

California Department of Education
School Accountability Report Card
Reported Using Data from the 2019 - 2020 School Year
Published During 2020 - 2021

For: Robert J. Fite Elementary

Address: 9561 Fite School Rd, Sacramento, CA 95829

Phone: 916-689-2854

Principal: Diane Standing

Grade Span: K-6

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

District Contact Information (School Year 2020 - 2021)

| | |
|-----------------------|--|
| District Name | Elk Grove Unified |
| Phone Number | (916) 686-5085 |
| Web Site | www.egusd.net |
| Superintendent | Christopher R. Hoffman |
| E-mail Address | choffman@egusd.net |

School Contact Information (School Year 2020 - 2021)

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|---|---|
| School Name | Robert J. Fite Elementary |
| Street | 9561 Fite School Rd |
| City, State, Zip | Sacramento, CA 95829 |
| Phone Number | 916-689-2854 |
| Principal | Diane Standing |
| E-mail Address | dstandri@egusd.net |
| Web Site | http://blogs.egusd.net/fite/ |
| County-District-School(CDS) Code | 34673146120026 |

School Description and Mission Statement (School Year 2020 - 2021)

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| <p>Robert J. Fite Elementary Excellence in Education</p> <p>Welcome to Robert J. Fite Elementary School! Here at Fite, we aim to provide a warm, nurturing learning environment that fosters academic excellence. Fite Falcons strive to be part of an engaged school community that promotes social responsibility, acceptance of diversity, and life-long learning.</p> <p>The mission of the Elk Grove Unified School District is to provide a learning community that challenges ALL students to realize their greatest potential. Here at Robert J. Fite, we support that mission by focusing on the whole child and working together with parents and staff to ensure each child's opportunity for success. Students have access to rigorous academic instruction coupled with social-emotional and behavioral supports that provide a strong foundation for learning.</p> <p>Parent support and engagement are essential to student success. Here at Robert J. Fite Elementary, building strong relationships with parents and connections between home and school is so important. We offer opportunities for parents to be involved in a variety of ways, including serving on school and district committees, working as classroom volunteers, and planning and participating in school events. More importantly, parents support student success by providing a clear message about the importance of education and regular school attendance, positive behavior, as well as making sure students are engaged in learning both at home and in the classroom.</p> <p>The teachers and staff of Robert J. Fite prioritize student safety and a rigorous learning environment. Teachers participate in ongoing training to improve instruction, provide consistent positive behavioral support, and teach students the importance of a growth mindset. Through our site PBIS program, we emphasize respectful, responsible behavior. Our support staff provides resources and reinforcement for all students and their families.</p> <p>At Robert J. Fite Elementary, "Every day is a great day to be a Fite Falcon!" We value the culture, background, and experiences of our students and families. Administration and staff are here to serve our community, and we appreciate your support!</p> <p>Sincerely, Diane Standing, Principal</p> |
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Student Enrollment by Grade Level (School Year 2019 - 2020)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 101 |
| Grade 1 | 86 |
| Grade 2 | 84 |
| Grade 3 | 93 |
| Grade 4 | 87 |
| Grade 5 | 85 |
| Grade 6 | 84 |
| Grade 7 | 0 |
| Grade 8 | 0 |
| Ungraded Elementary | 0 |
| Grade 9 | 0 |
| Grade 10 | 0 |
| Grade 11 | 0 |
| Grade 12 | 0 |
| Ungraded Secondary | 0 |
| Total Enrollment | 620 |

School Enrollment by Student Group (School Year 2019 - 2020)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 10.30% |
| American Indian or Alaska Native | 0.00% |
| Asian | 31.80% |
| Filipino | 6.00% |
| Hispanic or Latino | 28.10% |
| Native Hawaiian or Pacific Islander | 0.30% |
| White | 15.80% |
| Two or More Races | 7.70% |
| Socioeconomically Disadvantaged | 63.10% |
| English Learners | 20.80% |
| Students with Disabilities | 9.40% |
| Foster Youth | 1.50% |
| Homeless | 1.50% |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 2018 - 2019 | School 2019 - 2020 | School 2020 - 2021 | District 2020 - 2021 |
|---|-----------------------|-----------------------|-----------------------|-------------------------|
| With Full Credential | 30 | 29 | 28 | 3146 |
| Without Full Credential | 0 | 1 | 1 | 42 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 50 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 |
|---|-------------|-------------|-------------|
| 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, and Availability of Textbooks and Instructional Materials (School Year 2020 - 2021)

All students, including English learners, have sufficient textbooks to use at school and to take home in the following subject areas.

Date of Public Hearing on Sufficiency: September 1, 2020

Year and month in which data were collected: September 1, 2020

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|--|--|----------------------------|--|
| Reading/Language Arts | All English/Language Arts books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>California Wonders</i> by McGraw Hill © 2017 in grades K-6. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | K- <i>Your Turn Practice Book, Close Reading Companion</i> 1st- <i>Literature Anthology units 1-4, Your Turn Practice Book, Close Reading Companion</i> . 2nd-6th: <i>Literature Anthology, Your Turn Practice Book, Close Reading Companion</i> . Adopted EGUSD 2016 | Yes | 0 |
| <i>CA StudySync</i> by McGraw Hill, © 2017 in grades 7-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 7th-8th - Student Edition Adopted EGUSD 2017 | Yes | 0 |
| AP English books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th - Student Edition <i>CA StudySync</i> by McGraw Hill, © 2017 Adopted EGUSD 2017 10th Honors - <i>Advanced Language & Literature</i> , Bedford, Freeman & Worth © 2016 Adopted EGUSD 2018 | Yes | 0 |
| AP English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: 11th - <i>Language of Composition</i> , Bedford/St. Martins © 2013 Adopted EGUSD 2015 12th - <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 Adopted EGUSD 2017 | Yes | 0 |
| IB English books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Theory of Knowledge</i> , Cambridge University Press © 2009 Adopted EGUSD 2010 <i>English A: Literature for the IB Diploma</i> , Oxford University Press © 2012; Adopted EGUSD 2016 <i>Bedford Introduction to Literature</i> , Bedford/St. Martins © 2016 | Yes | 0 |

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| | Adopted EGUSD 2017 | | |
| Mathematics | All Math books K-12 are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education. | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>CA GoMath</i> , © 2015 in grades K-6. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | K-6th - Student Edition and Practice workbook Adopted EGUSD 2015 | Yes | 0 |
| Mathematics books by multiple publishers in grades 7-8. All math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 7th-8th <i>Go Math</i> , Houghton Mifflin Harcourt Publishing © 2015; Adopted EGUSD 2015 8th <i>Integrated Math 1</i> , Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 | Yes | 0 |
| Mathematics books by multiple publishers in grades 9-12. All high school math textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | 9th-12th Integrated Math 1, Integrated Math 2, Integrated Math 3, Houghton Mifflin Harcourt Publishing © 2015 Adopted EGUSD 2015 <i>Statistics & Probability with Applications 3e</i> Bedford Freeman & Worth © 2016; <i>PreCalculus with Limits 4e</i> Cengage © 2018 Adopted EGUSD 2018 | Yes | 0 |
| AP mathematics books by multiple publishers in grades 10-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: <i>Calculus: Graphical, Numerical</i> , Pearson 2016; <i>Practice of Statistics</i> , 5th Ed., WH Freeman & Co. © 2015 Adopted EGUSD 2016 <i>Calculus 11th edition</i> , Cengage © 2018 Adopted EGUSD 2018 | Yes | 0 |
| IB mathematics books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Mathematics for the IB Student</i> , Haese Mathematics © 2012, 3rd Edition, <i>Standard Level Mathematics, Higher Level Mathematics</i> , Pearson © 2012; Adopted EGUSD 2012 <i>Calculus 8th edition</i> , McDougal Littell © 2006 Adopted EGUSD 2014 | Yes | 0 |
| Science | All 2-12 Science books are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| California Science by McGraw Hill © 2008 for | K - Literature Big Book Package | Yes | 0 |

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| grades K-5. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 1st - Unit Big Book Package 2nd - 5th - Student Edition Adopted EGUSD 2008 | | |
| Science text by STEMscopes © 2019 in grades 6-8. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - <i>Earth & Space Science</i> 7th - <i>Life Science</i> 8th - <i>Physical Science</i> Adopted EGUSD 2020 | Yes | 0 |
| Science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <i>Astronomy Today</i> , Prentice Hall © 2002; Adopted EGUSD 2002 <i>Criminalistics</i> , Prentice Hall © 2004, <i>Environmental Science</i> , McGraw Hill © 2005; <i>Fundamentals of Anatomy & Physiology</i> © 2006, Prentice Hall; <i>Chemistry in the Community</i> © 2006, VHPS; Adopted EGUSD 2006 <i>Foundations in Microbiology</i> , McGraw Hill, © 2005 Adopted EGUSD 2008 <i>The Living Earth</i> , © 2019, <i>Physics in the Universe</i> , © 2019, <i>STEMscopes</i> , <i>Experience Chemistry</i> , © 2019 Pearson; Adopted EGUSD 2020 | Yes | 0 |
| AP science books by multiple publishers in grades 9-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses: <i>Biology by Campbell</i> , Pearson © 2011; Adopted EGUSD 2012 <i>Chemistry: A Molecular Approach</i> , Pearson © 2014; Adopted EGUSD 2013 <i>College Physics, 9th Ed.</i> , Cengage © 2012 Adopted EGUSD 2014 | Yes | 0 |
| IB science books by multiple publishers in grades 11-12. All textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>Higher Level Biology</i> , 2nd Ed., Pearson © 2014; <i>Standard Level Chemistry</i> , 2nd Edition, Pearson © 2014; <i>Higher Level Chemistry</i> , 2nd Edition, Pearson © 2014; Adopted EGUSD 2015 Supplemental for English Learners: <i>Concepts and Challenges in Earth Science</i> , Pearson/Globe Fearon © 2003 Adopted EGUSD 2008 | Yes | 0 |
| History-Social Science | All 1-12 History-Social Science books are provided one per student. | | |
| <i>World of Wonders</i> by McGraw Hill © 2017 in grades TK. All materials are from the most recent adoption of the local governing Board of Education | TK - <i>Big Book Package</i> . No student materials. Adopted EGUSD 2016 | Yes | 0 |
| <i>Impact: California</i> by McGraw Hill © 2019 in K-5 grades. This program is from the current SBE | K- <i>Learning and Working Now and Long Ago</i> 1st - <i>A Child's Place in Time and Space</i> | Yes | 0 |

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| adoption. The following materials are provided one per student by grade level: | 2nd - <i>People Who Make a Difference</i> 3rd - <i>Continuity and Change</i> 4th - <i>California: A Changing State</i> 5th - <i>US History: Making a New Nation</i> Adopted EGUSD 2019 | | |
| <i>Impact: California</i> by McGraw Hill © 2019 in 6-8 grades. This program is from the current SBE adoption. The following materials are provided one per student by grade level: | 6th - <i>Ancient Civilizations</i> 7th - <i>Medieval to Early Modern Times</i> 8th - <i>United States History & Geography</i> Adopted EGUSD 2019 | Yes | 0 |
| Social science books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | <i>World Geography and Cultures, Understanding Psychology</i> © 2008, Glencoe © 2008 Adopted EGUSD 2008 <i>World History Culture & Geography: The Modern World</i> © 2019, <i>United States History & Geography, Continuity & Change</i> © 2019, <i>Principles of American Democracy</i> © 2019, <i>Principles of Economics</i> © 2019, McGraw Hill Adopted EGUSD 2020 | Yes | 0 |
| AP social science books by multiple publishers in grades 10-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | AP Courses <i>Essentials of Comparative Politics</i> , W.W. Norton © 2015 Adopted EGUSD 2016 <i>Krugman's Economics</i> © 2015, <i>America's History</i> , © 2014, Bedford Freeman & Worth, <i>Worlds Together Worlds Apart</i> © 2016, <i>American Politics Today</i> © 2017, W.W. Norton; Adopted EGUSD 2017 | Yes | 0 |
| IB social science books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. The following materials are provided one per student by grade level: | IB Courses: <i>History of the Americas</i> © 2015; Adopted EGUSD 2017 <i>The Cold War Superpower Tensions and Rivalries</i> © 2015, Oxford University Press; <i>Authoritarian States</i> , © 2015, Oxford University Press Adopted EGUSD 2018 | Yes | 0 |
| | Supplemental for English Learners <i>World Geography & Cultures</i> © 2002, <i>World History</i> © 2008, <i>US History</i> © 2004, <i>American Government</i> © 2001, <i>Economics</i> © 2001, Pacemaker Series, AGS Globe Fearon; Adopted EGUSD 2008 | Yes | 0 |
| Foreign Language | All 7-12 World language books are provided one per student. | | |
| World language books by multiple publishers in grades 7-12. All textbooks are from the most recent adoption of the local governing Board of Education. | <i>Adventures in Japanese</i> III, Cheng & Tsui, © 1998; Adopted EGUSD 2000 <i>Realidades</i> I, II, III, IV, Pearson © 2014, <i>Bien dit!</i> I, II, III, HMH © 2013, <i>Intrigue</i> 3rd Ed., Pearson © 2011, <i>Deutsch Aktuell</i> I, II, III, EMC-Paradigm, © 2010, <i>Haruichiban and Ginga</i> , Kisetu, © 2014; Adopted EGUSD 2014 <i>Genki II</i> , Japanese Times © 2011; | Yes | 0 |

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|---|--|-----|---|
| | Adopted EGUSD 2017 | | |
| AP world language books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses: <i>Abriendo Puertas</i> , McDougal Littell © 2003; Adopted EGUSD 2002 <i>Kaleidoskop</i> , Houghton Mifflin © 2007; Adopted EGUSD 2006 <i>Yookoso!</i> , McGraw-Hill © 2006; Adopted EGUSD 2007 <i>Temas</i> , Vista Higher Learning © 2014, <i>Intrigue</i> 3rd Ed., Pearson © 2011; Adopted EGUSD 2014 | Yes | 0 |
| IB world language books by multiple publishers in grades 11-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | IB Courses: <i>Adventures in Japanese III</i> , Cheng & Tsui © 1998; Adopted EGUSD 2000 <i>Yookoso!</i> McGraw-Hill © 2006; Adopted EGUSD 2007 <i>French B Course Companion, Spanish B Course Companion</i> , © 2018, Oxford University Press Adopted EGUSD 2019 | Yes | 0 |
| Visual and Performing Arts | | | |
| All 7th - 12th school textbooks are from the most recent adoption of the local governing Board of Education. | 7th-8th: <i>Tradition of Excellence</i> , Beacon Music © 2011; Adopted EGUSD 2018 | Yes | 0 |
| | 9-12th: <i>Alfred's Basic Adult Piano Course</i> , Alfred Music © 1999; <i>Basic Drama Projects</i> , Perfection Learning © 2015; <i>Beginning Sculpture</i> , Davis © 2005; <i>Communication Through Graphic Design</i> , Davis © 2010; <i>Dance Composition</i> , Davis © 2009; <i>Discovering Drawing</i> , Davis © 2018; <i>Discovering Dance</i> , Human Kinetics © 2014; <i>Drama for Reading and Performance</i> , Perfection Learning © 2008; <i>Experience Clay</i> , Davis © 2011; <i>Experience Painting</i> , Davis © 2015; <i>Experiencing Dance</i> , Human Kinetics © 2014; <i>Focus on Photography</i> , Davis © 2016; <i>Guitar School</i> , Alfred Music © 1998; <i>Photography</i> , Pearson © 2016; Adopted EGUSD 2018 | Yes | 0 |
| AP Visual and Performing Arts books by multiple publishers in grades 9-12. All high school textbooks are from the most recent adoption of the local governing Board of Education. | AP Courses: <i>Gardner's Art Through the Ages</i> , Thomson/Wadsworth © 2005; Adopted EGUSD 2005 <i>Musician's Guide to Theory and Analysis</i> , WW Norton © 2006; Adopted EGUSD 2018 | Yes | 0 |
| Health | All 9-12 Health books are provided one per student. | | |
| All high school textbooks are from the most recent adoption of the local governing Board of | <i>Health</i> , Glencoe © 2004 Adopted EGUSD 2004 | Yes | 0 |

Education.

Science Laboratory Equipment (grades 9-12)

All 9-12 students utilizing a lab have access to appropriate equipment.

| | | | |
|---|---|--|--|
| Education. | | | |
| Science Laboratory Equipment (grades 9-12) | All 9-12 students utilizing a lab have access to appropriate equipment. | | |

School Facility Conditions and Planned Improvements (School Year 2020 - 2021)

Robert J. Fite Elementary opened in 2002. In 2012, the campus was expanded to include a total of 34 classrooms, including 8 workrooms for teachers and staff. We have a multipurpose room, a library, a computer lab, and an administrative building. The administrative building houses the principal's and vice principal's offices, a conference room, two additional office spaces for staff use, as well as two staff restrooms, a nurse's office with a student restroom, staff room and supply room. A large playground for 1st-6th grades offers basketball and tether ball courts, four square and hopscotch, a play structure, and a grass field and track. In the summer of 2020, a large shade structure was installed on the blacktop. Pre-K, TK and Kinder have a smaller fenced playground with a play structure, blacktop area, and a grassy area shaded by several large trees. Our school parking lot offers several spaces for staff and visitors, including specified 15-minute parking and designated handicapped parking as well as one way student drop-off/pick-up lanes and a pedestrian crosswalk.

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Included is information from the facility survey instrument on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Our school received an "Exemplary" status based on the State's definitions for each of the eight categories evaluated, which is the highest rating possible.

School Facility Good Repair Status (School Year 2020 - 2021)

Year and month of the most recent FIT report : 4/19/2020

| System Inspected | Good | Fair | Poor | Repair Needed and Action Taken or Planned |
|---|------|------|------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | x | | | N/A |
| Interior: Interior Surfaces | x | | | N/A |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | x | | | N/A |
| Electrical: Electrical | x | | | N/A |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | x | | | N/A |
| Safety: Fire Safety, Hazardous Materials | x | | | N/A |
| Structural: Structural Damage, Roofs | x | | | N/A |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | x | | | N/A |

Overall Facility (School Year 2020 - 2021)

Year and month of the most recent FIT report: 4/19/2020

Overall Rating

| Exemplary | Good | Fair | Poor |
|------------------|-------------|-------------|-------------|
| x | | | |

The district's maintenance and grounds departments work in concert with the school site custodial team to ensure that school buildings, classrooms, and grounds are maintained at exceptional levels to provide a safe and functional environment for all students. The district utilizes the latest electronic work order system enabling site administration and custodians to communicate maintenance needs, urgent repairs, or necessary projects. Emergency repair needs are immediately resolved by either the school custodian or district maintenance staff. The school's custodians work as a team and with the principal to develop a daily cleaning process and schedule. Each morning the custodian inspects the school prior to students and staff entering school grounds. Restrooms are inspected throughout the day to ensure that they are adequately stocked, safe, and sanitary. The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, or at the district office.

The State Deferred Maintenance Program (DMP) was established in 1980 to aid districts in major maintenance projects. Beginning with the 2013-2014 fiscal year and the inception of the Local Control Funding Formula (LCFF) the State has intended for Deferred Maintenance needs and expenses to be included in the District's LCFF allotment. The district continues to fund routine projects previously considered as part of the State's former DMP at levels required by the State and continues to use local resources.

Robert J. Fite Elementary has no building or maintenance projects scheduled at this time.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (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. CAA 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven Percent of Students Meeting or Exceeding the State Standards

| Subject | School 2018 - 2019 | School 2019 - 2020 | District 2018 - 2019 | District 2019 - 2020 | State 2018 - 2019 | State 2019 - 2020 |
|---|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 51% | N/A | 56% | N/A | 50% | N/A |
| Mathematics (grades 3-8 and 11) | 41% | N/A | 45% | N/A | 39% | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not shown 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 2019 - 2020)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven
 (School Year 2019 - 2020)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
 Grades Five, Eight, and High School
 Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2018 - 2019 | School 2019 - 2020 | District 2018 - 2019 | District 2019 - 2020 | State 2018 - 2019 | State 2019 - 2020 |
|--|-----------------------|-----------------------|-------------------------|-------------------------|----------------------|----------------------|
| Science (grades 5, 8, and high school) | 28% | N/A | 32% | N/A | 30% | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
 Grades Five, Eight, and High School
 (School Year 2019 - 2020)

| Student Groups | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | N/A | N/A | N/A | N/A | N/A |
| Male | N/A | N/A | N/A | N/A | N/A |
| Female | N/A | N/A | N/A | N/A | N/A |
| Black or African American | N/A | N/A | N/A | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A | N/A | N/A | N/A |
| Asian | N/A | N/A | N/A | N/A | N/A |
| Filipino | N/A | N/A | N/A | N/A | N/A |
| Hispanic or Latino | N/A | N/A | N/A | N/A | N/A |
| Native Hawaiian or Pacific Islander | N/A | N/A | N/A | N/A | N/A |
| White | N/A | N/A | N/A | N/A | N/A |
| Two or More Races | N/A | N/A | N/A | N/A | N/A |
| Socioeconomically Disadvantaged | N/A | N/A | N/A | N/A | N/A |
| English Learners | N/A | N/A | N/A | N/A | N/A |
| Students with Disabilities | N/A | N/A | N/A | N/A | N/A |
| Students Receiving Migrant Education Services | N/A | N/A | N/A | N/A | N/A |
| Foster Youth | N/A | N/A | N/A | N/A | N/A |
| Homeless | N/A | N/A | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2019 - 2020)

| Grade Level | Percent of Students Meeting Four of Six Fitness Standards | Percent of Students Meeting Five of Six Fitness Standards | Percent of Students Meeting Six of Six Fitness Standards |
|-------------|---|---|--|
| 5 | N/A | N/A | N/A |
| 7 | N/A | N/A | N/A |
| 9 | N/A | N/A | N/A |

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2020 - 2021)

Throughout the year we host a number of events, including Back to School Night and Open House, that provide parents an opportunity to learn about the school and our programs, monitor student progress, and celebrate learning. Parents and family members can join the Parent Teacher Organization (PTO), volunteer in the classroom, participate in our Watch D.O.G.S. program, or join a number of site and district advisory committees. For more information on parent involvement opportunities, please contact Principal Standing at (916) 689-2854.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

| Rate | School 2017 - 2018* | School 2018 - 2019* | School 2019 - 2020** | District 2017 - 2018* | District 2018 - 2019* | District 2019 - 2020** | State 2017 - 2018* | State 2018 - 2019* | State 2019 - 2020** |
|--------------------|---------------------|---------------------|----------------------|-----------------------|-----------------------|------------------------|--------------------|--------------------|---------------------|
| Suspensions | 4.3% | 3.2% | 2.6% | 4.3% | 5.1% | 4.1% | 3.5% | 3.5% | 2.50% |
| Expulsions | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.05% |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

*(For school years 2017-2018 and 2018-2019: data collected between July through June, each full school year respectively)

** (For school year 2019-2020, only: data collected between July through February, partial school year due to the COVID-19 pandemic)

School Safety Plan (School Year 2020 - 2021)

Our district and school are committed to providing a safe and secure environment for learning. Staff and School Site Council reviewed and updated our School Safety Plan in January of 2021. Students practice a variety of safety drills monthly. An Emergency Handbook outlining a plan of action for emergencies is kept in the school office, and the Emergency Guidelines Flip Chart is kept in each classroom. Periodic school safety inspections are conducted by the County of Sacramento. All visitors are required to and enter the school premises through the office and check-in before going on to campus, and student supervision is provided by school staff before and after school to ensure a safe arrival and dismissal. The district's Police Services Department works closely with our school site to provide a safe, secure environment for all 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) (School Year 2017 - 2018)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 20 | 1 | 4 | |
| 1 | 24 | | 3 | |
| 2 | 24 | | 4 | |
| 3 | 25 | | 3 | |
| 4 | 23 | 2 | 3 | |
| 5 | 27 | | 3 | |
| 6 | 23 | 1 | 3 | |
| Other** | | | | |

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

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

Average Class Size and Class Size Distribution (Elementary) (School Year 2018 - 2019)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 20 | 1 | 4 | |
| 1 | 22 | | 4 | |
| 2 | 24 | | 3 | |
| 3 | 24 | | 4 | |
| 4 | 27 | | 3 | |
| 5 | 28 | | 3 | |
| 6 | 28 | | 2 | |
| Other** | 12 | 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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2019 - 2020)

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|----------------------------|-----------------------------|---------------------------|
| K | 19 | 1 | 3 | |
| 1 | 24 | | 3 | |
| 2 | 21 | 1 | 3 | |
| 3 | 22 | 1 | 3 | |
| 4 | 22 | 1 | 3 | |
| 5 | 28 | | 3 | |
| 6 | 29 | | 3 | |
| Other** | 10 | 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 2019 - 2020)

| Title | Ratio |
|-----------------------------|-------|
| Academic Counselors* | 1168 |

*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.

**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2019 - 2020)

| Title | Number of FTE* Assigned to School |
|--|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.5 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | 0.8 |
| Resource Specialist (non-teaching) | |
| Other | 1.6 |

* 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 2018 - 2019)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/ Restricted) | Expenditures Per Pupil (Basic/ Unrestricted) | Average Teacher Salary |
|--|------------------------------|---|--|------------------------|
| School Site | \$9,316 | \$2,420 | \$6,896 | \$79,909 |
| District | N/A | N/A | \$7,262 | \$81,565 |
| Percent Difference - School Site and District | N/A | N/A | -5.17% | -2.05% |
| State | N/A | N/A | \$7,750 | \$83,052 |
| Percent Difference - School Site and State | N/A | N/A | -11.66% | -3.86% |

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2020 - 2021)

Robert J. Fite Elementary offers a variety of specialized programs to meet students' diverse learning needs. Fite currently houses a Pre-Kindergarten Speech Therapy program serving students within our district who would benefit from speech services at an early age. We also have self-contained classes which provide specialized services for students with specially identified needs, including academic, language, and behavioral support. Our Learning Center serves special education students to help them meet their individual learning goals. Gifted and Talented students participate in accelerated instruction within the classroom and have opportunities for after-school enrichment and Science, Technology, Engineering, and Math (STEM) activities. Intervention services are provided for at-risk learners who need additional support to meet the standards, and English Learner students receive both designated and integrated English Language Development instruction throughout the school day.

Teacher and Administrative Salaries (Fiscal Year 2018 - 2019)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$47,193 | \$50,029 |
| Mid-Range Teacher Salary | \$67,621 | \$77,680 |
| Highest Teacher Salary | \$98,138 | \$102,143 |
| Average Principal Salary (Elementary) | \$124,714 | \$128,526 |
| Average Principal Salary (Middle) | \$121,146 | \$133,574 |
| Average Principal Salary (High) | \$136,759 | \$147,006 |
| Superintendent Salary | \$351,385 | \$284,736 |
| Percent of Budget for Teacher Salaries | 36.00% | 33.00% |
| Percent of Budget for Administrative Salaries | 4.00% | 5.00% |

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development

Our school and district offer a variety of professional development and learning opportunities for staff. Teachers have opportunities to work with district personnel to collaborate and plan lessons and assessments. Administrators consult with the site Leadership Team and instructional coaches to plan and provide professional development opportunities for the staff based on site needs. Teachers in all grade levels are provided training and support for successful implementation of the Common Core State Standards, adopted district curriculum, social-emotional learning, and behavior. Both general and special education teachers and support staff have numerous opportunities to learn how to best meet the needs of students with learning disabilities. Finally, the district offers a variety of classes for support staff. Instructional aides, school secretaries, office assistants and custodians may take classes that relate to their work, such as learning new computer skills, being more efficient and ergonomically correct, and maintaining a safe and healthy work environment.

| | 2018 - 2019 | 2019 - 2020 | 2020 - 2021 |
|--|-------------|-------------|-------------|
| School Days Dedicated to Staff Development | 8 | 8 | 8 |