Oak Chan Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/ For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Oak Chan Elementary School
Street	101 Prewett Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9155
Principal	Kat Bahry
Email Address	kbahry@fcusd.org
School Website	www.fcusd.org/oce
County-District-School (CDS) Code	34673306107965

2021-22 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2021-22 School Overview

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

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

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

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

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

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

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

The district adopted Common Core academic curriculum provides for basic skills, extra support, and enrichment in the general education classroom. We are a full 'Inclusion' and 'mainstreaming' school; strategically supporting children with special needs. As we develop our STEAM Program (Science, Technology, Engineering, Arts, Mathematics), we offer various school-wide and before/after school enrichment including a very strong instrumental Music program for fourth and fifth-grade students; Meet the Master's Art program which allows the students an opportunity to learn about well-known artists and create their own masterpiece; a six-week Starstruck dance program; Makerspace Carts that empower students to be creative and innovative; Cyberwise (digital safety/citizenship) in which parent volunteers provide curriculum and instruction in the classroom; and a dedicated group of parents who assist each child in creating two ceramic projects (there is a Ceramics Kiln on-site). Many students participate in Student Council, Theater Arts, Chess, Choir, Science Fair, Math Bowl, Spelling Bee, Engineering, Coding, Art, Garden Club, Dashing Dragons (running club), and many other clubs and social events during the school year. Due to current Covid-19 health and safety protocols, many of our traditional enrichment opportunities and special events have had to be reimagined. With close collaboration with our PTO, we have been able to create excellent alternatives.

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	43
Grade 1	74
Grade 2	76
Grade 3	65
Grade 4	72
Grade 5	73
Total Enrollment	403

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
Asian	9.2
Filipino	0.5
Hispanic or Latino	13.4
Two or More Races	12.4
White	64.5
English Learners	3.2
Homeless	1
Socioeconomically Disadvantaged	8.2
Students with Disabilities	11.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.0	90.9	820.9	87.9	228366.1	83.1
Intern Credential Holders Properly Assigned	1.0	4.5	3.6	0.4	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	8.9	1.0	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0	11.6	1.2	12115.8	4.4
Unknown	1.0	4.5	88.4	9.5	18854.3	6.9
Total Teaching Positions	22.0	100.0	933.6	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on January 20, 2022, and determine that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	2021 August

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2020	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements

Oak Chan Elementary was originally constructed in 1989 with a completed reconstruction in 2018 through Measure G Funds.

Our restrooms, student care facility, and multipurpose room are cleaned daily. Classrooms are cleaned on a regular basis with extra care given when the need arises. COVID-19 Health and Safety Protocols are instituted with staff members having the ability to safely sanitize hands, items, and commonly used areas when needed. Our floors are mopped, vacuumed, or cleaned on a regular basis. Plumbing and electrical systems are operational. The custodial team maintains our school to the best of its ability in the limited hours provided. The head custodian makes efforts to ensure that the grounds are safe and attractive. Graffiti is immediately removed, and safety issues are addressed as soon as reported. When custodians are unable to work, their positions are filled with substitutes. This procedure ensures that bathroom facilities, eating facilities, and student care facilities are cleaned daily and trash emptied from the entire campus.

Our school is highly concerned with providing for student safety and is reevaluated throughout the year. Our staff reports all accidents that they are aware of to the office to ensure student safety. Minor first aid is provided whenever necessary.

Repairs to the site or equipment are made in a timely manner. The district's maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

Date of inspection: September 13, 2021

Year and month of the most recent FIT report	2021 September

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library and Kindergarten - Area of roof is dripping tar like substance- district working on
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes	**State Priority: Pupil Achievement**

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

*   Aligned with CA CCSS for ELA and mathematics;
*   Available to students in grades 3 through 8, and grade 11; and
*   Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

*   Smarter Balanced ELA and mathematics summative assessments;
*   Other assessments meeting the SBE criteria; or
*   Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	NT	NT	NT	NT
Female	97	NT	NT	NT	NT
Male	111	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	23	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	29	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	137	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	12	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	208	NT	NT	NT	NT
Female	97	NT	NT	NT	NT
Male	111	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	23	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	29	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	NT	NT	NT	NT
White	137	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	12	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	208	207	100%	0%	80%
Female	97	96	99%	1%	86%
Male	111	111	100%	0%	75%
Asian	29	28	97%	3%	83%
Black or African American	3	3	100%	0%	33%

Hispanic or Latino	29	29	100%	0%	86%
White	147	147	100%	0%	79%
English Learners	5	5	100%	0%	40%
Homeless	2	2	100%	0%	50%
Military	6	6	100%	0%	100%
Socioeconomically Disadvantaged	4	4	100%	0%	25%
Students with Disabilities	23	23	100%	0%	43%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	208	206	99%	1%	69%
Female	97	96	99%	1%	29%
Male	111	110	99%	1%	50%
American Indian or Alaska Native	1	1	100%	0%	100%
Asian	29	28	97%	3%	76%
Black or African American	3	3	100%	0%	0%
Hispanic or Latino	29	28	97%	3%	59%
Native Hawaiian or Pacific Islander			#DIV/0!	#DIV/0!	
White	147	147	100%	0%	71%
English Learners	5	5	100%	0%	60%
Foster Youth			#DIV/0!	#DIV/0!	
Homeless	2	2	100%	0%	0%
Military	6	6	100%	0%	50%
Socioeconomically Disadvantaged	4	4	100%	0%	25%
Students with Disabilities	23	23	100%	0%	30%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	NT	NT	NT	NT
Female	35	NT	NT	NT	NT
Male	35	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	0	0	0	0	0
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	--	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	48	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are encouraged to be actively involved at Oak Chan Elementary School through our Parent Teacher Organization (PTO), School Site Council (SSC), in the classrooms, and special events. Specifically, our PTO spends long hours raising much-needed funds to purchase technology, supplemental instructional materials, school improvement equipment such as sound and projection systems, enrichment programs, classroom libraries, field trips, assemblies, and much more. Parents are welcome at our school and bring additional support, energy, expertise, and creativity to our learning community. As soon as Covid-19 Health and Safety guidelines change, we will be able to offer more opportunities for parents and community members to volunteer their time on campus.

For additional information about organized opportunities for parent involvement at Oak Chan Elementary School, please contact Brit Renshaw, the Parent Coordinator at 916-294-9155.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	422	17	4.0
Female	205	202	8	4.0
Male	222	220	9	4.1
American Indian or Alaska Native	0	0	0	0.0
Asian	41	39	0	0.0
Black or African American	0	0	0	0.0
Filipino	3	3	0	0.0
Hispanic or Latino	56	56	7	12.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	51	51	5	9.8
White	276	273	5	1.8
English Learners	15	15	0	0.0
Foster Youth	1	1	0	0.0
Homeless	8	7	2	28.6
Socioeconomically Disadvantaged	41	40	6	15.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	61	6	9.8

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.84	0.00	4.15	0.20	3.47	0.20
Expulsions	0.00	0.00	0.17	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.61	3.25	2.45
Expulsions	0.00	0.06	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Our school is safe and clean. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. During instructional time, our front gates and classroom doors are closed and locked. Staff members are diligent about checking that all visitors and parent volunteers have registered with the office as well as wearing the appropriate identification badge while on campus.

Emergency plans have been developed in case a threatening situation should arise. Fire and earthquake drills are conducted on a regular basis based on comprehensive Hour Zero training. Our school also practices active shooter lock-down procedures in the event of an emergency at our school site. We continue to foster a strong relationship with our local law enforcement and emergency responders.

Utilizing yard supervisors, students are supervised during all recesses, lunches, and immediately before and after school. Our playground and classrooms meet or exceed all safety requirements. Parents from our PTO and School Site Council have assisted in developing bicycle and traffic safety rules and procedures and have worked with the site Principal on other safety concerns at Oak Chan. There were no reported student accidents for the 2020-2021 school year.

The health and safety of our staff and students are of utmost importance. Due to the COVID-19 pandemic, a special Written Worksite Plan has been developed. Following procedures as provided by public health officials, our site works closely with our district facilities and health services departments. Safety measures such as wearing masks, social distancing, washing hands, and providing any needed Personal Protective Equipment (PPE) are just a few of the precautions that are currently in place. Classrooms are configured to allow 6 feet between every student and staff member with regular sanitizing and cleaning occurring throughout the day. A screening protocol has been provided to each family and staff member as well as a symptom decision tree to assist in cases where there may be signs of illness. With everyone's cooperation and adherence to our guidelines and procedures, we can continue to have an illness-free learning environment.

Date of Last Review/Update: September 22, 2021
Date Last Reviewed with Staff: August 12, 2021
Date of update and Site Council Approval: October 12, 2021

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 rewards. The Second Step Character Program is utilized to address positive choices and anti-bullying. Social Emotional Learning, Growth Mindset, and flexible seating are areas of focus with our staff and students. Our school is a safe, healthy learning environment based on a belief that students learn to be reflective, problem solvers, and accountable for their behavior choices to assure a successful school experience. Parents and community partners are encouraged to be involved with the school program through our PTO, School Site Council, and classroom participation.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	21	1	2	
2	25		3	
3	24		3	
4	20	1	3	
5	33		1	2
6				
Other	5	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	20	4		
2	23		3	
3	26		3	
4	22	3	4	
5	22	4	3	
6				
Other	8	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	3		1
1	29	3	1	1
2	37		3	1
3	32	1	2	1
4	33	1	4	1
5	30	2	4	1
6				
Other	14	3	1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,673	$1,428	$5,245	$75,367
District	N/A	N/A	$ 7,561.09	$77,439
Percent Difference - School Site and District	N/A	N/A	-31.1	-2.7
State			$8,444	$86,376
Percent Difference - School Site and State	N/A	N/A	-46.7	-13.6

2020-21 Types of Services Funded

In addition to general state funding, Oak Chan receives state and federal funding from the following categorical funds and other support programs: Title I Improving Academic Achievement, Title II Supporting Effective Instruction, Title III English Learners, Title III Immigrant Student Program, Title IV Student Support and Academic Enrichment, Elementary and Secondary Relief Dollars (ESSER), LCAP Supplemental Funds (English Learners/Low Income Student), and funds for interventions and expanded learning.

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2020-2021 school year SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and the community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$40,692	$52,562
Mid-Range Teacher Salary	$69,686	$83,575
Highest Teacher Salary	$95,318	$104,166
Average Principal Salary (Elementary)	$124,264	$131,875
Average Principal Salary (Middle)	$135,342	$137,852
Average Principal Salary (High)	$140,135	$150,626
Superintendent Salary	$243,612	$260,243
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District has provided up to two professional development days for certificated staff for the current year and the last two years. Each employee is encouraged to grow professionally through self-evaluation and reflection; by attending college and university classes as well as statewide and local workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through Professional Learning Communities (PLC), lead teachers, and site-level academic, reading, math, science, and technology coaches. In addition, our district staff has worked collaboratively to provide an induction program for qualified new teachers. Throughout the year, a dedicated time during site staff meetings is utilized for professional development. Topics include but are not limited to i-Ready, Lexia, Responsive Classroom, Social Emotional Learning strategies, and Implicit Bias/Equity. Currently, several teachers are participating in Language Essentials for Teachers of Reading and Spelling (LETRS) training.

Counseling & Support Staff
In addition, it is the goal of Oak Chan Elementary to assist students in their social and personal development as well as academics. The school provides interventions and offers special programs for students who experience achievement gaps and/or in need of extra support in making positive choices. A focus on equity, Restorative Practices, and supporting Linguistically and Culturally Responsive classrooms has begun. Also, in addition to Second Step (Social Emotional Learning) lessons for our students, our staff members are participating in Social Emotional Learning (SEL)for Adults.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Folsom Cordova Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
District Website Address	www.fcusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07	99.93	--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	10431	13	0.12	99.88	0.00
Female	5119	4	0.08	99.92	--
Male	5311	9	0.17	99.83	--
American Indian or Alaska Native	29	0	--	100.00	--
Asian	2055	1	0.05	99.95	--
Black or African American	542	2	0.37	99.63	--
Filipino	232	0	0.00	100.00	--
Hispanic or Latino	2332	6	0.26	99.74	--
Native Hawaiian or Pacific Islander	85	0	0.00	100.00	--
Two or More Races	988	1	0.10	99.90	--
White	4168	3	0.07		--
English Learners	1230	4	0.33	99.67	--
Foster Youth	27	0	0.00	100.00	--
Homeless	632	0	0.00	100.00	--
Military	204	1	0.49	99.51	--
Socioeconomically Disadvantaged	2885	3	0.10	99.90	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1352	13	0.96	99.04	0.00