

# Oak Chan Elementary School

## School Accountability Report Card

### Reported Using Data from the 2019-2020 School Year

#### Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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) <https://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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	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
Website	<a href="http://www.fcusd.org/Domain/18">http://www.fcusd.org/Domain/18</a>
County-District-School (CDS) Code	34673306107965

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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

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

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

Oak Chan Elementary School, which opened in the fall of 1989, is located in the Lexington Hills subdivision of Folsom and serves students residing in Lexington Hills, the Parkway development, and the Pinnacle, the Falls, Legends and Fairmont Apartments. Our completely rebuilt campus includes 4 new buildings. There are 21 classrooms with a common work area in each of the classroom wings. This area is used for one to one support, student small collaboration groups, and focused intervention. In support of our Full Inclusion Program as well as other physical movement, usually one classroom is dedicated space for our school Occupational Therapist and other activities. The Learning Center and Academic Support classrooms are located in our Resource Center. This spacious facility includes offices for our Speech Pathologist and School Psychologist as well as a fully supported library and STEAM Lab (Science, Technology, Engineering, Art, Mathematics). All new furniture allows for flexible seating and state of the art technology supports academic instruction as well as Career and College readiness. With beautiful new landscaping and playground areas, students have an opportunity to explore, be creative, and experience all the elements of outdoor play. We are very fortunate to have a small park across the street from our school, with wetlands and a second park within walking distance. A small pond and bike trail are adjacent to our school grounds and provide an ideal learning environment for nature studies.

In the fall of 2019, our student enrollment was 461. By spring of 2020, our enrollment increased to 487. Currently, we have 3 kindergarten classes, 4 first grade classes and 3 second grade classes, 3 third grade classes, with 2.5 classes each in fourth and fifth grades. 8% of our student population are eligible for Free and Reduced Meals and 4% are designated as English Language Learners. Our site has 2 Counseling Enriched Program (Special Education CEP) classes, which support behaviorally challenged kindergarten through fifth grade students from various Folsom elementary schools. Oak Chan is also home to a Student Care program as well as a Parent Co-op Preschool.

The faculty and staff at Oak Chan 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. This year, the California Positive Behavioral Intervention and Supports (PBIS) Coalition recognized Oak Chan for our outstanding contribution of support and care of our students during the unprecedented COVID-19 pandemic.

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

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

Due to the COVID-19 pandemic, our District began the school year in a full learning distance model. In November, we moved to in-person Hybrid and Virtual Academy learning models. Mondays are designated for staff Common Planning Time (CPT); all students virtually meet with their teacher during a class meeting followed by asynchronous lessons. Two groups of students (AM and PM) receive 2.5 hours of in-person instruction 4 days per week and are provided asynchronous instructional materials for the remainder of the school day. Our Virtual Academy provides our students who are not able to join us on campus the option to continue their education via a distance-learning format.

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.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	86
Grade 1	83
Grade 2	69
Grade 3	81
Grade 4	76
Grade 5	80
<b>Total Enrollment</b>	<b>475</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	9.5
Filipino	0.8
Hispanic or Latino	12.4
White	67.4
Two or More Races	9.7
Socioeconomically Disadvantaged	7.4
English Learners	4.8
Students with Disabilities	12
Homeless	1.3

## 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

### Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	24	22	21	1047
Without Full Credential	0	0	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	16

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: 2020 August

Folsom Cordova Unified held a Public Hearing on September 24, 2020, and determined 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.

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, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

Note: Cells with N/A values do not require data.

## 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. 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 their 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. 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 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: 09/25/2020

### School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** 2020 September

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Good	
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	
<b>Structural: Structural Damage, Roofs</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## B. Pupil Outcomes

### 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	73	N/A	63	N/A	50	N/A
Mathematics (grades 3-8 and 11)	68	N/A	52	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	61	N/A	44	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 areas of physical education.

## California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 for the school district and each school site

### Opportunities for Parental Involvement (School Year 2020-2021)

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, instructional materials, and 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.

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

**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**

**(data collected between July through June, each full school year respectively)**

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.8	5.0	4.2	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

**(data collected between July through February, partial school year due to the COVID-19 pandemic)**

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

**School Safety Plan (School Year 2020-2021)**

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 wear 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 principal on other safety concerns at Oak Chan. There were 3 reported student accidents for the 2019-2020 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, 2020

Date Last Reviewed with Staff: September 22, 2020

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

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		2		23		3		21	1	3	
1	23		3		21	1	2		20	4		
2	21	1	2		25		3		23		3	
3	25		3		24		3		26		3	
4	29		3		20	1	3		22	3	4	
5	27	1	2	1	33		1	2	22	4	3	
Other**					5	1			8	2		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

\*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.

### Student Support Services Staff (School Year 2019-2020)

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

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,171	\$1,517	\$5654	\$78,066
District	N/A	N/A	\$ 7,737.03	\$77,434
Percent Difference - School Site and District	N/A	N/A	-31.1	0.8
State	N/A	N/A	\$7,750	\$84,577
Percent Difference - School Site and State	N/A	N/A	-31.3	-8.0

Note: Cells with N/A values do not require data.

### Types of Services Funded (Fiscal Year 2019-2020)

District Revenue Sources In addition to general state funding, Oak Chan Elementary receives state and federal funding from the following categorical funds and other support programs: Title II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2019-20 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,490	\$52,484
Mid-Range Teacher Salary	\$69,339	\$81,939
Highest Teacher Salary	\$94,844	\$102,383
Average Principal Salary (Elementary)	\$122,637	\$129,392
Average Principal Salary (Middle)	\$136,015	\$136,831

Category	District Amount	State Average For Districts In Same Category
<b>Average Principal Salary (High)</b>	\$137,192	\$147,493
<b>Superintendent Salary</b>	\$242,400	\$254,706
<b>Percent of Budget for Teacher Salaries</b>	36.0	34.0
<b>Percent of Budget for Administrative Salaries</b>	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2

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.

### 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.