

Empire Oaks Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



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

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information	
School Name	Empire Oaks Elementary
Street	1830 Bonhill Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9130
Principal	Kimberly Christerson
Email Address	kchristi@fcusd.org
School Website	https://eoe.fcusd.org
Grade Span	K-5
County-District-School (CDS) Code	34673306118574

2024-25 District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Erik Swanson
Email Address	eswanson@fcusd.org
District Website	https://fcusd.org

2024-25 School Description and Mission Statement
School Mission and Vision: EOE Mission Statement: Educate and empower lifelong learners EOE Vision Statement: In collaboration with our community, we will educate and empower lifelong learners in academic and social emotional competencies in a respectful, inclusive, and culturally responsive manner while developing a sense of gratitude, perseverance, and purpose in our community.

2024-25 School Description and Mission Statement

Empire Oaks embraces the Folsom Cordova Unified Districts vision statement, which states:

FCUSD Vision Statement:

Empowering all students to thrive through educational excellence.

FCUSD Mission Statement:

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

School & Community Profile:

Empire Oaks Elementary School was selected as a 2023 California Distinguished School for the second time. Nestled against the foothills of El Dorado, the homes of the Empire Ranch community surround the campus. Hazel McFarland Park is adjacent to the campus and serves as a wonderful area for families to meet and play. Students in Transitional kindergarten through fifth grade attend Empire Oaks. In addition, our campus has three Special Day programs for preschool through fifth grade. There are approximately 409 students at Empire Oaks Elementary, with an 13% poverty rate, a population with 7.3% identified English Learner (EL) students, 0% homeless rate, 14.29% of students qualifying for "unduplicated" status, and 19% of students with special needs. The surrounding neighborhood is populated with families who are eager to participate in the education of their children. The school reflects a culture of learning and a strong home-school connection. Empire Oaks operates on a traditional calendar that begins in August and provides three trimesters of instruction for our students. The staff is made up of educators who hold California Teaching Credentials and paraprofessionals who support our students and staff.

The campus is made up of five classroom buildings, a library, an Extended Learning Program Building and a multipurpose room, surrounding the Administration building. The students are engaged in instruction as you enter each classroom. Everyone on campus has a sense of pride in our learning community. Parents are typically an important part of the daily classroom routine. Whether it is working with a small group, one-on-one, or assisting with procedures, volunteers are visible on a daily basis. Parent volunteers also help in our library and serve as docents for our Meet the Masters' Art program. Many students attend the before and after school Student Care Center located on campus.

Our Parent Teacher Organization (PTO) and School Site Council (SSC) are actively involved in our educational program. Our PTO Board plans numerous activities and events, which enhance family engagement and positive relationships among families, teachers, and students. The PTO provides financial support through fundraising that supplements the schoolwide curriculum, consistently supporting Science Technology Engineering Arts and Math (STEAM) integration, educational field trips and assemblies, and increasing and updating our library collection, in an effort to support our core curriculum. The school has Chromebooks in every classroom to enhance access to technology as a tool for learning. Each classroom is equipped with a document camera and Promethean Board to enhance learning and allow teachers to interact and engage with their students through technology.

Empire Oaks Elementary School students have opportunities to be involved in Student Leadership, Physical Education, Gifted & Talented Education (GATE), Music, and Special Education. Throughout the school year, students can participate in after school activities such as theater, engineering, art, coding, dance, chess, athletics, and other extra-curricular clubs.

Our school is structured around high academic and behavioral expectations, which help maintain a positive school culture and climate. Our staff believes that all students have the ability to learn and are committed to providing conditions that promote student success. This success is accomplished using clear expectations that are directly taught throughout the school year. Students are recognized through verbal and written feedback for expected behavior. The entire staff believes that "all means all" and shares in the collective responsibility of providing an environment where every student can meet or exceed their educational goals.

At Empire Oaks, we believe that all students can learn and that we, working in partnership with families, can facilitate learning to ensure that our students will achieve their greatest potential. This will be accomplished by teaching a rigorous curriculum, maintaining high academic standards, promoting good character, and supporting the social and emotional needs of our students and staff.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	88
Grade 1	52
Grade 2	56
Grade 3	79
Grade 4	65
Grade 5	69
Total Enrollment	409

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Asian	25.2
Black or African American	1.5
Filipino	1.2
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	12.5
White	43.8
English Learners	7.3
Homeless	0.5
Socioeconomically Disadvantaged	12.5
Students with Disabilities	19.6

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.

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)	18.00	94.22	820.90	87.93	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.90	0.96	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.57	11.60	1.24	12115.80	4.41
Unknown/Incomplete/NA	1.00	5.21	88.40	9.48	18854.30	6.86
Total Teaching Positions	19.20	100.00	933.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	18.80	92.61	893.90	90.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.40	0.76	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	9.40	0.96	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.70	1.30	11953.10	4.28
Unknown/Incomplete/NA	1.50	7.39	62.20	6.31	15831.90	5.67
Total Teaching Positions	20.30	100.00	985.90	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	18.20	89.48	907.90	90.94	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	12.40	1.24	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	4.91	16.80	1.69	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	19.50	1.95	11746.90	4.23
Unknown/Incomplete/NA	1.10	5.55	41.70	4.18	14303.80	5.15
Total Teaching Positions	20.30	100.00	998.40	100.00	277698	100

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.10	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	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)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 15, 2024, 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	2023 August
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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%

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

School Facility Conditions and Planned Improvements

Empire Oaks has 27 classrooms, a multipurpose room, a library, and Extended Learning Building and an administration building. The school was built in 2000, and portables were added in 2003, 2005, 2009, and 2018. Empire Oaks Elementary School is a beautiful facility that opened in August 2001, with spacious classrooms that provide ample room for student learning activities. Classrooms 26 and 27 were updated in 2024 adding a bathroom for two medically fragile programs. Students spend recess on the large playground playing interactive games that support their physical as well as social-emotional needs. They also enjoy recreational activities such as soccer and football on the green field. Two areas equipped with primary and intermediate play structures are available for play. A staff lounge, workroom, and conference room are located in the administration building for teacher and support staff use. There is a well-maintained outdoor patio for staff use. The restrooms are bright and clean. The floors and walls are in excellent condition. All plumbing, electrical, fire, security, and communications systems are working and up to date. The facility was designed to provide the best possible learning environment with modern and efficient lighting, heating and cooling systems, fire alarm systems, and technology infrastructure.

Our custodial staff proudly works to keep the buildings and grounds looking new. A communication log for facility concerns is provided for staff input and addresses the areas of safety, supplies, and maintenance issues. Should a safety hazard be reported, our custodian quickly makes repairs, or a work order is submitted. The students, parents, and staff members have worked together to plant flowers, keep the park-like landscaping tidy, and are proud of our beautiful, well-maintained campus.

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office, at the LEA office, or on the Internet at <https://www.fcusd.org/departments/maintenance-operations/covid-19-info-cleaning-standards>. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2024/2025 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of inspection: October 16, 2024

Year and month of the most recent FIT report

2024 October

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

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 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: Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
	College and Career Ready 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.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
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.						
Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	74	79	58	58	46	47
Mathematics (grades 3-8 and 11)	66	75	48	49	34	35

2023-24 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.

ELA 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	210	96.77	3.23	78.57
Female	107	105	98.13	1.87	84.76
Male	110	105	95.45	4.55	72.38
American Indian or Alaska Native	0	0	0	0	0
Asian	60	60	100.00	0.00	81.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	77.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	88.46
White	92	88	95.65	4.35	72.73
English Learners	13	11	84.62	15.38	45.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	26	83.87	16.13	57.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	47	90.38	9.62	38.30

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	216	209	96.76	3.24	74.64
Female	106	103	97.17	2.83	77.67
Male	110	106	96.36	3.64	71.70
American Indian or Alaska Native	0	0	0	0	0
Asian	60	60	100.00	0.00	86.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	31	96.88	3.12	64.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	26	96.30	3.70	69.23
White	91	87	95.60	4.40	70.11
English Learners	13	12	92.31	7.69	41.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	27	87.10	12.90	48.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	52	47	90.38	9.62	36.17

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	57.69	61.19	45.75	45.67	30.29	30.73

2023-24 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	69	67	97.10	2.90	61.19
Female	34	34	100.00	0.00	67.65
Male	35	33	94.29	5.71	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	19	19	100.00	0.00	57.89
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	32	32	100.00	0.00	71.88
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	92.86	7.14	15.38

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.

2023-24 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	99%	100%	96%	100%

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.

2024-25 Opportunities for Parental Involvement
Parents are encouraged to attend Back to School Night to understand the curricular and behavioral expectations for the year. Parents are skilled volunteers who donate their time on a daily basis when permitted. Our PTO is outstanding in supporting staff and students both academically and through extracurricular school/community events. Information is also provided on our website that contains upcoming school activities and events as well as community happenings. Weekly Acorn Blast parent newsletters and Parent Square emails and text messages help us communicate regularly with our families. Monthly, The Acorn Blast, has a section called Principal's Acorn Ally, where parents are encouraged participate in a book study that addresses current parenting concerns. Empire Oaks has an actively engaged and robust contingent of parent volunteers, where parents who meet safety clearance are invited to work in classrooms and chaperone educational field trips. Parent and staff participation, including our PTO, helps to fund, organize and plan events that benefit our students and school community throughout the year. Our School Site Council consists of five parents and five staff members who meet regularly to review our site plan and monitor progress on our site goals. Parents are an important part of the daily classroom routine. Whether it is working with a small group, one-on-one, or assisting with procedures, volunteers are visible on a daily basis. Parent volunteers also help in our library and serve as docents for our Meet the Masters' Art program.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	428	27	6.3
Female	216	210	13	6.2
Male	226	218	14	6.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	115	112	3	2.7
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	70	68	4	5.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	53	52	6	11.5
White	190	183	13	7.1
English Learners	38	36	2	5.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	58	54	7	13.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	102	98	10	10.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.73	1.5	1.13	4.04	3.48	3.31	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.03	0.04	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.13	0.00
Female	0.46	0.00
Male	1.77	0.00
Non-Binary	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	2.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	1.89	0.00
White	0.53	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.90	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our school is safe and clean. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned on a regular basis and safety hazards are reported and reviewed immediately and resolved. Safety drills are practiced regularly. Emergency plans have been developed in case a threatening situation should arise.

The safety of our students and staff is always our first priority. Our classrooms and playgrounds are monitored to ensure that all safety requirements are met. Safety procedures are modeled and taught to all students. Each classroom has crisis information with evacuation procedures, maps, and crisis protocols. These procedures are reviewed throughout the year when fire and safety drills are held. It is required that all visitors check into the office before entering the campus. Each volunteer is furnished with a picture identification badge that is worn while on campus. In the 2023-2024 school year, twelve (12) accidents were reported on campus.

Empire Oaks is committed to the safety and security of each student. To maintain these conditions, which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. School Crime Assessment: Empire Oaks provides compiled school crime information for the California Safe School Assessment as mandated by the State of California. This information as it relates to the school site is analyzed at the school site to determine what steps may be taken to reduce incidents of crime.
2. Child Abuse Reporting: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.
3. Disaster Procedures: In order to ensure the safety of students and school personnel, the school district along with our school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills are held regularly and evaluated for effectiveness.
4. School Discipline: Empire Oaks has created a school wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in a classroom presentation. Staff members consistently enforce the schoolwide standards.
5. Procedure to Notify Teachers of Dangerous Pupils: If a student is deemed dangerous because of behavior at school or behavior outside of school, which has been dealt with by county juvenile authorities, the teacher of the student will be promptly notified of the status of the student.
6. Sexual Harassment Policy: Empire Oaks strictly adheres to district policies, which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
7. Schoolwide Dress Code: Empire Oaks believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming are as follows: the student should be neat and clean; the student should wear clothing that does not compromise safety or modesty or that is disruptive to the educational process.
8. Safe and Orderly Environment: Empire Oaks believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors, and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

Date of Last Review/Update: October 21, 2024
Date of Last Review/Update by Staff: November 7, 2024

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	28	1	1	1
1	34		3	1
2	30	3		1
3	34		3	1
4	41	1	3	2
5	33	2	4	1
Other	16	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	18	2		
1	37		2	1
2	34	1	2	1
3	35		3	1
4	60	1	1	3
5	39	1	2	1
Other	57	2		2

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	16	1	2	
1	18	1	2	
2	17	1	2	
3	20	1	3	
4	26	1	3	1
5	20	4		2
Other	18	3	1	1

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.8
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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	\$10,022	\$2,637	\$7,384	\$98,217
District	N/A	N/A	\$9,707.61	\$87,886
Percent Difference - School Site and District	N/A	N/A	-27.2	11.1
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-37.3	0.5

Fiscal Year 2023-24 Types of Services Funded

In addition to general state funding, Empire Oaks receives supplemental state and federal funding through various categorical and support programs, including Title II: Supporting Effective Instruction, Title III: English Learners and Immigrant Student Program, Title IV: Student Support and Academic Enrichment, Learning Recovery, Educator Effectiveness, LCAP Supplemental Funds for English Learners and Low-Income Students, and the Expanded Learning Opportunity Program. Data

Fiscal Year 2023-24 Types of Services Funded

Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2023-2024 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$46,849	\$59,551
Mid-Range Teacher Salary	\$80,232	\$93,855
Highest Teacher Salary	\$115,230	\$120,219
Average Principal Salary (Elementary)	\$145,508	\$151,525
Average Principal Salary (Middle)	\$154,898	\$158,215
Average Principal Salary (High)	\$163,025	\$171,087
Superintendent Salary	\$349,440	\$300,043
Percent of Budget for Teacher Salaries	34%	31%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Folsom Cordova Unified School District provided staff with three professional development days this school year. 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; reading professional literature, and networking. District-sponsored in-service training is provided through Professional Learning Communities (PLC) training, lead teachers, Teachers on Special Assignment (TOSA), and site-level academic, reading, math, science, and technology coaches. Professional development was also offered on the Science of Reading (SOR), English language development, Positive Behavior and Intervention Supports (PBIS), and on other instructional practices. FCUSD district staff works collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options.

Counseling & Support Staff

It is the goal of Empire Oaks Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer interactions.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3