

School Year: 2021-22



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oak Chan Elementary School	34673306107965	September 7, 2021	October 21, 2021

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## Purpose and Description

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

Schoolwide Program

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

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

## School Vision and Mission

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

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

- Learning through a unique, hands-on, experiential, and collaborative process;
- Inspiring creative, critical, and analytical thinking;
- Providing a rigorous and technologically enhanced curriculum;
- Creating educational opportunities for students that will broaden their experience and meet future school and workforce needs;
- Assisting our children to become globally competitive in the world economy;
- Supporting school-wide Science, Technology, Engineering, Arts and Mathematics (S.T.E.A.M.) enrichment;
- Utilizing Positive Behavioral Interventions and Supports (PBIS): an approach for teaching children appropriate behavior and providing the supports necessary to sustain that behavior;
- Focusing on Social and Emotional Learning (SEL) by supporting relationships, routines, and resilience;
- Encouraging parents and community partners to be involved through our Parent Teacher Organization (PTO), School Site Council, and classroom/site volunteer program.

## School & Community Profile

Oak Chan Elementary School, which opened in the fall of 1989, is located in the Lexington Hills subdivision of Folsom and serves students residing in Lexington Hills, the Parkway development, the Pinnacle, the Falls, Legends and Fairmont Apartments. Our completely rebuilt campus includes 4 newer buildings. There are 21 classrooms with a common work area in each of the classroom wings. This area is used for one to one support, student small collaboration groups, and focused intervention. In support of our Full Inclusion Program as well as other physical movement, usually a specified space is dedicated for our school Occupational Therapist and other programs such as physical education and music. The Learning Center and Academic Support classrooms are located in our Resource Center. This spacious facility includes offices for our Speech Pathologist and School Psychologist as well as a fully supported library and Science, Technology, Engineering, Art, Mathematics (STEAM) Lab. All new furniture allows for flexible seating and state of the art technology supports academic instruction as well as Career and College readiness. With beautiful new

landscaping and playground areas, students have an opportunity to explore, be creative, and experience all the elements of outdoor play. We are very fortunate to have a small park across the street from our school, with wetlands and a second park within walking distance. A small pond and bike trail are adjacent to our school grounds and provide an ideal learning environment for nature studies. In collaboration with Folsom Parks and Recreation, we are able to utilize the park space for events such as Dragathon and the launching of 5th grade Intel Rockets.

Our August 2021 enrollment is 452. Currently, we have 3 kindergarten classes, 3 first and 4 second grade classes, 4 third grade classes, with 2.5 classes each in fourth and fifth grades. 8% of our student population are eligible for Free and Reduced Meals (this school year, all students can receive lunch at no cost) and 3% are designated as English Language Learners. Our site has 2 Counseling Enriched Program (Special Education CEP) classes, which support behaviorally challenged kindergarten through fifth-grade students from various Folsom elementary schools. Oak Chan is also home to a Student Care program as well as a Parent Co-op Preschool.

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

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

The district adopted Common Core academic curriculum provides for basic skills, extra support, and enrichment in the general education classroom. We are a full 'Inclusion' and 'mainstreaming' school; strategically supporting children with special needs. As we develop our STEAM Program (Science, Technology, Engineering, Arts, Math), we offer various school-wide and after school enrichment including a very strong instrumental Music program for fourth and fifth-grade students; Meet the Masters Art program which allows the students an opportunity to learn about well-known artists and create their own masterpiece; a six week Starstruck dance program; Makerspace Carts that empower students to be creative and innovative; Cyberwise (digital safety/citizenship) in which parent volunteers provide curriculum and instruction in the classroom; 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, Choir, 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.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Throughout the school year, various formal and informal school effectiveness surveys are conducted, including a Parent Teacher Organization (PTO) enrichment survey, Oak Chan Elementary School staff and student surveys as well as the California Healthy Kids Survey. Our invested learning community's participation must be noted, for example, as in the California Healthy Kids Survey. Oak Chan Elementary School is the recipient, 3 years in a row, of the Triple Crown Award for high participation in all 3 categories (staff, student, and parents). We are successful in reaching out to all stakeholders and gathering feedback, opinions and suggestions.

Summary of Staff Survey Results: Over 90% of the Oak Chan Elementary School staff believes that our site is a safe and positive environment as well as being fully supported by site leadership in various areas. Due to the rapid change to a Distance Learning format from August through early November, support with online platforms was an initial concern. However, with time, staff became versed in many new technical skills.

Summary of Student Survey Results: Over 95% of students enjoyed going to school, felt a connectedness to our school, believed staff members cared about them, and it is a safe and positive environment.

Summary of Parent Survey Results: Over 90% of our parents believed that Oak Chan Elementary School is a safe and positive learning environment and felt very comfortable in contacting the school if needed. Several families commented about the need for students to be able to attend school full time. While FCUSD was one of the only local districts to have elementary school students attending 'in-person,' due to COVID-19 health and safety regulations, we had to proceed with a Hybrid model. In addition, many of our events, activities, and enrichments were held 'virtually' which made it difficult for families to appropriately comment on all our extracurricular activities.

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

## Classroom Observations

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

While surveys and academic assessments are vital components in creating a safe, nurturing, positive, and successful school environment, witnessing the daily routines and interactions of staff and students is equally of value and of great importance. Informal class observations occur frequently, not only as a means to see what transpires daily inside the classroom but also as a way for administration to connect with teachers and students. In addition, as common core standards are implemented, observations are focused on student engagement, instruction, and classroom management. A probationary teacher is formally evaluated twice in the fall and twice in the spring; administrator and teacher discuss the findings and create appropriate next steps to foster personal and professional growth. Tenured teachers have the option of being evaluated every other year by formal observation or by completing an agreed upon project. In suitable cases, a teacher may be given the option of a 5-year evaluation cycle.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

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

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

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

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

All Professional Development is based on staff needs, including but not limited to: training in classroom management, Common Core academic instruction/assessment, differentiated instruction, Social and Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS). Our focus for this year includes Next Generation Science Standards (NGSS), best practices in English Language Development (ELD), and achievement in the core modules of English Language Arts (ELA) and Mathematics. Professional Development opportunities occur at the site and district levels, as well as with outside agencies such as Sacramento County of Education (SCOE) and Solution Tree.



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

In addition to the aforementioned opportunities, District Lead Teachers provide on-going support and training for our teachers. As a district, we are fully implementing Common Core State Standards, supporting various interventions, and targeting specific instructional needs. For example, we have Math journals, provided by the district, with teacher training on use of this common core tool. Assistance is also given in the integration of technology including web based resources and programs.

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

Grade Level collaboration at our site occurs 1 to 2 times per month with opportunities for vertical articulation in primary (K-2) and intermediate (3-5). Ongoing collaboration is an integral part of our staff development. Professional Learning Communities (PLCs) are regularly utilized. Designated time is spent on reviewing student progress, identifying areas in need of support, create intervention/enrichment plans, and focus on research based instructional strategies to support all students' interest and way of thinking.

## Teaching and Learning

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

Oak Chan Elementary School continues to refine MTSS/RtI, after-school interventions, small group settings, and create a trusting environment in which to grow collaboratively as we fully implement Common Core State Standards. Teachers are adjusting their current curriculum to allow for discussion, dialogue, project based learning, and to align with Common Core State Standards expectations. Our newer Language Arts and current Math curriculum are examples of district alignment. Grade level standards in Social Studies and the Next Generation Science Standards are also implemented during the school day.

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

The school schedule provides students with the required number of Instructional Minutes per day. Language Arts and Mathematics times are protected as much as possible to offer needed uninterrupted instructional time and grade level shared activities. We also have early-late schedules for our first and second grades to focus on early reading and writing grade level proficiency.

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

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

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

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

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

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

## Opportunity and Equal Educational Access



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

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

Evidence-based educational practices to raise student achievement

Facilitating and supporting effective core instruction while maintaining a positive learning environment is foremost at Oak Chan Elementary School. Our site Guiding Coalition, made up of 1 teacher representative from each grade level, meets regularly with the Principal to focus on student academic progress while the Climate Committee focuses on PBIS, SEL, and safety. Grade level Professional Learning Communities (PLCs) also meet monthly to analyze collected data and create Smart Goals to address next steps. Knowing that all students may think, process, and learn differently, additional supports are instituted and redesigned when appropriate. Response to Intervention (RtI) Workshop time occurs during a specified part of the school day where all grade levels group students according to their academic needs/skill set in math or English Language Arts; strategically designed academic support/enrichment is given to each group of students during this time. In order to create a learning environment that fosters student learning, our school has implemented Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL) for ALL students. Our teachers are trained in PBIS and SEL strategies and throughout the school year, teach various lessons designed to build positive character traits in our students as well as support a Growth Mindset.

## Parental Engagement

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

Our learning community consists of all staff members, students, families, and local community members, businesses and agencies. Parents are skilled volunteers who are welcome to assist during school-wide events, field trips, and/or in the classroom. They understand the requirements, expectations and where to find the appropriate resources to become a Category II Volunteer. Our teachers manage their volunteers by strategic scheduling. Our Parent Teacher Organization (PTO) is highly supportive of students, parent engagement/involvement, and fund many additional activities, events, supplies and Science, Technology, Engineering, the Arts and Mathematics (STEAM) materials when funds are lacking at the state level. Local agencies, such as the Folsom City Council and Police and Fire Departments are always available to support and participate in school-wide events, with local businesses and professional organizations, such as Intel Corporation and Rotary Club, work directly with students while also providing monetary donations. Oak Chan Elementary School has a ready and very willing supply of volunteers and community partnerships. \*Due to COVID-19 Health and Safety regulations, we are currently waiting for approval to be able to allow on campus volunteers.

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

The involvement of parents, teachers, and staff with our School Site Council are critical to the success of our school. Our School Site Council consists of an equal number of teachers, parents, and, depending on the number of our second language students, a representative to support these students. This committee stays current on the needs and successes of our site through consistent school to home communication, by attending Parent Teacher Organization (PTO) monthly meetings and/or at least 3 School Site Council meetings per school year.

## Funding

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

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

Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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 learning community's stakeholders' (students, families, staff members, and community members) opinions and suggestions. On-going two-way communication facilitates a reciprocal dialogue that continues to assist us in making needed changes as well as create new ventures. Oak Chan Elementary School's Multi-Tiered System of Supports (MTSS) Leadership Teams meet monthly as does our Parent Teacher Organization (PTO). Our School Site Council meets a minimum of 3 times per year. During these meetings, information is shared, discussed, and used to guide our goals, action plans, next steps, and evaluation of progress toward set goals. This is also the time our School Plan for Student Achievement (SPSA) and School Safety Plan are discussed, developed, finalized, and accepted.

## **Resource Inequities**

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

Oak Chan Elementary School has 4 identified needs for the 2021-2022 school year.

1. The Re-Opening of Campus for full day instruction: This August, will be the first time we will have all our students on campus for a regular school day. There will still be specific COVID-19 Health and Safety guidelines and restrictions that will hinder our normal volunteer participation as well as many of our in-person enrichments and events. Our staff and all students return to school since the outbreak of COVID-19. Whatever model is instituted, we know that the 'normal' school day will look and feel different. We also will be facing many challenges including needed emotional support for all returning.

2. CAASPP Mathematics: The Fall Dashboard indicator for Mathematics remains in the Green, while English Language Arts (ELA) moved up to Blue. Utilizing our site's Professional Learning Communities (PLC), Mathematics essential standards will be refined and strategically taught. Our goal is to continue to see growth in our overall CAASPP scores, within our subgroups, and especially in 5th-grade mathematics.

3. Staff Members: New to our staff are two recently credentialed teachers. Through FCUSD's Beginning Teacher Support and Assessment (BTSA) program as well as assigning on-site

mentoring teachers, we will fully support our new teachers' professional growth and strengthen their best practices. Currently, we have several open support staff positions which we are having difficulty filling.

4. Connectedness between Support Staff and students: Our 2019-2020 survey indicated that 91% of our students felt they had a 'caring' adult on campus, however, there were still some concerns in regard to student relationships with Yard Supervisors. As we are now back full-time on campus, this area of need will be further discussed and addressed by our site's Climate Committee that oversees the implementation of our Positive Behavioral Interventions and Supports (PBIS) and Social and Emotional Learning (SEL).

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.87%	0.21%	%	4	1	
Asian	9.76%	9.47%	9.2%	45	45	37
Filipino	0.65%	0.84%	0.5%	3	4	2
Hispanic/Latino	11.93%	12.42%	13.4%	55	59	54
Pacific Islander	%	0%	%		0	
White	67.46%	67.37%	64.5%	311	320	260
Multiple/No Response	9.33%	9.68%	12.4%	43	46	50
Total Enrollment				461	475	403

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	70	86	43
Grade 1	62	83	74
Grade 2	78	69	76
Grade3	73	81	65
Grade 4	79	76	72
Grade 5	99	80	73
Total Enrollment	461	475	403

### Conclusions based on this data:

1. 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.
2. Families with grown children are relocating while younger families are moving into the neighborhood. This has caused an increase in primary age enrollment. This upcoming year our enrollment numbers have slightly declined in kindergarten, however our enrollment in first through fifth grades has maintained or slightly increased.
3. Our 2020 enrollment declined due to COVID-19 and moving to a Hybrid Model of instruction. Some families chose to go to Charter Schools or start homeschooling with the intention of returning to Oak Chan once we are fully back in session.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	18	23	13	3.9%	4.8%	3.2%
Fluent English Proficient (FEP)	24	29	30	5.2%	6.1%	7.4%
Reclassified Fluent English Proficient (RFEP)	3	4	8	15.8%	22.2%	34.8%

### Conclusions based on this data:

1. Our population is becoming more diverse with new families from outside of the United States relocating to Folsom. Reaching out to families and encouraging participation in events such as Oak Chan Elementary School's International Night, have strengthened their sense of belonging and connectedness to our community.
2. With families relocating from outside of the United States, we find some students arriving already proficient in English, with some who are identified as English Learners (EL). Although our EL population is small, we continue to focus on and provide English acquisition strategies and support for students in need.
3. Through the appropriate support and strategic instruction, we continue to see an increase in students obtaining reclassification. While the percentage of English Learners is increasing, so does the number of students who show growth in English language acquisition or are reclassified. This past year, 2 more of our English Language students were reclassified as Fluent English Proficient.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	79	71	79	79	71	79	79	71	100	100	100
Grade 4	95	87	80	95	87	79	95	87	79	100	100	98.8
Grade 5	87	95	96	87	95	94	87	95	94	100	100	97.9
All	261	261	247	261	261	244	261	261	244	100	100	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2463.	2468.	2477.	32.91	41.77	54.93	35.44	27.85	16.90	24.05	17.72	15.49	7.59	12.66	12.68
Grade 4	2513.	2519.	2521.	43.16	52.87	44.30	32.63	19.54	31.65	17.89	16.09	12.66	6.32	11.49	11.39
Grade 5	2528.	2538.	2548.	32.18	30.53	38.30	31.03	36.84	34.04	18.39	23.16	15.96	18.39	9.47	11.70
All Grades	N/A	N/A	N/A	36.40	41.38	45.08	32.95	28.35	28.28	19.92	19.16	14.75	10.73	11.11	11.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.44	46.84	52.11	50.63	45.57	33.80	13.92	7.59	14.08
Grade 4	48.42	44.83	53.16	43.16	49.43	35.44	8.42	5.75	11.39
Grade 5	35.63	38.95	45.74	49.43	51.58	41.49	14.94	9.47	12.77
All Grades	40.23	43.30	50.00	47.51	49.04	37.30	12.26	7.66	12.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.65	36.71	39.44	58.23	45.57	46.48	10.13	17.72	14.08
Grade 4	40.00	49.43	34.18	53.68	34.48	54.43	6.32	16.09	11.39
Grade 5	43.68	48.42	40.43	41.38	35.79	44.68	14.94	15.79	14.89
All Grades	38.70	45.21	38.11	50.96	38.31	48.36	10.34	16.48	13.52

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.91	46.84	42.25	64.56	43.04	53.52	2.53	10.13	4.23
Grade 4	22.11	33.33	39.24	71.58	62.07	50.63	6.32	4.60	10.13
Grade 5	18.39	15.79	28.72	64.37	77.89	63.83	17.24	6.32	7.45
All Grades	24.14	31.03	36.07	67.05	62.07	56.56	8.81	6.90	7.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.65	35.44	38.03	60.76	54.43	47.89	7.59	10.13	14.08
Grade 4	35.79	43.68	34.18	49.47	42.53	51.90	14.74	13.79	13.92
Grade 5	35.63	35.79	32.98	47.13	54.74	55.32	17.24	9.47	11.70
All Grades	34.48	38.31	34.84	52.11	50.57	52.05	13.41	11.11	13.11

#### Conclusions based on this data:

1. Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 nor the 2021-2022 CAASPP. However, Site-wide iReady assessments were administered with results provided to parents. The conclusion comments below address the 2018-2019 results. 2021 initial site diagnostics will guide the creation of new SMART goals and next steps for the 2021-2022 school year.
2. Overall, our students performed well, growing 3% this last year; the highest percentage of achievement was seen at Level 4, Standard Exceeds. However, we still have work to do; our goal is to continue to see the percentages decrease in Level 2 and Level 1. We will continue to work on strategies that target weaker areas. This includes fidelity to the adopted curriculum, increase the analysis of iReady data, and the continuation of before, during, and after school interventions. 5th grade scores, while they slightly increase each year, are still far below the other grade levels' achievement. They do, however, closely match the district-wide scores. Our team is dedicated to closely examining the current scores and look for areas in which we can strengthen our focus and instruction.
3. We will continue to use the California Assessment of Student Performance and Progress (CAASPP) results along with on-going classroom and district-wide assessments as part of our multiple measures. Analyzing this data via our Professional Learning Communities (PLC) is an essential piece of our Multi-Tiered System of Supports (MTSS) process and lesson planning.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	79	79	71	79	79	71	79	79	71	100	100	100
Grade 4	95	87	80	95	87	79	95	87	79	100	100	98.8
Grade 5	87	95	96	85	95	94	85	95	94	97.7	100	97.9
All	261	261	247	259	261	244	259	261	244	99.2	100	98.8

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2485.	2484.	2489.	40.51	37.97	46.48	35.44	40.51	33.80	18.99	18.99	11.27	5.06	2.53	8.45
Grade 4	2509.	2512.	2523.	27.37	29.89	35.44	41.05	34.48	36.71	24.21	32.18	22.78	7.37	3.45	5.06
Grade 5	2531.	2538.	2533.	34.12	30.53	30.85	15.29	30.53	24.47	35.29	28.42	30.85	15.29	10.53	13.83
All Grades	N/A	N/A	N/A	33.59	32.57	36.89	30.89	34.87	31.15	26.25	26.82	22.54	9.27	5.75	9.43

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.29	58.23	67.61	32.91	37.97	21.13	3.80	3.80	11.27
Grade 4	41.05	43.68	48.10	43.16	39.08	39.24	15.79	17.24	12.66
Grade 5	31.76	40.00	38.30	37.65	37.89	37.23	30.59	22.11	24.47
All Grades	44.79	46.74	50.00	38.22	38.31	33.20	16.99	14.94	16.80

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.30	39.24	49.30	48.10	50.63	39.44	7.59	10.13	11.27
Grade 4	40.00	34.48	43.04	47.37	56.32	48.10	12.63	9.20	8.86
Grade 5	32.94	31.58	30.85	52.94	55.79	47.87	14.12	12.63	21.28
All Grades	39.00	34.87	40.16	49.42	54.41	45.49	11.58	10.73	14.34

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	46.84	59.49	57.75	45.57	35.44	30.99	7.59	5.06	11.27
<b>Grade 4</b>	38.95	42.53	46.84	53.68	44.83	45.57	7.37	12.64	7.59
<b>Grade 5</b>	27.06	31.58	25.53	55.29	51.58	55.32	17.65	16.84	19.15
<b>All Grades</b>	37.45	43.68	41.80	51.74	44.44	45.08	10.81	11.88	13.11

**Conclusions based on this data:**

1. Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 nor the 2020-2021 CAASPP. However, Site-wide iReady assessments were administered with results provided to parents. The conclusion comments below address the 2018-2019 results. 2021 initial site diagnostics will guide the creation of new SMART goals and next steps for the 2021-2022 school year.
2. Overall, our students performed well; an increase of 1% from last year. The highest percentage of achievement was seen at Level 4, Standard Exceeded. However, we still have work to do; our goal is to continue to see the percentages decrease in Level 2 and Level 1. We will continue to work on strategies that target weaker areas. This includes fidelity to the adopted curriculum, increase the analysis of iReady data, and the continuation of before, during, and after school interventions. 5th grade scores, while they slightly increase each year, are still below the other grade levels' achievement. This also seems to be a district-wide trend. Our team is dedicated to closely examining the current scores and look for areas in which we can strengthen our focus and instruction.
3. We will continue to use California Assessment of Student Performance and Progress (CAASPP) results along with on-going classroom and district-wide assessments as part of our multiple measures. Analyzing this data via our Professional Learning Communities ( PLC) is an essential piece of our Multi-Tiered System of Supports (MTSS) process and lesson planning.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	4
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	5
Grade 3		*		*		*		*
Grade 4	*		*		*		*	
Grade 5	*	*	*	*	*	*	*	*
All Grades							16	16

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
2	*	*		*	*	*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	81.25	50.00	*	43.75	*	0.00		6.25	16	16

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	*	*	*	*		*		*	*	*
2	*	*		*		*	*	*	*	*
All Grades	81.25	68.75	*	25.00	*	0.00	*	6.25	16	16

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	81.25	75.00	*	18.75		6.25	16		16

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	81.25	50.00		43.75	*	6.25	16	16

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	*	*	*	*	*	*	*
All Grades	*	31.25	*	62.50	*	6.25	16	16

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	12.50	*	81.25		6.25	16	16

**Conclusions based on this data:**

1. 10 students completed their initial English Language Proficiency Assessments for California (ELPAC) in 2020-2021; 2 students were designated as Well Developed, 7 students Moderately Developed with 1 showing minimal development.
2. 2 EL students were reclassified as Fluent English Proficient. Other English Language Learner (ELL) students have also made great strides (strategic intervention and ELL support staff), and we are excited to see the continued growth they will make this upcoming school year.
3. The above data is for the 2018-2019 school year. 16 students completed the English Language Proficiency Assessments for California (ELPAC) ; 8 students were designated as Well Developed while 6 students reached Moderately Developed. 4 students were reclassified as English Proficient. One EL student, new to our country, was designated as minimal development, however with the appropriate supports did well in all academic areas.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
475	7.4	4.8	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	4.8
Homeless	6	1.3
Socioeconomically Disadvantaged	35	7.4
Students with Disabilities	56	11.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Asian	45	9.5
Filipino	4	0.8
Hispanic	59	12.4
Two or More Races	46	9.7
White	320	67.4

### Conclusions based on this data:

- Our student population is continuing to evolve, with more students who have gone through the foster system, experienced complicated home lives, and/or a change in economic status. While our learning community is not diverse as others, we continue to focus on educating ALL students. This encompasses taking into consideration ethnic and cultural backgrounds, disabilities, strengths, interests, and any barriers that may hinder success and/or a feeling of belonging. A focus on creating a Culturally and Linguistically Responsive classroom is being supported through ongoing professional development. Researched based best practices support a strong core academic program with the appropriate supplemental curriculum, materials, and programs that support students who may be at a disadvantage or have additional barriers in learning.





2. Over the years, our English Learner (EL) population has remained steady or slightly increased. This is due to more families relocating to Folsom from outside of the United States.
3. Our Foster Youth (12%) and Homeless (1%) populations are low; however we focus on any supports that we can put in to place to assist the students and their families. This includes connecting them with the appropriate advocates/programs within our district and in the community.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Green		

### Conclusions based on this data:

1. Current 2019 Fall Dashboard State Indicators show Green (high) in Mathematics with Blue (highest) in English Language Arts (ELA). Chronic Absenteeism and Suspension Rates are in yellow. We celebrate our successes as well as look at the areas that need further improvement. This upcoming fall, we will not have any CAASPP data, due to COVID-19 and the closure of schools. Our 2019-2020 attendance (97.06%) and suspension rates (3 students) will only be reflective of August through March. The 2020-2021 Hybrid Learning model still maintained a 97.69% attendance rate. The below comments apply to the above dashboard results.
2. Our California Assessment of Student Performance and Progress (CAASPP) scores increased from the previous year (2018) in both Mathematics and English Language Arts (ELA). We still have work to do, especially in fifth grade mathematics. Continued data analysis and staff professional development will be supported. The Oak Chan Elementary School staff is dedicated in taking the results and creating new goals and strategies to tackle all areas that need strengthening.
3. Our attendance rate is usually high, though there was a decrease during the 2018-2019 school year. A 'wave' of the flu along with student's who did not appropriately complete Independent Study contracts or did not dis-enroll in a timely manner contributed to the decrease. Our suspension rate slightly increased as indicated by the Yellow rating. Creating a positive and safe school environment are essential. Through Positive Behavioral Intervention and Supports, consistent school to home communication, and the daily cleaning of our school site, we strive to continue to see an increase in attendance and low suspension rates.





# School and Student Performance Data

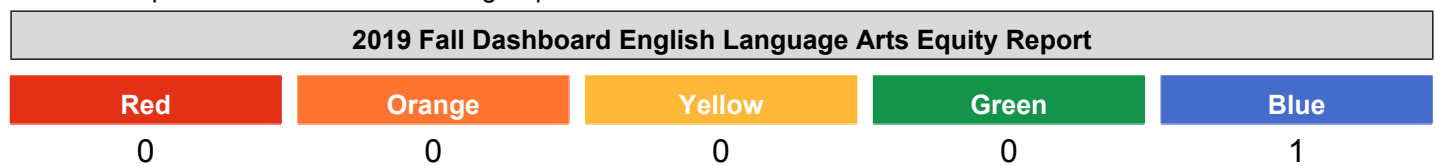
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue 49.2 points above standard Increased ++9.3 points 241	 No Performance Color 67.2 points above standard Increased Significantly ++48.2 points 14	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 37.1 points above standard Increased ++5.6 points 23	 No Performance Color 16.9 points below standard Increased ++12.1 points 27

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color 99.5 points above standard Increased Significantly ++28.1 points 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 15.7 points above standard Declined -8.8 points 20	 No Performance Color 58.5 points above standard Increased Significantly ++21.6 points 17	 No Performance Color 0 Students	 Blue 46.6 points above standard Increased ++7.5 points 172

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

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	82.9 points above standard Increased Significantly ++38.6 points 12	46.3 points above standard Increased ++4.3 points 217

#### Conclusions based on this data:

- Overall our English Language Arts (ELA) 2019 Fall Dashboard percentage is at the highest level (Blue) with an increase from 2018 (Green). Our i-Ready growth was 156% which correlates with an increase in our ELA CAASPP (California Assessment of Student Performance and Progress) scores. Our Guiding Coalition has been working on creating ELA essential standards with grade level Professional Learning Communities (PLCs) focusing on strategic lesson planning and interventions based on collected data.
- Several student groups such as students who identified with Two or More Races, Asian, and Socioeconomically Disadvantaged showed excellent growth. Hispanic students did not reach targeted growth, while Students with Disabilities (even though below standard) did show an increase from the previous year. Support in regards to staff collaboration, PLCs, and professional development will continue with a focus on our student groups as well as on inclusion and mainstreamed students.
- English Learners (EL) showed significant growth this past school year. During the 2019-2020 school year, 8 students were reclassified as English Language Proficient. Students who did not speak/understand any English joined our Oak Chan Elementary School learning community; we will continue to find ways to fully support their acquisition of the English language as well as maintain fluency in their home language.

# School and Student Performance Data

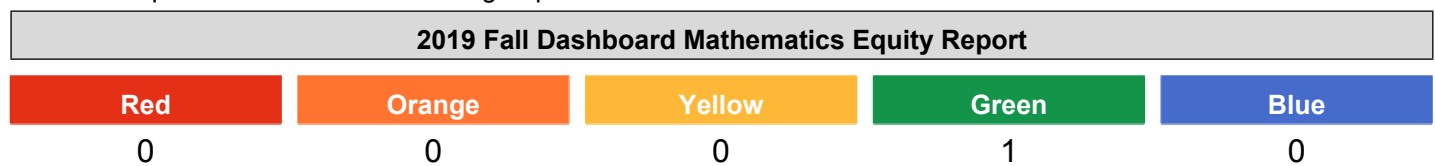
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 32.4 points above standard Increased ++5.8 points 240	<b>English Learners</b>  No Performance Color 51.4 points above standard Increased Significantly ++43.4 points 14	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>Socioeconomically Disadvantaged</b>  No Performance Color 24.1 points above standard Increased ++9.3 points 23	<b>Students with Disabilities</b>  No Performance Color 28.7 points below standard Maintained ++1.1 points 27

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	<b>American Indian</b>  No Performance Color 27.9 points above standard Maintained ++0.4 points 17	<b>Asian</b>  No Performance Color 83.1 points above standard Increased Significantly ++27 points 27	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  No Performance Color 6.9 points below standard Maintained ++1.9 points 20	<b>Two or More Races</b>  No Performance Color 27.9 points above standard Maintained ++0.4 points 17	<b>Pacific Islander</b>  No Performance Color 31 points above standard Increased ++3.6 points 171	<b>White</b>  Green 31 points above standard Increased ++3.6 points 171

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> Less than 11 Students - Data Not Displayed for Privacy 2	<b>Reclassified English Learners</b> 65 points above standard Increased Significantly ++24.5 points 12	<b>English Only</b> 29.9 points above standard Maintained ++2.2 points 216
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#### Conclusions based on this data:

- As the 2019-2020 and 2020-2021 CAASPP were not administered, the following comments are for the above Dashboard indicator results. Overall the fall 2109 Dashboard Math percentage was high (Green) with a slight increase from the previous (2018) year. Strategic lesson planning and interventions based on collected data will continue with an emphasis on number sense, written explanations, and math facts. As the scores in 5th grade are the lowest, a focus on essential standards will be a priority.
- Several student groups (Students with Disabilities, Hispanic students, and students who identified with Two or More Races) maintained status. Asian students and Reclassified English Learners showed a significant increase. Staff collaboration and professional development will continue with a focus on all student groups' performance as well as inclusion and mainstreamed students; appropriate accommodations and supplemental materials will be provided.
- Common Core Mathematics encompasses a large amount of reading and written response. Students who are not English proficient continue to join our Oak Chan Elementary School learning community; we will continue to find ways to fully support their acquisition of the English language as well as maintain fluency in their home language. This will assist in the acquisition and understanding of Mathematics questioning and responses which should translate to higher performance rates.

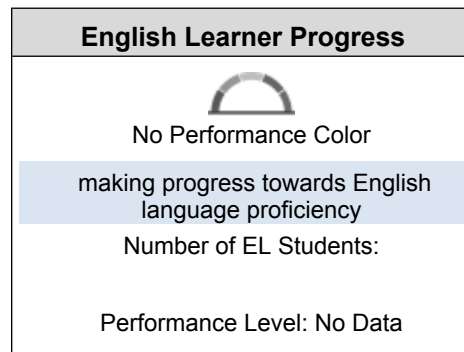
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

**Decreased  
One ELPI Level**

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

**Maintained  
ELPI Level 4**

**Progressed At Least  
One ELPI Level**

#### Conclusions based on this data:

1. Since our English Learner population is small, no data is shown. None the less, we monitor each student's progress and provide appropriate instruction. We continue to support our EL students through a Bilingual Instructional Assistant, site Program Monitor as well as seek input from and offer support to our EL families through site representation on our District English Advisory Committee (DELAC).
2. Reclassified English Learners showed a significant increase in regards to the CAASPP ELA. Program monitoring will continue with strategic academic support occurring on a daily basis.
3. During the 2019-2020 school year, 8 students were reclassified as English Fluent. Our goal will be to continue to provide strong core academics with strategic additional support for the students who are at Levels 2 and 3.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

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



# School and Student Performance Data

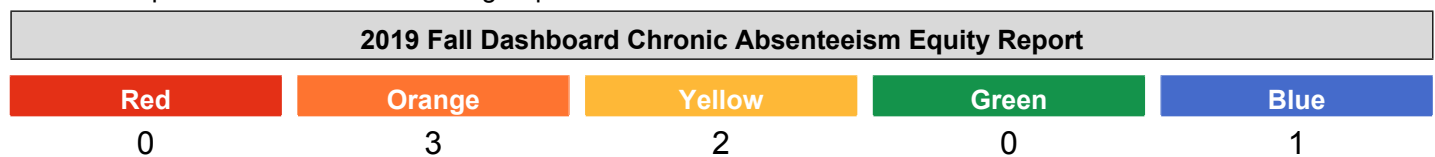
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group					
All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow 3 Increased +0.6 470	 No Performance Color 0 Maintained 0 19	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 18.2 11	 Orange 14.3 Increased +4.5 49	 Orange 8.3 Increased +1.2 60

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>Asian</b>  Blue 0 Declined -2 45	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<b>Hispanic</b>  Orange 5.2 Increased +1.2 58	<b>Two or More Races</b>  Yellow 4.9 Increased +1.5 41	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	<b>White</b>  Yellow 2.8 Increased +0.6 319

### Conclusions based on this data:

1. The 2019 Fall Dashboard indicator for overall attendance is Orange as we had a slight decrease from the previous year in which we were extremely high (Blue). We have some work to do in regards to our Hispanic, socioeconomic disadvantaged, and students with disabilities families as their percentages are slightly lower than our over all attendance rate. At Oak Chan Elementary School, we strive to maintain a safe, healthy, and welcome environment where all students have a sense of belonging. In spite of our positive environment, some families still struggle with getting their child to school on time and/or consistently. Families with students who have chronic tardy and/or attendance issues are notified and consulted. If improvement does not occur, the Principal meets with the family to discuss ways the school can further support and assist with any difficulties that are hindering timely and positive attendance.  
(Prior to COVID-19 and school closures, our 2019-2020 daily attendance rate was high at 97.06%). The 2020-2021 Hybrid Learning model still maintained a 97.69% attendance rate.
2. In support of our positive attendance rate: Our site's front office and health office staff follow the district's guidelines in regards to student attendance and illness. Appropriate school to home communication in regards to known illnesses is addressed in our Parent Student Handbook as well as in electronic communication such as our weekly 'e-blasts.'
3. In support of our positive attendance rate: Our custodial staff works in conjunction with our district's facilities and maintenance departments in keeping our classrooms and common areas safe and clean.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

### 2019 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 or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

### 2019 Fall Dashboard Graduation Rate by Year

2018

2019

### Conclusions based on this data:

1. As Oak Chan Elementary School is an elementary school, we do not have data to report in regards 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 2020-2021 school year, all of our 5th grade students were eligible and promoted to the 6th grade at middle school.

# School and Student Performance Data

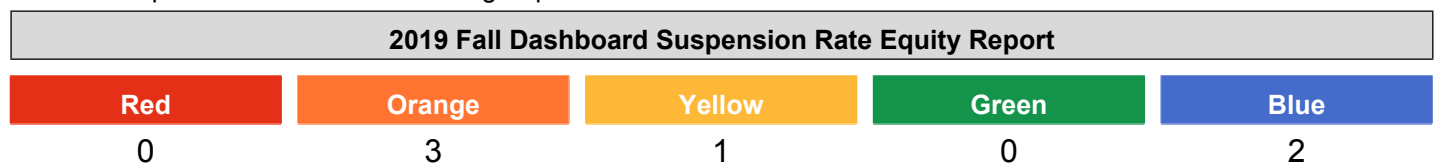
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0.8</div> Increased +0.6 478	<b>English Learners</b>  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> Maintained 0 19	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Reported <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">3</div>
<b>Homeless</b>  No Performance Color <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">0</div> 11	<b>Socioeconomically Disadvantaged</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">2</div> Increased +2 50	<b>Students with Disabilities</b>  Orange <div style="background-color: #d9e1f2; text-align: center; padding: 5px;">4.8</div> Increased +3.1 62

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data 4	<b>American Indian</b>	<b>Asian</b>  Blue 0 Maintained 0 45	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 3
<b>Hispanic</b>  Orange 1.7 Increased +1.7 58	<b>Two or More Races</b>  Blue 0 Maintained 0 44	<b>Pacific Islander</b>	<b>White</b>  Yellow 0.9 Increased +0.6 324

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.8

#### Conclusions based on this data:

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

1.2 - Maintain schools in good repair

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

## Goal 1

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

## Identified Need

Oak Chan's specific areas of need include:

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

2. Beginning Teacher Support and Assessment (BTSA) for our new teachers who have joined our staff as well as a site mentor;

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

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

5. Training in the implementation of LETRS and the updated EnVision materials;

6. The continued support of Health/Safety COVID-19 protocols with consistent cleaning and sanitizing;

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Summative: scores that indicate students met targeted growth	August 2021 initial assessment results	Reach target growth based on district expectations
CAASPP: scores that indicate an increase in Standards Met	2018-2019 results (2019-2020 CAASPP results unavailable due to COVID-19 school closure)	EL Progress: growth of 5% ELA and Math: 3% growth
ELPAC: scores that indicate positive growth and/or RFEP status	2019-2020 results	Growth in students who did not meet at least Level 3

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Maintain a safe and fully functional school site; maintenance of new outdoor seating, field structure, and security cameras.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

General Fund  
None Specified

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Title II Part A: Improving Teacher Quality  
1000-1999: Certificated Personnel Salaries

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity



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

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

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

Amount(s)

Source(s)

#### **Strategy/Activity 4**

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

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

Gifted and Talented Education (GATE) Identified Students

Strategy/Activity

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

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

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

Amount(s)

Source(s)

#### **Strategy/Activity 5**

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

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

English Learners, Special Education, Gifted and Talented students

Strategy/Activity

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

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

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

Amount(s)

Source(s)

12,897

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Identify students for RTI, UA, and other focus instructional time.

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

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

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

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

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

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 8****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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

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

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

Amount(s)

Source(s)

### **Strategy/Activity 9**

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

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

All Students

#### **Strategy/Activity**

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

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

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

Amount(s)

Source(s)

### **Strategy/Activity 10**

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

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

Students whose low (Red - Tier 3) iReady scores indicate needed intensive intervention

#### **Strategy/Activity**

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

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

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

Amount(s)	Source(s)
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**Strategy/Activity 11**

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

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

English Language Learner Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries

**Strategy/Activity 12**

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

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

Special Education Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	Donations

### Strategy/Activity 13

#### Students to be Served by this Strategy/Activity

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

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

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 14

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 15

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Ongoing Professional Development led by site Climate Coach focusing on Implicit Bias, Equity, and creating/maintaining a Culturally and Linguistically Responsive Classroom

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

Previous (2020-2021) Goal 1

All students will be provided highly quality education, have access to curriculum as well as STEAM related enrichment, and be provided a clean and safe campus.

The school site remains in excellent condition with additional beautification such as a new mural, rainbow buddy benches, new garden beds, and mini libraries placed at the front of the school. A comprehensive COVID-19 Worksite Plan was created and diligently implemented. As updates were provided by Sacramento County Health, our comprehensive plan was updated to reflect any needed changes.

All Oak Chan Elementary School teachers are fully credentialed and were provided district professional development throughout the year. All participated in training on the District’s distance learning platforms, as well as participated in professional development that was offered throughout the year. All students had access to district adopted curriculum that aligns with the Common Core State Standards with appropriate supplemental materials to address the needs of our English Language Learners (ELL), Children with Special Needs, and Gifted and Talented (GATE) students. August through early November, gathering authentic data was a challenge due to a distance learning/virtual format. However, once in-person instruction began, teachers were able to better access student progress.

Due to COVID-19 restrictions, many of our normal enrichment opportunities had to be put on hold. However, our Parent Teacher Organization (PTO) created ‘virtual’ activities and events. Our Science and Invention Fair is one example, where students were able to virtually participate.

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

No major differences between the implementation and budgeted expenditures to implement the designated strategies and activities are noted. Due to COVID-19, all of our events and activities had to be creatively changed to virtual participation. Through district and site funds as well as Parent Teacher Organization (PTO) and Community donations, all were fully funded.

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

Minimal changes are being made to some of our strategies/activities as COVID-19 and the Distance Learning/Hybrid Learning models hindered being able to institute many of our 'in-person' activities/events. Any changes or additions are addressed in Goal 2 of this current School Plan for Student Achievement (SPSA).



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).  
2.1 - Increase student attendance rates and reduce chronic absences for all students.  
2.2 - Increase the high school graduation rate and decrease the dropout rate.  
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.  
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.  
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.  
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

## Goal 2

With fostering Responsive Classrooms, Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS) and a focus on Relationships, Routines, and Resilience (The 3 R's), students will be motivated to attend school and take ownership in their learning. Through soliciting parent input as well as facilitating clear, consistent communication and expectations, family support and engagement will increase.

## Identified Need

1. Even though Oak Chan has multiple Positive, Behavior, Intervention, and Supports as well as Social Emotional Learning Strategies in place and have been instituted with fidelity, we still have much work to do;
2. Through our Healthy Kids Survey and site surveys, we have found that a very small percentage of students feel that some students do not follow Safe, Kind, On task, Responsible, Respectful (SKORR) and what they perceive as 'bullying' still occasionally occur;
3. Pre-Covid shut down, responses also revealed that some students did not feel a positive relationship with Yard Supervisors;
4. Transitioning from Hybrid Model to all students on campus full time will pose some challenges: social interactions and navigating through 'new norms';
5. Professional Development in recognizing implicit bias, Restorative Practices, and creating a Responsive Classroom has just begun and needs to continue consistently throughout the school year;
6. Filling open positions with highly qualified staff.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates	2020-2021 Attendance = 97.96%	96% or higher
Annual Suspensions	2020-2021 Suspensions = 0 students	Decrease to 2 or less
Student and Parent Surveys	2020 - 2021 Healthy Kids and Site Surveys	Increase in student connectedness and parent satisfaction



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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Parent Teacher Association/Parent Faculty Club  
(PTA/PFC/PTSO, PTO, etc.)  
4000-4999: Books And Supplies

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Parent Outreach and School Communication: Weekly e-blasts, Wednesday Folders, PTO weekly e-blasts/Facebook Page, updated site and teacher websites.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,323

LCFF - Supplemental

	1000-1999: Certificated Personnel Salaries Parent Coordinator - 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of district communications
524	LCFF - Supplemental 3000-3999: Employee Benefits

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Acknowledging students with Excellent/Perfect Attendance and supporting students who are consistently late and/or absent.

#### Strategy/Activity

Attendance Awards: weekly classroom excellent/perfect attendance recognition and student trimester awards;

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

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

Donations  
4000-4999: Books And Supplies

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Family Engagement Events

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

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

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

5th Grade Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

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

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

All Students

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

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

### Strategy/Activity

Special Friends - Early Intervention Program: designed as a prevention/intervention program to help primary grade children grow socially and emotionally, so they are more effective learners and get along more successfully with their peers in school. If not able to host Special Friends, Intervention Teacher and Principal will host a Special Check-in/Check-out program.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Donations 2000-2999: Classified Personnel Salaries

**Strategy/Activity 10**

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

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

All Students

**Strategy/Activity**

Provide Independent Study Contracts and appropriate work if missing multiple days of school, especially if COVID-19 related.  
Have a designated staff member, such as the Intervention Teacher, available to check-in with students on Independent Study Contracts.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Strategy/Activity 11**

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

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

All Students

**Strategy/Activity**

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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

Previous (2020-2021) Goal 2

Through Positive Behavioral Interventions and Supports (PBIS) students will be motivated to attend school and take ownership in their learning. Soliciting parent input as well as facilitating clear, consistent communication and expectations, family engagement will increase.

Even though we began the 2020-2021 school year via distance learning, we were able to provide consistent messaging through our Blackboard connect system as well as providing up to date information and helpful resource links on our school website. Beginning of the year presentations and school behavior expectation videos were created and shared with families. Each Monday, teachers would share a recorded Principal's Monday Morning Message which included 'shout-outs to students' taking a Mindful Moment, and going over the Safe, Kind, On Task, Responsible, Respectful (SKORR) challenge for the week. The Principal also created a 'Virtual Office' with links to various resources that supported Social Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), and Science, Technology, Engineering, Arts, and Mathematics (STEAM) activities.

Home visitations were conducted when extra support was needed including the Principal visiting 40+ student homes dressed as an Oak Chan Dragon leaving a special surprise on the doorstep. Programs such as Special Friends (Early Social/Emotional Intervention) continued with positive feedback (from participants' families) being shared with our staff. The site's MFT (Marriage Family Therapist) reached out to families in need, the Special Education team continued services, and our Bilingual Instructional Assistant keep close contact with our English Language students and families. A Chromebook was issued to each student with support from the front office regarding log-on information and assistance. Every Friday, parents could drop off completed student work and pick up new school work/activities for their child(ren). In the spring, intervention sessions for grades kindergarten through 3rd grade were offered.

With the support of our Parent Coordinator, our school's website was always up to date on events and offered appropriate links to resources that may be of assistance to our families. Instead of canceling our annual events, due to COVID-19, the Principal worked closely with the Oak Chan PTO (Parent Teacher Organization) on creating alternative 'drive through' and/or virtual events to continue to foster home to school connectedness. Our Parent Teacher Organization (PTO) also sent out weekly information as well as having a well utilized Facebook page. Student, staff, and parent surveys as well were conducted with all collected responses being taken into consideration when planning for the 2021-2022 school year and School Plan for Student Achievement.

Oak Chan's attendance rate did not decrease even though there were many changes and challenges due to COVID-19. Our average daily attendance rate was 97.84% which is slightly higher than the previous year.

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

No major differences between the implementation and budgeted expenditures to implement the designated strategies and activities are noted. Due to COVID-19, many of our procedures, events, activities, and enrichments had to be creatively altered to follow health and safety guidelines. While it can be a challenge to implement all ideas and activities due to time constraints, no major obstacles hindered our progress toward our goals. Through district and site funds as well as Parent Teacher Organization (PTO) and Community donations, all were fully funded.

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

Minimal changes are being made to some of our strategies/activities as COVID-19 and the Distance Learning/Hybrid Learning models hindered being able to institute many of our 'in-person' activities/events. Any changes or additions are addressed in Goal 2 of this current School Plan for Student Achievement (SPSA).



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

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

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

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

## Goal 3

Through staff professional development, support from district coaches, and Professional Learning Communities (PLC), teachers will foster a comprehensive and inclusive learning environment where students will be engaged and benefit academically. Taking into consideration students' interests and strengths, English Learner instructional strategies alongside Science, Technology, Enrichment, Art, Mathematics (STEAM) enrichment opportunities will be developed and offered.

## Identified Need

While our 2020-2021 student surveys indicate that majority of our students enjoy learning and attending Oak Chan, our focus remains to inspire and educate ALL students with a focus on our Tier II students. In order to increase positive outcomes, Oak Chan Elementary School's Professional Learning Communities and Guiding Coalition will focus on supporting Responsive Classroom strategies along with STEAM (Science, Technology, Engineering, Art, and Mathematics) programs and cross-curricular activities.

Another area of need is in relation to the implementation of LETRS (professional learning that provides educators with deep knowledge to be literacy and language experts in the science of reading) and the newly updated EnVision math curriculum.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessment	August 2021 Initial Diagnostic	District expected targeted growth
All academic subjects' on-going assessments	August 2021 Initial Assessments	A score of 75% or higher
CAASPP Scores	2018-2019 Results (2019-2020 CAASPP results unavailable due to COVID-19 school closure)	A 2% increase in ELA and 3% Math scores
ELPAC	2020-2021 Results and % of Reclassified Fluent English Proficient (RFEP) Students	All students progress 1 level higher than previous assessment



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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

Tier II Students

#### Strategy/Activity

Offer before, during, and after school intervention opportunities and programs in reading and mathematics. Provide additional programs and support to Long Term English Learners (LTELs) and high need students.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

12,897

#### Source(s)

LCFF - Supplemental  
1000-1999: Certificated Personnel Salaries  
Provide additional interventions and services during the school year as student academic needs are determined

3,994

LCFF - Supplemental  
3000-3999: Employee Benefits

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Donations

Categorical Programs and Grants

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

STEAM Enrichment such as Music, Meet the Masters, Starstruck Dance, Dashing Dragons, Robotics, Art, Ceramics, Musical Theater, Choir, Garden Club, Choir, Coding, Science/Invention Fair, Math Bowl, Spelling Bee, History Day, and Chess will be available for all students in which they may participate. Alternative options will be designed and implemented if COVID-19 restrictions hinder 'in-person' gathering.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

STEAM related Parent Engagement Evenings and Community Events such as Family Math Night, Family Literacy Night, Steamtastic, Science and Invention Fair, and Meet the Masters Art Walk. Alternative options will be designed and implemented if COVID-19 restrictions hinder 'in-person' gathering.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

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

Full Inclusion Students; Children with Special Needs

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
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**Annual Review**

**SPSA Year Reviewed: 2020-21**

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

**ANALYSIS**

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

Previous (2020–2021) Goal 3  
Through staff professional development, support from district coaches, and Professional Learning Communities (PLC), students will be engaged and benefit academically. Taking into consideration students' interests and strengths, Science, Technology, Enrichment, Art, Mathematics (STEAM) enrichment opportunities will be developed and offered.  
\*Distance Learning - Provide the appropriate support, resources, equipment, and maintenance in regards to Distance Learning technology and resources.

All Oak Chan Elementary School teachers were provided district and site-level professional development opportunities throughout the year. It was a challenge, as teachers had to quickly prepare to begin the 2020-2021 school year with a Distance Learning format. As some of the on-line formats were new, teachers and support staff had to spend many extra hours learning, creating, and implementing lessons and activities. In November, the staff had to pivot again, as students were able to return to campus in a Hybrid format. Several teachers offered to teach half day in-person and half day via virtual (Distance Learning), so we could keep all of our students connected to our site. Support staff stepped up by taking on roles 'outside' of their normal duties in order to assist the front office, teachers, and families.

Common Planning and Professional Learning Community times were scheduled each week with support from site Guiding Coalition members (a lead teacher from each grade level and Special Education). Site Professional Learning Community Leads (one primary teacher and one intermediate teacher) collaborated with the District’s Lead Teachers.

Our teachers are highly qualified and take into consideration students' strengths, interests, and areas that are in need of strengthening. Social Emotional Learning and supporting a Growth Mindset were interwoven throughout the school day. Staff members and our Parent Teacher Organization (PTO) also embrace our STEAM focus, which motivates students to explore, discover, dream, and achieve. Due to both assets, our students showed high achievement and growth in many areas.

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

No major differences between the implementation and budgeted expenditures to implement the designated strategies and activities are noted. Though we would like to offer more before/after school interventions (specifically for 4th and 5th grades). Through district and site funds as well as Parent Teacher Organization (PTO) and Community donations, all were fully funded.

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

Professional Development for our teachers will continue at the district and site levels. Two of the focus areas will be our updated math curriculum and Responsive Classroom strategies. Several of our teachers are also participating in LETRS training: professional learning that provides educators with deep knowledge to be literacy and language experts in the science of reading. Any changes or additions are addressed in Goal 1 of this current School Plan for Student Achievement (SPSA).

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

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

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

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

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

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

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

## Goal 4

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

85% of students will match district targeted growth in iReady.

Overall California Assessment of Student Performance and Progress (CAASPP) student performance will increase by 3%.

English Language Learners will make a year's growth and Special Education students will reach 80% of the Individualized Educational Program's (IEP) goals.

## Identified Need

1. Professional Development of creating a Responsive Classroom has just begun; carving out the needed time to fully train staff and implement will need to consistently occur.

2. Our 5th grade 2019 CAASPP math scores were significantly lower than 3rd and 4th grades. Our Guiding Coalition and Intermediate Academic Coach will assist our 5th-grade team in creating strategic lessons to support student acquisition of essential math standards and create targeted interventions to address the areas in need of improvement.

3. As we are a Full Inclusion School, focusing on the support of our students with Individualized Educational Programs and 504 Plans is of high importance. Through appropriate accommodations and/or modifications ALL students will have full access to the Common Core curriculum and learning opportunities as their grade level peers.

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessment Results	iReady Initial Diagnostic	At least 85% of students will reach targeted growth
All core academic areas - on going assessments	August 2021 Initial Assessments	75% or higher Mastery of Standards

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment	2018-2019 Results (No 2019-2020 CAASPP results due to COVID-19 school closure)	A 2% increase in ELA and 3% increase in Math Scores
IEP Goals	Initial Assessments	Yearly Progress on Individualized Educational Program (IEP) Goals
ELPAC	2020-2021 Results and % of RFEP students	All students progress 1 level higher than previous assessment

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

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

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

English Language Learner Students

#### Strategy/Activity

Bilingual Instructional Assistant (BIA) to support student needs in the classroom and support parent engagement, translations, and with parent conferences.

Monthly program evaluation and collaboration with site Program Monitor, and Principal will be used to track progress of students, and create new action plans.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Program Monitoring & collaboration
3,112	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual instructional aide for direct student support
701	LCFF - Supplemental 3000-3999: Employee Benefits

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Every Child by Name Conferences (ECBN): 3 meetings per year that involve the classroom teacher, appropriate support staff, and Principal. Each student's progress and needs will be discussed and if appropriate, strategic intervention will be instituted.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

#### Goal 4

85% of students will match district targeted growth in iReady. Overall California Assessment of Student Performance and Progress (CAASPP) student performance will increase by 3%. English Language Learners will make a year's growth and Special Education students will reach



80% of the Individualized Educational Program's (IEP) goals.

Due to our high-qualified teachers and support staff, our students made excellent progress.  
i-Ready Results: (only 2% lower than our targeted goal)

Reading

Tier 1 (Green) 83% Tier 2 (Yellow) 14% Tier 3 (Red) 3%

Math (7% lower than our targeted goal)

Tier 1 (Green) 78% Tier 2 (Yellow) 19% Tier 3 (Red) 3%

\*While we did not reach our target goal, it is important to note that most of our students did not have 'in-person' instruction for the spring of 2020 and fall of 2020.

California Assessment of Student Performance and Progress (CAASPP) was postponed.

English Language Learners Progress

English Language Proficiency Assessments for California (ELPAC)

10 students completed their initial English Language Proficiency Assessments for California (ELPAC) in 2020-2021; 2 students were designated as Well Developed; 7 students Moderately Developed with 1 showing minimal development. The area of writing shows the most needed support. Due to COVID-19 and the closure of schools, not all ELPAC assessment data is available.

Our Students with Special Needs were provided their services regardless of whether joining us virtually or in-person. Any goals that were not reached, were addressed through the IEP process.

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

No major differences between implementation and budgeting is noted. One concern is the authenticity of collected data; due to the Distance Learning and Hybrid Learning models, students may have had minimal or over assistance with completion of work and/or assessments. The end of year iReady assessment was given in-person or proctored virtually by the classroom teacher.

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.

While we did make growth in our site's assessment scores, we will still focus on making gains in regard to the 2021 CAASPP, specifically in mathematics (Previously, we did not make our target growth of 3% in Math (CAASPP). Our lower scores occurred in 5th grade which seems to be the trend district wide. This will be addressed through our Professional Learning Communities and the focus on Essential Standards for each grade level. Any changes or additions are addressed in Goals 1 and 4 of this current School Plan for Student Achievement (SPSA).

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$40,442.00

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$40,442.00

Subtotal of state or local funds included for this school: \$40,442.00

Total of federal, state, and/or local funds for this school: \$40,442.00

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kat Bahry	Principal
Laura Colombo	Classroom Teacher
Kira Montinola	Classroom Teacher
Sandra Sanchez	Classroom Teacher
Brit Renshaw	Other School Staff
Phyllis Dinse	Parent or Community Member
Brittney Ryan	Parent or Community Member
Jennifer Thiot	Parent or Community Member
Sharon Wheeler	Parent or Community Member
	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 ELACMembers	Role
Kat Bahry	Principal
Sevan Biran	Parent or Community Member

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

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

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

## Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
-----------	----------------------------------

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 September 7, 2021.

Attested:



Principal, Kat Bahry on September 7, 2021



SSC Chairperson, Phyllis Dinse on September 7, 2021

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Date: August 16, 2021

**Oak Chan Elementary**

101 Prewett Drive

Folsom, Ca. 95630

294-9155

**NOTICE OF SITE COUNCIL MEETING**

OPEN TO THE PUBLIC

DATE: Monday, August 16th, 2021

TIME: 3 p.m.

PLACE: Teams Meeting (please email [Vgarcia@fcusd.org](mailto:Vgarcia@fcusd.org) if you would like to join)

**PUBLISHED AGENDA**

- Welcome & establish quorum
- Opening of school
- Safety Plan update
- SPSA discussion

## Oak Chan School Site Council Meeting

August 16, 2021

In Attendance (Virtually)

Staff: Kira Montinola, Sandra Sanchez, Veronica Garcia

Parents: Sharon Wheeler, Phyllis Dinse, Veronica Garcia

Kat Bahry, Principal

Phyllis moved to start the meeting. The meeting began at 3:03pm.

A motion was made by Phyllis Dinse to approve the April 2021 Site Council Minutes. The motion was seconded by Sandra Sanchez and Kira Montinola. The motion unanimously passed.

### **Old Business**

None at this time.

### **New Business**

Oak Chan Comprehensive Safety Plan was copied and will be used as an example. The 21-22 plan will be discussed and updated at the next meeting.

Back to School re-cap: All students and staff allowed to return to school site because no social distance mandate. Masks remain to be worn indoors. Masks not enforced outdoors and while students are eating.

Teachers sanitize hands when students enter the classroom. Rooms are cleaned daily. Students showing signs of flu symptoms are being sent to the Dragon Care Center and sent home if appropriate.

Students will eat outside when possible. Scenarios for both inside and outside have been arranged and practiced. Students eat with their class and grade level and in assigned seats.

### **SPSA** *Single Plan for Student Achievement*

The members discussed the current District LCAP goals and how to align Oak Chan's to address those goals.

Mrs. Bahry already made some updates/adjustments to over-all descriptions, data, etc.

Vision and mission is still valid however will discuss changing it next year to align with a possible new District Vision and Mission.

We were able to survey kids and parents for the 20-21 school year. Mrs. Bahry will review the data and add it to this year's SPSA.

No CAASPP results available as it was postponed due to Distance Learning/Hybrid models.

## **Discussion of Goal Ideas for 21-22 SPSA:**

### Goal 1

Maintain school in good repair and safe environment. Staff professional development to cover climate training for cultural and responsive classroom. Teacher Kira Montinola reported that she has already put it to use with good results. Worldly Wednesday was another take away that the teachers were excited about.

### Goal 2

Parent engagement will be done through PTO activities since volunteers are still not able to be on campus.

Attendance is still high. Intervention teacher that was hired for this year will check in with students on Quarantine. Independent study which has been changed to a 3-day min.

### Goal 3

SEL (Social Emotional Learning)

Professional development having proper tools. PLC once a month.

- Intervention before and after school – if staff is available.
- RTI
- BASE program

*Resource inequities*

- Relationships w/ adults on campus
- I ready scores will give us authentic data. 5th grade CAASPP scores always low but we are looking on how to improve those.
- Staff is actively supporting families and staff during quarantine.
- Working on connectedness of staff with students and intergrading them back into the classroom.

New Site Council members will need to be voted in before September meeting.

Phyllis motioned to close the meeting. It was seconded by Sandra Sanchez and Kira Montinola. The meeting ended at 3:55pm

Respectfully Submitted,

Veronica Garcia

Parent Coordinator

Date: September 7, 2021

**Oak Chan Elementary**

101 Prewett Drive  
Folsom, Ca. 95630  
294-9155

**NOTICE OF SITE COUNCIL MEETING**

OPEN TO THE PUBLIC

DATE: Tuesday, September 7th, 2021

TIME: 3 p.m.

PLACE: Teams Meeting (please email @fcusd.org if you would like to join)

**PUBLISHED AGENDA**

- Welcome & establish quorum
- Review draft of SPSA make any needed corrections/additions
- Vote for approval

## Oak Chan School Site Council Meeting

September 7, 2021

### In Attendance (Virtually)

*Staff: Kira Montinola, Sandra Sanchez, Laura Colombo, Britt Renshaw*

*Parents: Sharon Wheeler, Phyllis Dinse, Jennifer Thiot, Brittney Ryan, Veronica Garcia*

*Chris Clark, FCUSD Board Member*

*Kat Bahry, Principal*

Chairperson Phyllis moved to start the meeting. The meeting began at 3:04pm.

A motion was made by Phyllis Dinse to approve the August 2021 Site Council Minutes. The motion was seconded by Sandra Sanchez and Kira Montinola. The motion unanimously passed.

### **Old Business**

Mrs. Bahry added suggestions made by the board members from the August 22, 2021 meeting

To the Community Profile

- P.E. and Music
- Cohn Park is used for school activities
- Lunches free to all students

Professional Development

- Funded by the district
- Responsive and restorative classrooms
- Staff community building

SEL

- In weekly newsletter for parents
- Every child by name background work starting.

Other reports:

### Attendance

- Climate committee for attendance
- Oak Chan is 97% (high)
- ELL program (extended learning opportunity)

### Current Challenges

- Staffing is still difficult but some employees have signed up to help
- Heat and Smoke – Modified lunch: kids eat outside as much as safely possible.

**New Business**The Approval of the 2021-2022 Single Plan for Student Achievement

The Oak Chan Site Council members unanimously voted to approve the final draft of the 2021-2022 SPSA.

Safety Plan: Site council in October will discuss plan and a representative will be invited from the Folsom Police and Fire Departments.

As there was no other business to bring forward, Phyllis motioned to close the meeting. It was seconded by Sharon Wheeler and Kira Montinola. The meeting ended at 3:28pm

Respectfully Submitted,

Veronica Garcia  
Parent Coordinator