

# Fairmeadow Elementary

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### 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.

#### 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.

## 2023-24 School Contact Information

<b>School Name</b>	Fairmeadow Elementary
<b>Street</b>	500 E. Meadow Drive
<b>City, State, Zip</b>	Palo Alto, CA 94306
<b>Phone Number</b>	(650) 856-0845
<b>Principal</b>	Iris Wong
<b>Email Address</b>	iwong@pausd.org
<b>School Website</b>	<a href="https://fairmeadow.pausd.org/">https://fairmeadow.pausd.org/</a>
<b>County-District-School (CDS) Code</b>	43-69641-6048268

## 2023-24 District Contact Information

<b>District Name</b>	Palo Alto Unified School District
<b>Phone Number</b>	(650) 329-3700
<b>Superintendent</b>	Dr. Don Austin
<b>Email Address</b>	daustin@pausd.org
<b>District Website</b>	www.pausd.org

## 2023-24 School Description and Mission Statement

Our Mission: Fairmeadow Elementary School will develop and support an educational environment that respects diversity and creativity, while also challenging all students to achieve their full potential.

Fairmeadow Elementary School, one of twelve elementary schools in the Palo Alto Unified School District, educates a diverse group of amazing students in grades transitional kindergarten through fifth. A good portion of our students receive English language development instruction and supports throughout all grade levels. Collectively, our students come from families representing different languages across the world. This rich diversity is embraced by our school community as one of our greatest resources.

The school motto, "Learning is a Team Sport," exemplifies the educational philosophy that directs Fairmeadow's child-centered environment. Our school features a team approach to learning. Fairmeadow staff members implement a balanced educational program that encourages children to grow as individuals but enables them to assume responsibility for their roles within a group. The children, teachers, support staff, parents, and community all contribute to the team effort of supporting learning. We also have a mascot, named Firebird, who shows up at special school and PTA events throughout the school year!

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	66
Grade 2	70
Grade 3	65
Grade 4	72
Grade 5	72
Total Enrollment	403

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6%
Male	51.4%
Asian	46.4%
Black or African American	1.5%
Filipino	0.5%
Hispanic or Latino	13.9%
Native Hawaiian or Pacific Islander	1%
Two or More Races	9.4%
White	27.3%
English Learners	17.4%
Homeless	1.2%
Socioeconomically Disadvantaged	12.2%
Students with Disabilities	10.2%

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.00	86.48	638.60	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.20	0.47	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.92	22.30	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.00	7.84	9.70	1.39	12115.80	4.41
Unknown	0.40	1.76	24.90	3.57	18854.30	6.86
<b>Total Teaching Positions</b>	<b>25.50</b>	<b>100.00</b>	<b>698.90</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.20	94.55	622.40	90.49	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.46	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	16.80	2.45	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.50	0.52	11953.10	4.28
Unknown	1.30	5.41	41.70	6.08	15831.90	5.67
<b>Total Teaching Positions</b>	<b>24.60</b>	<b>100.00</b>	<b>687.80</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	2.00	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	3	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Description of school's program towards meeting William's Settlement Requirements: The PAUSD Board of Education has resolved that for the 2023-24 school year, the Palo Alto Unified School District has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks. PASSED AND ADOPTED by the Board of Education of Palo Alto Unified School District on October 10, 2023.

<b>Year and month in which the data were collected</b>	June 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Reading: Benchmark Advanced/ Adelante, Benchmark Education, 2021; Writing: Teachers College Units of Study for Writing, Heinemann, 2016; Heggerty Phonemic Awareness supplemental curriculum for grades TK/Young Fives - Grade 2	Yes	0
<b>Mathematics</b>	Bridges Mathematics - 2017	Yes	0
<b>Science</b>	Twig Science California, Twig Education, 2021.	Yes	0
<b>History-Social Science</b>	Kdg - 5: TCI Social Studies Alive Reflections for California, Harcourt School Publishers (Gr K-3, 4 published 2016; Gr 5 published 2018) Board Adopted May 8, 2018	Yes	0

## School Facility Conditions and Planned Improvements

Safety, cleanliness, and adequacy of school facilities. EC Sec. 33126 (b)(9) Safe, orderly schools are the highest priority of the Palo Alto Unified School District. Schools maintain and enforce a policy of required registration and identification at the main office. All visitors must register and receive approval before visiting any classroom or activity during the school day. District personnel, contractors and maintenance crews are required to wear identification badges while working on any campus throughout the district. The District has established a Preventive Maintenance Team that visits each campus on an assigned schedule repairing and maintaining facilities in readiness conducive to teaching and learning. In addition, the District provides a work order system for ongoing maintenance that tracks requests, supplies and assigned time spent on any routine repair. The MOT Department monitors the cleaning of all sites visits both during the day as well as the evening, providing custodians with support and emphasizing the importance of providing and maintaining a clean facility for learning. Each school has a Safety Plan and clearly stated expectations for student behavior. Safety Plans are updated and reviewed annually. The District has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based upon race, gender, disability, religion or sexual orientation. The School Board maintains a zero tolerance policy for violent or threatening behaviors, and is committed to prevention of harmful behaviors. Students are provided with opportunities to build positive relationships to help create a more supportive school community.

The Fairmeadow Elementary School main campus was originally constructed in 1950. The buildings on campus have been renovated and added to over the years with a multipurpose room added in 1956 and the Jackson Hearing Center added in 1972. A modernization project was completed in 2002 that constructed a new library. In 2012, a new two story classroom wing housing six new classrooms was constructed on campus to replace old portable classrooms.

The fire alarm system on campus is scheduled to be replaced with a new Gamewell system during the summer of 2025. Another future project will replace the existing heating systems with new air conditioning units for all the existing classrooms.

A future project will replace the existing Multipurpose Building with a new facility to include a new Multipurpose Room, Kitchen, Servery and Enrichment Lab for Music.

As of October, 2023, Fairmeadow has none of the emergency facility needs specified in Education Code Section 17592.72 (1. Gas leaks; 2. Non-functioning heating, ventilation, fire sprinklers, or air-conditioning systems; 3. Electrical power failure; 4. Major sewer stoppage; 5. Major pest or vermin infestation; 6. Broken windows or exterior doors or gates that will not lock and pose a security risk; 7. Abatement of hazardous materials previously undiscovered that poses an immediate threat to pupil or staff; and 8. Structural damage creating a hazardous or uninhabitable condition) are required at this school site. A copy of the Interim Evaluation Instrument used to verify Education Code Section 17592.72 deficiencies is on file in the Maintenance Office for review. The Fairmeadow Elementary School campus is safe, well maintained and clean, with multiple custodial staff assigned for 19 hours daily.

**Year and month of the most recent FIT report**

9/28/2023

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room 12: Room 19:
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 20:

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	79	77	82	82	47	46
<b>Mathematics</b> (grades 3-8 and 11)	73	78	78	78	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	215	207	96.28	3.72	76.81
<b>Female</b>	108	106	98.15	1.85	80.19
<b>Male</b>	107	101	94.39	5.61	73.27
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	101	98	97.03	2.97	80.61
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	28	26	92.86	7.14	46.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	24	100.00	0.00	70.83
<b>White</b>	57	54	94.74	5.26	90.74
<b>English Learners</b>	22	19	86.36	13.64	26.32
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	27	25	92.59	7.41	56.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	24	80.00	20.00	37.50

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	215	207	96.28	3.72	77.78
<b>Female</b>	108	107	99.07	0.93	78.50
<b>Male</b>	107	100	93.46	6.54	77.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	101	97	96.04	3.96	84.54
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	28	26	92.86	7.14	46.15
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	24	100.00	0.00	66.67
<b>White</b>	57	55	96.49	3.51	89.09
<b>English Learners</b>	22	20	90.91	9.09	40.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	27	25	92.59	7.41	52.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	30	24	80.00	20.00	33.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	62.50	71.01	71.74	69.66	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	73	71	97.26	2.74	69.01
<b>Female</b>	37	36	97.30	2.70	75.00
<b>Male</b>	36	35	97.22	2.78	62.86
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	37	94.87	5.13	67.57
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	16	16	100.00	0.00	93.75
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	9	81.82	18.18	--

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	94.4%	94.4%	94.4%	94.4%	94.4%

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

An active Parent Teacher Association (PTA) supports Fairmeadow and fosters parental involvement in a wide range of classroom and school-wide activities. The PTA's annual sponsorship of activities and programs includes book fairs, fall fundraisers, Project Cornerstone, staff appreciation events, and assemblies. Parents are encouraged to regularly participate in these activities, and we welcome parent volunteers on campus as long as they meet the Parent Volunteer guidelines and procedures which were communicated to Fairmeadow families and staff. Here is the Fairmeadow PTA website:

<https://www.fairmeadow.paloaltopta.org/>.

Parent and community volunteers join the Fairmeadow teaching team to assure all children receive learning support. All of our classrooms have a Room Parent Volunteer and Project Cornerstone Reader, who supports the classroom in a variety of ways. The many hours of parent volunteer and PTA support help to create the positive and welcoming school atmosphere we enjoy so much here at Fairmeadow.

Parents and Fairmeadow staff members work together on the School Site Council and take an active role in school planning, goal setting, budget development, and assessment of our programs.

For information on opportunities for parent involvement at Fairmeadow please contact the office staff, Alicia Gonzales or Patty Sakuma, at 650-856-0845. Information is also available on the Fairmeadow Elementary School website at

<https://fairmeadow.pausd.org/>.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	426	419	38	9.1
Female	211	205	16	7.8
Male	215	214	22	10.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	205	199	9	4.5
Black or African American	6	6	3	50.0
Filipino	2	2	1	50.0
Hispanic or Latino	57	56	14	25.0
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	41	41	2	4.9
White	111	111	7	6.3
English Learners	90	88	12	13.6
Foster Youth	0	0	0	0.0
Homeless	5	5	4	80.0
Socioeconomically Disadvantaged	52	52	15	28.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	51	11	21.6

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.70	0.06	0.69	1.09	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.01	0.01	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.7	0
Female	0.47	0
Male	0.93	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.49	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.9	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.92	0

## 2023-24 School Safety Plan

Fairmeadow Elementary School rules are based on respect for ourselves and others, personal safety, and responsible behavior. Guidelines are provided to students and parents at Back-to-School Night teacher presentations and in our school handbook posted on our website. Teachers also review rules during the first week of school and throughout the year. At the first assembly of the school year, the Principal reviews behavior and safety standards. The Principal, school psychologist, and site-based therapist also visit each classroom to discuss expectations on student behavior and safety within the first few weeks of school. Behavior and safety standards are also reiterated to the students throughout the school year and Behavior and Technology Guidelines and Expectations are sent home for review with parents. We also follow and support the PAUSD Bullying Prevention Resources, located at this website: <https://www.pausd.org/school-life/health-wellness/bullying-prevention>.

At Fairmeadow, we are fortunate to have a full-time school psychologist who supports all students, including, but not limited to, our students with special education services. In partnership with our site-based therapist, our school psychologist and therapist meet weekly to ensure the mental health and well-being of our students and staff are constantly monitored and supported.

Several activities contribute to school and playground safety. During recess and lunch playtimes, students play and eat in their designated areas. We also have adult yard supervisors who help monitor and remind students of playing safely. In addition, our playground structures and various multi-aged activities/games provide students with a variety of choices during recess and lunch breaks. We also have a buddy bench in our main yard which promotes friendship-building and joining in with others. All students and staff are reminded of and encouraged to seek Safe Adults throughout campus during recess.

Earthquake emergency preparedness is a priority. We have a well-thought-out disaster plan and store emergency equipment and supplies, hold regular earthquake, lockdown, and fire drills, and discuss with students what they should do in the event of an emergency. Staff members also have the opportunity to receive annual training in First Aid and CPR.

## 2023-24 School Safety Plan

The Fairmeadow Elementary School Safety Plan was last updated in the spring of 2023 and will be reviewed, discussed, and updated during School Site Council Meetings in the 2023-24 school year. The revised Safety Plan will be completed by the Spring of 2024. Until that time, we will follow the safety plan that is currently in place and approved.

## D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	3		
1	20	1	2	
2	18	2	2	
3	16	3		
4	21	1	2	
5	22	1	2	
Other	22		1	

### 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	4		
1	17	2	2	
2	22		3	
3	20	4		
4	17	1	3	
5	18	1	3	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3		
1	22		3	
2	23		3	
3	22		3	
4	24		3	
5	24		3	

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0.9
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	



## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$17,833.58	\$5,631.83	\$12,201.75	\$121,505.50
District	N/A	N/A	\$14,218.32	\$122,868
Percent Difference - School Site and District	N/A	N/A	-15.3	1.5
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	57.8	31.6

## Fiscal Year 2022-23 Types of Services Funded

The District relies on federal categorical funding under Title I, Title II, Title III, and Title IV of the Every Student Succeeds Act (ESSA). The way Palo Alto Unified uses categorical funds is to assist our school sites in closing the educational gap of special populations and providing resources, professional development, and materials to improve instruction. One way these funds are used is to employ reading specialists, instructional aides, primary language tutors, and English learner (EL) specialists. Funds are also used to support district wide professional learning in curriculum and EL support. Supplementary services, such as after-school tutoring for students, a summer bridge course for rising ninth-graders, and engagement opportunities for parents, also draw from these funds. For a more detailed analysis of services funded, refer to the Local Control and Accountability Plan (LCAP) webpage, <https://www.pausd.org/about-us/lcap>. In addition, each School Site Council (SSC) annually reviews and updates their site's School Improvement Plan (SIP). The SIP is a plan of action to improve student academic performance by coordinating all educational services and resources. With input from the staff and community, the SSC is the decision-making body responsible for establishing SIP goals through the review of site-specific student achievement and other data. For school sites with 21 or more English learners, a site level English Language Advisory Committee (ELAC) will advise the principal and staff in the development of a site plan for English learners and submitting the plan to the SSC for consideration of inclusion in the SIP. The SIP includes a budget for proposed expenditures to support the SIP goals. SIPs are presented to the PAUSD Board annually and are available on each school site's webpage (<https://www.pausd.org/schools>) under the "About Us/School Reports" section.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$71,484	\$54,190
Mid-Range Teacher Salary	\$113,794	\$85,111
Highest Teacher Salary	\$144,239	\$104,999
Average Principal Salary (Elementary)	\$184,101	\$132,492
Average Principal Salary (Middle)	\$189,419	\$140,987
Average Principal Salary (High)	\$199,014	\$153,884
Superintendent Salary	\$344,406	\$255,503
Percent of Budget for Teacher Salaries	35.06%	32.09%
Percent of Budget for Administrative Salaries	5.24%	5.25%

# Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	12