

Oak Chan Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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).

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	kbahry@fcusd.org
Website	http://www.fcusd.org/Domain/18
County-District-School (CDS) Code	34673306107965

Entity	Contact Information
District Name	Folsom Cordova Unified School District
Phone Number	916-294-9000
Superintendent	Sarah Koligian, Ed.D.
Email Address	skoligian@fcusd.org
Website	www.fcusd.org

School Description and Mission Statement (School Year 2019-20)

School Vision and Mission:

Our vision is to engage, inspire, and empower a community of caring learners in critical thinking, collaborating, problem-solving, innovating, and preparing for college and career readiness.

Our mission is to provide a well-rounded education for all students (academically, emotionally, and behaviorally) through clearly defined standards and high expectations. This will be achieved by:

- Learning through a unique, experiential, and collaborative process;
- Inspiring creative, critical, and analytical thinking;
- Providing a rigorous and technologically enhanced curriculum;
- Creating educational opportunities for students that will broaden their experience and meet future school and work force needs;
- Assisting our children to become globally competitive in the world economy;
- Supporting school-wide Science, Technology, Engineering Arts and Mathematics (S.T.E.A.M.) enrichment;
- Utilizing Positive Behavioral Interventions and Supports (PBIS): an approach for teaching children appropriate behavior and providing the supports necessary to sustain that behavior;
- Encouraging parents and community partners to be involved through our Parent Teacher Organization (PTO) , School Site Council, and classroom/site volunteer program.

School & Community Profile:

Oak Chan Elementary School, which opened in the fall of 1989, is located in the Lexington Hills subdivision of Folsom and serves students residing in Lexington Hills, the Parkway development, and the Pinnacle, the Falls, Legends and Fairmont Apartments. Our completely rebuilt campus includes 4 new buildings; 21 classrooms with 2 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 Science Technology Engineering Art and Math (STEAM) Lab. 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 landscaping 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, with wetlands and a second park within walking distance. A small pond and bike trail are adjacent to our school grounds and provide an ideal learning environment for nature studies.

During the first month of the 2019-2020 school year, 476 students were enrolled in grades kindergarten through fifth. The school's gender distribution is roughly equal. The largest ethnic group is White, with 67.5% of the school population describing themselves as White. In terms of racial subgroups, significant numbers include Hispanic at 11.9% and Asian at 9.8%. Oak Chan Elementary School has approximately 61 students who receive Special Education Services and 3.9% of the student population is classified as English Language Learners. Currently, there are 4 kindergarten and 4 first grade classrooms with 3 classes at each grade level, third through fifth grade. We also support 2 Counseling Enriched Program (CEP) classes, kindergarten through fifth grade.

The faculty and staff at Oak Chan believe that our children's education is a responsibility shared by our school, our students, our families and our community. Our primary goal is to prepare students to become responsible citizens and productive, caring members of our society. Oak Chan students are provided with an environment that is safe, caring, friendly and educationally inspiring. High academic expectations and mastery of the basic skills are emphasized, with students pursuing good study skills and a development of an appreciation for lifelong learning. Our dedicated staff of professionals and paraprofessionals is passionate about their chosen profession and strive to provide a model learning environment for ALL children. In 2014 our school was named a Distinguished School based on our high standards, academic student support, and positive learning community. While it has been several years since Oak Chan was awarded this title, our staff has not deviated from a vision that continues to strive for excellence in all areas of educating the whole child.

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 incentives/recognition. 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 advocate for themselves and problem solve in a respectful manner; being reflective and accountable for their choices assures students a successful school experience. Parents and public are encouraged to be involved with the school program through our PTO (Parent Teacher Organization), School Site Council, and volunteer program.

The district adopted academic curriculum provides for basic skills, extra support, and enrichment in the general education classroom. We are a full 'Inclusion' and 'mainstreaming' school; strategically supporting children with special needs. As we develop our Science, Technology, Engineering, Arts, Math program (STEAM), we offer various school-wide and after school enrichment. We have a very strong instrumental music program for fourth and fifth grade students; Meet the Masters art program which allows the students an opportunity to learn about famous artists and create their own masterpiece, a six week Starstruck dance program; STEM Squad in which parent volunteers bring science exploration and Cyberwise (digital safety/citizenship) curriculum to the classroom; and a dedicated group of parents and guardians who help each child create two ceramics projects to take home. Many students participate in Student Council, Theater Arts, Chess, Choir, Science Fair, Math Bowl, Spelling Bee, Engineering, Coding, Art, Garden Club, Dashing Dragons (running club) and many social events during the school year.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	62
Grade 2	78
Grade 3	73
Grade 4	79
Grade 5	99
Total Enrollment	461

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
Asian	9.8
Filipino	0.7
Hispanic or Latino	11.9
White	67.5
Two or More Races	9.3
Socioeconomically Disadvantaged	8.7
English Learners	3.9
Students with Disabilities	10.6
Foster Youth	0.2
Homeless	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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	24	22	1111
Without Full Credential	0	0	0	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	17

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 2019 August

Folsom Cordova Unified held a Public Hearing on December 19, 2019, 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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, 2016	Yes	0.0%
Mathematics	Pearson - enVision, 2015	Yes	0.0%
Science	Amplify - California Science, 2019	Yes	0.0%
History-Social Science	Teacher Curriculum Institute (TCI), 2018	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Oak Chan Elementary was originally constructed in 1989 with a completed reconstruction in 2018 through Measure G Funds.

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 highly 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.

Date of inspection: 10/03/2019

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

Year and month of the most recent FIT report: 2019 October

System Inspected	Rating	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 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	70	73	64	63	50	50
Mathematics (grades 3-8 and 11)	67	68	53	52	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	244	98.79	1.21	73.36
Male	128	128	100.00	0.00	60.16
Female	119	116	97.48	2.52	87.93
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	27	27	100.00	0.00	85.19
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	59.09
Native Hawaiian or Pacific Islander					
White	176	173	98.30	1.70	73.99

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	18	18	100.00	0.00	72.22
Socioeconomically Disadvantaged	25	25	100.00	0.00	72.00
English Learners	15	15	100.00	0.00	73.33
Students with Disabilities	29	29	100.00	0.00	37.93
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	244	98.79	1.21	68.03
Male	128	128	100.00	0.00	64.06
Female	119	116	97.48	2.52	72.41
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	27	27	100.00	0.00	85.19
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	176	173	98.30	1.70	68.21
Two or More Races	18	18	100.00	0.00	66.67
Socioeconomically Disadvantaged	25	25	100.00	0.00	72.00
English Learners	15	15	100.00	0.00	80.00
Students with Disabilities	29	29	100.00	0.00	31.03
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.5	20.8	57.3

Note: 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.

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 2019-20)

Parents are encouraged to be actively involved at Oak Chan Elementary School through our Parent Teacher Organization (PTO), School Site Council (SSC), in the classrooms, and special events. 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 to Oak Chan. They 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 Veronica Garcia, 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.2	0.8	4.3	5.0	4.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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 4 reported student accidents for the 2018-2019 school year.

Date of Last Review/Update: September 24, 2019

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. Social Emotional Learning, Growth Mindset, and flexible seating are areas of focus with our staff and students. Our school is a safe, healthy learning environment based on a belief that students learn to be reflective, problem solvers, and accountable for their behavior choices 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	21		3		24		2		23		3	
1	21		3		23		3		21	1	2	
2	26		3		21	1	2		25		3	
3	26		3		25		3		24		3	
4	30		3		29		3		20	1	3	
5	28		3		27	1	2	1	33		1	2
Other**	10	2	1						5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,040.84	\$1,472.17	\$5,568.67	\$79,682.25
District	N/A	N/A	\$7,534.43	\$76,858.00
Percent Difference - School Site and District	N/A	N/A	-30.0	6.4
State	N/A	N/A	\$7,506.64	\$82,031.00
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 2018-19)

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 II, Title III English Learners, Title III Immigrant Student Program, LCAP Supplemental Funds (English Learners/Low Income Student), and state funds for after school interventions for at-risk students. Data Sources: Data within the SARC was provided by Folsom Cordova Unified School District, retrieved from the 2018-19 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 community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,289	\$51,374
Mid-Range Teacher Salary	\$68,994	\$80,151
Highest Teacher Salary	\$94,372	\$100,143
Average Principal Salary (Elementary)	\$118,941	\$126,896
Average Principal Salary (Middle)	\$137,647	\$133,668
Average Principal Salary (High)	\$139,858	\$143,746
Superintendent Salary	\$252,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 Professional Development (PD), 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 Administrator Training Program (ATP) 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.