

Oak Chan Elementary School

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	Oak Chan Elementary School
Street	101 Prewett Drive
City, State, Zip	Folsom, CA 95630
Phone Number	916-294-9155
Principal	Kat Bahry
E-mail Address	kbahry@fcusd.org
Web Site	http://www.fcusd.org/Domain/18
CDS Code	34673306107965

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)

Oak Chan Elementary School, which opened in the fall of 1989, is located in the Lexington Hills subdivision of Folsom and serves students residing in Lexington Hills, the Parkway development, and the Pinnacle, the Falls, Legends and Fairmont Apartments. Our completely rebuilt campus includes four new buildings; 21 classrooms, with two additional rooms. In support of our Full Inclusion Program as well as other physical movement, one classroom has dedicated space for our school Occupational Therapist. 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, and math). All new furniture allows for flexible seating and state of the art technology supports academic instruction as well as 'Career and College readiness.' With beautiful new landscapes and playground areas, students have an opportunity to explore, be creative, and experience all the elements of outdoor play. We are very fortunate to have a small park across the street from our school, and 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. Student enrollment from The California Basic Educational Data System (CBEDS) in October 2017 was 449.

The Oak Chan faculty and staff believe that our children's education is a responsibility shared by our school, students, families, and our community. Our primary goals are to prepare students to become responsible citizens and productive, caring members of our society. Oak Chan students are provided an environment that is safe, kind, friendly, and educationally inspiring. High academic expectations and mastery of the basic skills are emphasized, with students pursuing good study skills and a development of an appreciation for lifelong learning. Our specialized and enrichment programs support S.T.E.A.M. Our dedicated staff of professionals and paraprofessionals are passionate about their chosen profession and strive to provide a model learning environment for all children. At Oak Chan, we believe that each child belongs to all of us and that by working collaboratively, all students have the ability to reach their potential.

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	69
Grade 2	64
Grade 3	81
Grade 4	87
Grade 5	100
Total Enrollment	449

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.0
Asian	10.5
Filipino	0.4
Hispanic or Latino	10.0
Native Hawaiian or Pacific Islander	0.0
White	71.3
Socioeconomically Disadvantaged	10.2
English Learners	4.2
Students with Disabilities	10.2
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	23	21	22	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)

Oak Chan Elementary was originally constructed in 1989 and is currently in the final stages of a complete reconstruction. The front office, multipurpose room, common areas, offices, and classrooms are complete and fully functional.

Our restrooms, student care facility, and multipurpose room are cleaned daily. Classrooms are cleaned on a regular basis with extra care given when the need arises. Our floors are mopped, vacuumed or cleaned on a regular basis. Plumbing and electrical systems are operational. The custodial team maintains our school to the best of their ability in the limited hours provided. The head custodian makes efforts to ensure that the grounds are safe and attractive. Graffiti is immediately removed and safety issues are addressed as soon as reported. When custodians are unable to work, their positions are filled with substitutes. This procedure ensures that bathroom facilities, eating facilities, and student care facilities are cleaned daily and trash emptied from the entire campus.

Our school is very concerned with providing for student safety. Our staff reports all accidents that they are aware of to the office to ensure student safety. Minor first aid is provided whenever necessary.

Repairs to the site or equipment are made in a timely manner. The district's maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process.

Measure G funds are supporting a full re-construction of Oak Chan. This project has began in May of 2017 and will be completed in the fall of 2018. Only a few 'finishing touches,' and our back field are needing to be completed.

Date of inspection: 8/30/2018

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)	69.0	70.0	61.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	64.0	67.0	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	261	261	100.00	69.73
Male	140	140	100.00	63.57
Female	121	121	100.00	76.86
Black or African American	--	--	--	--
Asian	30	30	100.00	83.33
Hispanic or Latino	21	21	100.00	61.90
White	188	188	100.00	69.15
Two or More Races	17	17	100.00	76.47
Socioeconomically Disadvantaged	27	27	100.00	70.37
English Learners	18	18	100.00	66.67
Students with Disabilities	27	27	100.00	37.04

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	261	261	100	67.43
Male	140	140	100	66.43
Female	121	121	100	68.6
Black or African American	--	--	--	--
Asian	30	30	100	86.67
Hispanic or Latino	21	21	100	42.86
White	188	188	100	68.62
Two or More Races	17	17	100	64.71
Socioeconomically Disadvantaged	27	27	100	59.26
English Learners	18	18	100	66.67
Students with Disabilities	27	27	100	44.44

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	11.5	21.9	45.8

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)

Parents are encouraged to be actively involved at Oak Chan Elementary School through our Parent Teacher Organization (PTO), school site council, in the classrooms, and before and after school intervention programs. Specifically, our PTO spends long hours raising much needed funds to purchase technology, instructional materials, and school improvement equipment such as sound and projection systems, classroom libraries, field trips, assemblies, and much more. Parents are welcome and bring added energy, skills and creativity to our learning community.

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.0	0.2	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. Any safety hazard that is reported is reviewed immediately and resolved. Safety plans are reviewed each fall and spring. During instructional time, our front gates and classroom doors are closed and locked. Staff members are diligent about checking that all visitors and parent volunteers have registered with the office as well as wear the appropriate identification badge while on campus.

Emergency plans have been developed in case a threatening situation should arise. Fire and earthquake drills are conducted on a regular basis based on comprehensive Hour Zero training. Our school also practices active shooter lock-down procedures in the event of an emergency at our school site. We continue to foster a strong relationship with our local law enforcement and emergency responders.

Utilizing 'yard supervisors,' students are supervised during all recesses, lunches, and immediately before and after school. Our playground and classrooms meet or exceed all safety requirements. Parents from our PTO and School Site Council have assisted in developing bicycle safety rules and procedures, traffic safety rules and procedures, and have worked with the principal on other safety concerns at Oak Chan. There were two (2) reported student accidents for the 2017-18 school year.

Date of Last Review/Update: September 1, 2018

Date Last Reviewed with Staff: September 11, 2018

Our school wide discipline program is based on Positive Behavior Interventions and Supports (PBIS); clearly defined standards for student behavior, consistent and fairly enforced consequences, and appropriate rewards. The Second Step Character Program is utilized to address positive choices and anti-bullying. Our school is a safe, healthy learning environment based on a belief that students learn to be accountable for their behavior to assure a successful school experience. Parents and community partners are encouraged to be involved with the school program through our PTO, School Site Council, and classroom participation.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	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	28		2		21		3		24		2	
1	22		3		21		3		23		3	
2	24		3		26		3		21	1	2	
3	27		3		26		3		25		3	
4	34			2	30		3		29		3	
5	26	1	3		28		3		27	1	2	1
Other	7	1			10	2	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)	0.375	N/A
Psychologist	0.6	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	1.0	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	\$7,040.84	\$1,472.17	\$5,568.67	\$79,682.25
District	N/A	N/A	\$7,534.43	\$74,778
Percent Difference: School Site and District	N/A	N/A	-30.0	6.4
State	N/A	N/A	\$7,125	\$79,665
Percent Difference: School Site and State	N/A	N/A	-24.5	0.0

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, Oak Chan 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).

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 inservice 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

In addition: It is the goal of Oak Chan Elementary to assist students in their social and personal development as well as academics. The school provides interventions and offers special programs for students who experience achievement gaps and/or in need of extra support in making positive choices.

Professional Development Days	2015-16	2016-17	2017-18
Oak Chan Elementary School	2	2	3