

Fairlands Elementary School

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

School Name	Fairlands Elementary School
Street	4151 W. Las Positas Blvd.
City, State, Zip	Pleasanton
Phone Number	(925) 426-4210
Principal	Heidi Deeringhoff
Email Address	hdeeringhoff@pleasantonusd.net
School Website	http://fairlands.pleasantonusd.net/
County-District-School (CDS) Code	01 75101 6002323

2023-24 District Contact Information

District Name	Pleasanton Unified School District
Phone Number	(925) 462-5500
Superintendent	David Haglund, Ed.D.
Email Address	dhaglund@pleasantonusd.net
District Website	www.pleasantonusd.net

2023-24 School Description and Mission Statement

School Description:

In September of 1973, Fairlands Elementary school opened with the chosen mascot, the Flyers, rooted in local history: the surrounding land, with its scenic hills, had long been a popular choice for hot air balloonists. Flash forward to the present: Pleasanton is a bustling suburb with the school surrounded by Stanford Valley Care Hospital, Hacienda Business Park, the 580 freeway, and a myriad of single-family homes, apartments, and newly built condominiums. Although much has changed, our priority at Fairlands remains the same: to serve and support our student's growth and development. Fairlands serves students in transitional kindergarten through fifth grade and follows a traditional school calendar. The student population has remained in the low to mid-seven hundreds over the last decade, while the English Learner population has grown since 2012-2013: from 11% to 25% in 2023-24. The majority of our student body is of Asian descent representing a variety of cultures and countries throughout India and Asia. The number of students qualifying for free and reduced meals represents approximately 7% of the total population. In addition, approximately 7% of students qualify for special education services.

Student emotional and academic success is the utmost priority for our seventy-member staff (this includes certificated, classified, and part-time employees). Our Positive Behavioral Interventions and Supports (PBIS) framework dovetails with the "Community of Character" initiative, a partnership between the Pleasanton Unified School District and the City of Pleasanton emphasizing the six character traits of responsibility, compassion, self-discipline, honesty, respect, and integrity. Fairlands has been the proud recipient of the silver and gold recognition awards from PBIS since 2018 and we earned the highest level of recognition, the Platinum award in 2022 and 2023. To expand our PBIS framework in order to create Multi-Tiered Systems of Support (MTSS) we have implemented Response to Intervention and Instruction (RTI2). Consistent blocks of time for intervention and instruction are strategically scheduled by grade level. Instruction during this timeframe is designed using student data analysis, teacher collaboration, and curriculum planning.

The commitment of our community to work together to support and enhance the learning experience of all students is evident in many ways. Our Parent Teacher Association (PTA) works closely with the school to provide numerous family events and curriculum enrichment. Parent volunteers within the classroom are a constant. We offer parent education classes, including our School Smarts Parent Academy. Even during health and safety restrictions due to COVID-19, our staff has continued to offer parent education focusing on supporting students' social, emotional, and mental health. Together, we work to promote a positive and inclusive community honoring the diverse cultures and family heritages at Fairlands.

2023-24 School Description and Mission Statement

Mission Statement:

Fairlands provides a positive, safe, and rigorous learning environment. We encourage independent problem-solving and school-to-home collaboration while fostering the whole child's academic, social, and emotional development.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	120
Grade 1	120
Grade 2	120
Grade 3	119
Grade 4	124
Grade 5	123
Total Enrollment	726

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4%
Male	48.6%
American Indian or Alaska Native	0.8%
Asian	70.9%
Black or African American	0.8%
Filipino	2.6%
Hispanic or Latino	8%
Two or More Races	2.9%
White	12.9%
English Learners	32.1%
Socioeconomically Disadvantaged	9.1%
Students with Disabilities	5.9%

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)	30.10	100.00	572.20	89.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.22	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	57.00	8.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.40	1.02	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	30.10	100.00	637.20	100.00	274759.10	100.00

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)	29.90	100.00	551.00	90.32	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.30	0.72	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	11.70	1.92	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.70	0.78	11953.10	4.28
Unknown	0.00	0.00	38.10	6.25	15831.90	5.67
Total Teaching Positions	29.90	100.00	610.00	100.00	279044.80	100.00

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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (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

All textbooks used in the core curriculum at Fairlands Elementary School are currently being aligned to the California State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Thursday, September 28th, 2023, the Pleasanton Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution 2023-2024.07, which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2023-24 school year, Pleasanton Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Year and month in which the data were collected

November 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/2017, University of Florida Learning Institute(UFLI) Phonics/2022, Benchmark Advance Intervention/2017, Benchmark Advance ELD, Lucy Calkins-Units of Study for Teaching Reading/2017, Lucy Calkins-Units of Study for Teaching Writing/2017	Yes	0
Mathematics	2015 Eureka Math	Yes	0
Science	2019 TWIG Science, Inc.	Yes	0
History-Social Science	Teachers' Curriculum Institute, California 2017	Yes	0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017	Yes	0

School Facility Conditions and Planned Improvements

School Facilities & Maintenance

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Fairlands Elementary School's original facilities were built in 1973; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians (one full-time and one part-time) are assigned to Fairlands Elementary School. The day custodian is responsible for:

- Classroom cleaning
- Cafeteria setup/cleanup
- Groundskeeping
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The evening custodians are responsible for:

- Classroom cleaning
- Office area cleaning
- Restroom cleaning
- Event setup/cleanup

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

Deferred Maintenance

Fairlands Elementary School participates in the State School Deferred Maintenance Program, which provides dollar-for-dollar matching funds to assist school districts with major repairs or replacement of existing school building components. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems.

Facilities Inspection

The district's maintenance department inspects Fairlands Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Fairlands Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on 1/2/19. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2021-2022, all restrooms were fully functional and available for student use.

Year and month of the most recent FIT report

7/27/2023

System Inspected

Rate

Rate

Rate

Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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
English Language Arts/Literacy (grades 3-8 and 11)	85	78	78	78	47	46
Mathematics (grades 3-8 and 11)	82	81	73	74	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
All Students	367	354	96.46	3.54	77.97
Female	186	183	98.39	1.61	75.41
Male	181	171	94.48	5.52	80.70
American Indian or Alaska Native	--	--	--	--	--
Asian	256	247	96.48	3.52	84.21
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	35	92.11	7.89	40.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	13	92.86	7.14	76.92
White	45	45	100.00	0.00	80.00
English Learners	60	49	81.67	18.33	30.61
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	38	86.36	13.64	34.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	50.00

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
All Students	367	359	97.82	2.18	80.78
Female	186	184	98.92	1.08	77.72
Male	181	175	96.69	3.31	84.00
American Indian or Alaska Native	--	--	--	--	--
Asian	256	251	98.05	1.95	89.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	38	35	92.11	7.89	34.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	14	100.00	0.00	71.43
White	45	45	100.00	0.00	80.00
English Learners	60	56	93.33	6.67	50.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	44	42	95.45	4.55	35.71
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	18	94.74	5.26	44.44

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
Science (grades 5, 8 and high school)	73.60	66.12	63.15	62.89	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
All Students	123	121	98.37	1.63	66.12
Female	61	61	100.00	0.00	60.66
Male	62	60	96.77	3.23	71.67
American Indian or Alaska Native	0	0	0	0	0
Asian	92	90	97.83	2.17	72.22
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	11	11	100.00	0.00	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	66.67
English Learners	13	11	84.62	15.38	9.09
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	13	100.00	0.00	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	99.2%	99.2%	99.2%	98.4%	99.2%

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

Parental involvement is a critical component to a child's academic success. At Fairlands we work closely with parents to make educational decisions that benefit students and promote a child's growth socially, emotionally, and cognitively.

The school utilizes several forms of communication to keep parents informed about their child's academic progress and school events, including:

- Fairlands Flyer- weekly school & PTA e-bulletin
- Friday Folders
- School marquee
- Fairlands website
- PTA website
- District-wide eConnection
- Teacher email
- School-wide auto-dialer/email system, ParentSquare

Opportunities to Volunteer:

- Classroom volunteer
- PTA events
- Special events
- Lunchtime activities/clubs
- Fairlands Art Docent (FAD)

Committees:

- English Learner Advisory Council (ELAC)
- Parent Teacher Association (PTA)
- School Site Council (SSC)
- Positive Behavior Intervention & Support (PBIS)

2023-24 Opportunities for Parental Involvement

School Activities*:

Back to School Night

Fall Festival

Open House

PTA's Reflection Program

Holiday Cheer

Kindergarten Spring Classroom Visits

Kindergarten Orientation

Kindergarten Play Date

School Smarts

Science Fair

Go Green Environmental Awareness Program

Principal's Coffees

Family Fun Night

Lunchtime activities: Garden Club, Sports Clubs, Special Interest Clubs, Go Green

Flag Salutes & Pep Rallies

Student Leadership

Flyer High Fives (classroom incentive program)

Golden Tickets (individual incentive program)

School-wide incentive program

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	798	762	99	13.0
Female	400	384	44	11.5
Male	398	378	55	14.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	7	6	1	16.7
Asian	572	543	66	12.2
Black or African American	6	6	0	0.0
Filipino	21	21	3	14.3
Hispanic or Latino	63	59	15	25.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	23	22	4	18.2
White	97	96	9	9.4
English Learners	262	248	42	16.9
Foster Youth	2	1	0	0.0
Homeless	4	4	3	75.0
Socioeconomically Disadvantaged	82	81	14	17.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	60	12	20.0

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	0.36	0.25	0.11	1.91	1.65	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.06	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.25	0
Female	0.25	0
Male	0.25	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0.17	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	4.35	0
White	0	0
English Learners	0.38	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.59	0

2023-24 School Safety Plan

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Fairlands Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff on August 10, 2022. It will be reviewed with the School Site Council on December 7, 2022.

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	20	1	6	
1	20	1	5	
2	24	1	4	1
3	24		5	
4	32		3	
5	37		3	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	13	7	2	
1	18	2	5	
2	17	2	5	
3	17	2	5	
4	26	1	2	1
5	21	2	4	
Other	9	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	12	10	0	0
1	24	0	5	0
2	24	0	5	0
3	24	0	5	0
4	31	0	4	0
5	31	0	4	0
6	0	0	0	0
Other	0	0	0	0

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	726

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

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	6502	246	6256	103895
District	N/A	N/A	6590	\$100,390
Percent Difference - School Site and District	N/A	N/A	-5.2	6.4
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-5.3	16.2

Fiscal Year 2022-23 Types of Services Funded

FY20-21

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2020-2021 school year, the district received categorical, special education, and support program funds for:

- Adult Education
- Pandemic
- Special Education
- State Lottery: Instructional Materials
- Supplemental Funding through LCFF/Local Control Accountability Plan
- Title I
- Title II
- Title III
- Title IV
- Vocational Programs

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	\$66,800	\$55,550
Mid-Range Teacher Salary	\$96,938	\$84,645
Highest Teacher Salary	\$118,844	\$111,284
Average Principal Salary (Elementary)	\$153,163	\$139,860
Average Principal Salary (Middle)	\$161,905	\$146,440
Average Principal Salary (High)	\$170,673	\$158,447
Superintendent Salary	\$340,068	\$278,268
Percent of Budget for Teacher Salaries	39.4%	32.21%
Percent of Budget for Administrative Salaries	6.71%	4.89%

Professional Development

Teacher training and curriculum development activities at Fairlands Elementary School focus on structured literacy, creating multi-tiered systems of support (MTSS) through the implementation of Positive Behavioral Interventions and Support (PBIS) and Response to Intervention/Instruction (RTI2), and school-wide safety. Teachers have participated in the following staff development opportunities:

- Identifying academic strengths, gaps, challenges (Data Analysis)
- Response to Intervention/Instruction (RTI2)
- Universal Access / MTSS
- Safety Training
- Positive Behavioral Interventions and Supports (PBIS)
- Social Emotional Learning

* Coordination of Services Team (COST)

* Language Essentials for Teachers of Reading and Spelling (LETRS) training

Professional Development

- * Designated English Language Instruction
- * Motor Skill Development (Kindergarten)
- * UFLI phonics curriculum (K-2)

Decisions concerning the selection of staff development activities are performed by all staff using tools such as teacher input, district benchmark results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Fairlands Elementary School supports ongoing professional growth throughout the year on designated staff development days and Wednesday collaboration sessions. Teachers meet in grade-level teams to collaborate on curricular areas, conduct data analysis, and to identify areas of need. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops or training sessions as a supplement to site-based staff development.

Fairlands Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided with targeted training focused on teaching strategies and curriculum content. All staff members are encouraged to attend professional workshops and conferences. Classified support staff receives job-related training from the classroom teacher and district representatives.

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	3	3	3