

FOREST PARK ELEMENTARY SCHOOL

34400 Maybird Circle • Fremont, CA 94555 • (510) 713-0141 • Grades K-6

Dana Graham, Principal
dgraham@fusk12.net
www.fremont.k12.ca.us

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Fremont Unified School District

4210 Technology Drive
Fremont, CA 94538
(510) 657-2350
www.fremont.k12.ca.us

District Governing Board

Desrie Campbell

Larry Sweeney

Ann Crosbie

Michele Berke, Ph.D.

Dianne Jones

District Administration

Kim Wallace, Ed.D.
Superintendent

Marcus Battle
Associate Superintendent

Debbie Ashmore
Assistant Superintendent,
Instruction

Raul M. Zamora, Ed.D.
Assistant Superintendent, Human
Resources

School Description

Our administration, teachers, and dedicated staff in collaboration with the community are committed to empowering all students through rich academic learning opportunities that will prepare them to meet the challenges of the new Common Core State Standards and the 21st century while fostering social responsibility, good citizenship and an appreciation for diversity.

Additional school extracurricular activities and instructional opportunities that help shape and build student leadership include: band and intramural sports. We are also fortunate to have numerous family functions sponsored by our outstanding PTA. We are both privileged and honored to serve the Forest Park educational community and look forward to continuing the school's rich tradition of academic excellence while expanding collaborative and socially responsible learning for all students.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	144
Grade 2	144
Grade 3	140
Grade 4	120
Grade 5	155
Grade 6	165
Total Enrollment	1,011

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.1
Asian	87.3
Filipino	1.7
Hispanic or Latino	3.3
Native Hawaiian or Pacific Islander	0.9
White	4.2
Two or More Races	1.4
Socioeconomically Disadvantaged	5.1
English Learners	12.7
Students with Disabilities	3.4
Homeless	0.1

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

For the School	17-18	18-19	19-20
With Full Credential	45	46	47
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

For the District	17-18	18-19	19-20
With Full Credential	♦	♦	1628
Without Full Credential	♦	♦	49
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions

For the School	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Notes:

- 1) "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
- 2) 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)

The main fact about textbooks that the Williams legislation calls for describes whether schools have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California Content Standards call for.

All of our textbooks are the most recently approved by the State Board of Education or our Local Governing Agency.

Textbooks and Instructional Materials

Year and month in which data were collected: 11/13/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Benchmark/Adelante, Benchmark Education Adopted 2018</p> <p>Spanish Dual Immersion Core Curriculum: (Blacow, Grimmer & Vallejo Mill only) Me llamo Maria Isabel, Atheneum Books for Young Readers Esperanza Renace, Scholastic Cajas de Carton, Houghton Mifflin Adopted 2014</p> <p>Big Day for PreK, Scholastic Adopted 2012</p> <p>Mandarin Language Arts Immersion: Mei Zhou (Azevada only) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>CA Math Expressions Common Core, Houghton Mifflin Harcourt Adopted 2014</p> <p>SpringBoard Course 1, College Board Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>STEMscopes for 6th grade Adopted 2017</p> <p>Mystery Science Adopted 2016</p> <p>California Science, Houghton Mifflin Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>History-Social Science for CA, Scott Foresman Adopted 2006</p> <p>World History: Ancient Civilizations, Holt Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Rights, Respect, Responsibility (3 R's) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Opened in 1993, Forest Park Elementary is a beautifully designed school. The site covers more than 61,000 square feet. It has expansive halls, large courtyards, 36 classrooms, a multipurpose room, and a multimedia center that consists of a computer lab, a television studio and a library. All areas of the facility are handicapped accessible. The school and playground are adjacent to Frank Fisher Park, which is used for PE, recess and lunch play, and other outdoor activities. Forest Park has three gender inclusive bathrooms for student and staff use.

The students learn civic and environmental responsibilities through activities such as a recycling program. Our campus is beautifully maintained. The buildings and restrooms are cleaned daily, and all toilets are in working order. The school has one day-time and two and a half night-time custodians. These custodians and the services of district maintenance and gardening crews ensure that the school is cleaned and maintained. The district maintenance staff works very hard to ensure that necessary repairs are completed in a timely manner. The maintenance staff uses a work order process to ensure that service is efficient and that emergency repairs are given the highest priority. The maintenance team comes to Forest Park on a rotating basis to complete odd jobs. We have recently installed hand dryers in all bathrooms to cut down on our paper towel usage and carbon footprint.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/29/2019

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 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	89	90	77	78	50	50
Math	86	89	73	74	38	39

Notes:

- 1) 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.
- 2) 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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Notes:

- 1) Cells with N/A values do not require data.
- 2) The 2017–18 data is not available. The CDE developed 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 was administered operationally for the first time during the 2018–19 school year. However, official results were not released in time for inclusion in the 2018-19 SARC. The CAA for Science was pilot-tested for two years (in 2016–17 and 2017–18), and was field-tested in 2018–19.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	22.6	31.0	27.1

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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	575	572	99.48	89.69
Male	289	289	100.00	87.20
Female	286	283	98.95	92.23
Black or African American	--	--	--	--
Asian	501	498	99.40	93.98
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.00	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	64.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	38	97.44	60.53
English Learners	147	145	98.64	81.38
Students with Disabilities	25	25	100.00	52.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	575	573	99.65	88.66
Male	289	289	100.00	89.27
Female	286	284	99.30	88.03
Black or African American	--	--	--	--
Asian	501	499	99.60	93.99
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.00	45.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	60.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	64.10
English Learners	147	146	99.32	82.19
Students with Disabilities	25	25	100.00	52.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Notes:

- 1) 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.
- 2) 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.
- 3) 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.

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)

At Forest Park, teachers, administrators, support staff, and families are collaborators in the success of all students. More than 90 percent of our families annually attend Back-to-School Night and Open House. Additionally, Forest Park citizens all celebrate diversity through school wide activities like the United Nations Parade. Forest Park teachers use the 8 Great Traits of caring, respect, citizenship, planning & decision making, honesty, problem solving, responsibility, and integrity to support character education and growth in all students and celebrate students who demonstrate the monthly trait.

Parent and family volunteerism is high at our school. Volunteers have dedicated countless hours of time to participate in the activities that support the curriculum and student success. Teachers encourage parents to assist with math, language, and writing labs; listen to readers; monitor small groups; make presentations about cultural celebrations such as the Hindu festival Diwali; or demonstrate an area of expertise such as origami, painting, or calligraphy. Almost 100 parents come out annually to support our school-wide fundraiser, The Walk of the Wolverines.

Our plan for family involvement in decision making includes a built-in system of school advisory and leadership committees. These committees include the School Site Council (SSC); English Language Advisory Committee (ELAC); PTA Harmony, technology, safety, yearbook, and PTA. Parents also organize and run a Health & Safety Fair, Red Ribbon Week, Reflections, Family Fun Nights, Pictures with Santa, and Student Talent Showcases. During the 2016-17 PTA, which had one of the highest membership levels in the bay area, sponsored school wide assemblies, community events, fund-raisers, and parent workshops. Their fund-raising efforts add considerable support that helps supplement both classroom materials and enrichment activities year-round. If you would like to volunteer at Forest Park, please contact the office at (510) 713-0141 or visit the Forest Park PTA website at <http://forestparkpta.org/>.

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.

School Safety Plan

Forest Park provides a safe, functional, and nurturing environment that supports student learning. The safety and security of our students is a top priority. Staff monitors the school grounds for 15 minutes before and 15 minutes after school as well as at all recesses and at lunch time. Each teacher carries a radio while on duty in order to have instant communication with the front office. During all supervision times, teachers wear a vest and carry walkie talkies. Teachers regularly review the rules for safe, responsible behavior in the classroom and on the playground. We have a closed campus where visitors must enter the school through the main door and sign in at the office using a secure online platform, and then they receive a sticker identifying them as a visitor and wear it throughout their stay. During drills office staff take iPads out to help Students going out of class must do so in pairs and carry a hall pass.

Our student Safety Patrol helps children cross the street safely before and after school. These students are specially trained and model the pinnacle of Forest Park good citizenship by serving their fellow students as traffic monitors. For student safety, a faculty member is present to support the Safety Patrol at all times, parent volunteers also assist in this endeavor. In addition, our parent-run valet provides a safe way for students to be dropped off before class and picked up after school and it helps control the flow of traffic. Parents drive into our driveway and students are assisted out of or into their cars by students identified by their orange safety vests.

Our School Safety Plan was last updated in March 2019 and annually each school year. Parts of the plan are revisited throughout the school year by our Safety Committee to ensure optimal safety. Key elements of the plan include district safety policies, Forest Park discipline policy, Forest Park's disaster plan and components of the state's Safe School Plan. Fire drills are held once a month and disaster drills are held four times a year. Drills Forest Park also participates each year in the Great Shake Out drill to promote earthquake safety. Each classroom has an emergency backpack with necessary supplies and information in case of emergency and the school has two storage containers stocked with emergency supplies for students and staff. FUSD provides supplies for all students for a 3 day emergency. Forest Park teachers are all trained by officers from the Fremont Police Department to respond accurately to an Active Shooter or lock down, should these situations occur.

Finally, our school safety plan includes the emotional safety of all students. All students attend an Anti-bullying assembly in the beginning of the year to prevent bullying and all 4-6 grade students receive "A Preventing Sexual Harassment" presentation during their first two months of school. Forest Park has two part time counselors that serve students individually and provide whole class instruction on topics ranging from anti-bullying to responding to peer pressure. These counselors also provide small group instruction in conflict management and social skills.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.1	0.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.9	1.7	1.7
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor	.0

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	5.0
Other	

Note: 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.

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	24		6		24		6		24		6	
1	24		6		24		6		24		6	
2	24		5		24		6		24		6	
3	28		5		28		4		28		5	
4	28		6		30		5		30		4	
5	29		5		29		6		30		5	
6	30		5		30		5		29		6	

Notes:

- 1) Number of classes indicates how many classes fall into each size category (a range of total students per class).
- 2) "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Below is the amount of time we set aside for the past three years for their continuing education and professional development:

2016-2017: 3 days

2017-2018: 3 days

2018-2019: 3 days

Three days are set aside each year, but due to budget cuts and related negotiations these days are sometimes reduced.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$65,398	\$48,612
Mid-Range Teacher Salary	\$87,958	\$74,676
Highest Teacher Salary	\$114,623	\$99,791
Average Principal Salary (ES)	\$142,026	\$125,830
Average Principal Salary (MS)	\$159,339	\$131,167
Average Principal Salary (HS)	\$160,959	\$144,822
Superintendent Salary	\$295,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	45%	34%
Administrative Salaries	5%	5%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Categorical Funding for Supplemental Services:

- Federal Title I funds support eligible schools. Title I funds support academically at risk students and their families. Funds are used to support effective, evidence-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards.
- Federal Title III funds are used to provide district level services to support English Learners at the secondary level.

Examples of supplemental services include: before- and after-school intervention programs, intervention teachers that support students during the school day, intervention class during the school day, supplemental instructional materials, professional development for staff, and parent involvement activities.

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6326	220	6106	87233
District	N/A	N/A	7677	\$89,130.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.8	0.9
School Site/ State	-11.5	11.0

Notes:

- 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 are reported on 2018-19 report cards.