

Oak Chan Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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/fq/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.

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.

2025-26 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	Amber Lozano
Email Address	alozano@fcusd.org
School Website	https://oce.fcusd.org
Grade Span	
County-District-School (CDS) Code	34673306107965

2025-26 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

2025-26 School Description and Mission Statement

Our vision is to engage, inspire, and empower a community of caring, inclusive, and culturally aware learners in critical thinking, collaborating, problem-solving, innovating, and preparation 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.

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 and the Parkway. Our completely rebuilt campus includes four 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, small student collaboration groups, and focused intervention. Specified spaces are dedicated to our school's 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). Our furniture allows for flexible seating, and state-of-the-art technology supports academic instruction as well as Career and College readiness. With beautiful landscaping and thoughtful 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 park space for events such as Drag-a-thon.

Our current 2025-2026 enrollment is 424. We have 2 transitional kindergarten classes, 2 kindergarten classes, 3 first-grade classes, 2 second-grade classes, 1 combination class with second and third grades, 2 third-grade classes, 2 fourth-grade classes, 2 fifth-grade classes, and 1 combination class with fourth and fifth grades. Approximately 15.2% of our student population are unduplicated pupils. Our site has 1 Counseling Enriched Program (Special Education CEP) class, which supports behaviorally challenged kindergarten through fifth grade students, and 1 Special Day Class Moderate/Severe with 1st through 5th grade students. Oak Chan is also home to a Student Care program, which provides before and after-school care.

2025-26 School Description and Mission Statement

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 are 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. In 2020, the California Positive Behavioral Intervention and Supports (PBIS) Coalition recognized Oak Chan for its outstanding contribution to the support and care of our students during the unprecedented COVID-19 pandemic. In 2024 and 2025, Oak Chan received Silver Recognition through PBIS for our efforts in supporting students' social and academic development with our Tier 1 systems. We also received Level 1 certification from Marzano's High Reliability Schools in 2024.

Our school-wide discipline program is based on Positive Behavior Interventions and Supports (PBIS), a comprehensive Progressive Discipline Plan, and Restorative Justice practices; 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 the 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 Facilitator, 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, Climate Committee, 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 an inclusion-focused 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 masterpieces; a six-week Starstruck dance program; 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 Government, Theater Arts, Chess, Choir, Science Fair, Math Bowl, History Day, Spelling Bee, Engineering, Coding, Art, Garden Club, Dashing Dragons (running club), and many other clubs and social events during the school year.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	81
Grade 1	61
Grade 2	57
Grade 3	73
Grade 4	78
Grade 5	87
Total Enrollment	437

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	50.7
Asian	9.2
Black or African American	0.5
Filipino	1.6
Hispanic or Latino	13.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	14.2
White	59.2
English Learners	5.2
Homeless	1.1
Socioeconomically Disadvantaged	11
Students with Disabilities	16

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.

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)	23.1	93.9	893.9	90.67	234405.2	84
Intern Credential Holders Properly Assigned	0	0	7.4	0.76	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.4	0.96	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	12.7	1.3	11953.1	4.28
Unknown/Incomplete/NA	1.5	6.1	62.2	6.31	15831.9	5.67
Total Teaching Positions	24.6	100	985.9	100	279044.8	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.

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)	22.2	95.12	907.9	90.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	12.4	1.24	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	16.8	1.69	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	19.5	1.95	11746.9	4.23
Unknown/Incomplete/NA	1.1	4.84	41.7	4.18	14303.8	5.15
Total Teaching Positions	23.3	100	998.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	0	
Total Out-of-Field Teachers	0.00	0	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Folsom Cordova Unified will have a Public Hearing on August 14, 2025, 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	2025 August
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	0.0%
Mathematics	Pearson - enVision, 2020	0.0%
Science	Amplify - California Science, 2019	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	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 complete reconstruction in 2017 through Measure G Funds. This school has 22 classrooms, a multipurpose and admin building. The school was rebuilt from portables to permanent buildings in 2017. All play structures were replaced in 2017.

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 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 is emptied from the entire campus.

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

School Facility Conditions and Planned Improvements

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. 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 2025/2026 school year, the LEA has budgeted 3% percent of the LEA's general fund budget for the deferred maintenance program.

Date of site inspection: September 15, 2025

Year and month of the most recent FIT report

2025 September

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:

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).

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	74	71	58	59	47	48
Mathematics (grades 3-8 and 11)	73	74	49	48	35	37

2024-25 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	242	235	97.11	2.89	71.06
Female	119	117	98.32	1.68	74.36
Male	123	118	95.93	4.07	67.80
American Indian or Alaska Native	0	0	0	0	0
Asian	28	27	96.43	3.57	85.19
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	36	97.30	2.70	77.78
White	135	131	97.04	2.96	71.76
English Learners	11	7	63.64	36.36	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	40.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	46	97.87	2.13	47.83

2024-25 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	242	238	98.35	1.65	74.37
Female	119	116	97.48	2.52	68.97
Male	123	122	99.19	0.81	79.51
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	85.71
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	35	97.22	2.78	60.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	37	37	100.00	0.00	78.38
White	135	133	98.52	1.48	75.94
English Learners	11	11	100.00	0.00	45.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	35	35	100.00	0.00	37.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	47	45	95.74	4.26	42.22

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	65.66	59.3	45.67	46.01	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	89	86	96.63	3.37	59.30
Female	41	39	95.12	4.88	58.97
Male	48	47	97.92	2.08	59.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	16	16	100.00	0.00	68.75
White	52	50	96.15	3.85	58.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	15	15	100.00	0.00	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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.

2024-25 California Physical Fitness Test Participation Rates

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	100%	100%	100%	100%	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.

2025-26 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), Climate Committee (PBIS Tier 1), in the classrooms, and special engagement events. Specifically, our PTO spends long hours raising much-needed funds to purchase technology, supplemental instructional materials, support enrichment programs, classroom libraries, field trips, assemblies, school improvement equipment such as extra outdoor seating, and much more. Parents are welcome at our school and bring additional support, energy, expertise, and creativity to our learning community.

Oak Chan Elementary School employs a Parent Coordinator to act as a liaison for parents and to organize classroom volunteering and parent involvement efforts. Family input is elicited throughout the school year at School Site Council meetings, in periodic surveys, and at monthly Coffee with the Principal meetings.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.45%	1.93%		3.48%	3.31%		3.6%	3.28%	

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.03%	0.04%		0.08%	0.07%	

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 Suspensions and Expulsions by Student Group

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

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.

2025-26 School Safety Plan

Our school is safe and clean. Any safety hazard that is reported is reviewed immediately and resolved. The Comprehensive School Safety Plan is reviewed each fall by the site Safety Team and School Site Council. 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. All visitors and volunteers are verified as Category 2 volunteers through the Raptor system.

Emergency plans have been developed in case a threatening situation should arise. Fire and earthquake drills are conducted through Catapult on a regular basis based on comprehensive District-sponsored safety training. Our school also practices shelter-in-place and active shooter lockdown 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 and lunches. 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. Our Safety Committee meets monthly to review and adjust (as needed) our school safety practices.

The health and safety of our staff and students are of utmost importance. Along with daily cleaning and sanitizing of rooms, our Health Office monitors any illness that is reported to our front office. A symptom decision tree has been supplied by our District Health Office 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 foster an illness-free learning environment. There were four (4) student accidents reported for the 2024-2025 year.

Date of Site Inspection: September 15, 2025

Date Comprehensive Site Safety Plan Last Reviewed with Staff: October 2, 2025

Date of update and Site Council Approval of Comprehensive Safety Plan: November 5, 2025.

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 (Restorative Practices), and appropriate incentives/accolades. The Second Step Character Program is utilized to address positive choices and anti-bullying. Social Emotional Learning, Growth Mindset, Emotional Regulation (Dragon Zones), and flexible seating are areas of focus with our staff and students. Our school is a safe, healthy learning environment based on the belief that students learn to be reflective, problem solvers, and accountable for their behavior choices to ensure 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.

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	29	0	2	1
1	31	2	1	1
2	34	0	3	1
3	36	1	3	1
4	74	0	3	2
5	50	1	3	2
6	0	0	0	0
Other	9	3	0	0

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	33	0	2	1
1	32	0	2	1
2	35	0	3	1
3	34	0	3	1
4	33	1	6	1
5	31	2	6	1
6	0	0	0	0
Other	7	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
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2024-25 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	

2024-25 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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,559	\$2,156	\$6,403	\$93,272
District	N/A	N/A	\$10,163.68	\$90,633
Percent Difference - School Site and District	N/A	N/A	-45.4	5.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-50.9	-4.7

Fiscal Year 2024-25 Types of Services Funded

In addition to general state funding, Oak Chan 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.

Fiscal Year 2024-25 Types of Services Funded

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2024-2025 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$48,723	\$60,863
Mid-Range Teacher Salary	\$83,441	\$93,575
Highest Teacher Salary	\$119,839	\$125,548
Average Principal Salary (Elementary)	\$170,891	\$157,645
Average Principal Salary (Middle)	\$166,156	\$165,341
Average Principal Salary (High)	\$175,110	\$182,580
Superintendent Salary	\$363,418	\$357,064
Percent of Budget for Teacher Salaries	33.81%	30.36%
Percent of Budget for Administrative Salaries	5.35%	4.88%

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 work collaboratively to provide an induction program for qualified new teachers and ongoing professional development workshop options. Throughout the year, a dedicated time during site staff meetings is utilized for professional development. Topics include but are not limited to Renaissance, Lexia, Responsive Classroom, and Social Emotional Learning strategies. Currently, several teachers are participating in Language Essentials for Teachers of Reading and Spelling (LETRS) training.

Teachers at Oak Chan Elementary participate in job-embedded professional development activities throughout the year. Teacher leaders serve on the Guiding Coalition and provide coaching to their grade-level teams. Teachers participate in release days to observe and discuss effective teaching strategies through Instructional Rounds, and writing instruction is discussed monthly during staff meetings.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	3	3