

Empire Oaks Elementary

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Empire Oaks Elementary
Street	1830 Bonhill Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9130
Principal	Alison McKeeman Rice
E-mail Address	arice@fcusd.org
Web Site	http://www.fcusd.org/eoe
CDS Code	34673306118574

District Contact Information	
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
E-mail Address	skoligian@fcusd.org
Web Site	www.fcusd.org

School Description and Mission Statement (School Year 2018-19)

Empire Oaks Elementary School, has achieved California Distinguished School status and has received the Blue Ribbon Award. Nestled against the foothills of El Dorado, the homes of the Empire Ranch community surrounds the campus. Hazel McFarland Park is adjacent to the beautiful campus and serves as a wonderful area for families to meet and play. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in October 2017 was 516 students in grades Kindergarten through five. The surrounding neighborhood is populated with families who are eager to participate in the education of their children. The school reflects a culture of caring and a strong home-school connection. Empire Oaks operates on a traditional calendar that begins in August and provides three trimesters of instruction for our students. The staff is made up of educators who hold California Teaching Credentials and paraprofessionals both who are committed to educational excellence for all students.

The campus is made up of several well designed buildings which are situated on immaculately groomed grounds. The students are happy and engaged as you enter each classroom. Everyone on campus has a sense of pride in our learning community. 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 are invaluable docents for our Fine Arts program: Meet the Masters. Parents volunteer over 400 hours a month on our campus. They are an integral part of the successful academic program at Empire Oaks. Many students attend the before and after school Student Care Center located on campus.

Our PTA and School Site Council are actively involved in our school program. Our energetic PTA Board plans numerous activities and events which enhance the positive bond between parents, teachers, and students. The PTA provides significant financial support through fundraising that supports school wide curriculum. PTA funds the Meet The Masters art integration program in which trained parent docents integrate fine arts and music into lessons taught throughout the school year. Teachers are continually working with the students to ensure the development of our technology program. Grade level chrome books are available for classroom projects, research, and training. Each classroom is equipped with an Elmo and LCD projector to enhance learning. PTA funding has developed a commitment to our technology and STEM programs that are implemented at all levels K-5.

Empire Oaks Elementary School students have opportunities to be involved in Student Council, Physical Education, GATE, Music and Special Education. Students can participate in after school activities such as, Chorus, Drama, Young Rembrandt's, Early Engineers and Acorn Adventure After School Clubs.

Our school is structured around high academic and behavioral expectations, which help maintain a positive school-wide atmosphere. The implementation of Positive Behavioral Interventions and Support (PBIS) across campus has supported our community in striving for student support and empathy development. Students are praised through verbal and written feedback for appropriate behavior. The entire staff believes that "all students are our students" and share in the responsibility of providing an atmosphere where every student can meet their educational goals. Our staff believes that all students have the ability to learn, and are committed to providing conditions that promote student success. This success is accomplished through the use of clear expectations that are directly taught throughout the school year. Our staff works diligently to address and support the academic and social emotional needs of our students on a regular basis.

At Empire Oaks we believe that all students can learn and that we, as a team with their families, can facilitate learning to ensure that our students will achieve to their greatest potential. This will be accomplished by teaching a rigorous curriculum and setting high standards. Our faculty of talented, highly trained teachers and staff work each day with all students to meet this goal.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	55
Grade 1	77
Grade 2	95
Grade 3	90
Grade 4	101
Grade 5	98
Total Enrollment	516

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Asian	21.7
Filipino	1.9
Hispanic or Latino	9.9
Native Hawaiian or Pacific Islander	1.2
White	55.6
Socioeconomically Disadvantaged	10.1
English Learners	7.2
Students with Disabilities	15.7
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	25	25	23	962
Without Full Credential	0	0	0	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 2018 November

Folsom Cordova Unified held a Public Hearing on September 20, 2018, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance Adoption Year 2016	Yes	0.0%
Mathematics	Pearson - enVision Adoption Year 2015	Yes	0.0%
Science	Pearson, Scott Foresman- California Science, Prentice Hall Adoption Year 2008	Yes	0.0%
History-Social Science	Holt-Rinehart & Winston Scott Foresman Adoption Year 2007	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Empire Oaks Elementary School is a beautiful facility that opened in August 2001, with spacious classrooms that provide ample room for student learning activities. Students spend recesses 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. Restrooms are bright and clean. The floors and walls are in excellent condition. All plumbing, electrical, fire, security and communications systems are fully 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 system, and technology infrastructure.

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

Date of inspection: 10/18/2018

School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 2018 November		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 2018 November	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	73.0	80.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	72.0	75.0	51.0	53.0	37.0	38.0

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

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	287	98.97	79.79
Male	157	154	98.09	77.27
Female	133	133	100.00	82.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	68	68	100.00	85.29
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.83	65.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	165	163	98.79	79.75
Two or More Races	16	16	100.00	75.00
Socioeconomically Disadvantaged	29	29	100.00	44.83
English Learners	25	24	96.00	58.33
Students with Disabilities	45	43	95.56	30.23

Note: 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 CAAs divided by the total number of students who participated in both assessments.

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

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 Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	290	289	99.66	74.74
Male	157	156	99.36	75.64
Female	133	133	100	73.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	68	68	100	86.76
Filipino	--	--	--	--
Hispanic or Latino	24	24	100	54.17
Native Hawaiian or Pacific Islander	--	--	--	--
White	165	164	99.39	75.61
Two or More Races	16	16	100	62.5
Socioeconomically Disadvantaged	29	29	100	24.14
English Learners	25	25	100	52
Students with Disabilities	45	44	97.78	29.55

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

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

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 Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	6.9	33.7	54.5

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parent involvement, support, and interaction at Empire Oaks is amazing! Hundreds of volunteers spend time on a daily basis working in classrooms, the library, chaperoning field trips, and helping with the various class room activities. Parent docents provide support for the Meet the Masters, an art program, for students in each class. Parent volunteers serve on important school committees: Superintendent's Communication Committee, School Site Council, GATE Advisory, and Parent District Advisory Council. Our PTA has a very active membership that nearly equals our student enrollment. Several events have become a tradition, such as the Royal Gathering of the Nuts Picnic, Snowflake Festival, Family Bingo Night and other family oriented activities where students, staff and families enjoy games, socialize and have fun. Fundraising and educational activities that enrich student learning are also priorities for our PTA.

Parent involvement is a valuable and important component of the success of our school programs. Our volunteers reflect the excellent partnership between home and school which enhances and enriches the educational opportunities for our students.

For additional information about organized opportunities for parent involvement at Empire Oaks Elementary School, please contact Alison McKeeman-Rice, Principal, at 916-294-9130.

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Malissa Thatcher, Administrative Assistant, Empire Oaks Elementary, 916-294-9130.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.0	0.8	5.0	4.3	5.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Our school is safe and clean. There were three (3) student accidents reported at our school in the 2017-18 school year. Restrooms and eating facilities are cleaned daily. Classrooms are cleaned on a regular basis and safety hazards are reported and reviewed immediately and resolved. Safety plans 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 protocol. 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.

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 called Hour Zero. Emergency drills are held regularly and evaluated for effectiveness.
4. **School Discipline:** Empire Oaks has created a school wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in a classroom presentation. Staff members consistently enforce the schoolwide standards.
5. **Procedure to Notify Teachers of Dangerous Pupils:** If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher of the student will be promptly notified of the status of the student.
6. **Sexual Harassment Policy:** Empire Oaks strictly adheres to district policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year, and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.
7. **Schoolwide Dress Code:** Empire Oaks believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming are as follows: the student should be neat and clean; the student should wear clothing that does not compromise safety or modesty or that is disruptive to the educational process.
8. **Safe and Orderly Environment:** Empire Oaks believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, campus supervisors and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

Date of Last Review/Update: October 28, 2018

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	2		17	3	1		20	1	2	
1	26		3		24		3		24		3	
2	27		3		26		3		21	1	3	
3	28		3		22		4		22	1	3	
4	30		3		31		3		32		2	1
5	31		2	3	34			3	27	1	3	
Other	9	1			12	3			12	1		

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

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.4031	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.4	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$6,836.98	\$1,472.18	\$5,364.80	\$83,484.11
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-33.6	11.0
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-28.2	4.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

District Revenue Sources

In addition to general state funding, Empire Oaks Elementary receives state and federal funding from the following categorical funds and other support programs: Title 2, Title 3-LEP, and English Learners/Low Income (EL/LI).

Other Funding: Empire Oaks Parent Teacher Association (PTA) supports the educational program fiscally on an annual basis. The PTA purchases auxiliary curriculum, supports the library by purchasing books and programs and also provides funding for our "Meet the Masters".

Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2017-18 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,108	\$49,512
Mid-Range Teacher Salary	\$66,972	\$77,880
Highest Teacher Salary	\$91,606	\$96,387
Average Principal Salary (Elementary)	\$116,484	\$123,139
Average Principal Salary (Middle)	\$131,447	\$129,919
Average Principal Salary (High)	\$132,840	\$140,111
Superintendent Salary	\$249,366	\$238,324
Percent of Budget for Teacher Salaries	37.0	36.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Each employee is encouraged to grow professionally through self evaluation and reflection; by attending college and university classes as well as statewide workshops; by reading professional literature; and by networking. District-sponsored in-service and training are provided through our Professional Development Academy (PDA), a model of lead teachers and site level reading, math, science and technology coaches. In addition, our district staff has worked collaboratively to implement our Peer Assistance Review (PAR) program, which works in unison with BTSA (Beginning Teacher Support and Assessment) to provide an induction program for qualified new teachers. We support our teachers in pursuing National Board Certification and currently have over 44 National Board Certified teachers within the district. The district is involved with both ATP (Administrator Training Program) and Teacher Training, which increase the capacity of all staff to deliver a standards-based curriculum.

Counseling & Support Staff

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

Professional Development Days	2015-16	2016-17	2017-18
Empire Oaks Elementary	2	2	3