Fairlands Elementary School

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2017-18 School Accountability Report Card
Published During the 2018-19 School Year

Pleasanton Unified School District
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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 forty-five years to 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 grow our students. Fairlands serves students in transitional kindergarten through fifth grade and follows a traditional school calendar. The student population at Fairlands has remained in the high seven hundreds over the last five school years, while the English Learner population has doubled since 2012-2013: from 10.7% to 23.5% in 2016-2017. In the fall of 2017, 57.2% of the students entering Kindergarten were English Learners. The majority of our student body is of Asian decent representing a variety of cultures and countries throughout India and Asia. The number of students qualifying for free and reduced meals has stayed constant over five years and represents 6% of the total population. In addition 6.34% of students qualify for special education services.

Student emotional and academic success is the utmost priority for our fifty-six member staff. 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. To expand our PBIS framework in order to create Multi-Tiered Systems of Support (MTSS) we have embarked on our first year of implementation of 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 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. Together we work to promote a positive and inclusive community honoring the diverse cultures and family heritages at Fairlands.

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 the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	150
Grade 1	125
Grade 2	125
Grade 3	125
Grade 4	131
Grade 5	129
Total Enrollment	785

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.3
American Indian or Alaska Native	0.0
Asian	66.0
Filipino	1.4
Hispanic or Latino	5.5
Native Hawaiian or Pacific Islander	0.0
White	23.8
Socioeconomically Disadvantaged	5.6
English Learners	24.1
Students with Disabilities	5.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Fairlands Elementary School	**16-17**	**17-18**	**18-19**
With Full Credential	33	36	33
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	600
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Fairlands Elementary School	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)
Instructional Materials

All textbooks used in the core curriculum at Fairlands Elementary School are currently being aligned to the Common Core 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 Tuesday, September 25, 2018, 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 2018-2019.004 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 2018-19 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.

Textbooks and Instructional Materials Year and month in which data were collected: November 2018	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Benchmark Advance/2017, Benchmark Advance Intervention/2017, Benchmark Advance ELD 2017, Lucy Calkins- Units of Study for Teaching Reading /2017, Lucy Calkins- Units of Study for Teaching Writing /2017
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Mathematics	2015 Eureka Math
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Science	2007 Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Scott Foresman, Addison WesleyHistory-Social Science
	The textbooks listed are from most recent adoption: Yes
	Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Spotlight on Music Song Anthology, McGraw Hill 2017
	The textbooks listed are from most recent adoption: Yes
Science Laboratory Equipment	N/A
	The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)
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 July 7, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-18, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 7/7/2017		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Main and small playground:
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
ELA	85.0	89.0	80.0	81.0	48.0	50.0
Math	82.0	84.0	76.0	77.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	16-17	**17-18**	**16-17**	**17-18**	**16-17**	**17-18**
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

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

Grade Level	**2017-18 Percent of Students Meeting Fitness Standards**		
	4 of 6	**5 of 6**	**6 of 6**
5	13.6	25.0	53.8

* 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.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) **Disaggregated by Student Groups, Grades Three through Eight and Eleven**				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	389	382	98.20	88.74
Male	200	195	97.50	85.13
Female	189	187	98.94	92.51
Black or African American	--	--	--	--
Asian	235	231	98.30	88.74
Filipino	--	--	--	--
Hispanic or Latino	27	25	92.59	84.00
White	100	100	100.00	91.00
Two or More Races	19	18	94.74	83.33
Socioeconomically Disadvantaged	28	27	96.43	81.48
English Learners	109	105	96.33	83.81
Students with Disabilities	22	22	100.00	50.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	386	99.23	84.46
Male	200	199	99.5	84.92
Female	189	187	98.94	83.96
Black or African American	--	--	--	--
Asian	235	234	99.57	91.03
Filipino	--	--	--	--
Hispanic or Latino	27	26	96.3	42.31
White	100	100	100	83
Two or More Races	19	18	94.74	77.78
Socioeconomically Disadvantaged	28	28	100	46.43
English Learners	110	109	99.09	80.73
Students with Disabilities	21	21	100	33.33

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)
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   PTA website
Friday Folders   District-wide eConnection
School marquee   Teacher email
Fairlands website   School-wide auto-dialer/email system

Opportunities to Volunteer: **Committees:**
Classroom volunteer   English Learner Advisory Council (ELAC)
PTA events   Parent Teacher Association (PTA)
Special events   School Site Council (SSC)
                                                     Positive Behavior Intervention & Support (PBIS)

School Activities:
Back to School Night   Read Across America
Fall Festival   Go Green Environmental Awareness Program
Open House   Ice Cream Social
PTA's Reflection Program   Principal's Coffees
Holiday Breakfast   Family Fun Night
Kindergarten Play Date   Family Heritage Event
School Smarts   Dance Crew
Science Fair   Lunch time activities: Yoga, Coding Club, Robotics

Flag Salutes	Project Lead the Way
Fairlands TV- FTV	Galletti Gold (classroom incentive program)
Student Leadership	Golden Tickets (individual incentive program)

State Priority: School Climate

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

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

School Safety Plan

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 September 5, 2018. It was reviewed with the School Site Council on December 5, 2018

Suspensions and Expulsions			
School	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.1	0.7	0.1
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	1.5	2.5	2.7
Expulsions Rate	0.0	0.0	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| | Average Class Size | | | Number of Classrooms* | | | | | | | | |
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
Grade	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	38	35	38				2	2	2	2	2	2
1	25	25	25				5	5	5			
2	25	25	25				5	5	5			
3	25	25	25				5	5	5			
4	32	33	33				3		1	1	4	3
5	33	32	32					3	2	4	1	2

Table heading: **Average Class Size and Class Size Distribution (Elementary)**

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

Professional Development provided for Teachers

Teacher training and curriculum development activities at Fairlands Elementary School focus on balanced literacy, creating multi-tiered systems of support (MTSS) through implementation of Positive Behavioral Interventions and Support and Response to Intervention/Instruction, and school-wide safety.. During the 2018-2017 school year, Teachers participated in the following staff development opportunities:

*   Identifying academic strengths, gaps, challenges (Data Analysis)
*   Response to Intervention/Instruction (RTI)
*   Universal Access
*   Safety Training
*   Positive Behavioral Interventions and Supports (PBIS)
*   Second Step Curriculum

Decisions concerning 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 morning collaboration sessions. Teachers meet in grade level teams to collaborate on curricular areas, conduct data analysis, and to identify areas of need. Teaching staff are 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 targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from the classroom teacher and district representatives.

FY 2016-17 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$59,505	$49,512
Mid-Range Teacher Salary	$86,352	$77,880
Highest Teacher Salary	$105,865	$96,387
Average Principal Salary (ES)	$129,684	$123,139
Average Principal Salary (MS)	$139,826	$129,919
Average Principal Salary (HS)	$147,398	$140,111
Superintendent Salary	$267,950	$238,324
Percent of District Budget		
Teacher Salaries	46.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,016	189	$5,827	$94,350
District	♦	♦	$5,851	$89,558
State	♦	♦	$7,125	$79,665
Percent Difference: School Site/District			-0.4	4.5
Percent Difference: School Site/ State			-12.0	19.2

*   Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded
FY17-18

In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2017-2018 school year, the district received categorical, special education, and support programs funds for:

- Adult Education
- College Readiness
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Positive Behavioral Intervention
- Special Education
- State Lottery: Instructional Materials
- Title I
- Title II
- Title III
- Title IV br/> Vocational Programs

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

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.