

School Year: 2020-21



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	August 25, 2020	October 22, 2020

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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 meet 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 work force 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, and the Pinnacle, the Falls, Legends and Fairmont Apartments. Our completely rebuilt campus includes 4 new 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 one classroom is dedicated space for our school Occupational Therapist and other activities. 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 STEAM Lab (Science, Technology, Engineering, Art, Mathematics). 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 the fall of 2019, our student enrollment was 461. By spring of 2020, our enrollment increased to 487. Currently, we have 3 kindergarten classes, 4 first and 4 second grade classes, 3 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 and 4% 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 a 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.

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. 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 supportive (in various areas) of our staff members, students, and families. Two areas that we will be looking closer at (as scores were not as highly rated) are Professional Development in regard to Cultural Bias,' (this will also align with the District's focus on Equity) and 'Support Staff in Serving Special Education.'

Summary of Student Survey Results: Over 90% of students felt a connectedness to our school, staff members cared about them, it is a safe and positive environment, was supported in Growth Mindset thinking, and are taught to be caring and respectful to others. Two areas that we will be focusing on, due to student feedback, are the relationships between Yard Supervision and students as well as supporting 'Student Voice.'

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 highly encouraged to contribute and actively participate at Oak Chan Elementary School. The majority also felt welcome, treated with respect, and any concerns they shared were taken seriously. To facilitate more opportunities for parents to be a part of the decision making process, our area of focus will be to build capacity in the attendance and participation at our Parent Teacher Organization monthly meetings.

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). On-going 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 over-view 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.

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).

Evidence-based educational practices to raise student achievement

Facilitating and supporting effective core instruction while maintaining a positive learning environment are 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.

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, bi-lingual 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.

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 2020-2021 school year.

1. The Re-Opening of Campus: This August, will be the first time we will have 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. There will also be some academic regression as not all students were able to fully participate in our Distance Learning model. Needed remediation will be a focus. Working together, staff, students, and families, we will put our best foot forward, each day, to create a safe, healthy, and positive learning environment for all students.
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 three 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.
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. This area of need will be further discussed

and addressed by our site's Climate Committee that oversees 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.

*At the time the Oak Chan Elementary School's SPSA was being developed, pending CDC and CDE guidelines, our District's 2020-2021 school year plan was in-person instruction for all students. Following CDC and CDE recommendations, the District moved to a Hybrid Model then subsequently had to move to a full Distance Learning Platform. In order to address the current situation, an addendum in regard to Distance Learning will be provided with each goal. Switching to a Distance Learning model will create many challenges for staff, students, and families. Note, that some listed Strategies/Activities may not be able to commence due to health/safety guidelines.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.11%	0.87%	0.21%	5	4	1
Asian	10.47%	9.76%	9.47%	47	45	45
Filipino	0.45%	0.65%	0.84%	2	3	4
Hispanic/Latino	10.02%	11.93%	12.42%	45	55	59
Pacific Islander	%	%	0%			0
White	71.27%	67.46%	67.37%	320	311	320
Multiple/No Response	%	%	9.68%			0
Total Enrollment				449	461	475

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	48	70	86
Grade 1	69	62	83
Grade 2	64	78	69
Grade3	81	73	81
Grade 4	87	79	76
Grade 5	100	99	80
Total Enrollment	449	461	475

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. We have had several new families relocate from other countries. Upon registration, they shared with us that they specifically chose our neighborhood, so that their children could attend Oak Chan Elementary School.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	19	18	23	4.2%	3.9%	4.8%
Fluent English Proficient (FEP)	29	24	29	6.5%	5.2%	6.1%
Reclassified Fluent English Proficient (RFEP)	4	3	4	18.2%	15.8%	22.2%

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, 8 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 CAASPP. The conclusion comments below address the 2018-2019 results. 2020 initial site diagnostics will guide the creation of new SMART goals and next steps for the 2020-2021 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 area in which we can strengthen our focus and instruction.
3. We will continue to use the CAASPP (California Assessment of Student Performance and Progress) results along with on-going classroom and district-wide assessments as part of our multiple measures. Analyzing this data via our PLC (Professional Learning Communities) is an essential piece of our MTSS (Multi-Tiered System of Supports) 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
Grade 3	46.84	59.49	57.75	45.57	35.44	30.99	7.59	5.06	11.27
Grade 4	38.95	42.53	46.84	53.68	44.83	45.57	7.37	12.64	7.59
Grade 5	27.06	31.58	25.53	55.29	51.58	55.32	17.65	16.84	19.15
All Grades	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 CAASPP. The conclusion comments below address the 2018-2019 results. 2020 initial site diagnostics will guide the creation of new SMART goals and next steps for the 2020-2021 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 area 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:

- 12 students completed their initial English Language Proficiency Assessments for California (ELPAC) in 2019-2020; 8 students were designated as Well Developed, 2 students Moderately Developed with 2 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.
- 8 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.
- The above data is for the 2018-2019 school year. 15 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. Currently, this student is doing very well in all academic areas.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
461	8.7	3.9	0.2
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	3.9
Foster Youth	1	0.2
Homeless	9	2.0
Socioeconomically Disadvantaged	40	8.7
Students with Disabilities	49	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.9
Asian	45	9.8
Filipino	3	0.7
Hispanic	55	11.9
Two or More Races	43	9.3
White	311	67.5





Conclusions based on this data:

1. Our student population is continuing to evolve, with more students who have gone through the foster system, experienced complicated home lives, and/or a change in economic status. While our learning community is not 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. 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 and Homeless population is low, however we focus on any supports that we can put in to place to assist the students and their families. This includes connecting them with the appropriate advocates/programs within our district and in the community.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  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 the 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.
2. Our CAASPP (California Assessment of Student Performance and Progress) scores increased from the previous year (2018) in both Mathematics and English Language Arts (ELA). We still have work to do, especially in 5th 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.

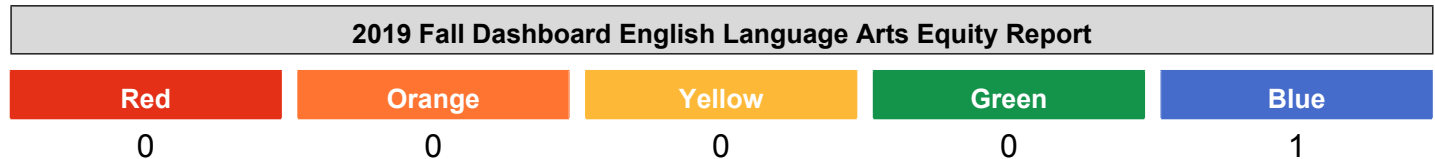
School and Student Performance Data

Academic Performance English Language Arts







The 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.

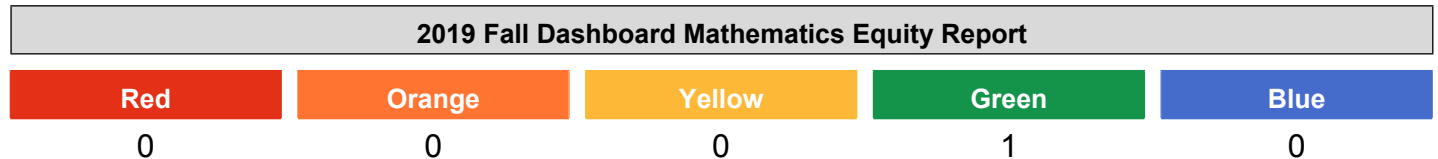
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

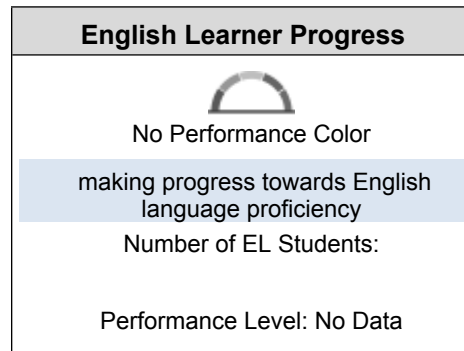
- Overall the fall 2109 Dashboard Math percentage was high (Green) with a slight increase from the previous (2018) year. Strategic lesson planning and interventions based on collected data will continue with an emphasis on number sense, written explanations, and math facts. As the scores in 5th grade 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

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
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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.

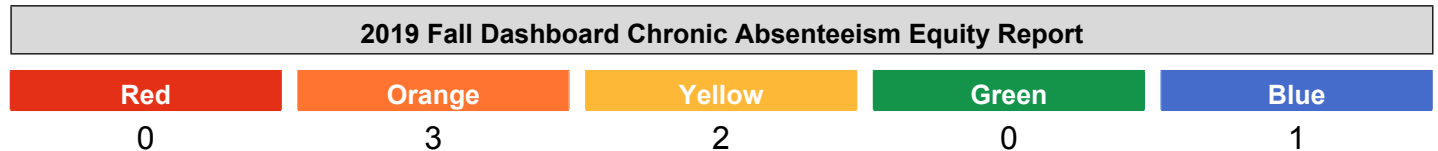
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Asian  Blue 0 Declined -2 45	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Orange 5.2 Increased +1.2 58	Two or More Races  Yellow 4.9 Increased +1.5 41	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  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 attendance rate was high at 97.06%).
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.

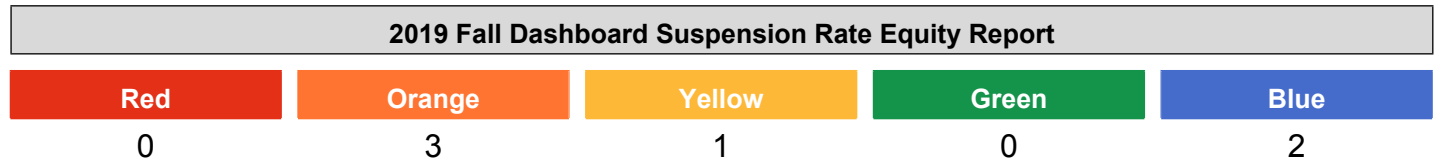
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.8 Increased +0.6 478	English Learners  No Performance Color 0 Maintained 0 19	Foster Youth  No Performance Color Less than 11 Students - Data Not 3
Homeless  No Performance Color 0 11	Socioeconomically Disadvantaged  Orange 2 Increased +2 50	Students with Disabilities  Orange 4.8 Increased +3.1 62

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 4	American Indian	Asian  Blue 0 Maintained 0 45	Filipino  No Performance Color Less than 11 Students - Data 3
Hispanic  Orange 1.7 Increased +1.7 58	Two or More Races  Blue 0 Maintained 0 44	Pacific Islander	White  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.
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. Our PBIS team will continue 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

All students will receive instruction from a highly-qualified teacher 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 All students, including English Learners, must have access to curriculum that is aligned to the state standards.

Goal 1

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

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 the implementation of newer Science curriculum;

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

5. The maintenance of new outdoor seating and field shade structure to allow full usage of our school site;

6. Continued maintenance and monitoring of security cameras to assist in hindering vandalism.

*Distance Learning - Provide the appropriate support, resources, equipment, and maintenance in regards to Distance Learning technology and resources.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Summative: scores that indicate students met targeted growth	2019 and 2020 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.

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.

3,994

LCFF - Supplemental

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

SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) 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 EL (English Learner) 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 Professional Development that focuses on how to use all the tools provided in the adopted Learning Platforms; Seesaw, Google Classroom and virtual meeting platform. District will provide initial training. 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)

Annual Review

SPSA Year Reviewed: 2019-20

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.

All Oak Chan Elementary School teachers are fully credentialed and were provided district professional development throughout the year. All participated in Benchmark, iReady, Positive Behavioral Intervention and Supports (PBIS), Social and Emotional Learning (SEL) and Growth Mindset training. 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.

Due to our high-qualified teaching and support staff, our students made excellent progress.
i-Ready Results: (Only Mid-year data available due to COVID-19 school closure)

Reading 107% Over-all growth

Tier 3 (Red) down 6% Tier 2 (Yellow) down 43% and Tier 1 (Green) up 30%

Math 65% Over-all growth

Tier 3 (Red) down 2% Tier 2 (Yellow) down 32% and Tier 1 (Green) up 34%

California Assessment of Student Performance and Progress (CAASPP) Results: (2019-2020 CAASPP results unavailable due to COVID-19 school closure)

English Language Arts (ELA) up 3% (10 points above district average) = Made Target Growth

Math up 1% (17 % above district average) = Missed Target Growth by 2%

English Language Learners Progress

English Language Proficiency Assessments for California (ELPAC)

12 students completed their initial English Language Proficiency Assessments for California (ELPAC) in 2019-2020; 8 students were designated as Well Developed, 2 students Moderately Developed with 2 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.

The reconstruction of our school site was completed for the re-opening in August of 2018.

Additional final touches, such as more indoor flexible seating, outdoor seating, field shade structure, and children's garden were completed. With our new buildings, landscaping, playgrounds, flexible seating, and technology, our school is in outstanding condition.

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. While extra collaboration time for Professional Learning Communities is always needed, 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.

While we did make growth in our assessment scores, we did not make our target growth of 3% in math (CAASPP) or at least 100% growth in math (i-Ready). 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 refinement of Essential Standards for each grade level. Along with our year-long Principal's Reading Challenge, we will be adding a Principal's Math Challenge. Math intervention opportunities will be offered. All 3 strategies can be found in Goal 1, Strategies/Activities.

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

Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

2.1 Increase student attendance rates and reduce chronic absences.

2.2 Increase the high school graduation rate and decrease the dropout rate for all students including historically under-performing sub groups.

2.4 Reduce student suspension, expulsion rates, and reduce bullying incidents. Increase school connectedness.

2.5 Increase family engagement and parent input and the utilization of volunteers.

2.6 Increase community partnerships that support student learning.

2.7 Increase the efficiency, timeliness and accessibility of district communications.

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.

Identified Need

Our school has multiple PBIS in place and have been instituted with fidelity. Through our Healthy Kids Survey and site surveys, we have found that a very small percentage of students who feel that some students do not follow SKORR (Safe, Kind, On task, Responsible, Respectful) and what they perceive as 'bullying' still occasionally occurs. Responses also revealed that some students did not feel a positive relationship with Yard Supervisors.

*Distance Learning - Some families may find difficulties getting their child 'logged-on' to the teacher's Learning Platform. Maintaining Digital Citizenship will be of importance as some students may not have full time in-person supervision.

Further staff professional development; including how to support appropriate 'on-line' etiquette as well as encourage students to self-advocate when a concern arises in regards to any misconduct.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates	2019- 2020 Attendance = 97.06%	96% or higher
Annual Suspensions	2019 - 2020 Suspensions = 3 students	Decrease to 2 or less
Student and Parent Surveys	2019 - 2020 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 "Kindness Starts with One", Kindness Challenge and Friendship Weeks

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)

Students with Excellent/Perfect Attendance and Students who need to support in improving their attendance

Strategy/Activity

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

Principal 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
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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, 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);
Kids Can (KCRA Food Bank Donations), creation and distribution of Birthday Bags to a local senior center, collection of plastic bottle tops for recycled benches, and various other community service/projects.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Yard Supervision 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 a Chromebook (and materials) to each student and provide any needed technical support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Virtual teacher 'Meet and Greet' before the first day of school as well as the distribution of Chromebooks and initial materials. Weekly opportunities to turn in student completed work and pick-up of new materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide SKORR (Safe, Kind, On Task, Responsible, Respectful) Student Distance Learning Expectations, Parent Expectations, and staff professional development to support student Digital Citizenship.

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: 2019-20

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.

Beginning with our Positive Behavioral Intervention and Supports (PBIS) Expectation Rotation Stations the first week of school, our staff was able to introduce and clearly define Oak Chan Elementary School's rules and discipline procedures to all students. Our PBIS video that was created on campus with some of our students was recognized as a Top 10 in the state by the California PBIS Coalition. Striving to have students follow SKORR (be Safe, Kind, On Task, Responsible, and Respectful) and maintain a Growth Mindset were supported through monthly PBIS Lunch Time Boosters, themed weeks such as Friendship Week, and on-going incentives/awards. During the Principal's Monday Morning Message, Second Step strategies, Growth Mindset and Mindful Minutes were the focus. This was also the time for school-wide recognition of students who had made positive choices, including those who were 'caught being kind.' Recognized students met the Principal in the multi to receive a special bookmark and gold coin. The coin was used with our new Book Vending Machine, where students were able to choose a brand new book to keep. Our Book Vending Machine and focus on kindness caught the attention of schools across the nation (asking for information about our machine and program) the local media, and even a representative from the 'Ellen Show.'

Programs such as Special Friends (Early Social/Emotional Intervention) continued with positive feedback (from participants' families) being shared with our staff. Community outreach was supported through such events as our Student Council Bike Bucks Program (80+ bikes and helmets donated to Folsom Police Department) and PC Pals (5th grade students and Intel Mentors). Special birthday erasers were given each student during the month of their birthday.

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. Family engagement evenings such as International, Math and Literacy Nights were well attended with highly positive feedback given by numerous families. Each week, I reached out to our families through e-mail and notices (as well as student work) were sent home through our Wednesday Folder system. Our Parent Teacher Organization (PTO) also sent out weekly information as well as having a well utilized Facebook page. Outstanding participation (Parents, Staff, and Students) with the annual Healthy Kids Survey, earned Oak Chan another Triple Crown Award as well as providing us with detailed feedback.

Our expected outcomes were met prior to school closure in March of 2020.

2019-2020 attendance rate goal of 96% or higher was met at 97.06%;

2019-2020 office referral and suspension rates were slightly lower;

2019-2020 student connectedness and parent satisfaction were in the ninety+ percentile.

Due to COVID-19 and the closure of schools, adjustments were made to stay connected with staff, students, and families. Moving to Distance Learning for the remainder of the school year, kept 'learning' moving forward. Our staff diligently worked many extra hours to make the best of the situation:

1. Consistent District-wide communication sent to staff and families;
2. Consistent school site web-page updates;
3. Weekly Principal's message and PTO newsletter;
4. Virtual spirit weeks with suggested activities;
5. Principal's recorded messages available for viewing;
6. Daily inspirational message sent to staff members;
7. Chromebook and needed supplies distributed to families;
8. Home deliveries to families;
9. Virtual class instruction, meetings and small group/one to one check-ins;
10. Kindness Catcher Awards and birthday erasers sent to students;
11. Virtual Kindergarten Promotion and Drive-Thru 5th Grade Promotion.

We were able to connect with every single Oak Chan Elementary School student and family during this time.

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. 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.

Though we had a slight decrease in office referrals and school site suspensions, we will continue to focus on alternatives to suspensions when appropriate. Another area of focus will be to strengthen our Yard Supervisor's professional development and training, specifically in PBIS, active supervision, and fostering a strong connectedness with our students. These areas are addressed in Goal 2, Activities.

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

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

3.1 Provide professional development in new adoptions and local curriculum.

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

3.3 Provide access to A-G, Career and Technical Education (CTE), International Baccalaureate (IB), Advanced Placement (AP,) and Science Technology Engineering & Math (STEM) courses.

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.

Identified Need

While our 2019-2020 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 our STEAM (Science, Technology, Engineering, Art, and Mathematics) programs and cross-curricular activities.

Another area of need is in relation to the implementation of our district's newly adopted science curriculum, TCI. Our site's STEM (Science, Technology, Engineering, and Mathematics) coaches will offer our teachers on-going support with the understanding and continued implementation of the new curriculum.

*Distance Learning - Teachers will be utilizing new Distance Learning Platforms and other technology. Support Staff will need to be equipped and available to assist families with technical issues.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessment	August 2020 Initial Diagnostic	District expected targeted growth
All academic subjects' on-going assessments	August 2020 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2019-2020 Results and % of RFEF 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

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Full Inclusion Students; Children with Special Needs

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Providing Professional Development that focuses on how to use all the tools provided in the adopted Learning Platforms; Seesaw, Google Classroom and virtual meeting platform. District will provide initial training. 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)

Annual Review

SPSA Year Reviewed: 2019-20

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.

All Oak Chan Elementary School teachers were provided district and site level professional development opportunities throughout the year. All participated in Benchmark, i-Ready, and Library Resources training, and in some cases various other training outside of our district. 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) as well as having the support of a Bilingual Instructional Assistant. Science, Technology, Engineering, Art, and Mathematics (STEAM) were supported through the following site activities: STEM activity boxes in each classroom, Makerspace Kits in the library, student use of Google slides/docs, Lego Robotics, Coding, Chess, Meet the Masters, Ceramics, Firefly Art, Garden Club, Choir, Musical Theater, Starstruck Dance, Bahry Boogie, and Math Bowl.

Our teachers are highly qualified and take into consideration students' strength, interests, and areas that are in need of strengthening. They also embrace our STEAM focus, which motivates students to explore, discover, dream, and achieve. Due to both assets, our students showed great growth and achievement.

i-Ready Results: (Only Mid-year data available due to COVID-19 school closure)

Reading 107% Over-all growth

Tier 3 (Red) down 6% Tier 2 (Yellow) down 43% and Tier 1 (Green) up 30%

Math 65% Over-all growth

Tier 3 (Red) down 2% Tier 2 (Yellow) down 32% and Tier 1 (Green) up 34%

California Assessment of Student Performance and Progress (CAASPP) Results: (2019-2020 CAASPP results unavailable due to COVID-19 school closure)

English Language Arts (ELA) up 3% (10 points above district average) = Made Target Growth

Math up 1% (17 % above district average) = Missed Target Growth by 2%

English Language Learners Progress

English Language Proficiency Assessments for California (ELPAC)

12 students completed their initial English Language Proficiency Assessments for California (ELPAC) in 2019-2020; 8 students were designated as Well Developed, 2 students Moderately Developed with 2 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 currently available.

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), and more time for Professional Learning Communities collaboration, 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.

Professional Development for our teachers will continue at the district and site levels. One of the focus areas will be our science curriculum as well as how to interrelate science with other academic areas. This past year we added a teacher Guiding Coalition, with one representative from each grade level. The coalition led their grade level team in Professional Learning Communities, developing essential standards, and monitoring the progress of implementation of developed action plans. This team was well received and will continue this upcoming year. Our enrichment and STEAM programs are going strong. This year, we will be adding a project with Intel (a grant to purchase and build a robotics-maintained garden) and possible after school classes that focus on sewing and cooking. These activities can be found in Goal 3, strategies/activities.

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

Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

4.1 Ensure students are reading at grade level (1st, 3rd, 5th, 8th, and 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 yearly progress.

4.4 Ensure Special Education students make yearly progress.

4.5 Improve kindergarten readiness as measured by curriculum embedded assessment.

4.6 Increase the percentage of 9th grade students completing 60 units by using interventions and credit recovery.

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.

Identified Need

Our 5th grade 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 intervention to address the areas in need of improvement.

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.

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 2020 Initial Assessments	75% or higher Mastery of Standards
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 IEP Goals
ELPAC	2019-2020 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)

3,112

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Program Monitoring & collaboration

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 Intervention (RtI) workshop time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Every Child by Name Conferences (ECBN) : 3 meetings per year that involve the classroom teacher, appropriate support staff, and Principal. Each students'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: 2019-20

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.

i-Ready Results: (Only Mid-year data available due to COVID-19 school closure)

Reading 107% Over-all growth

Tier 3 (Red) down 6% Tier 2 (Yellow) down 43% and Tier 1 (Green) up 30%

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English Language Proficiency Assessments for California (ELPAC)

12 students completed their initial English Language Proficiency Assessments for California (ELPAC) in 2019-2020; 8 students were designated as Well Developed, 2 students Moderately Developed with 2 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.

California Assessment of Student Performance and Progress (CAASPP) Results: (2019-2020 CAASPP results unavailable due to COVID-19 school closure)

English Language Arts (ELA) up 3% (10 points above district average) = Made Target Growth

Math up 1% (17 % above district average) = Missed Target Growth by 2%

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

The goal of a 3% increase in our math CAASPP score was not reached. As previously stated, our 5th grade scores were low, which brought the site's overall score down.

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) nor at least 100% growth in i-Ready Math). 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. Along with our year-long Principal's Reading Challenge, we will be adding a Principal's Math Challenge. Math intervention opportunities will be offered. Goal 1 and Goal 4 Strategies/Activities address needed support and changes.

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 (\$)
------------------	-----------------

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
Veronica Garcia	Other School Staff
Vered de Vries (EL Rep)	Parent or Community Member
Lorena Byrod	Parent or Community Member
Phyllis Dinse	Parent or Community Member
Courtney Graham	Parent or Community Member
Christina Schlatter	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
Vered de Vries	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 August 25, 2020.

Attested:

Kat Bahry

Principal, Kat Bahry on August 25, 2020

Phyllis Dinse

SSC Chairperson, Phyllis Dinse on August 25, 2020

Date: August, 14 2020

Oak Chan Elementary

101 Prewett Drive

Folsom, Ca. 95630

916-294-9155

NOTICE OF SITE COUNCIL MEETING

OPEN TO THE PUBLIC

DATE: Monday August 17th

TIME: 3:00 p.m.

PLACE: Teams meeting

PUBLISHED AGENDA

- Welcome & establish quorum
- Review and approve minutes from Sept. 24th 2019
- Review SPSA for 2020-2021
- Closing

OAK CHAN ELEMENTARY SCHOOL Kat Bahry, Principal
Oak Chan Site Council
Minutes for August 17, 2020

Chairperson Courtney Graham called the meeting to order at 3:10 pm.

Staff members in attendance: Kat Bahry, Kira Montinola, Laura Colombo, Sandra Sanchez and Veronica Garcia.

Parents in attendance: Courtney Graham, Phyllis Dinse, Christina Schlatter, ELAC representative Vered De Vries.

A quorum was present.

Laura Colombo made a motion to approve the August 17, 2020 meeting minutes. It was seconded by Sandra Sanchez. The minutes were unanimously approved.

Old Business

There was no Old Business.

New Business

As not all members were present, Courtney Graham, the current Chairperson, moved the selection of the new Chairperson to the next meeting August 25 2020.

Principal Bahry reviewed the Oak Chan 2020-2021 Single Plan for Student Achievement (SPSA). Back in May, she invited the Site Council Members to make suggestions in regards to additions and/or changes to the 2020-2021. Phyllis had suggested to add the words, 'hands on' to the Mission and Vision statement; it was added.

CAASPP testing was not taken due to COVID-19 Pandemic. Alternative site assessments will be used to gather student data/information.

An Addendum will be added on how our site will address Distance Learning.

An addendum to the current Student/Parent Handbook in regards to Distance Learning, policies and expectations has already been added.

Chairperson Graham questioned why the 5th grade performance data dropped in 2019 and asked what could be done to prevent this from happening again especially during DL. Principal Bahry responded that Grade level teams have been identifying and will on Essential Standards. SMART (Specific, Measurable, Attainable, Realistic, and Timely) goals will also be developed along with small group instruction. Chairperson Graham added help and support towards developmental needs.

Attendance will be taken once a day and taken when a student is logged in. Teacher will note if a student does not attend second meeting. We only have a few students who have been marked 'unengaged.' The front office, teachers and Principal Bahry are checking in with those families. She will do home visits if necessary as well as utilize MFT and District experts. School will continue to have school materials and work exchange each Friday.

During spring DL, students were recognized for 'Caught Being Kind,' and Principal Bahry will arrange a time for them to get a gold coin and use the Book Vending machine.

Monday Morning Message will highlight students who are showing SKORR.
PBIS videos will feature SKORRch the dragon, who is Chanler's side kick.

SPSA approval vote will take place on August 25th through a Teams meeting.

Principal Bahry asked that any concerns be emailed to her before the next meeting.

Laura Colombo thanked Chairperson Graham and Phyllis Dinse for reading through the SPSA so thoroughly.

Principal Bahry would like Police Chief, Fire chief and our SRO Courtney asked for possible Cyber expert to be invited to next meeting.

The site Safety Plan will need approval in September.

- Oak Chan will still do fire drills
- Teachers will still notify health assistant and nurse of student health concerns.

Principal Bahry submitted an application for Oak Chan to be recognized by the PBIS California Coalition PBIS for doing an exemplary job in staying connected with students and families during the closure of schools and spring Distance Learning. Oak Chan was selected as one of the schools in California to be recognized!

As there was no further new business, Sandra Sanchez made a motion to close the meeting. It was seconded by Phyllis Dinse. Chairperson Graham adjourned the meeting at 4:00pm.

Respectfully submitted,

Veronica Garcia
Site Council Secretary
Oak Chan Attendance Clerk/Parent Coordinator

Date: August, 25 2020

Oak Chan Elementary

101 Prewett Drive
Folsom, Ca. 95630
916-294-9155

NOTICE OF SITE COUNCIL MEETING

OPEN TO THE PUBLIC

DATE: Tuesday August 25th

TIME: 3:00 p.m.

PLACE: Teams meeting

PUBLISHED AGENDA

- Welcome & establish quorum
- Review and approve minutes from August 17th 2020
- Vote on SPSA for 2020-2021
- Closing

OAK CHAN ELEMENTARY SCHOOL Kat Bahry, Principal
Oak Chan Site Council
Minutes for August 25, 2020

At 3:03pm Chairperson Courtney Graham called the meeting to order.

Staff members in attendance: Kat Bahry, Kira Montinola, Laura Colombo, Sandra Sanchez and Veronica Garcia.

Parents in attendance: Courtney Graham, Phyllis Dinse, Christina Schlatter.

A quorum was present.

Phyllis Dinse made a motion to approve the minutes from the August 17, 2020 meeting. It was seconded by Sandra Sanchez. The minutes were unanimously approved.

Old Business

Using Site Council member input and suggestions, Principal Bahry added a narrative to the School Plan for Student Achievement (SPSA) to address how the Covid-19 situation has affected the District and Oak Chan. An addendum in regards to Distance Learning was provided for goals 1-3. Additionally, Digital Citizenship was included for etiquette during class instruction.

Principal Kat Bahry will also look into working with PTO in the continuance of Cyberwise.

New Business

As Courtney Graham has served as Chairperson for the past 2 years, Phyllis Dinse was unanimously approved to be the new OC Site Council Chairperson. Principal Bahry thanked Courtney for all her support and dedication.

Christina Schlatter asked what kind of professional development was being offered to assist with Distance Learning. Principal Bahry spoke about what had been offered prior to the start of school as well as future opportunities.

In addition, a question was asked about adequate technology being available for teachers. Principal Bahry is currently working to get teachers the tech (and training) needed through the District's ETIS Department. The district is extended and working around the clock to resolve what they can. Courtney Graham added that possibly PTO could assist with this endeavor.

As there were no further questions, concerns, or changes need to the SPSA, Chair Person Phyllis called for a motion to approve the Oak Chan 2020-2021 SPSA. Courtney Graham motioned for approval, Laura Colombo second the motion. The Oak Chan 2020-2021 SPSA was unanimously approved.

At the next meeting, on September 22nd, the Site Council will discuss the School-Wide Safety plan.

Announcements:

Dragon spirit parade to be held on September 18th with the Imagination Parade being held at the Drive-Through Fall Carnival in October.

Chairperson Phyllis Dinse asked for a motion to adjourn the meeting. Courtney Graham moved to adjourn the meeting. It was seconded by Sandra Sanchez. The meeting was adjourned at 3:42pm.

Respectfully submitted,
Veronica Garcia
Site Council Secretary
Oak Chan Attendance Clerk/Parent Coordinator

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
Veronica Garcia 	Other School Staff
Vered de Vries (EL Rep) 	Parent or Community Member
Lorena Byrod 	Parent or Community Member
Phyllis Dinse 	Parent or Community Member
Courtney Graham 	Parent or Community Member
Christina Schlatter 	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Kat Bahry 	Principal
Vered de Vries 	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 August 25, 2020.

Attested:



Principal, Kat Bahry on August 25, 2020

SSC Chairperson, Phyllis Dinse on August 25, 2020