

# Fair Oaks 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	Fair Oaks Elementary
Street	151 N. Lee Ave.
City, State, Zip	Oakdale
Phone Number	2098470391
Principal	Kathy Pinol
Email Address	kpinol@ojusd.org
Website	fairoakselementary.com
County-District-School (CDS) Code	50755646052898

Entity	Contact Information
District Name	Oakdale Joint Unified School District
Phone Number	209-848-4884
Superintendent	Marc Malone
Email Address	mmalone@ojusd.org
Website	ojusd.org

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

Fair Oaks students receive an academic curriculum aligned with the California Content Standards. We expect students to show annual growth in reading and math. Students with special needs receive assistance in order to meet individualized learning goals, and we develop and provide targeted interventions to struggling learners. Our diverse population requires speech and language services, Title I assistance (federal funds for low-income students), English Language Development (ELD) services, special education programs, and psychological testing. Fair Oaks student and staff work diligently throughout the year building strong character traits focusing on "Being the Best Me." Fair Oaks is the largest elementary school in Oakdale, with over 860 K-6 students.

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

Grade Level	Number of Students
Kindergarten	141
Grade 1	111
Grade 2	105
Grade 3	118
Grade 4	117
Grade 5	131
Grade 6	136
Total Enrollment	859

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

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.5
Asian	2.2
Filipino	0.9
Hispanic or Latino	32.7
Native Hawaiian or Pacific Islander	0.2
White	60.1
Two or More Races	2.7
Socioeconomically Disadvantaged	39.9
English Learners	11.9
Students with Disabilities	9.8
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	37	37	35	226
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

### 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:** November 2019

All students at Fair Oaks have textbooks and instructional materials to meet the needs of all students. Teachers are afforded the luxury of researching supplemental materials to enhance the rigor of the adopted curriculum. Supplemental materials have been purchased and implemented throughout the school, such as BrainPop, Renaissance Learning/Accelerated Reader, IXL, Moby Math, Go Noodle, Adventures to Fitness, and Discovery Education.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Gr. K-5: Benchmark Advance published by Benchmark Education Company; 2017 Gr. 6-8: Collections California published by Houghton Mifflin Harcourt; 2017	Yes	0
Mathematics	Gr. K-8: Eureka Math published by Great Minds; 2016	Yes	0
Science	Scott Foresman K-5 California Science & Prentice Hall 6 Focus on Earth Science (Grade 6)	Yes	0
History-Social Science	Studies Weekly 1st and 2nd grade, My World published by Pearson 3rd - 5th grade, History Alive! published by Teacher's Curriculum Institute 6th grade	Yes	0

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

Overall, our facilities are in good condition. New facilities such as the new Cafe/Multipurpose Room and Media Center are exceptional additions to Fair Oaks campus. The district strives to keep other older buildings and facilities up-to-date and in good condition.

Classroom windows and ceiling tiles will be addressed during the summer of 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:** November 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	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Water Bottle filling stations will be installed to replace old water fountains.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Ceiling tiles in some classrooms need to be replaced.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Windows in some of the classrooms need caulking replaced to deter condensation and mold growth.
<b>Overall Rating</b>	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)	59	57	50	51	50	50
Mathematics (grades 3-8 and 11)	49	51	37	40	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	494	485	98.18	1.82	57.32
Male	255	247	96.86	3.14	54.25
Female	239	238	99.58	0.42	60.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	170	167	98.24	1.76	46.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	293	287	97.95	2.05	64.11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	216	211	97.69	2.31	42.65
English Learners	67	65	97.01	2.99	33.85
Students with Disabilities	57	56	98.25	1.75	17.86
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	494	485	98.18	1.82	50.93
Male	255	247	96.86	3.14	49.39
Female	239	238	99.58	0.42	52.52
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	170	168	98.82	1.18	41.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	293	287	97.95	2.05	57.14
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	216	212	98.15	1.85	34.91
English Learners	67	65	97.01	2.99	26.15
Students with Disabilities	57	56	98.25	1.75	19.64
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	16	20	39

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' School Site Council (SSC) and English Language Advisory Committee (ELAC), both of which include parent members, develop our school's annual Site Plan for Student Success (SPSA). Our PTC represents many parents who volunteer on a regular basis to help in classrooms and on field trips, manage and participate in special events, and raise funds. Fair Oaks parents are highly organized and raise tens of thousands of dollars annually. Parents are always welcome and can contact the classroom teacher or the school office to volunteer. Parents participate in our Family Fun Night, Jog-a-thon, Book Fair, Holiday Store, classroom activities including Art Corp and attend Back-to-School Night and Open House. Parents are always welcome and can contact the school at (209) 847-0391 to volunteer.

### 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	1.4	1.8	2.8	5.5	4.9	5.2	3.6	3.5	3.5
Expulsions	0.2	0.0	0.0	0.3	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Fair Oaks' school and grounds are very safe. Fair Oaks has a comprehensive Safe Schools Plan, which our staff updates and reviews annually. The staff also reviews safety procedures with students regularly and holds emergency fire, lockdown, and earthquake drills. This year, the district and site have implemented new procedures for active shooter emergencies, including a Lockdown/Barricade procedure and Run/Hide/Fight procedures. Staff emergency vests and radios have been provided by the site and district. Gates were painted for easy identification in case the Run procedures were to be deemed necessary. All visitors to Fair Oaks School must enter through the front entrance, sign in and out, and display a visitor's badge while on campus. Staff members monitor the playground and campus before school, after school, and during recess. Our strict discipline policies curtail fighting and verbal or physical bullying. Our playground equipment is up to current safety standards and is inspected regularly. We routinely review playground safety rules with students.



## 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	19	3	4		22	1	5		24		6	
1	20	3	2		21		5		22		5	
2	22	1	4		22		5		20	4	1	
3	22		5		19	2	4		20	1	5	
4	31		4		31		4		29		4	
5	32		3	1	33		1	3	32		4	
6	31		4		32		3	1	29	1	1	3
Other**	12	1			13	1						

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### 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	1.0
Social Worker	
Speech/Language/Hearing Specialist	.6
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	6398.80	1000.31	4377528.37	78481.57
District	N/A	N/A	7818.23	76121

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>Percent Difference - School Site and District</b>	N/A	N/A	199.3	3.1
<b>State</b>	N/A	N/A	\$7,506.64	\$78,059.00
<b>Percent Difference - School Site and State</b>	N/A	N/A		

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)

Last year Fair Oaks PTC raised money through two Book Fairs, Family Fun Night, Jog-a-thon, Santa Secret Shop, and Christmas Wreath Sales. This money is used to purchase new library books and to fund classroom projects, field trips, Science Camp, and other programs. Fair Oaks also received After School Education and Safety (ASES) funding for our afterschool program. The funds were used for an expanded after-school academic program for at-risk students that includes academic reinforcement, enrichment and recreational components. Federal Title I funds pay for additional staff and materials to help students who are not proficient in grade-level reading standards. State and Federal monies fund a full-time bilingual instructional aide to support our English Learners. Fair Oaks pays for additional staff to provide counseling services to struggling students. Through the Center for Human Services, our Student Assistance Program (SAP) touches the lives of over 50 students each year. Fair Oaks employs a variety of paraprofessionals that support students in their academic endeavors. Those paraprofessionals support the following programs: English Language Learners - one paraprofessional, Title One support - five paraprofessionals, Resource Program - four paraprofessionals, Special Day Class - two paraprofessionals.

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

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$45,620	\$49,084
<b>Mid-Range Teacher Salary</b>	\$73,297	\$76,091
<b>Highest Teacher Salary</b>	\$94,485	\$95,728
<b>Average Principal Salary (Elementary)</b>	\$115,305	\$118,990
<b>Average Principal Salary (Middle)</b>	\$119,242	\$125,674
<b>Average Principal Salary (High)</b>	\$123,741	\$137,589
<b>Superintendent Salary</b>	\$237,576	\$230,096
<b>Percent of Budget for Teacher Salaries</b>	35%	35%
<b>Percent of Budget for Administrative Salaries</b>	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	51	45	42

Fair Oaks offers training throughout the year to our staff. Each month teachers meet in grade-level groups to review student work, plan instruction, and discuss teaching strategies. The district provides an opportunity for grade-level articulation. Three times a year, grade-levels meet in PLCs to look at Common Formative Assessments, develop pacing calendars and discuss strategies to ensure student learning. In addition, the site provides staff with options to attend workshops or conferences on a variety of topics ranging from classroom management (organization and disciplinary procedures) to specific teaching strategies. Classified instructional staff members also receive training on instructional norms. Ongoing support for the implementation of new content is provided by district academic coaches, grade-level/department peers, and administrators.