



San Onofre School

200 Pate Road • San Clemente, CA 92672-2517 • (760) 731-4360 • Grades K-8

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Fallbrook Union Elementary School District

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District Governing Board

Siegrid Stillman, President

Lisa Masten, Vice President

Susan Liebes, Clerk

Patty de Jong

Caron Lieber

District Administration

Candace Singh, Ed.D.
Superintendent

School Description

San Onofre School, located on Marine Corps Base Camp Pendleton, proudly educates a richly diverse population of students from military families in North San Diego County. Our students, parents, and staff have contributed to an environment of academic achievement, responsibility, teamwork, diversity, and respect. We educate the whole child by providing programs that infuse strong academics, intervention and extension to maximize learning. Increasing student achievement is critical at San Onofre. We offer a rigorous, academically rich core curriculum aligned with the California State Standards and infusing "Caught Being a Leader" our Positive Behavior Interventions and Support (PBIS) which focuses on leadership and the seven habits of effective leaders. Our staff continuously works to assess student learning, analyze data, scaffold instruction, supplement curriculum, and provide interventions and extensions to ensure the academic success of our frequently transitioning student population. Each class is equipped with a teacher laptop, LCD projectors, one on one Chromebooks and each grade level has an iPad cart. We are also supported by a counselor and STEM TOSA.

Mission Statement:

Lead by Example
Encourage Others
Achieve our Goals
Respect Each Other's Differences
Nourish Relationships

Vision Statement

San Onofre School will have a school environment that ensures high academic achievement and self-worth for all students. Every student will have an equal opportunity to maximize their learning potential through the core curriculum, support programs and enrichment activities. Students will be able to develop creativity and higher level thinking skills through an integrated curriculum that is differentiated for all students. Individual and group productivity and responsibility will be recognized and rewarded. San Onofre School staff will embody a sense of passion and focus of ensuring all students achieve high levels of learning aligned to the California State Standards. The home, school, and community will be a strong and positive partnership that will work collaboratively to improve academic success and personal well-being for all students. To fulfill this goal, all individuals in the partnership will utilize open, constructive communication and will exercise a mutual sense of respect and support for each other.

About the SARC

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Grade 1	68
Grade 2	76
Grade 3	54
Grade 4	53
Grade 5	44
Grade 6	30
Total Enrollment	422

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.7
Asian	0.5
Filipino	0.7
Hispanic or Latino	37
White	51.7
Two or More Races	4.5
Socioeconomically Disadvantaged	48.6
English Learners	2.4
Students with Disabilities	17.8

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 for San Onofre School	17-18	18-19	19-20
With Full Credential	27	24	31
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Fallbrook Union	17-18	18-19	19-20
With Full Credential	♦	♦	262
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at San Onofre School

Indicator	17-18	18-19	19-20
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)

Textbooks are recommended by District academic committees which have representation from all school sites. A public review of proposed adoptions is advertised, and community members are invited to participate in this process. All students are assigned adopted textbooks. In Fallbrook Union Elementary School District each pupil, including English learners, has access to his or her own copy of the Standards-aligned textbooks (approved by the State Board of Education) and instructional materials in the core curriculum areas of reading/language arts, math, science, and history-social science to use in class and to take home. All textbooks are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Visual and performing arts are taught to all students through integrated lesson plans during regular curriculum instruction.

Textbooks and Instructional Materials

Year and month in which data were collected: 2020 January

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	CA Treasures, Macmillan/McGraw-Hill (K-6) Adopted in 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Fallbrook UESD Math Units of Study (K-5) Adopted in 2016 California Math, McGraw-Hill Education (6-8) Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Macmillan/McGraw-Hill (K-6) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson Scott Foresman (K-5) Adopted in 2006 Glencoe/McGraw-Hill (6-8) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Macmillan/McGraw-Hill (K-6) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

San Onofre School has 50 classrooms as well as auxiliary rooms including a library, multipurpose room, music room and cafeteria. All classrooms, library, offices and staff lounge have upgraded technology and internet access. The custodial staff has developed a cleaning schedule to ensure a neat and orderly campus. The district maintenance staff ensures that the maintenance necessary to keep the school in good repair is completed in a timely manner. A Facilities Management system is used to ensure services and emergency repairs are given high priority. A facility inspection is done annually to identify future areas to address and prioritize facility needs. All areas of deficiency listed below have been corrected or remedial action is planned.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11/19/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	A few rooms need HVAC adjusted to maintain district standard temperature
Interior: Interior Surfaces	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Hot water needs adjusting in two areas; One sink has a leak.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	San Onofre is a new campus that was just constructed. The new school was opened in April 2019, and the Ribbon cutting was held November 15 2019. The school is under warranty for two years.

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	74	57	53	50	50
Math	69	65	45	43	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 Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.1	28.3	23.9

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	182	95.29	74.18
Male	111	108	97.30	67.59
Female	80	74	92.50	83.78
Black or African American	12	10	83.33	80.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	63	94.03	76.19
White	93	90	96.77	72.22
Two or More Races	15	15	100.00	66.67
Socioeconomically Disadvantaged	96	90	93.75	72.22
English Learners	--	--	--	--
Students with Disabilities	43	40	93.02	40.00
Foster Youth	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	191	181	94.76	65.19
Male	111	107	96.40	63.55
Female	80	74	92.50	67.57
Black or African American	12	10	83.33	50.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	67	64	95.52	64.06
White	93	88	94.62	68.18
Two or More Races	15	15	100.00	53.33
Socioeconomically Disadvantaged	96	89	92.71	64.04
English Learners	--	--	--	--
Students with Disabilities	43	40	93.02	40.00
Foster Youth	--	--	--	--

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.

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)

San Onofre School is committed to working with our parents to extend and enrich the school experience for all students. We believe in providing parents and families with regular communication through our school website, Peachjar eflyers, "all calls," social media feeds, weekly communication folders and our monthly school newsletter. Opportunities for parents to engage in the school are outlined annually in our Parent and Family Engagement Plan. We welcome parents on our campus and annually offer a "Meet and Greet" before school begins, a Fall "Back To School Night," student-led parent conferences, Coffee and Conversation with the Principal, a "Leadership Day," Family STEM events, and a Spring "Open House." We offer a variety of parent volunteer, education, and engagement opportunities at our site. We encourage parents and community members to join the Parent Teacher Association (PTA), and to participate by attending various school committee meetings such as School Site Council (SSC), English Learner Advisory Committee (ELAC) and Lighthouse Leadership Meetings. For more information regarding parent involvement opportunities please see the school site Parent and Family Engagement Plan, contact the site administration or your child's teacher.

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.

School Safety Plan

Each Fallbrook Union Elementary School District site completes a Comprehensive School Safety Plan (CSSP), including a disaster preparedness plan annually. School administrators work closely with local law enforcement, fire department and/or the Provost Marshall's Office on Camp Pendleton who review the plans and also participate in emergency drills, provide feedback, attend site and district safety meetings and collaboratively help to improve overall campus safety, climate, and security. Copies of the Comprehensive School Safety Plans are available for review at each school office. The plan includes emergency procedures for school safety, natural disasters, and campus intruders. It also contains appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety. Students, teachers, and staff are trained to prepare for a wide range of emergency situations, and frequent drills help to refine emergency skills, policies, and procedures at all school sites. Following each drill, specific and intentional feedback is sought from all participants to continually improve emergency procedures, and improve campus safety.

Finally, school and district administrators immediately investigate threats of harm. Teachers and administrators seek to foster lines of open communication so students and parents feel comfortable reporting inappropriate activity including bullying, harassment, or threats. All FUESD staff take a strong stand against threatening behavior or bullying and investigate complaint matters fully. Many positive programs exist districtwide to enhance and continually improve school culture and climate, including Positive Behavior Intervention and Support, Restorative Practices, Suicide Prevention, Anti-Vaping Education and Trauma-Informed Practices.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.0	0.7	1.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.2	1.2	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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

Title	Ratio
Academic Counselor*	

* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.82
Psychologist	1.0
Social Worker	
Nurse	1.25
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	.25

* 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 Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		5		20	2	3		19	5		
1	23		4		24		4		21	1	2	
2	22		3		20	1	2		24		3	
3	23	1	3		19	1	2		26		2	
4	29		2		30		2		31		2	
5	28		2		20	1	1		34			1
6	22	1	1		31		1		30		1	
Other**	11	2			3	2			13	3		

*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 (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	16	5	1									
Mathematics	19	5	1									
Science	19	5	1									
Social Science	19	5	1									

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	30	53	53

FUESD provides research-based professional learning to support the effective implementation of standards-based curricula, instruction, and assessment. During the 2019-20 school year, all teachers continue to be supported in their effective discernment in applying the District's instructional framework which encompasses: Direct Interactive Instruction (DII), the 5 Es (Engage, Explore, Explain, Elaborate and Evaluate) Model of Instruction and Project Based Learning (PBL). All school sites have full-time Teachers on Special Assignment (TOSAs) whose focus is to provide job-embedded coaching and direct teaching in Science, Technology, Engineering and Mathematics (STEM). The TOSAs also co-plan and co-teach hands-on, conceptual lessons in Mathematics and Science in Innovation Labs at all K-6 and K-8 schools. All Science units in Grades K-8 are NGSS aligned. All teachers are supported in their implementation of new supplemental curriculum, Lingual Learning, to teach English Language Development (ELD). All teachers have attended standards-based training in California State Standards Mathematics and English Language Arts, and are in the fifth year implementation of an online planning tool, LessonEer. The district is in the third year partnership with Discovery Education/STEMformation to support our efforts to redesign teaching and learning with a systematic, comprehensive approach for creating and implementing personalized and inquiry-based STEM classrooms. Every school site also developed site-specific professional growth plans that are aligned with the FUESD Blueprint for Student Success 3.0. Each Wednesday is a shortened school day devoted to structured teacher collaboration and planning. All teachers and classified staff have been trained in the District's student and adult leadership initiative, The Leader in Me, based on Stephen Covey's work in developing the "7 Habits of Highly Effective People." Staff members attend training outside of the district facilitated by highly trained and respected professional educators to support the effective implementation of instructional initiatives. During the 2019-20 school year staff attended professional development in the areas of Mathematics Conceptual Understanding, STEM, English Language Development and Data Analysis. All teachers are required to attend a minimum of 30 hours of professional development each year.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,133	\$49,378
Mid-Range Teacher Salary	\$76,797	\$77,190
Highest Teacher Salary	\$102,373	\$96,607
Average Principal Salary (ES)	\$124,108	\$122,074
Average Principal Salary (MS)	\$130,350	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$285,670	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	36%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Title I (Basic Grant)
- Title II (Part A)
- DoDEA Grant
- LCFF (Supplemental/Concentration)
- Special Education
- National School Lunch Program

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.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,763.84	\$106.15	\$7,657.69	\$87,143.00
District	N/A	N/A	\$6,620.00	\$86,806.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	14.5	0.4
School Site/ State	2.0	11.6

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.