

# Fair Oaks 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
<b>School Name</b>	Fair Oaks Elementary School
<b>Street</b>	2400 Lisa Lane
<b>City, State, Zip</b>	Pleasant Hill, CA 94523
<b>Phone Number</b>	(925) 685-4494
<b>Principal</b>	Jon Pierce
<b>Email Address</b>	piercej@mdusd.org
<b>Website</b>	<a href="http://fairoaks.mdusd.org">http://fairoaks.mdusd.org</a>
<b>County-District-School (CDS) Code</b>	07 61754 6004055

Entity	Contact Information
<b>District Name</b>	Mt. Diablo Unified School District
<b>Phone Number</b>	(925) 682-8000
<b>Superintendent</b>	Dr. Robert Martinez
<b>Email Address</b>	martinezr@mdusd.org
<b>Website</b>	www.mdusd.org

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

### School Description

Fair Oaks Elementary School is in the Mt. Diablo Unified School District. The 2018-19 population was 334 students, in Transitional Kindergarten through Fifth grade. Of this student population, 82.6% are socioeconomically disadvantaged (SD), 42.2% are English Learners (EL), and 14.4% are receiving special education services (SE). There are approximately 141 students in the English Language Learners (ELL) program representing the following languages: Spanish, Vietnamese, Tagalog, Farsi, Arabic and Taiwanese. The cultural diversity of our school population provides a rich cultural background that enhances our programs.

### Mission Statement

Fair Oaks Elementary School's mission is to provide all students with a quality education in a safe environment that promotes self-esteem and appreciates the uniqueness of the individual. Staff, parents, and students believe that academic achievement, citizenship, and considerate conduct are the foundations we build at our school. Fair Oaks' school rules, Be Safe, Be Responsible, Be Respectful, reflect the values and goals of the staff. Students entering Fair Oaks feel valued for their present level of learning and are motivated to achieve their highest potential.

### Goals:

- To insure a quality education for all students in a safe environment that promotes respectful conduct.
- To effectively communicate between administrators, staff, students, parents, and the greater school community.
- To model, teach, and provide experiences for students to become responsible cooperative citizens.
- To provide enrichment experiences that extend the regular curriculum.

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

Grade Level	Number of Students
<b>Kindergarten</b>	78
<b>Grade 1</b>	53
<b>Grade 2</b>	50
<b>Grade 3</b>	47
<b>Grade 4</b>	53
<b>Grade 5</b>	53
<b>Total Enrollment</b>	334

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.8
Asian	9.6
Filipino	1.8
Hispanic or Latino	52.4
Native Hawaiian or Pacific Islander	1.5
White	10.5
Two or More Races	5.1
Socioeconomically Disadvantaged	82.6
English Learners	42.2
Students with Disabilities	14.4
Foster Youth	0.6
Homeless	0.9

## 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	23	21	18	1599
Without Full Credential	0	1	0	69
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

### 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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Houghton Mifflin: Houghton Mifflin California Math - Adopted 2009	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

### 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: 08/08/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Rm 3 - Mount overhead projector; Rm 10 - Door closer needs adjustment; Rm 9 repair flooring at entry; Rem 19 - Read door closer needs adjustment; Library - door closer needs adjustment
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Many weeds throughout campus
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	33	30	51	50	50	50
<b>Mathematics (grades 3-8 and 11)</b>	23	19	39	39	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
<b>All Students</b>	155	155	100.00	0.00	29.68
<b>Male</b>	86	86	100.00	0.00	29.07

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	69	69	100.00	0.00	30.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	94	94	100.00	0.00	24.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	68.75
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	128	128	100.00	0.00	26.56
English Learners	100	100	100.00	0.00	24.00
Students with Disabilities	33	33	100.00	0.00	6.06
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	155	155	100.00	0.00	19.35
Male	86	86	100.00	0.00	20.93
Female	69	69	100.00	0.00	17.39
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	94	94	100.00	0.00	12.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	16	16	100.00	0.00	56.25
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	128	128	100.00	0.00	14.84
English Learners	100	100	100.00	0.00	13.00
Students with Disabilities	33	33	100.00	0.00	3.03
Students Receiving Migrant Education Services					
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	6.0	4.0	

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)

Fair Oaks Elementary School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

School Site Council, English Learner Advisory Committee, Positive School Climate Committee, Parent / teacher / Principal Conferences, Weekly Classroom Bulletins, Parent Education Nights, Classroom Volunteer and Monthly School newsletters, and Telephone/Email “Rob Calls” provide parents opportunities for participation. We also have PTO, "Fair Oaks Families" that is beginning to organize to support teachers and on-site programs and events.

Contact information pertaining to organized opportunities for parental involvement: Contact School at (925) 685-4494

### 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
<b>Suspensions</b>	0.6	1.0	0.3	3.5	4.1	4.4	3.6	3.5	3.5
<b>Expulsions</b>	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)

The school has a plan for emergencies such as fire, earthquake, and disaster. As a matter of security, Fair Oaks requires all visitors on the school grounds to sign in. School staff is requested to question any visitor they don't recognize. In addition, Fair Oaks maintains health and safety with staff trained in First Aid and CPR, monthly fire drills, District Crisis Team of counselors available as needed, regular school safety inspections and duck-and-cover drills four times annually. Teachers will provide instruction with lessons related to basic safety precautions for various disasters. Fair Oaks Elementary has a fully developed BEST (Building Effective Schools Together) program to help students model safe behaviors throughout the campus. The 3 School Rules; Be Responsible, Be Respectful, and Be Ready are taught during the first days of school and rewarded throughout the school year. Students displaying appropriate behavior expectations earn “paw prints” which are traded for “Pats on the Back” that can be spent in the student store. Here is the summary of our goals in both areas:

School Climate



The school also maintains a positive school culture and atmosphere through the use of many positive behavior rewards, recognition and school wide behavior expectations. We also have monthly behavior themes that promote Considerate Conduct and conduct follow-up activities. Fair Oaks staff knows that teaching children how to be students is part of the job of being a teacher and our goal is to have happy and motivated learners that feel safe and secure. We also engage parents to reinforce a common understanding of behavior expectations with our families.

#### Physical Environment

To provide a safe, healthy, and pleasant environment for staff, students, and parents through regular maintenance and beautification projects.

The safety plan also includes the following mandatory sections:

Child Abuse Reporting  
 Suspension and Expulsion Policy  
 Notifying Teachers of Dangerous Pupils  
 Conduct  
 Bullying  
 Nondiscrimination/Harassment  
 Student Conduct and Discipline  
 Anti-Bullying  
 Sexual Harassment Policy  
 Hate Crime Policy and Procedures

The Safety Plan was reviewed and approved by the public, including local law enforcement, on 2/21/2019.

## 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	20	2	2		20	2	2		22	2	2	
1	23		2		25		2		25		2	
2	23		2		24		2		23		2	
3	22	1	1		20	1	1		21		2	
4	30		2		25		2		34			1
5	20	1	2		30		2		25	1	1	1
Other**					15	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*	668.0

\*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)	.5
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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	\$13,427.75	\$4,276.80	\$9,150.95	\$80,565.00
District	N/A	N/A	\$8,328.50	\$78,217.00
Percent Difference - School Site and District	N/A	N/A	9.4	3.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	19.7	-2.3

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)

Funding to support educational programs at Fair Oaks comes from the following sources: General Purpose funds, Title 1 grants, and LCAP funds. There are also a small dollar amount we receive each year in special grants from organizations, like Donors Choose and Diablo Valley Assistance League. Special needs children receiving education from restricted programs (i.e. English Learners, Special Education) fully participate in the core curriculum. The school is providing reading intervention under the Response to Intervention model and has a volunteer reading tutor program in place. Students with attendance, motivation, or behavior issues are referred to the school's CARE Team where the appropriate services are matched to the student's needs. The Student Success Team suggests and monitors interventions and documents progress. Mainstreaming is a common practice with the Special Day Classes at Fair Oaks Elementary.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,339	\$48,612

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	\$73,641	\$74,676
Highest Teacher Salary	\$98,346	\$99,791
Average Principal Salary (Elementary)	\$116,573	\$125,830
Average Principal Salary (Middle)	\$123,726	\$131,167
Average Principal Salary (High)	\$133,844	\$144,822
Superintendent Salary	\$280,000	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	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	3	3	3

The district coordinates various staff development programs for teachers and administrators based on assessed needs and state mandates. The first two days prior to students returning to school in August are devoted to staff development and planning instruction for the school year. Teachers are encouraged to attend workshops and conferences both offered by the district and those offered out of the district. Many are taking courses on effective ways to collect data, useful techniques for engaging students and teaching mathematics. Teachers are provided with regular grade level meeting times and release days to review and analyze student data from multiple sources, including the OARS student information system, and use the results of this analysis to inform and drive instruction.

The teaching staff participates in monthly professional development to learn how to implement the district's priority standards and to make and study results from new assessments. The shift is mainly focused on engaging students in "21st Century Learning" in ways that will increase students' abilities to read higher level text, think critically, and apply what they now in collaborative real world situations and to apply the ideas expressed in the Standards for Mathematical Practice. The district has created "Scope and Sequences" for both ELA and Math and has implemented a trimester "Writing Assignment" to guide instruction in each of those areas. The district has supported site needs by creating a PD structure that brings together teachers from multiple sites three times per year (student release days) to provide consistent district wide staff development on the focus standards. Sites are given support by district coaches who plan and help lead PD at the school site level, usually on early release Wednesdays. Staff site PD is designed to be engaging and facilitate teacher discussion and interactive opportunities. All grade levels also have grade level PLC meetings a minimum of twice per month.