FTE Parent Coordinator to support with parent engagement in the school and communication between school and families	All Students	9678 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Parent Coordinator 4308 LCFF - Supplemental 3000-3999: Employee Benefits PBIS and SEL Incentives for students
2.2	Hire 0.25 FTE Elementary School Clerk to support attendance initiatives	All Students	11231 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk Extra Hours 4377 LCFF - Supplemental 3000-3999: Employee Benefits Attendance Clerk Extra Hours
2.3	Hire 0.125 Health Clerk to provide health-related services for students	Promoting consistent student attendance, acknowledging students with Excellent/Perfect Attendance and providing extra support for students who are consistently late and/or absent.	5351 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Clerk 2226 LCFF - Supplemental 3000-3999: Employee Benefits Health Clerk

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

PBIS activities were implemented throughout the year, leading the PBIS Tier 1 team to achieve a high score on the year-end Tiered Fidelity Index (TFI) and qualify to apply for the PBIS Silver medal again.

Communication between families and staff has remained consistent with the exception of a new communication platform, ParentSquare, causing a few families to express frustration with the new system.

The school continues to work with Attendance and Due Process and to support Independent Study contracts to improve school attendance. However, attendance awards were not given during award ceremonies due to the evolving guidelines around illness and school attendance.

Family Engagement events appeared to successfully connect families and the school. However, no data was collected to allow for analysis on which families were engaged, and which events reached more families than others.

Intel Corporation is no longer participating in the PC Pals program with Oak Chan due to recent layoffs, but other organizations including the U.S. Postal Service, Folsom Police Department, and local dairy farmers provided educational experiences for students on campus throughout the school year.

Special Friends Programs continues to offer students with specific social needs a place to learn valuable "soft" skills.

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 with the exception of Intel Corporation's PC Pals not taking place this year.

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

The number of strategies was significantly reduced to better reflect how the funding provided will support student outcomes for this goal. The strategies now focus on personnel who will provide support to students, families, and staff to improve perception of the school and meet the goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Guaranteed and Viable Curriculum for all Students

3.0 All students will receive the Guaranteed and Viable Curriculum identified for their grade level by the end of the school year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#3: Provide all students with high quality classroom instruction and access to a broad course of study.

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. Academic support for intermediate grades
2. Support for English Learners

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
Guaranteed and Viable Curriculum Documents for each Grade Level	Grades Kindergarten through 5th were given Essential Standards from the school district's Curriculum & Instruction Department for Reading and Mathematics during the 2024/2025 school year.	Grades Kindergarten through 5th have documented Guaranteed and Viable Curriculums for reading, writing, and math.

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	Provide release time for K-5 teachers three times during the school year to identify writing essential standards and develop units that align with the school-wide writing practices.	All Students	10958 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Substitute Teachers 2396 LCFF - Supplemental 3000-3999: Employee Benefits

			Certificated Substitute Teachers
3.2	Materials or access for online programs to support Professional Development for teachers on a school-wide writing program or practice.	All Students	477 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures School Licenses for writing resources

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

All 2023-2024 strategies and activities were implemented. Every Student By Name (ESBN) meetings were only held during the first and second trimesters instead of all three. Despite this, students overall scored in the Blue category for ELA and the Green category for Math. Enrichment opportunities and family engagement events are provided and well attended by students and families. Our Yard Supervisors were trained in PBIS strategies twice this year. Our paraeducator providing support to primary grade was also able to help out in 3rd grade toward the end of the year.

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.

The number of strategies was significantly reduced to focus on the strategies receiving funding to support student toward meeting the goal. We focused on aligning our actions with the work the school and the district are doing with High Reliability Schools to ensure that all students receive quality instruction from highly effective teachers in every classroom.

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.

High-Quality Instruction for All Students

4.0 Align grade-level instruction across classes to ensure that all students receive high-quality instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#4: All students will receive equitable instruction from highly qualified teachers and have access to curriculum that promotes college and career readiness.

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. Academic support for intermediate grades
2. Support for English Learners

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
High Reliability Schools Level 2 certification	Oak Chan was awarded High Reliability Schools Level Certification in 2024 and is working toward Level 2 certification to show that we have Effective Teaching in Every Classroom.	OCE is awarded HRS Level 2 certification through Marzano Resources
HRS Level 2 Indicators	The HRS Level 2 Staff Survey identified the following perceived areas of growth for Level 2: • School leaders regularly talk to me about the evaluation data they have collected for me. • School leaders use multiple sources of information to give feedback and evaluate me including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers. • We regularly view and discuss video examples of effective teaching at faculty and department meetings.	HRS Level 2 Indicators are substantiated with evidence

	• Instructional coaching relevant to my instructional growth goals is available to me. • School leaders give me feedback frequently. • School leaders observe me frequently. • I have opportunities to view and discuss video examples of effective teaching. • School leaders use highly specific rubrics to give me accurate feedback on my pedagogical strengths and weaknesses. • I have opportunities to engage in instructional rounds. • School leaders have information available about teachers' participation in virtual discussions about effective teaching. • School leaders have information available about teachers' participation in opportunities to observe and discuss effective teaching. • School leaders meet with me to discuss my instructional growth goals. • School leaders collect data about how effective professional development is in improving teacher practices.	
--	---	--

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	Provide release time for TK-5 teachers to participate in Instructional Rounds and grade-level collaboration facilitated by the MTSS Specialist three times during the school year.	All Students	12000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated Substitute Teachers 2640 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Substitute Teachers

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

All strategies were implemented with the exception of staffing a Bilingual Instructional Assistant (BIA). Annual inspections show that Oak Chan is a safe and clean school. Our Health Clerk is present to address health concerns and supports the school nurse. GATE students received differentiated instruction through the school's intervention time that occurs 4 days per week.

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

The Bilingual Instructional Assistant was not staffed at the school due to fluctuating numbers of EL students enrolled.

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

The number of strategies was significantly reduced to focus on strategies that are funded and focus specifically on helping teachers develop high-quality instruction that supports all students.

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: 2024-25

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

Analysis

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

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	\$227,773.00
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	\$87,171.00
Learning Recovery	\$140,602.00

Subtotal of state or local funds included for this school: \$227,773.00

Total of federal, state, and/or local funds for this school: \$227,773.00

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	87171	0.00
Donations		
Learning Recovery	140602	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	87,171.00
Learning Recovery	140,602.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	135,512.00
2000-2999: Classified Personnel Salaries	31,099.00
3000-3999: Employee Benefits	60,685.00
5000-5999: Services And Other Operating Expenditures	477.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	33,916.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,099.00
3000-3999: Employee Benefits	LCFF - Supplemental	21,679.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	477.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	101,596.00

3000-3999: Employee Benefits

Learning Recovery

39,006.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	162,131.00
Goal 2	37,171.00
Goal 3	13,831.00
Goal 4	14,640.00

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
Amber Lozano	Principal
Suzannah Nason	Classroom Teacher
Sandra Sanchez	Classroom Teacher
Elisa Yi	Classroom Teacher
Brit Renshaw	Other School Staff
Bryan Greenwalt	Parent or Community Member
Nicole Javier-Watson	Parent or Community Member
Lisa Shifflet	Parent or Community Member
Kristen Thompson	Parent or Community Member
Robin Washington	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Amber lozano	Principal
Cheryl Patterson	Classroom Teacher

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

- Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
 2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 April 9, 2025.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is 'Amber Lozano' and the bottom signature is 'Amber Lozano'. Both are written in a cursive style.

Principal, Amber Lozano on 4/9/2025
SSC Chairperson, Amber Lozano on 4/9/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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.

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023



OAK CHAN ELEMENTARY SCHOOL

SCHOOL SITE COUNCIL & ENGLISH LEARNER ADVISORY COMMITTEE AGENDA

DATE	TIME	LOCATION
April 9, 2025	3:00-4:00 PM	Oak Chan Library

2024/2025 Elected Members

Amber Lozano <i>Principal</i>	Bryan Greenwalt <i>Parent</i>
Brit Renshaw <i>Parent Coordinator</i>	Nicole Javier-Watson <i>Parent</i>
Suzannah Nason <i>Teacher</i>	Lisa Shifflet <i>Parent</i>
Sandra Sanchez <i>Teacher</i>	Kristin Thompson <i>Parent</i>
Elisa Yi <i>Teacher</i>	Robin Washington <i>Parent</i>

Topic	Facilitator
Call to Order	Chairperson
Roll Call	Secretary
Review Agenda	Chairperson
Review & Approve Previous Minutes	Chairperson
Public Comment	Chairperson
Committee Reports	Chairperson
Unfinished Business	Chairperson
New Business	
• Review & Approve 25/26 School Plan for Student Achievement	Chairperson
Announcements	Council
Adjournment	Chairperson



OAK CHAN ELEMENTARY SCHOOL

SCHOOL SITE COUNCIL & ENGLISH LEARNER ADVISORY COMMITTEE MINUTES

DATE	TIME	LOCATION
April 9, 2025	3:00-4:00 PM	Oak Chan Library

2024/2025 Elected Members			
Amber Lozano <i>Principal</i>	Present ▾	Bryan Greenwalt <i>Parent</i>	Absent ▾
Brit Renshaw <i>Parent Coordinator</i>	Present ▾	Nicole Javier-Watson <i>Parent</i>	Present ▾
Suzannah Nason <i>Teacher</i>	Present ▾	Lisa Shifflet <i>Parent</i>	Present ▾
Sandra Sanchez <i>Teacher</i>	Present ▾	Kristin Thompson <i>Parent</i>	Present ▾
Elisa Yi <i>Teacher</i>	Present ▾	Robin Washington <i>Parent</i>	Present ▾
Others Present: Cheryl Patterson			

Topic	Facilitator	Notes
Call to Order	Chairperson	Meeting called to order at 3:00 PM
Roll Call	Secretary	Document attendance in table above Members in attendance: 9 ▾ Quorum = 50%+1 Quorum: Met ▾
Review Agenda	Chairperson	Agenda was reviewed by the council.
Review & Approve Previous Minutes	Chairperson	Previous Minutes were reviewed by the council. Motion to approve minutes of previous meeting as written: Elisa Yi ▾ Second: Robin Washington ▾ In favor: 9 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Result: Passes ▾
Public Comment	Chairperson	None

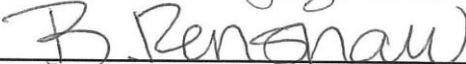
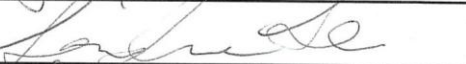
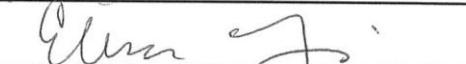
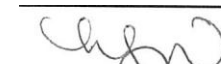
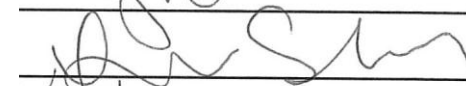
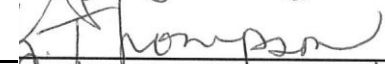
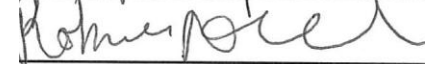
Committee Reports	Chairperson	None
Unfinished Business	Chairperson	None
New Business		
Review & Approve 25/26 SPSA	Chairperson	Council reviewed the current draft of the 25/26 SPSA goals and actions. Motion to approve the 25/26 School Plan for Student Achievement as written: Suzannah Nason ▾ Second: Kristin Thompson ▾ In favor: 9 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Result: Passes ▾
Announcements	Council	Chairperson shared members retiring and members returning for the 25/26 school year. No open positions next year.
Adjournment	Chairperson	Motion to adjourn the meeting: Brit Renshaw ▾ Second: Lisa Shifflet ▾ In favor: 9 ▾ Oppose: 0 ▾ Abstain: 0 ▾ Result: Passes ▾ Meeting adjourned at 3:50 PM

Next Meeting: None



SCHOOL SITE COUNCIL MEETING SIGN IN

WEDNESDAY, April 9, 2025
3:00 - 4:00 PM
OAK CHAN LIBRARY

Member Name	Role	Signature
Amber Lozano	Principal	
Brit Renshaw	Other School Staff	
Suzannah Nason	Classroom Teacher	
Sandra Sanchez	Classroom Teacher	
Elisa Yi	Classroom Teacher	
Brian Greenwalt	Parent	
Nicole Javier-Watson	Parent	
Lisa Shifflet	Parent	
Kristin Thompson	Parent	
Robin Washington	Parent	

Guest Name	Connection to School	Signature
