

Fox Elementary

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	Fox Elementary
Street	3100 Saint James Rd.
City, State, Zip	Belmont, CA 94002-2956
Phone Number	(650) 637-4850
Principal	Michael Pappas
Email Address	mpappas@brssd.org
County-District-School (CDS) Code	41688666043459

Entity	Contact Information
District Name	Belmont-Redwood Shores Elementary School District
Phone Number	(650) 637-4800
Superintendent	Dr. Michael Milliken
Email Address	mmilliken@brssd.org
Website	http://www.brssd.org

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

Fox School, located in the City of Belmont on the peninsula south of San Francisco, is one of six elementary schools in the Belmont- Redwood Shores School District. Students are promoted to Ralston Middle School, Nesbit School or Sandpiper School. The Fox School community consists of families for whom education is a priority. The school is the hub of the community for many of these parents. Families enthusiastically support the Parent Teacher Association, School Site Council and countless volunteer activities and projects. Pride in Fox's distinguished school recognition is reflected by all members of the school community.

School Goals

- For all students to EXCEED the Belmont Redwood Shores core curriculum standards
- For each student to succeed beyond their potential intellectually, socially and academically
- For each teacher to provide the highest quality instruction possible
- To provide the best education possible to each individual child

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	73
Grade 2	86
Grade 3	75
Grade 4	90
Grade 5	73
Total Enrollment	491

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	33.4
Filipino	3.1
Hispanic or Latino	5.9
Native Hawaiian or Pacific Islander	0.2
White	41.3
Two or More Races	13
Socioeconomically Disadvantaged	4.3
English Learners	12
Students with Disabilities	8.6
Homeless	

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	24	24		22
Without Full Credential	0	0		1
Teaching Outside Subject Area of Competence (with full credential)	0	0		0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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: November, 2019

All schools in BRSSD use adopted materials in their classrooms. We have board adopted curriculum in academic areas.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: K-5: Lucy Calkins Reader's and Writer's Workshop: Units of Study, 2015 6-8: Prentice Hall: Literature, California Edition McDougal Littell: The Language of Literature 2002-2003	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math Expressions, 2015-2016	Yes	0
Science	Twig Education: Twig Science K-5, 2019	Yes	0
History-Social Science	TCI: Social Studies Alive! 2018	Yes	0
Health	Grades K-5: Children's Health Market: Great Body Shop 2011-2012 Plus materials from the American Heart Association and the National Dairy Council	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Fox School has 21 classrooms, a science/art room, a music room, a library, a multipurpose room, and administrative offices.

Cleaning Standards: The District has adopted cleaning standards for each school, and a copy of these is available in the principal's office. The principal works daily with the custodial staff to develop and implement cleaning practices that ensure a clean and safe school campus.

Maintenance and Repair: District maintenance staff, assisted as necessary by outside contractors, keep the school in good repair. Work orders are completed in a timely manner and tracked on a computerized system of record-keeping, which also allows priority to be assigned to emergency repairs.

Complaints and Reports of Conditions Requiring Remedy: Each classroom contains a notice regarding the availability of complaint or report of unsafe condition forms, which can be found in the principal's office. The District uses the Uniform Complaint Process (per Board Policy) in responding to all filed complaints.

As of December, 2019, the water has been tested and deemed safe to drink. The discoloration is due to sediment. The site will continue to flush pipes to remove sediment. The District will be replacing the playground perimeter as part of a district-wide upgrade project, beginning Spring, 2020.

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: April 2019

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	Fair	Discolored water.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Playground (Kinder) Aging wood barrier in need of repair/replacement
Overall Rating	Good	

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)	78	83	80	82	50	50
Mathematics (grades 3-8 and 11)	81	83	77	79	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	237	235	99.16	0.84	83.40
Male	126	125	99.21	0.79	80.00
Female	111	110	99.10	0.90	87.27
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	66	66	100.00	0.00	89.39
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	105	104	99.05	0.95	81.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	43	43	100.00	0.00	86.05
Socioeconomically Disadvantaged	11	10	90.91	9.09	80.00
English Learners	22	21	95.45	4.55	71.43
Students with Disabilities	29	29	100.00	0.00	65.52
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	237	236	99.58	0.42	83.47
Male	126	126	100.00	0.00	83.33
Female	111	110	99.10	0.90	83.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	66	66	100.00	0.00	89.39
Filipino	--	--	--	--	--
Hispanic or Latino	12	12	100.00	0.00	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	105	105	100.00	0.00	81.90
Two or More Races	43	43	100.00	0.00	86.05
Socioeconomically Disadvantaged	11	11	100.00	0.00	63.64
English Learners	22	22	100.00	0.00	68.18
Students with Disabilities	29	29	100.00	0.00	62.07
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	13.5	39.2	36.5

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)

Parent involvement at Fox is a critical component to our on-going success and there is a large variety of opportunities for our parent/guardian population to be involved. Below are some of these opportunities:

Being a PTA member
Volunteering on classroom field trips
Volunteering in classrooms
Serving as a room parent
Working on the Foxtravaganza talent show event
Coordinating the annual Science fair
Working with students on the Garden - Bugs Program
Library volunteers
Monetary donations
Coordinating the Read-A-Thon
Coordinating parent education nights
Coordinating toy, food and book drives

These opportunities are relayed to parents through regular communication from the site administration and our weekly PTA board update. These messages are sent via School Messenger and Constant Contact. In addition, parents may reach out directly to the school administration by emailing mpappas@brssd.org, calling the school or dropping in for a personal appointment. PTA can be reached at foxptacommunications@gmail.com or by leaving a written request in the PTA box located at the school office.

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	0.6	0.2	0.0	1.7	1.1	0.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Emergency Information: Parents are requested to complete emergency information every year. This information is of vital importance to the school program since this information advises the school of who to contact in the event of an emergency. The information also includes who the student can be released to in case of a disaster. In addition, the information is used by the teachers and the office for attendance. It is the parent's responsibility to immediately notify the school of any changes in the data.

A school safety plan is revised and adopted each year by the School Safety Committee. The plan was last reviewed on 10/24/18 and shared with the staff. Specific procedures for evacuation of buildings, communication and disbursement of emergency supplies are outlined in an emergency handbook in the office and on the school website. Specific responsibilities are given to adults for the supervision of students in a safe location when a disaster occurs. Evacuation drills, "secure campus" drills, "lockdown" drills and earthquake disaster (drop, cover, and hold on) preparedness are practiced during the school year in cooperation with the local fire and police departments. Staff and parent telephone trees and emergency supplies are updated each year.

Key elements of the emergency procedures as described in the Safety Plan:

Should an emergency situation (such as an earthquake, chemical spill, power failure, civil disaster, or any other event that interrupts regular school activity) occur while school is in session, Fox's basic response plan will be as follows:

No student will be dismissed from school unless a parent (or individual previously designated by a parent) comes for him/her.

No student will be allowed to leave with another person unless that particular person is listed on the student's emergency card in our files.

If your child's emergency information is not up to date, please give us the correct information.

We do ask your help in the following areas:

Please DO NOT CALL THE SCHOOL. We must have the lines open for emergency calls.

As soon as possible, come to school to pick up your child and any other children for whom you are the emergency card designee.

Park in designated parking spaces. Leave the driveway clear for emergency vehicles.

If, at the direction of public officials (fire, police, etc.), the children have been relocated to another site for safety, an announcement will be made on Bay Area radio stations and television. A public information line will also be maintained at the District Office, (650) 637-4800, and the PTA will initiate a telephone tree.

Be sure you have told your student to follow the directions of school personnel.

If there is a need to evacuate, we would be at Ralston Middle School.

Emergency Procedures for Disaster

Evacuation Drill: Alarm will automatically be activated in each classroom with corresponding strobe lights. All students and staff will exit rooms to outside corridors and quickly walk to the blacktop area in single class lines. The teacher will immediately count all students to confirm the attendance and location of each student.

Earthquake: Alarm and/or paging system will alert all students and staff to exit and convene on the blacktop area. The drop, cover, and hold on exercise will be used in the classrooms before exit. Emergency cards will be used to exit students from the campus. Emergency provisions are available in the emergency shed on the upper playground. Ten 50 gallon drums of purified water plus high calorie-dense "energy-bars" are available to sustain students up to 3 days.

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	23		4		23		4		24		4	
1	25		3		22		4		24		3	
2	23		4		25		3		22		4	
3	25		3		18	2	3		25		3	
4	29		2		30		2		30		3	
5	28		4		30		3		24		3	
Other**												

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	

*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	11249	3299	7949	111939
District	N/A	N/A	7949	\$85,285.00
Percent Difference - School Site and District	N/A	N/A	0.0	24.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-32.0	32.9

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)

Unrestricted allocated funds are used for instructional materials for teachers and students.

Allocated parcel tax funds are used for library materials, media equipment, furniture, subscriptions and licenses to support student learning.

Supplemental funds are used to help fund reading support through a reading specialist, additional counseling services, teacher training, and professional development, additional collaboration time, after school intervention and EL instructional support.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57,124	\$49,378
Mid-Range Teacher Salary	\$83,734	\$77,190
Highest Teacher Salary	\$107,859	\$96,607
Average Principal Salary (Elementary)	\$149,000	\$122,074
Average Principal Salary (Middle)	\$153,000	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$204,000	\$189,346
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

In each of the three most recent years, all schools received 2 days of professional development during the school year. In all three years, the new certificated staff received an additional 2 days of professional development prior to the start of the school year. Principals led monthly staff meetings throughout the year, and teachers meet in grade-level teams on a monthly basis. Additionally, there are three district-wide grade level trainings throughout the school years and an additional 3 district-wide professional developments in the 2018-2019 and 2019-2020 school years. Teachers are also invited to attend workshops and professional learnings led by outside presenters, and teacher leaders and school leadership teams are offered professional development during the school year.