

Empire Oaks Elementary

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

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

School Mission and Vision:

EOE Mission Statement:

In partnership with our community, we nurture lifelong learners through inclusive, caring, and culturally responsive education, fostering growth, resilience, and a sense of purpose.

EOE Vision Statement:

Inspire and empower every child to reach their full potential.

Empire Oaks embraces the Folsom Cordova Unified District's 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 is a proud recipient of multiple prestigious honors, having been recognized as a California Distinguished School in both 2006 and 2023, and receiving the national Blue-Ribbon Award in 2007. Most recently, in 2024, Empire Oaks earned the Positive Behavioral Interventions and Supports (PBIS) Silver Medal, a recognition of our schoolwide commitment to fostering a positive, inclusive, and supportive learning environment.

Nestled against the foothills of El Dorado, the school is located in the heart of the Empire Ranch community in Folsom. The surrounding neighborhood is comprised of highly engaged families who are active participants in their children's education. Adjacent to the campus is Hazel McFarland Park, a well-loved gathering space for families.

2025-26 School Description and Mission Statement

Empire Oaks serves students in preschool through fifth grade, with an enrollment of approximately 400 students. The school community includes 12.5% of students identified as socioeconomically disadvantaged, 7.3% as English Learners (ELs), 0% foster youth, and 18% qualifying for "unduplicated" status under LCFF (Local Control Funding Formula). The student body reflects a supportive, family-oriented culture and a strong commitment to academic and social-emotional growth.

Operating on a traditional calendar beginning in August and divided into three trimesters, Empire Oaks is staffed by highly qualified, credentialed educators, supported by dedicated paraprofessionals. The campus includes four classroom buildings, a library, and a multipurpose room that surrounds the central Administration building. Classrooms are vibrant spaces of active learning and student engagement. Teachers maintain high instructional standards while nurturing positive classroom environments. The school is well-equipped with classroom ChromeBooks, Promethean Boards, and document cameras, allowing students and teachers to use technology as a powerful instructional tool.

Family involvement is a hallmark of the Empire Oaks community. Parents frequently volunteer in classrooms, assist with learning centers, and contribute to schoolwide programs such as Meet the Masters, our visual art enrichment program. Many families utilize the before and after school Student Care Center located on campus, providing consistent care and support for students beyond school hours.

Our Parent Teacher Organization (PTO) and School Site Council (SSC) play vital roles in our school community. The PTO plans numerous events that foster family engagement and positive school culture while also raising funds to support enrichment opportunities. They provide many family events throughout the year as a give back to our community. To mention a few: Bingo Night, Movie Night, Harvest Festival, and Coffee and Donut Gatherings. These efforts help enhance STEAM (Science, Technology, Engineering, Arts, and Mathematics) integration, provide educational field trips and assemblies, and grow our library collection.

Empire Oaks offers a wide range of enrichment and support opportunities, including Student Leadership, physical education, music, Gifted and Talented Education (GATE), and Special Education services. After-school programs are offered through outside vendors to provide students with diverse opportunities to explore their interests and develop new skills.

Our school is grounded in high academic and behavioral expectations that promote a positive culture and climate. Staff members share a deep belief in the potential of every child and embrace a collective responsibility to help students succeed. Consistent expectations are explicitly taught and reinforced, with students regularly recognized for demonstrating positive behavior. We foster a "whole child" approach that supports academic rigor, social-emotional development, and character education.

At Empire Oaks, we believe that all students can learn and thrive. In partnership with families, we strive to provide a high-quality education through rigorous curriculum, strong character development, and a nurturing, inclusive environment. Our ultimate goal is to ensure that every student reaches their fullest potential, academically, socially, and emotionally.

About this School

2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 78 |
| Grade 1 | 47 |
| Grade 2 | 51 |
| Grade 3 | 60 |
| Grade 4 | 69 |
| Grade 5 | 61 |
| Total Enrollment | 366 |

2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 43.5 |
| Male | 46 |
| Asian | 21.8 |
| Black or African American | 1.5 |
| Filipino | 1.5 |
| Hispanic or Latino | 15.4 |
| Native Hawaiian or Pacific Islander | 0.5 |
| Two or More Races | 10.5 |
| White | 38.4 |
| English Learners | 5.4 |
| Homeless | 0.2 |
| Socioeconomically Disadvantaged | 8.6 |
| Students with Disabilities | 15.2 |

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) | 18.8 | 92.61 | 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 | 7.39 | 62.2 | 6.31 | 15831.9 | 5.67 |
| Total Teaching Positions | 20.3 | 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) | 18.2 | 89.48 | 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) | 1 | 4.91 | 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 | 5.55 | 41.7 | 4.18 | 14303.8 | 5.15 |
| Total Teaching Positions | 20.3 | 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 | 1 | |
| Misassignments | 0.00 | 0 | |
| Vacant Positions | 0.00 | 0 | |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1 | |

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 |
|--|-------------|

| 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

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

School Facility Conditions and Planned Improvements

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

Date of inspection: October 23, 2025

Year and month of the most recent FIT report

2025 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 | | | Library Bldg. RR - Door lock has an issue, issue in progress of being fixed. work order #00057423 |

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) | 79 | 76 | 58 | 59 | 47 | 48 |
| Mathematics (grades 3-8 and 11) | 75 | 77 | 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 | 187 | 184 | 98.40 | 1.60 | 75.54 |
| Female | 90 | 89 | 98.89 | 1.11 | 76.40 |
| Male | 97 | 95 | 97.94 | 2.06 | 74.74 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 52 | 52 | 100.00 | 0.00 | 80.77 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 32 | 31 | 96.88 | 3.12 | 70.97 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 18 | 17 | 94.44 | 5.56 | 76.47 |
| White | 79 | 79 | 100.00 | 0.00 | 72.15 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 23 | 23 | 100.00 | 0.00 | 56.52 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 29 | 90.63 | 9.37 | 37.93 |

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 | 187 | 184 | 98.40 | 1.60 | 77.17 |
| Female | 90 | 89 | 98.89 | 1.11 | 74.16 |
| Male | 97 | 95 | 97.94 | 2.06 | 80.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 52 | 52 | 100.00 | 0.00 | 94.23 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 32 | 31 | 96.88 | 3.12 | 61.29 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 18 | 17 | 94.44 | 5.56 | 82.35 |
| White | 79 | 79 | 100.00 | 0.00 | 69.62 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 23 | 23 | 100.00 | 0.00 | 65.22 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 32 | 29 | 90.63 | 9.37 | 37.93 |

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) | 61.19 | 74.19 | 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 | 62 | 62 | 100.00 | 0.00 | 74.19 |
| Female | 29 | 29 | 100.00 | 0.00 | 72.41 |
| Male | 33 | 33 | 100.00 | 0.00 | 75.76 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 19 | 19 | 100.00 | 0.00 | 73.68 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 11 | 11 | 100.00 | 0.00 | 81.82 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 23 | 23 | 100.00 | 0.00 | 65.22 |
| 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 | -- | -- | -- | -- | -- |

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 | 98% | 98% | 98% | 98% | 98% |

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 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 Blasts, our parent newsletter, 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 to participate in a book study that addresses current parenting concerns. Additionally, parents are invited to a quarterly coffee and chat with the principal.

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. To mention a few: Bingo Night, Movie Night, Harvest Festival, and Coffee and Donut Gatherings. 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.

Family involvement is a hallmark of the Empire Oaks community. Parents frequently volunteer in classrooms, assist with learning centers, and contribute to schoolwide programs such as Meet the Masters, our visual art enrichment program. Many families utilize the after-school Student Care Center located on campus, providing consistent care and support for students beyond school hours.

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 |
| 1.5% | 1.13% | | 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. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned on a regular basis, and safety hazards are reported 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 2024-2025 school year, six (6) student 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: November 11, 2025

Date of Last Review/Update by Staff: November 7, 2025

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 | 18 | 2 | 0 | 0 |
| 1 | 37 | 0 | 2 | 1 |
| 2 | 34 | 1 | 2 | 1 |
| 3 | 35 | 0 | 3 | 1 |
| 4 | 60 | 1 | 1 | 3 |
| 5 | 39 | 1 | 2 | 1 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 57 | 2 | 0 | 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 | 0 |
| 1 | 18 | 1 | 2 | 0 |
| 2 | 17 | 1 | 2 | 0 |
| 3 | 20 | 1 | 3 | 0 |
| 4 | 22 | 1 | 4 | 0 |
| 5 | 20 | 4 | 0 | 2 |
| 6 | 0 | 0 | 0 | 0 |
| Other | 18 | 3 | 1 | 1 |

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 |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|

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 | \$9,839 | \$2,790 | \$7,049 | \$103,984 |
| District | N/A | N/A | \$10,163.68 | \$90,633 |
| Percent Difference - School Site and District | N/A | N/A | -36.2 | 16.8 |
| State | N/A | N/A | \$11,146 | \$100,333 |
| Percent Difference - School Site and State | N/A | N/A | -41.8 | 6.2 |

Fiscal Year 2024-25 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 2024-25 Types of Services Funded

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.

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 |