

Fox Road Elementary School

Grades 4-5
CDS Code 50-75549-0101030

Eric Petersen
Principal
epetersen@hughsonschools.org

7600 Fox Road
Hughson, CA 95326
(209) 883-2256

<http://hughsonfes.ss4.sharpschool.com>

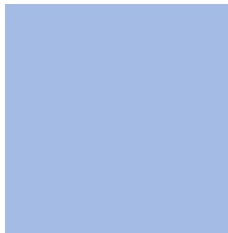
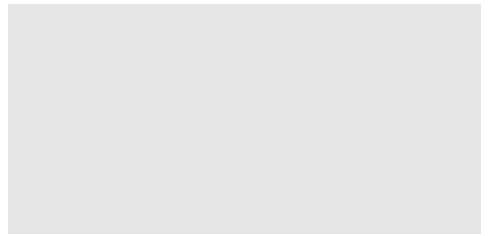
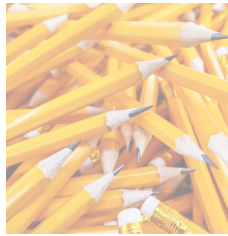
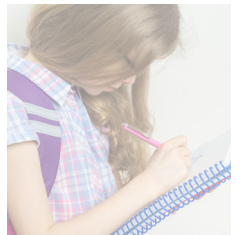
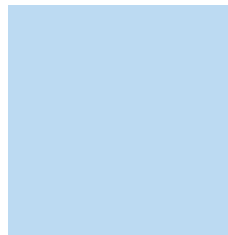
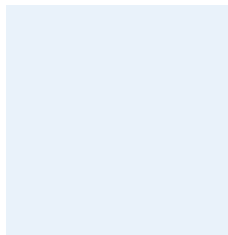
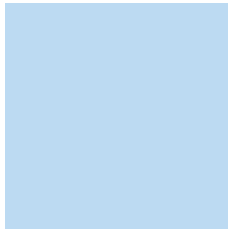
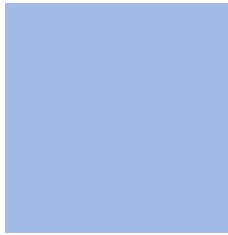
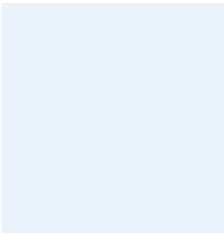
Para español, visita www.hughson.k12.ca.us



Hughson Unified School District

6815 Hughson Avenue Hughson, CA 95326 ▪ www.hughson.k12.ca.us

Brenda Smith, Superintendent ▪ bsmith@hughson.k12.ca.us ▪ (209) 883-4428





Principal's Message

Fox Road Elementary School is a wonderful place for students to learn and grow. We make every effort to give our students an outstanding 21st-century learning experience. We are a one-student-to-device school. All our students have access to Chromebooks that are used in the classroom as well as at home to demonstrate their learning in every classroom. We offer a small-school setting to provide our students the individualized attention they need to succeed. Students receive the core curriculum, supplemented with daily physical education and social studies, science and art each week. Additionally, we offer many opportunities for students outside the classroom. Students may participate in choir, student council, field trips, Intramural Sports, Red Ribbon Week Activities, Winter Program, May Day, the annual Jog-a-thon and conflict manager training.

Our parents have many opportunities to be involved in our school community as well. We have an active Parent Teacher Club (PTC) that supports parent participation in the Winter Program, May Day (open house), Jog-a-thon, Teacher Appreciation Week and fundraisers. Parent volunteers are encouraged to help in their child's classroom and chaperone field trips. We also have a School Site Council (SSC), District English Language Acquisition Committee (DELAC) and Strategic Planning Committee.

In order to support our commitment to providing our students with an outstanding, well-rounded education, we believe our staff must be committed to their own professional growth. All of our teachers have received extensive professional development in the Common Core State Standards and the use of technology in the classroom. We continue this professional growth every Wednesday with a late start so that teachers may receive ongoing professional development to fine-tune their teaching skills and strategically plan ways to assist all our students with further growth or support.

I think you will agree that our emphasis on providing both academic success and extracurricular activities makes Fox Road Elementary a wonderful experience for all students.

School Mission Statement

The mission of Fox Road Elementary School is to create and maintain an environment that ensures that every member of the school community reaches their highest level of academic achievement as determined by state and national standards. We are committed to the successful teaching of grade-level work every day, utilizing a comprehensive system of support to ensure this outcome.



Parental Involvement

Multiple opportunities are available for parents to become involved at Fox Road Elementary School, including Parent Teacher Club, School Site Council, District English Learner Advisory Committee, fundraising committees, interviews, classroom volunteer, Local Control and Accountability Plan (LCAP) Stakeholders Meetings and field trip chaperones.

For more information on how to become involved at the school, please contact the Fox Road Office at (209) 883-2256.

School Safety

The safety of students, staff and volunteers is a primary concern of Fox Road Elementary School. The school is in compliance with all laws, rules and regulations pertaining to hazardous materials, earthquake standards, emergency drills and appropriate student and staff harassment policies. Fox Elementary Road School maintains a School Site Safety plan that outlines procedures for various emergencies and is updated every year by the Safety Committee and reviewed with all staff. Fire, earthquake and intruder drills are conducted on a regular basis throughout the school year. To ensure student safety, staff members supervise students on the playground and in the cafeteria. Any visitors to the campus are required to sign in at the office, wear a visitor's badge at all times and sign out upon leaving. Suspension and expulsion are seen as last-resort measures and are only taken when all other measures have been exhausted or a student poses as an immediate threat to the safety of the school.

The school safety plan was last reviewed and updated in October 2019.



School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

Hughson Unified School District schools are committed to providing rigorous, standards-based programs in a safe and supportive environment. All students will be prepared to be productive and socially responsible community members.

District Profile

Hughson Unified School District is located in the city of Hughson, California, which is in the heart of the San Joaquin Valley, approximately 100 miles southeast of San Francisco and 100 miles south of Sacramento. The school district has an enrollment of 2,052 in six schools: two elementary schools, one middle school, one comprehensive high school, one continuation high school and one community day school.



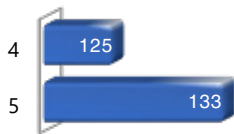
Governing Board

Jim Hudelson
Daniel Sexton
Cindy Cunningham-Gipp
Randy Heckman
Randee Harcrow

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

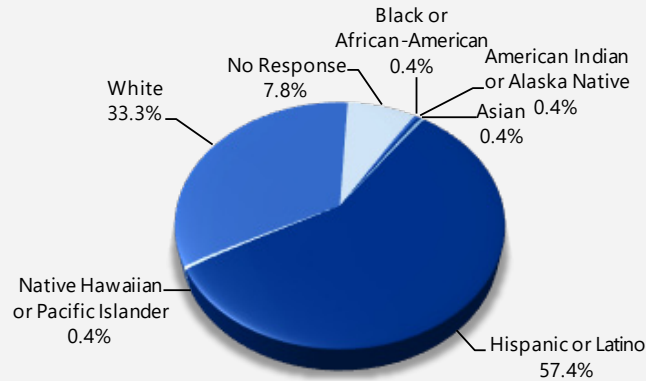


Enrollment by Student Group

The total enrollment at the school was 258 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics

2018-19 School Year



Socioeconomically disadvantaged	62.40%
English learners	31.40%
Students with disabilities	14.30%
Foster youth	0.80%
Homeless	0.00%

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Fox Road ES

	16-17	17-18	18-19
Suspension rates	2.0%	2.9%	1.9%
Expulsion rates	0.0%	0.0%	0.0%

Hughson USD

	16-17	17-18	18-19
Suspension rates	8.1%	4.1%	3.9%
Expulsion rates	0.7%	0.1%	0.3%

California

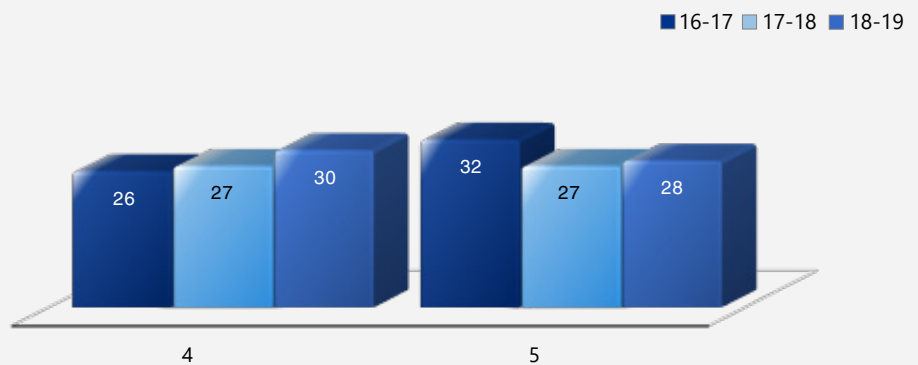
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
4		6			5			4.5	
5		5			6			4.5	



CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) 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.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Fox Road ES		Hughson USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Fox Road ES		Hughson USD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	45%	47%	48%	49%	50%	51%
Mathematics	37%	37%	31%	31%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Fox Road ES
	Grade 5
Four of six standards	19.5%
Five of six standards	21.1%
Six of six standards	9.0%

✧ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 4–5.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts (grades 4-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	256	254	99.22%	0.78%	47.24%
Male	133	132	99.25%	0.75%	42.42%
Female	123	122	99.19%	0.81%	52.46%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	145	144	99.31%	0.69%	40.28%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	86	85	98.84%	1.16%	56.47%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	160	159	99.38%	0.62%	39.62%
English learners	105	105	100.00%	0.00%	39.05%
Students with disabilities	36	35	97.22%	2.78%	25.71%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

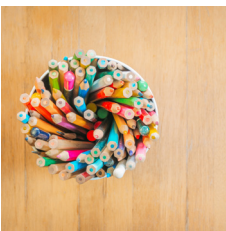




CAASPP Results by Student Group: Mathematics (grades 4-5)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	256	254	99.22%	0.78%	36.61%
Male	133	132	99.25%	0.75%	36.36%
Female	123	122	99.19%	0.81%	36.89%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	145	144	99.31%	0.69%	31.94%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	86	85	98.84%	1.16%	42.35%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	160	159	99.38%	0.62%	29.56%
English learners	105	105	100.00%	0.00%	27.62%
Students with disabilities	36	35	97.22%	2.78%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes



Textbooks and Instructional Materials

At Hughson Unified School District, all students have equal access to state-adopted, standards-aligned textbooks and other instructional materials. Additional supplemental materials are purchased and made available to students.

In accordance with Education Code Sections 60422 and 60119, the Governing Board certified on September 10, 2019, that each pupil in the district in kindergarten through grade 12 has been provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

In 2016, our district went through the adoption for English language arts (ELA) and English language development. We formed an ELA committee to sort through the materials. The top two programs were brought to the site so all staff, parents and students could view the materials. Then, a month later, our ELA committees made a choice, and they were approved by the board.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading, language, spelling	Wonders, McGraw-Hill (TK-2)	2016
Reading, language, spelling	Benchmark Advanced 3-5)	2016
Mathematics	Eureka Math	2016
Science	Science, Macmillan/McGraw-Hill (K-5)	2008
Social Studies	Pearson (K-5)	2006
Social Studies	California History and Social Science, Pearson (4-5)	2006

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Fox Road ES		Percentage Lacking
Reading/language arts		0%
Mathematics		0%
Science		0%
History/social science		0%
Visual and performing arts		✧
Foreign language		✧
Health		✧

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks		2019-20 School Year
Data collection date		9/19/2019

✧ Not applicable.





School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)		Good
Cleanliness: Pest/vermin control, overall cleanliness		Good
Electrical: Electrical systems		Good
Restrooms/fountains: Restrooms, sinks and drinking fountains		Good
Safety: Fire safety, emergency systems, hazardous materials		Good
Structural: Structural condition, roofs		Good
External: Windows/doors/gates/fences, playgrounds/school grounds		Fair
Overall summary of facility conditions		Good
Date of the most recent school site inspection		6/26/2019
Date of the most recent completion of the inspection form		6/26/2019

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2019-20 School Year
Items Inspected	Deficiencies and Action Taken or Planned	Date of Action
Interior	Carpets need to be replace in rooms 6 and 7. Carpets were replaced.	7/25/2019
Safety	Playground surface needs to be seal. Seal coat play area.	7/2019
External	Paint building exteriors office through rooms 13. Whole school was painted - outside and walls.	7/2019

School Facilities

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 inspection instrument developed by the State of California Office of Public School Construction. The results of this inspection are listed under School Facility Good Repair Status.

Age & Condition of Facilities

Fox Road Elementary School opened in August 2003 and currently consists of 13 classrooms, a library/computer lab, an office building/staff lounge, a multipurpose/cafeteria room and one playground.

Maintenance & Repair

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

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School Facilities

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Cleaning Process & Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal works daily with custodial staff to develop cleaning schedules that ensure a clean and safe school.

Deferred Maintenance Budget

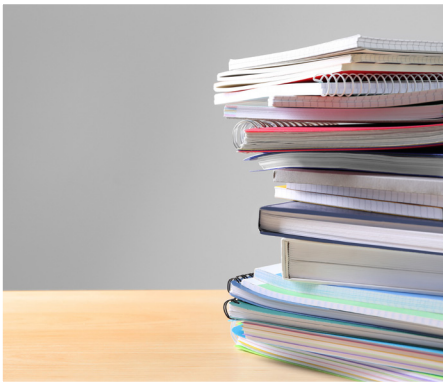
The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.



Types of Services Funded

In addition to general state funding, Hughson Unified School District receives state and federal funding for the following categorical, special education and support programs:

- Lottery
- General Fund
- Title I
- Title II
- Title III
- Title IV
- Tobacco-Use Prevention Education (TUPE)
- Individuals with Disabilities Education Act (IDEA)
- Carl Perkins Ag Incentive Grant
- After School Education and Safety (ASES) Program



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.25
Library media teacher (librarian)	1.00
Library media services staff (paraprofessional)	0.00
Psychologist	0.50
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	0.50
Resource specialist (nonteaching)	0.00

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Hughson USD	Fox Road ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	101	13	12	11
Without a full credential	0	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Fox Road ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

Professional Development

The School Improvement Program and state funding have been utilized to support professional-growth activities. Staff development and release time is provided for collaborating on specific instructional or curricular issues. Topics for the 2019-20 school year included implementation of Next Generation Science Standards (NGSS), English language development (ELD), technology within the classroom, academic discourse in math and Professional Learning Communities (PLC). The Fox Road Elementary School staff has established itself into a PLC in which teachers collaborate on a weekly basis to discuss topics related to student achievement.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
Number of school days dedicated to staff development and continuous improvement		4	4	1



Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Hughson USD	Similar Sized District
Beginning teacher salary	\$46,142	\$46,208
Midrange teacher salary	\$70,535	\$72,218
Highest teacher salary	\$99,016	\$92,742
Average elementary school principal salary	\$134,828	\$134,864
Average middle school principal salary	\$138,290	\$118,220
Average high school principal salary	\$144,779	\$127,356
Superintendent salary	\$219,510	\$186,823
Teacher salaries: percentage of budget	36%	33%
Administrative salaries: percentage of budget	8%	6%



Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Fox Road ES	\$5,824	\$88,772
Hughson USD	\$8,694	\$80,539
California	\$7,507	\$72,949
School and district: percentage difference	-33.0%	+10.2%
School and California: percentage difference	-22.4%	+21.7%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$7,321
Expenditures per pupil from restricted sources	\$1,497
Expenditures per pupil from unrestricted sources	\$5,824
Annual average teacher salary	\$88,772



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Fox Road Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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