School Year: **2019-20**

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 19, 2019	October 24, 2019

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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 plan is to align our School Plan for Achievement with Folsom-Cordova's Local Control and Accountability Plan (LCAP) that successfully fulfills California State requirements. Our staff will focus on Oak Chan's Mission and Vision statements as guides in exercising due diligence in also fulfilling the Every Student Succeeds Act (ESSA) requirements. Through this plan and thoughtful collaboration among all Oak Chan stakeholders, we will 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, 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;
- 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; 21 classrooms with 2 additional rooms. In support of our Full Inclusion Program as well as other physical movement, one classroom has dedicated space for our school Occupational Therapist. 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. Our student enrollment, reported on the California

Basic Educational Data System (CBEDS) in October 2018 of 449 students. Currently, our enrollment has increased to approximately 470 students with 4 kindergarten and 4 first grade classrooms.
There are 3 classes at each grade level, third through fifth grade. We also support 2 Counseling Enriched Program (CEP) classes, kindergarten through fifth grade.

The faculty and staff at Oak Chan 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 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 and anti-bullying. Our 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 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. We have 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 famous artists and create their own masterpiece, a six week Starstruck dance program; STEM Squad in which parent volunteers bring science exploration and Cyberwise (digital safety/citizenship) curriculum to the classroom; and a dedicated group of parents and guardians who help each child create two ceramics projects to take home. 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 social events during the school year.

The staff, parents and extended family members of Oak Chan 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 staff and student surveys as well as the California Healthy Kids Survey. Our invested leaning community's participation must be noted, for example, as in the California Healthy Kids Survey. Oak Chan is the recipient 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 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 ‘Students are motivated to Learn,’ and ‘Staff Support in Serving Special Education.’

Summary of Student Survey Results: Overall, 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 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 is a safe and positive learning environment, and felt highly encouraged to contribute and actively participate at Oak Chan. They 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 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 Success Team (SST). The Student Success Team (Principal, classroom, general education, resource (Special Education) 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 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 trainings. Our district also fosters on-going learning through many professional development opportunities. Oak Chan teachers enthusiastically attend required and optional trainings 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-emotional learning (SEL) and Positive Behavioral Interventions and Supports. Our focus for this year includes, Next Generation Science Standards, 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, 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 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. Teachers are adjusting their current curriculum to allow for discussion, dialogue, project based learning, and to align with Common Core 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 teachers are required to complete a year long lesson plan over-view in all academic areas. With Common Core, 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 before, during, or after school Response to Intervention (RTI) workshop times 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 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. 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 has fully implemented Second Step and Positive Behavior Systems that support positive choices, problem solving skills, and role modeling for our students. Students are celebrated for positive behaviors by receiving Dragon Dollars, the Dazzling Dragon Class award, SKORR (Safe, Kind, On Task, Responsible, and Respectful) Character Awards, and special recognition during other PBIS events. Oak Chan 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 is a focus at Oak Chan. 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 for students. Our teachers are trained in PBIS strategies and throughout the school year, teach various lessons designed to build positive character traits in our students. Teachers are also trained in anti-bullying programs such as Steps-to-Respect and Second Step.

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 STEAM materials when funds are lacking at the state level. Local agencies, such as the Folsom City Council and Police Department are always available to support and participate in school-wide events, with local businesses and professional organizations, such as Intel and Rotary, working directly with students while also providing monetary donations. Oak Chan 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 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 and additional materials/supplies based on student need and any staff that can be of support to classroom teachers and students who would benefit from any additional assistance.

Fiscal support (EPC)

Our school has access to Title II and Title III funds. We also have Intel 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 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 facilities a reciprocal dialogue that continues to assist us in making needed changes as well as create new ventures. Oak Chan's Staff Leadership Teams meet monthly as does our Parent Teacher Organization (PTO). Our 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 has 4 identified needs for the 2019-2020 school year.

1. CAASPP: Utilizing our site's Professional Learning Communities (PLC), grade level English Language Arts (ELA) and Mathematics essential standards will be identified and strategically taught. Our goal is to continue to see growth in our overall CAASPP scores, within our sub groups, and especially in 5th grade mathematics.

2. Staff Members: New to our staff are two recently credentialed teachers.Through Folsom-Cordova'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.

3. Science: Our district has recently adopted new science curriculum. Through district sponsored training as well as on-site support from our Science,Technology, Engineering, and Math (STEM) coaches and 5th grade team (who piloted the curriculum), teachers will become familiar with the materials and how to appropriately implement (with a focus on cross curricular activities) the new program in their classrooms.

4. Yard Supervision: Our 2018-2019 student surveys indicated that our site needs to foster stronger relationships between some of our yard supervisors and students. This will be addressed by our Positive Behavioral Interventions and Supports (PBIS) team with an emphasis on professional development opportunities for our yard supervision staff members.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	0.9%	%	%	4	44	35
Asian	11.6%	%	%	51	8	11
Filipino	1.1%	%	%	5	9	9
Hispanic/Latino	7.1%	%	%	31	110	104
Pacific Islander	%	%	%		3	7
White	73.7%	%	%	323	178	172
Multiple/No Response	5.5%	%	%	24	46	43
			Total Enrollment	438	398	381

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten	56	87	89
Grade 1	69	60	69
Grade 2	72	74	59
Grade3	82	46	65
Grade 4	71	65	34
Grade 5	88	66	65
Total Enrollment	438	398	381

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 3 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 significantly increased in kindergarten and first grade.
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.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	130	119	122	33.6	29.9	32.0
Fluent English Proficient (FEP)	3	4	2	0.8	1.0	0.5
Reclassified Fluent English Proficient (RFEP)	17	25	22	4.4	6.3	5.8

Conclusions based on this data:

1. Our population is becoming more diverse with new families from outside of the United States relocating to Folsom. Reaching out to families and encouraging participation in events such as Oak Chan'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. This past year, 4 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	82	79	79	82	79	79	82	79	79	100	100	100
Grade 4	72	95	87	70	95	87	70	95	87	97.2	100	100
Grade 5	91	87	95	90	87	95	90	87	95	98.9	100	100
All Grades	245	261	261	242	261	261	242	261	261	98.8	100	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2460.^	2463.^	2468.^	39	32.91	41.77	30	35.44	27.85	23	24.05	17.72	7	7.59	12.66
Grade 4	2505.^	2513.^	2519.^	41	43.16	52.87	30	32.63	19.54	16	17.89	16.09	13	6.32	11.49
Grade 5	2539.^	2528.^	2538.^	31	32.18	30.53	43	31.03	36.84	13	18.39	23.16	12	18.39	9.47
All Grades	N/A	N/A	N/A	37	36.40	41.38	35	32.95	28.35	17	19.92	19.16	11	10.73	11.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	35.44	46.84	60	50.63	45.57	11	13.92	7.59
Grade 4	37	48.42	44.83	47	43.16	49.43	16	8.42	5.75
Grade 5	27	35.63	38.95	54	49.43	51.58	19	14.94	9.47
All Grades	31	40.23	43.30	54	47.51	49.04	15	12.26	7.66

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	31.65	36.71	57	58.23	45.57	10	10.13	17.72
Grade 4	41	40.00	49.43	46	53.68	34.48	13	6.32	16.09
Grade 5	50	43.68	48.42	38	41.38	35.79	12	14.94	15.79
All Grades	42	38.70	45.21	47	50.96	38.31	12	10.34	16.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	32.91	46.84	63	64.56	43.04	5	2.53	10.13
Grade 4	31	22.11	33.33	61	71.58	62.07	7	6.32	4.60
Grade 5	24	18.39	15.79	68	64.37	77.89	8	17.24	6.32
All Grades	29	24.14	31.03	64	67.05	62.07	7	8.81	6.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	31.65	35.44	59	60.76	54.43	12	7.59	10.13
Grade 4	33	35.79	43.68	56	49.47	42.53	11	14.74	13.79
Grade 5	50	35.63	35.79	42	47.13	54.74	8	17.24	9.47
All Grades	38	34.48	38.31	52	52.11	50.57	10	13.41	11.11

Conclusions based on this data:

1. 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 i-Ready data, and the continuation of before, during, and after school interventions.
2. 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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	82	79	79	82	79	79	82	79	79	100	100	100
Grade 4	72	95	87	70	95	87	70	95	87	97.2	100	100
Grade 5	92	87	95	90	85	95	90	85	95	97.8	97.7	100
All Grades	246	261	261	242	259	261	242	259	261	98.4	99.2	100

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2470.	2485.	2484.	26	40.51	37.97	50	35.44	40.51	21	18.99	18.99	4	5.06	2.53
Grade 4	2518.	2509.	2512.	33	27.37	29.89	40	41.05	34.48	23	24.21	32.18	4	7.37	3.45
Grade 5	2536.	2531.	2538.	33	34.12	30.53	23	15.29	30.53	32	35.29	28.42	11	15.29	10.53
All Grades	N/A	N/A	N/A	31	33.59	32.57	37	30.89	34.87	26	26.25	26.82	7	9.27	5.75

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	52	63.29	58.23	39	32.91	37.97	9	3.80	3.80
Grade 4	43	41.05	43.68	44	43.16	39.08	13	15.79	17.24
Grade 5	39	31.76	40.00	36	37.65	37.89	26	30.59	22.11
All Grades	45	44.79	46.74	39	38.22	38.31	16	16.99	14.94

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	44.30	39.24	66	48.10	50.63	5	7.59	10.13
Grade 4	39	40.00	34.48	56	47.37	56.32	6	12.63	9.20
Grade 5	37	32.94	31.58	43	52.94	55.79	20	14.12	12.63
All Grades	35	39.00	34.87	55	49.42	54.41	11	11.58	10.73

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	46.84	59.49	50	45.57	35.44	7	7.59	5.06
Grade 4	39	38.95	42.53	54	53.68	44.83	7	7.37	12.64
Grade 5	31	27.06	31.58	51	55.29	51.58	18	17.65	16.84
All Grades	37	37.45	43.68	52	51.74	44.44	11	10.81	11.88

Conclusions based on this data:

1. 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.
2. 5th grade scores, while they slightly increase each year, are still far 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

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	**Overall**	**Oral Language**	**Written Language**	**Number of Students Tested**
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				16

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*	*	*					*
Grade 1	*	*							*
Grade 2	*	*			*	*			*
Grade 4	*	*							*
Grade 5	*	*	*	*					*
All Grades	13	81.25	*	*	*	*			16

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	
Grade K	*	*			*	*			*
Grade 1	*	*	*	*					*
Grade 2	*	*					*	*	*
Grade 4	*	*							*
Grade 5	*	*							*
All Grades	13	81.25	*	*	*	*	*	*	16

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*							*
Grade 1	*	*							*
Grade 2	*	*	*	*					*
Grade 4			*	*					*
Grade 5	*	*	*	*			*	*	*
All Grades	11	68.75	*	*			*	*	16

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	13	81.25	*	*			16

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*			*	*	*
Grade 1	*	*			*	*	*
Grade 2	*	*			*	*	*
Grade 4	*	*					*
Grade 5	*	*					*
All Grades	13	81.25			*	*	16

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*					*
Grade 2	*	*	*	*			*
Grade 4			*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	16

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**
Grade K	*	*					*
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*			16

Conclusions based on this data:

1. 15 students completed the English Language Proficiency Assessments for California (ELPAC) ; 8 students were designated as Well Developed while 6 students reached Moderately Developed.
2. 1 student was placed at the Beginning Level. This student is new to our school and arrived with no English skills; however has made tremendous growth in all academic areas. 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 make next school year.
3. 4 ELL students were reclassified as Fluent English Proficient. One of them beginning their academic journey with us without any English acquisition.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
449	**10.2%**	**4.2%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	4.2%
Homeless	9	2.0%
Socioeconomically Disadvantaged	46	10.2%
Students with Disabilities	46	10.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.1%
Asian	47	10.5%
Filipino	2	0.4%
Hispanic	45	10.0%
Two or More Races	30	6.7%
White	320	71.3%

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

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. All our current Dashboard State Indicators are either in the Green or Blue. We celebrate our successes as well as look at the areas that need further improvement. This upcoming fall, we expect to see no change or slight increase in status in all areas.
2. Our 2018 attendance Dashboard was at 96.99% with only 1 suspension for the year. For the 2018-2019 our attendance increased to 97.13% with 4 suspensions for the year. Creating a positive and safe school environment are essential in maintaining these types of results. 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 in crease in attendance and low suspension rates.
3. Our CAASPP (California Assessment of Student Performance and Progress) scores remained about the same from 2017 to 2018. This last year (2019) our scores went up slightly. We still have work to do, especially in 5th grade mathematics. Continued data analysis and staff professional development will be supported. The Oak Chan staff is dedicated in taking the results and creating new goals and strategies to tackle all areas that need strengthening.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
40.3 points above standard	19.1 points above standard	0 Students
Increased 7.2 points	Increased 15 points	
257 students	17 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	32.8 points above standard	26.2 points below standard
4 students	Increased 21.3 points	Increased 19.3 points
	26 students	29 students

2018 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 5 students	No Performance Color 0 Students	No Performance Color 71.5 points above standard Increased 30.1 points 28 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 25.7 points above standard Increased 8.4 points 19 students	No Performance Color 36.9 points above standard Declined -7 points 17 students	No Performance Color 0 Students	Green 39.3 points above standard Increased 5.6 points 188 students

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.

2018 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 4 students	44.3 points above standard Maintained -0.7 points 13 students	42.4 points above standard Increased 7.7 points 229 students

Conclusions based on this data:

1. Overall our English Language Arts (ELA) 2018 Fall Dashboard percentage was high (Green) with a slight increase for 2019 (+3%) from the previous year. 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 will create ELA essential standards with grade level Professional Learning Communities (PLCs) focusing on strategic lesson planning and interventions based on collected data.
2. Students with Special Needs were at a low status, however there was an increase in performance from the previous year. Support toward staff collaboration and professional development will continue with a focus on inclusion and mainstreamed students.
3. EL students were at a medium status with a slight decrease from the previous year. Students who did not speak/understand any English joined our Oak Chan 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. In the 2018-2019 school year, 4 students were reclassified as English Language Proficient.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
27.4 points above standard	8 points above standard	0 Students
Maintained 1.6 points	Declined -17.4 points	
257 students	17 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	18.3 points above standard	23.6 points below standard
4 students	Increased	Increased
	23.9 points 26 students	21.9 points 29 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	56.1 points above standard	0 Students
5 students		Declined -5.9 points	
		28 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
5.3 points below standard	27.6 points above standard	0 Students	27.9 points above standard
Declined -3.8 points	Declined -6.6 points		Increased 3.9 points
19 students	17 students		188 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	40.5 points above standard	28.5 points above standard
4 students	Declined -14.4 points	Increased 3 points
	13 students	229 students

Conclusions based on this data:

1. Overall the fall 2108 Dashboard Math percentage was high (Green) with a slight decrease from the previous (2017) year. This year, 2019, we made a slight increase (+1%). 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.
2. Students with Special Needs were at a low status, however there was an increase in performance from the previous year. Support with staff collaboration and professional development will continue with a focus on inclusion and mainstreamed students.
3. English Learner (EL) students were at a medium status with a slight decrease from the previous year. Common Core mathematics encompasses a large amount of reading and written response. Students who did not speak/understand any English joined our Oak Chan 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 concepts which should translate to higher performance rates.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
16	81.3%	12.5%	6.3%	

Conclusions based on this data:

1. English Learner (EL) students' performance was high with a small increase from the previous year. Program monitoring will continue with strategic academic support occurring on a daily basis.
2. This past year, 2019, 4 students were reclassified as English Fluent. Our goal will be to continue to provide strong core academics with strategic additional support for the students who are at Levels 2 and 3.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	2

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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
2.4% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 1.1%	Maintained 0%	0 students
459 students	19 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	9.8% chronically absent	7.1% chronically absent
10 students	Declined 7.3%	Declined 0.5%
	51 students	56 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
5 students	0 students	Maintained 0.2%	2 students
		50 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
4% chronically absent	3.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.2% chronically absent
Declined 1%	Declined 0.8%	0 students	Declined 1.5%
50 students	30 students		322 students

Conclusions based on this data:

1. The 2018 Fall Dashboard indicator for overall attendance is extremely high (Blue). Our 2018-2019 attendance increased from 96% to 97.13%. 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, we strive to maintain a safe, healthy, and welcome environment where all students has 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 support and assist with any difficulties that are hindering timely and positive attendance.
2. In support of our high 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 high 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	3

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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0.2% suspended at least once	0% suspended at least once	0 Students
Maintained 0.2%	Maintained 0%	
464 students	19 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Orange
Less than 11 Students - Data Not	0% suspended at least once	1.7% suspended at least once
10 students	Maintained 0%	Increased 1.7%
	53 students	58 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data 5 students	0 Students	0% suspended at least once Maintained 0% 50 students	Less than 11 Students - Data 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
0% suspended at least once Maintained 0% 51 students	0% suspended at least once Maintained 0% 30 students	0 Students	0.3% suspended at least once Increased 0.3% 326 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.4% suspended at least once	0% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

1. The 2018 Fall Dashboard indicates Blue for our suspension rate with only 1 suspension. Due to the severity of a few offenses, our suspension rate for 2018-2019 school year increased to 4 students which may change our status on the 2019 Fall Dashboard.
2. The implementation and support of our school wide (Positive Behavioral Interventions and Supports PBIS) and Progressive Discipline plan 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 and have access to curriculum as well as STEAM related enrichment.

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 our new Science curriculum.
4. Further Professional Development in Special Education and English Language Learner curriculum and best practices.
5. The installation and maintenance of new outdoor seating and field shade structure to allow full usage of our school site.
6. Installation of security cameras to assist in hindering vandalism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Summative: scores that indicate students met targeted growth	Spring of 2018 and 2019 initial assessment results	Reach target growth based on district expectations
CAASPP : scores that indicate an increase in Standards Met	2018-2019 results	EL Progress: growth of 5% ELA:and Math: 3% growth
ELPAC: scores that indicate positive growth and/or RFEP status	2018-2019 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; installation of new outdoor seating and field structure. In addition, purchase and installation of 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 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 3000-3999: Employee Benefits

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-Tired 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) i-Ready scores indicate needed intensive intervention

Strategy/Activity

Provide opportunities for specifically identified students to utilize FLEX (reading/comprehension) program 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)

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 teacher, 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 staff member or parent.

Strategy/Activity

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

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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 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 Emotional/Growth Mindset trainings. 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:
Reading 103% (Initial 73% to final 133%) annual average growth
Tier 3 (Red) down 3% Tier 2 (Yellow) down 23% and Tier 1 (Green) up 29%
Math 72% (Initial 57% to final 90%) annual average growth
Tier 3 (Red) down 7% Tier 2 (Yellow) down 20% and Tier 1 (Green) up 27%

California Assessment of Student Performance and Progress (CAASPP) Results:
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)
15 students assessed: 8 scoring at Well Developed. 6 scoring Moderately Developed.
1 scoring at beginning level. 6 of 7 students, who did not already score at Well Developed, grew 1 or 2 levels since the initial assessment.

The reconstruction of our school site was completed for the re-opening in August of 2018. With our new buildings, landscaping, play grounds, 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 identification 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 during and after school 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 and consistent communication, 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 'bullying' still occurs. Responses also revealed that some students did not feel a positive relationship with Yard Supervisors.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Rates	2018- 2019 Attendance	96% or higher
Annual Suspensions	2018 - 2019 Suspensions = 4 students	Decrease to 2 or less
Student and Parent Surveys	2018 - 2019 Healthy Kids; School Site Surveys ; District Surveys ; School 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)
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

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: Intel 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's 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

After School Enrichment - Special Team of Roll Models (S.T.O.R.M.) Program: promoting positive choices and being an outstanding role mode.

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 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 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

Annual Review

SPSA Year Reviewed: 2018-19

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's rules and discipline procedures to all students. 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.

Programs such as Special Friends (Early Social/Emotional Intervention) and Special Team of Role Models (S.T.O.R.M) were implemented 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).

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 Week, and our STEAMtastic 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 pertinent data.

Our expected outcomes were met:
2018-2019 attendance rate goal of 96% or higher was met at 97.13%.
2018-2019 suspension rate goal of remaining 0% or slightly change was met by only having 3 more suspensions.
2018-2019 increase in student connectedness and parent satisfaction was met. Responses and comments (Survey Results noted in the previous Comprehensive Needs Assessment Component Section) were favorable in regards to Oak Chan's climate and overall sense of community/belonging.

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 only had a slight increase in school site suspensions, we will be focusing on more alternatives to suspensions. 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.

Identified Need

While our 2018-2019 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'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 implementation of the new curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Assessment	August 2019 Initial Diagnostic	District expected targeted growth
All academic subjects' on-going assessments	August 2019 Initial Asseessments	A score of 75% or higher
CAASPP Scores	2018-2019 Results	A 3% increase in ELA and Math scores

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 programs in reading and mathematics. Provide additional programs and support to Long Term English Learners (LTELS) and high need students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,897	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 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 trainings 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 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)
	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, Spanish, Choir, Coding, Science/Invention Fair, Math Bowl, Spelling Bee, History Day, and Chess will be available to all students.

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

Amount(s)	Source(s)
	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)

Annual Review

SPSA Year Reviewed: 2018-19

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 teachers were provided district and site level professional development opportunities throughout the year. All participated in Benchmark, iReady, and Library Resources trainings, and in some cases various other trainings outside of our district. Our three 5th grade team members participated in the piloting of all three possible new science curriculum adoptions and where well respected by the district's STEM lead teacher for their dedication, professionalism, and positive attitudes. 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:
Reading 103% (Initial 73% to final 133%) annual average growth
Tier 3 (Red) down 3% Tier 2 (Yellow) down 23% and Tier 1 (Green) up 29%
Math 72% (Initial 57% to final 90%) annual average growth
Tier 3 (Red) down 7% Tier 2 (Yellow) down 20% and Tier 1 (Green) up 27%

California Assessment of Student Performance and Progress (CAASPP) Results:
English Language Arts (ELA) up 3% (10% 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)
15 students assessed: 8 scoring at Well Developed. 6 scoring Moderately Developed.
1 student scoring at beginning level. 6 of 7 students, who did not already score at Well Developed, grew 1 to 2 levels since the initial assessment.

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 new science curriculum as well as how to interrelate science with other academic areas. This year we adding a teacher Guiding Coalition, with one representative from each grade level. The coalition will lead their grade level team in Professional Learning Communities, developing essential standards, and monitoring the progress of implementation of developed action plans. 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 i-Ready. 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 guide our 5th grade team in developing essential math standards 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
i-Ready Assessment Results	i-Ready Initial Diagnostic	At least 85% of students will reach targeted growth
All core academic areas - on going assessments	August 2019 Initial Assessments	75% or higher Mastery of Standards
CAASPP Assessment	2018-2019 Results	A 3% increase in ELA and Math Scores
IEP Goals	Initial Assessments	Yearly Progress on IEP Goals
ELPAC	2018-2019 Results	

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

Strategy/Activity 1

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

English Language Learner Students

Strategy/Activity

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

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

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

Strategy/Activity 2

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

All Students

Strategy/Activity

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

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: 2018-19

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.

iReady Results:
Reading 103% (Initial 73% to final 133%) annual average growth
Tier 3 (Red) down 3% Tier 2 (Yellow) down 23% and Tier 1 (Green) up 29%
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15 students assessed: 8 scoring at Well Developed. 6 scoring Moderately Developed.
1 scoring at beginning level. 6 of 7 students, who did not already score at Well Developed, grew 1 or 2 levels since the initial assessment.

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 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 identification 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 during and after school 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
Phyllis Dinse	Parent or Community Member
Courtney Graham	Parent or Community Member
Jovan Shamas	Parent or Community Member
Sharon Wheeler	Parent or Community Member
Lucinda Winward	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 19, 2019.

Attested:

	Principal, Kat Bahry on August 19, 2019
	SSC Chairperson, Courtney Graham on August 19, 2019

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Date: August, 19 2019

Oak Chan Elementary
101 Prewett Drive
Folsom, Ca. 95630
983-0190

NOTICE OF SITE COUNCIL MEETING

OPEN TO THE PUBLIC

DATE: Tuesday August 19
TIME: 3:00 p.m.
PLACE: Oak Chan Library

PUBLISHED AGENDA

- Welcome & establish quorum
- Review and approve minutes from March 25 2019
- Vote on 2019 - 2020 SPSA Draft
- Look ahead at Safety Plan

Oak Chan Staff

Site Council Meeting
August 19, 2019

1. Kat Barry
2. Kira Montinola
3. Phyllis Dinse
4. Veronica Garcia
5. Vered deVries
6. Sharon Wheeler
7. [signature]
8. [signature]
9. [signature]
10.
11.
12.
13.
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15.
16.
17.
18.
19.
20.

OAK CHAN ELEMENTARY SCHOOL
Kat Bahry, *Principal*

Oak Chan Site Council

Minutes for August 19, 2019

At 3:14pm a motion was made by Veronica to call the meeting to order. Vered De Vries and Laura Colombo second, and the meeting was called to order. Veronica recorded the meetings minutes.

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

Parents in attendance: Phyllis Dinse, Sharon Wheeler, Lucinda Winward and Vered De Vries.

Absent members: Jovan Shammas-Bickel And Courtney Graham

A quorum was present.

New Business

Reviewing SPSA

Reviewed the plan to fulfill California Local Control and Accountability (LCAP) requirements At Oak Chan our staff will focus on our Mission and Vision Statement (that was added to handbook) and fulfilling Every Student Succeeds Act(ESSA)requirements.

Profile Changed to not under construction and new classrooms, resource center, playground and landscaping added.

Still Provide: PBIS, STEAM squad, cyberwise etc.

Teaching and Learning: Oak chan is refining MTSS/RTI, afterschool intervention, getting more uninterrupted instructional time, Iready, aligning more with common core

Parent engagement: Readily available volunteers, PTO is highly active and supported PTO funds many events with parent involvement. City Government provides support so does intel and other local businesses. School site council which consists of parents and teachers to represent needs of families and students.

Resources Inequities: 4 needs for 2019 - 2020 what goals need more assistance

1. CAASP -continue growth Math, PLC, and ELA especially 5th grade
2. New staff- supports and mentoring professional growth
3. Science – new science curriculum piloted by 5th grade teachers (teachers were able to get training and support on STEM)

4. Yard Supervision: Student survey showed that our site needed to focus on building better relationships between yard sup and students. Thru PBIS and other opportunities.
   Lucinda asked how we could improve student and Yard supervisor relationships? More training? fun engagements off the yard?

Enrollment increase and more EL population although 4 have been redefined as Fluent thanks to Adriana Russel.

CAASPP majority exceeded standards

Foster& Disadvantage: ELA increase from families more moving into the area

Our site is in the Green for academic and math and Blue for Attendance and suspension according current state indicators. Suspension will have slight increase. Mister to prevent illness/ Mental health breaks.

Goals Strategies & proposed expenditures:

High Quality education and enrichment from fully credentialed teachers and new teacher support.

Goal 1: All students provided high quality education access to curriculum and STEAM enrichment

Team Achieved goal through13 Strategies that included: Outdoor setting/Learning names of students/STEAM (science)/Conferences/support of each grade level/ PBIS/ Healthy kids survey/professional development/Iready

Goal 2: PBIS to improve attendance/learning and improving parent engagement

Achieved with 8 strategies that included: PBIS/STORM/SKORR awards/friendship week/eblasts/Wednesday folders/ PTO/websites/ attendance awards/Dance performances/special school event nights/Student council/outreach to families with attendance problems

Goal 3: STEAM enrichment opportunities with focus on Tier II students

Goal continue to be achieved with 6 strategies including- ongoing intervention programs. support and training for all staff members, focus on student progress and STEAM family engagement nights.

Goal 4: I ready Growth

Achieved 130% growth in reading/ and 103% in math

Budgeted (site not PTO) $40,442

Lucinda asked what the budgeted monies went toward. Kat answered subs for teacher trainings, bilingual instruction, instructional material, supplies etc...

All in Favor of adoption 2019 – 2020 SPSA Draft non opposed.

Kat asked if anyone wanted to add to Goals next year (spring Site Council meeting).

New Business

Kat- in September we will review Safety Plan and invite Chief Rodriguez

Next Site Council meeting will be held September 24, 2019 at a time and location to be determined.

Lucinda Winward made a motion to end the meeting and Sharon Wheeler second the motion to adjourn, the meeting adjourned 3:43pm

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on August 19, 2019.

Attested:

Principal, Kat Bahry on August 19, 2019

SSC Chairperson, Courtney Graham on August 19, 2019

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.

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
Phyllis Dinse	Parent or Community Member
Courtney Graham	Parent or Community Member
Jovan Shamas	Parent or Community Member
Sharon Wheeler	Parent or Community Member
Lucinda Winward	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.