

# Fairwood Explorer Elementary

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



Fairwood Explorer  
Elementary

### 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.

## 2025-26 School Contact Information

<b>School Name</b>	Fairwood Explorer Elementary
<b>Street</b>	1110 Fairwood Ave.
<b>City, State, Zip</b>	Sunnyvale, CA 94089
<b>Phone Number</b>	408-523-4870
<b>Principal</b>	Rachelle Romander
<b>Email Address</b>	rachelle.romander@sesd.org
<b>School Website</b>	fairwood.sesd.org
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	43696906049217

## 2025-26 District Contact Information

<b>District Name</b>	Sunnyvale School District
<b>Phone Number</b>	(408) 522-8200
<b>Superintendent</b>	Dr. Gudiel Crosthwaite
<b>Email Address</b>	gudiel.crosthwaite@sesd.org
<b>District Website</b>	www.sesd.org

## 2025-26 School Description and Mission Statement

At Fairwood Explorer, we make the following promise, "Every student is known by name, strength, and need, ready to excel in high school and beyond, and to lead a life of joy and purpose." In order to achieve this promise, we will support students in developing the skills and tools they will need to help them succeed. Among these, we are committed to supporting our students in having a healthy mind and body, developing the skills to be effective communicators and collaborators, and building critical thinking skills. These foundations will support students in becoming lifelong learners who actively participate in a global society. To reach these goals, we will provide an inclusive and nurturing school environment with equitable opportunities for growth. Students will acquire the tools they need to take responsibility for their own learning as they build mastery in the core content areas.

The Fairwood Explorer Family Participation program supports these values by providing students with opportunities to learn through hands-on education with caring adults. Families play a vital role in partnering with our staff to create high quality learning experiences both within the classroom and beyond the school walls.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	45
Grade 2	58
Grade 3	51
Grade 4	61
Grade 5	51
<b>Total Enrollment</b>	<b>324</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.9
Male	57.1
Asian	21
Black or African American	3.4
Filipino	10.5
Hispanic or Latino	36.1
Native Hawaiian or Pacific Islander	0.6
Two or More Races	11.1
White	17.3
English Learners	18.8
Homeless	1.2
Socioeconomically Disadvantaged	26.5
Students with Disabilities	14.2

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.6	87.54	276.4	90.51	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.65	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3	0.98	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1	3.56	8.3	2.72	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	2.5	8.9	15.6	5.14	15831.9	5.67
<b>Total Teaching Positions</b>	28.1	100	305.4	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.6	94.9	278.4	93.05	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	5.1	6.3	2.11	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	6.2	2.08	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	8.2	2.76	14303.8	5.15
<b>Total Teaching Positions</b>	19.6	100	299.2	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.6	94.62	267.6	89.88	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	2	0.67	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	3.2	1.08	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4	1.37	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	5.38	20.8	6.99	13705.8	4.91
<b>Total Teaching Positions</b>	18.6	100	297.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	0	0
<b>Misassignments</b>	0.00	1	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	1.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	1.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.8	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	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Kindergarten - 5th Grade Fountas and Pinnell Classroom Spanish Language Arts (Juntos only)-Adelante Benchmark Units of Study (Writing) Really Great Reading (K-2nd); Adopted 2023  Designated English Language Development Newcomers (US 1 year); Adopted 2024 1. Benchmark Hello (3rd-5th) 2. Lexia English (3rd-5th)  Currently piloting ELA and ELD for Adoption in 2026	0.0
<b>Mathematics</b>	Kindergarten - 5th Grade: Illustrative Math; Kendall Hunt; Adopted 2023 Illustrative Math; Spanish Version; Adopted 2023	0.0
<b>Science</b>	Kindergarten - 5th Grade: Mystery Science Mysteryscience.com Adopted 2020	0.0
<b>History-Social Science</b>	Kindergarten - 5th Grade: TCI- Teachers Curriculum Institute Teachtci.com; Adopted 2022  Grade K- Me and My World Grade 1- My School and Family Grade 2- My Community Grade 3- California's Communities Grade 4- California's Promise Grade 5- America's Past	0.0

<b>Health</b>	Puberty The Wonder Years Grade 4 Adopted 2022	0.0
	Puberty Teen Talk Binders Updated (2021)	

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

## School Facility Conditions and Planned Improvements

Fairwood Explorer School received an overall “Good” rating (90.5%) on the 2025–26 Facility Inspection Tool (FIT), indicating that the campus is maintained in a safe, clean, and functional condition. The school performed strongly in the areas of systems, structural components, cleanliness, and exterior grounds. Earlier findings related primarily to restroom compliance, electrical access, and general safety were addressed through targeted corrective actions over the winter break. Remaining items are being resolved through district work orders to ensure the campus continues to meet state standards for facilities in good repair.

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

12/19/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HUB / FACP: 2. VENT COVER IS MISSING.
<b>Interior:</b> Interior Surfaces	X			BOYS REST ROOM C128: 4. FLOOR TILES ARE MISSING. COMPUTER LAB: 4. CARPET IS TORN.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		19: 7. CORD IS CREATING A TRIP HAZARD. COMPUTER LAB: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED CREATING A TRIP HAZARD. CUSTODIAN: 7. SWITCH PLATE IS MISSING. 10. NO ROOM ID. GIRLS REST ROOM : 7. ONE LIGHT DIFFUSER IS BROKEN. HEALTH: 7. ONE CAN LIGHT IS OUT. KITCHEN: 7. ONE LIGHT PANEL IS OUT IN RR. MEDIA CENTER: 7. TWO CAN LIGHTS ARE OUT. REST ROOM: 7. ONE LIGHT PANEL IS OUT ROOM A: 7. OUTLET EXTENDER AND SURGE PROTECTOR ARE DAISY CHAINED. CORD IS CREATING A TRIP HAZARD. ROOM C: 7. EXTENSION CORD IS BEING PERMANENTLY USED CREATING A TRIP HAZARD.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	11: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. 16: 9. FAUCET HAS A LOW FLOW. 5: 9. DRINKING FOUNTAIN HANDLE IS BROKEN. ALL GENDER REST ROO B108: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE GIRLS REST ROOM : 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM C131: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.

## School Facility Conditions and Planned Improvements

			<p>KITCHEN: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR.</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>ROOM A: 9. FAUCET HAS A LOW FLOW. 10. FIRE EXTINGUISHER IS NOT MOUNTED.</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.</p> <p>UNISEX REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCET HAS A LOW FLOW.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>10: 10. EVACUATION MAP IS NOT POSTED.</p> <p>14: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>17: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>18: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>4: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>6: 10. EVACUATION MAP IS NOT POSTED. 11. IMPROPERLY STORED CLEANING SUPPLIES. (WILLIAMS NOTICE NOT POSTED)</p> <p>ADMINISTRATION: 10. *EMERGENCY EXIT LIGHT IS NOT FUNCTIONING*.</p> <p>BOYS REST ROOM C128: 11. PAINT IS PEELING ON EXTERIOR RAILING.</p> <p>CUSTODIAN: 10. NO ROOM ID.</p> <p>JANITOR: 11. PAINT IS PEELING ON CEILING AND EXTERIOR RAILING.</p> <p>K-1: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>K-2: 11. IMPROPERLY STORED CLEANING SUPPLIES.</p> <p>MULTI-USE: 10. ACCESS TO WHEELCHAIR LIFT IS BLOCKED (STAGE).</p> <p>REST ROOM: 10. NO ROOM ID.</p> <p>REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID.</p> <p>ROOM A: 10. FIRE EXTINGUISHER IS NOT MOUNTED. (WILLIAMS NOTICE NOT POSTED)</p> <p>STAFF LOUNGE: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>JANITOR: 14. TRIP HAZARD ON WALKWAY.</p>

## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	57	60	54	55	47	48
<b>Mathematics</b> (grades 3-8 and 11)	52	57	49	52	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	164	159	96.95	3.05	59.75
Female	75	74	98.67	1.33	60.81
Male	89	85	95.51	4.49	58.82
American Indian or Alaska Native	0	0	0	0	0
Asian	32	31	96.88	3.12	74.19
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	65.00
Hispanic or Latino	60	57	95.00	5.00	31.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	72.22
White	27	26	96.30	3.70	96.15
English Learners	30	28	93.33	6.67	14.29
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	43	93.48	6.52	32.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	23	92.00	8.00	21.74

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	164	162	98.78	1.22	56.79
Female	75	75	100.00	0.00	52.00
Male	89	87	97.75	2.25	60.92
American Indian or Alaska Native	0	0	0	0	0
Asian	32	31	96.88	3.12	80.65
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	75.00
Hispanic or Latino	60	59	98.33	1.67	22.03
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	66.67
White	27	27	100.00	0.00	85.19
English Learners	30	30	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	45	97.83	2.17	24.44
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	25	24	96.00	4.00	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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	40.48	54	41.52	48.17	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	50	98.04	1.96	54.00
Female	23	23	100.00	0.00	34.78
Male	28	27	96.43	3.57	70.37
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	21	20	95.24	4.76	20.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	29.41
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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	100	100	100	100	100

## 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.

#### 2025-26 Opportunities for Parental Involvement

Fairwood recognizes the importance of family involvement in children's education and strives to welcome families into the classroom by encouraging their active involvement in the school. Fairwood Explorer encourages parents to be actively involved in their child's classroom through weekly volunteering of 2 hours per child. Parents also coordinate and sometimes lead after school programs, such as girl scouts. Family volunteers also lead in class activities, such as Project Cornerstone's Asset Building Champions and Meet the Masters. Many of our family members support community events and drive and chaperone on field trips. Parent representatives take on leadership roles when they serve on our School Site Council, English Learners Advisory Committee, and the Fairwood Explorer Alliance Board. Chat with the Principal sessions are held throughout the school year to provide parent education and offer an open forum for families to share ideas. We strive to involve parents through a variety of social and educational events designed to increase parents' connection to each other and to our school.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	341	337	21	6.2
Female	144	142	5	3.5
Male	197	195	16	8.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	68	68	2	2.9
Black or African American	11	11	1	9.1
Filipino	39	37	1	2.7
Hispanic or Latino	127	126	15	11.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	36	36	2	5.6
White	57	56	0	0.0
English Learners	70	70	11	15.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	106	104	12	11.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	57	57	6	10.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.54	0	0.29	1.97	2.06	2.1	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.29	0.00
Female	0.00	0.00
Male	0.51	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.75	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Our school safety plan was last reviewed and approved by the School Site Council on November 14, 2024 and will be reviewed again on December 11, 2025. The plan, which is reviewed annually, outlines three goal areas for school safety: Safe and Orderly School Environment, Facilities, and School Climate. During the past year, our Safe and Orderly School Environment goal focused on ensuring all school staff members are prepared to respond to any emergency. We held monthly safety drills to ensure all staff and students know emergency procedures. These drills included earthquake, fire, and lockdown drills. In December, our school will hold a mini Student Release Drill to practice this step in an emergency situation. This will allow our team to identify areas in which our plan is meeting needs as well as areas for improvement. For our facilities goal, we began developing a plan for how to better utilize Room 10 as a Student Enrichment space. Finally, our School Climate goal was focused on ensuring that students experience a sense of belonging when coming to Fairwood.

New goals will be identified and established during the November 13 and December 11 School Site Council meetings. These new goals will build upon the work that was started the previous year and will take into account the feedback received from students, staff and families on the annual community survey.

## 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.

## 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	0	0
1	20	1	2	0
2	21	0	3	0
3	19	3	0	0
4	21	1	1	0
5	19	1	2	0
6	0	0	0	0
Other	10	1	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	3	0	0
1	19	3	0	0
2	20	3	0	0
3	20	2	1	0
4	28	0	4	0
5	21	2	2	0
6	0	0	0	0
Other	8	1	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	1	
1	22		2	
2	18	3		
3	17	3		
4	31		6	
5	25		6	
Other	13	2		

## 2024-25 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

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	2
<b>Social Worker</b>	0.5
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$ 16,485.16	\$ 2,867.88	\$ 13,617.28	\$ 127,076.85
<b>District</b>	N/A	N/A	12,138.26	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-200.0	-10.0
<b>State</b>	N/A	N/A	\$11,146	\$101,700
<b>Percent Difference - School Site and State</b>	N/A	N/A	-200.0	-200.0

## Fiscal Year 2024-25 Types of Services Funded

The Sunnyvale School District provides a variety of services to Fairwood Explorer. The District has contracted with Playworks to provide instruction on inclusive play for recess. At Fairwood, the Playworks coach is onsite one week per month, and provides support and guidance to our full time Recess Coach. This year, the District has hired a music teacher and a drama teacher to provide arts instruction to 4th and 5th grade students. For students in Kindergarten through third grade, the District has contracted with Starting Arts to provide four arts rotations. The Sunnyvale School District also supports a Kids Learning After School program at Fairwood, which provides after school care for 42 students in first through fifth grade. Fairwood has also partnered with Kids' Club and Fun on the Run to provide one day per week after school programs that are free of charge. Finally, the Fairwood Alliance contracts after school classes through outside vendors to provide low cost one day per week programs for student enrichment.

Fairwood Explorer supports students through a multi-tiered system of support. Tier 1 and 2 supports are provided in the classroom by the classroom teacher and/or a paraeducator. The teacher may adjust the intensity or focus of this instruction to meet the needs of the students. If additional academic supports are needed, they may be provided outside of the classroom through support with a specialized teacher, paraeducator, or the instructional coach. Newcomer English Learners (defined as

## Fiscal Year 2024-25 Types of Services Funded

enrolled in US schools for less than one year) will also receive specialized English Language Development support.

Social Emotional Learning (SEL) instruction is provided for all students through the Second Step Curriculum, Project Cornerstone, and Positive Discipline practices. SEL supports are provided for students whose academics are being impacted by a social-emotional need through our counseling program and our site social worker. Students enrolled in counseling may receive individual or group counseling, depending on their goals. Social skills groups are also used to help students develop and access strategies for effectively communicating and resolving conflicts. Check-In, Check Out systems provide an additional layer of support and accountability for students who benefit from a regular contact in school with a trusted adult.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>		\$61,597
<b>Mid-Range Teacher Salary</b>		\$98,902
<b>Highest Teacher Salary</b>		\$126,340
<b>Average Principal Salary (Elementary)</b>		\$158,383
<b>Average Principal Salary (Middle)</b>		\$165,207
<b>Average Principal Salary (High)</b>		\$162,237
<b>Superintendent Salary</b>		\$288,332
<b>Percent of Budget for Teacher Salaries</b>	31.45%	31.29%
<b>Percent of Budget for Administrative Salaries</b>	6.81%	5.38%

## Professional Development

Teachers participate in three full days of professional development during the school year. In addition, monthly teacher learning days, when students are released early, provide time for focused professional development. Finally, all teachers participate in site specific professional development through release days, peer observations, and staff meetings. The principal, district, and site coaches work with teachers to model and plan lessons, and teachers are encouraged to observe their colleagues to improve their instructional practice. Teachers meet with the principal three times a year to discuss student progress. In addition to these opportunities, teachers are provided with 3-4 release days each year to collaborate with colleagues and observe each other in practice. The Instructional Coach also engages every teacher in at least two coaching cycles each year based on our school goals.

During the 2024-2025 school year, PD specifically addressed Culturally Responsive Teaching and Learning, mathematics instruction, and phonics instruction, social emotional learning, diagnostic literacy assessments, Positive Behavior Intervention Supports, and Data Teams.

All professional development is tied to our school goals.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	24	24	24