

Cleo Gordon 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	Cleo Gordon Elementary School
Street	1950 Dover Avenue
City, State, Zip	Fairfield CA, 94533
Phone Number	(707) 421-4125
Principal	Megan Thole
Email Address	megand@fsusd.org
County-District-School (CDS) Code	48-70540-6051098

Entity	Contact Information
District Name	Fairfield-Suisun Unified School District
Phone Number	(707) 399-5000
Superintendent	Kris Corey
Email Address	krisc@fsusd.org
Website	www.fsusd.org

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

Cleo Gordon is a Leader in Me School developing the leadership skills in each of our students. This is accomplished by teaching of The 7 Habits of Highly Effective Leaders. Students have opportunities to practice and demonstrate their leadership abilities through leadership roles both in the classroom and school wide. Cleo Gordon offers after-school interventions in language arts instruction and within day interventions in math. The mission statement states, "At Cleo Gordon School it is our mission to provide a safe, nurturing and motivating environment that is academically challenging. All our students will be taught with unwavering determination, so they will reach their potential and are college ready when they leave us." Cleo Gordon strives to support the academic success for every child by being committed to research supported and data driven educational practices. The staff works in collaborative teams weekly to discuss students' performance and plan instruction that addresses the needs of all students.

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

Grade Level	Number of Students
Kindergarten	142
Grade 1	84
Grade 2	93
Grade 3	90
Grade 4	100
Grade 5	98
Total Enrollment	607

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	15.3
American Indian or Alaska Native	0.3
Asian	4
Filipino	3.3
Hispanic or Latino	61.6
Native Hawaiian or Pacific Islander	1.2
White	7.1
Two or More Races	6.8
Socioeconomically Disadvantaged	89.5
English Learners	35.7
Students with Disabilities	10.2
Foster Youth	0.5
Homeless	0.5

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	22	26	26	882
Without Full Credential	5	3	3	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	For grades K-5: Benchmark Advanced, copyright date 2017, adopted by local governing agency spring 2017. For Reading/Language Arts Intensive Intervention Core Replacement with embedded ELD in grades 4-6: Steck Vaughn Gateways, adopted by local governing agency spring 2009.	Yes	0%
Mathematics	For grades K-5: Macmillan McGraw-Hill/Everyday Mathematics, copyright date 2016, adopted by local governing agency spring 2016.	Yes	0%
Science	For grades K-5: Macmillan McGraw-Hill CA Science, copyright date 2007, adopted by local governing agency spring 2007.	Yes	0%
History-Social Science	For grades K-5: Harcourt Reflections, copyright date 2007, adopted by local governing agency spring 2007.	Yes	0%
Health	For grades K-5: Macmillan McGraw-Hill Health and Wellness, copyright date 2006, adopted by local governing agency spring 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 for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

Cleo Gordon was built in 1953 and has received some upgrades through the years. The voters of the community approved a \$249 Million General Obligation Bond to provide facility upgrades and improvements. \$19.9 million has been allocated to provide additional safety and security upgrades, expand the existing parking lot, modify the main office to allow safe and direct access from the front of the campus, and construction of a new classroom building and new library. These improvements are anticipated to begin design with the third bond sale. No necessary improvements were identified on the Facility Inspection Tool (FIT).

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: SEPTEMBER 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	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	23	26	44	45	50	50
Mathematics (grades 3-8 and 11)	19	23	32	33	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	296	289	97.64	2.36	25.95
Male	143	138	96.50	3.50	21.74
Female	153	151	98.69	1.31	29.80
Black or African American	42	39	92.86	7.14	25.64
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	195	192	98.46	1.54	20.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	21	100.00	0.00	33.33

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	270	264	97.78	2.22	22.73
English Learners	156	153	98.08	1.92	20.92
Students with Disabilities	43	42	97.67	2.33	7.14
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	296	292	98.65	1.35	22.60
Male	143	141	98.60	1.40	21.99
Female	153	151	98.69	1.31	23.18
Black or African American	42	39	92.86	7.14	23.08
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	195	194	99.49	0.51	19.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	21	21	100.00	0.00	23.81
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	270	267	98.89	1.11	20.97
English Learners	156	156	100.00	0.00	19.87
Students with Disabilities	43	42	97.67	2.33	4.76
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	35.4	16.2	10.1

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.

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)

The Cleo Gordon community understands the important role that parents play in the teaching and learning process. The site hosts a Family Resource Center (FRC) with two full time Community Outreach Liaisons. This center works with families in the community, including families of Cleo Gordon students. There is a partnership with the Solano County Food Bank and First 5 of Solano County. The FRC supports families with consultation on how to access financial, health and human services in the community. The Center offers ESL classes in partnership with Cleo Gordon. Cleo Gordon has an active School Site Council (SSC) and English Language Advisory Committee (ELAC). Parents are recognized and celebrated each month at "Success Celebration" assemblies. Monthly newsletters/calendars in English and Spanish are distributed as one way to communicate with families. Weekly phone messages in English and Spanish are delivered to communicate weekly announcements. Cleo Gordon has a marquee to display events located at the entry to the school. The school Twitter account highlights activities on campus. A six week parenting class in partnership with Triple P is offered to parents. There are opportunities for parent engagement at our "Back-to-School Night", Literacy Night, 7 Habits Night, Science Night, and a Spring Family Event. The principal hosts Coffee with the Principal throughout the year. At this event community members can visit to share ideas, ask questions, or express concerns. Parents/guardians volunteer in a number of ways including field trip chaperones, playground volunteers, cafeteria volunteers, classroom helpers, and at family events. Parents are encouraged to communicate with teachers and the administrator by phone call, email, or scheduled conference.

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	2.1	2.8	3.0	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated and reviewed at the beginning of each school year by the principal with the complete faculty. It was reviewed this year by the Site Council on December 13, 2018 and by the staff on December 18, 2018. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques.

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	29		4		28		4		28		5	
1	20	3	1		22	1	3		21		4	
2	25		4		20	2	2		23		4	
3	24		4		25		4		23		4	
4	32		1	2	35			3	33		1	2
5	28		3		34			3	33		1	2
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)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.0

*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	\$5,699.49	\$578.94	\$5,120.55	\$68,951.29
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	-4.4	4.8
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-37.8	-17.8

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)

Cleo Gordon School receives funds from the district general fund, Federal Title 1, and State Supplemental Concentration Grant. The funds from state and federal sources (Title 1) are expended in accordance with policies and guidelines established for those programs and governed by the School Site Council process. Site funds have helped support ongoing professional development for staff on topics such as Leader In Me, MAP Assessment tools and data, designated ELD instruction, and implementation of the most effective instructional strategies as needed according to data analysis. The site funds 50% of an Academic Support Teacher, one full time and one part time Bilingual Para-educator. Students are offered after school intervention in the areas of language arts. The school hosts a variety of families engagement activities such as Coffee with the Principal, 7 Habits Night, Family Literacy Night, Science Night and Spring Family Festival. Over spring break, Cleo Gordon hosts an enrichment and educational opportunity for students to attend.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,649	\$48,612
Mid-Range Teacher Salary	\$71,626	\$74,676
Highest Teacher Salary	\$89,805	\$99,791
Average Principal Salary (Elementary)	\$113,400	\$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$116,344	\$131,167
Average Principal Salary (High)	\$128,066	\$144,822
Superintendent Salary	\$248,393	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	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

Every year teachers and support staff receive one staff development day prior to the beginning of the school year. Additional staff development is provided at least once a month for 2 hours. Many teachers attend additional workshops over the year hosted by various departments in the district. Topics for staff development and workshops are selected based on district goals, school wide initiatives, and needs assessed through analysis of data from assessments. Data reflecting discipline referrals, attendance, parent engagement and parental input is also assessed and analyzed. The PBIS model is currently transitioning into an MTSS (Multiple Tiered Systems of Support) framework to include a greater focus and balance of academic, behavioral, and social/emotional supports. The MTSS team has led the school in implementing tiered interventions based on discipline, academic, and attendance data. The staff dedicates time to routinely develop prevention strategies and procedures for school routines, and reflect on effective classroom management practices. In 2014 Cleo Gordon became a Leader in Me School in partnership with Franklin Covey. The staff teach the 7 habits of highly effective leaders to our students as the foundation for leadership development. Teachers participate in ongoing coaching and training on the implementation the 7 habits, empowering instruction, goal setting, and the use of leadership notebooks in the classroom. Professional development focuses on lesson design and academic conversations in the classroom as an essential component of high yield instructional strategies. Staff continue to collaborate, conduct data analysis, and review formative assessments. All teachers are trained in effective teaching strategies such as foundational skills (k-2), small group instruction, academic conversations, student engagement, and culturally conscious teaching. Focused monthly classroom observations are completed by the administration with a focus on these areas. The data is shared with the staff.