

# Fairwood Explorer Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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.

#### **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.

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Fairwood Explorer Elementary School
Street	1110 Fairwood Ave.
City, State, Zip	Sunnyvale, CA 94089
Phone Number	408-523-4870
Principal	Rachelle Romander
Email Address	<a href="mailto:rachelle.romander@sesd.org">rachelle.romander@sesd.org</a>
Website	<a href="http://www.sesd.org/fairwood">www.sesd.org/fairwood</a>
County-District-School (CDS) Code	43696906049217

Entity	Contact Information
District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Benjamin Picard
Email Address	benjamin.picard@sesd.org
Website	www.sesd.org

### School Description and Mission Statement (School Year 2019-20)

Our school mission statement illustrates our focus on the whole child: "Fairwood Explorer Elementary will foster a safe, positive, and challenging learning environment in order to prepare our students to be productive citizens by providing a strong foundation in academic, social and emotional competencies." Through our implementation of the Seven Correlates of Effective Schools and Professional Learning Communities, we work together to ensure success for all students. Our teachers collaborate in Professional Learning Communities, setting goals for student achievement, monitoring progress and adjusting instruction to maximize student learning. Fairwood Explorer focuses on hands-on, small group instruction and project-based learning facilitated by parent participation.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	69
Grade 1	75
Grade 2	73
Grade 3	70
Grade 4	70
Grade 5	78
Total Enrollment	435

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.7
Asian	29.9
Filipino	9.4
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	2.1
White	29.4
Two or More Races	10.3
Socioeconomically Disadvantaged	27.8
English Learners	23
Students with Disabilities	8.3
Homeless	

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	21	21	330
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>Kindergarten - 3rd Grade: Heinneman Fountas and Pinnell Classroom Core Curriculum Adopted 2019</p> <p>4th Grade - 5th Grade: MacMillan/McGraw-Hill California Treasures Core Curriculum Adopted 2010</p> <p>Leveled Literacy Intervention (LLI) Intervention &amp; Supplemental Materials Heinneman</p> <p>95% Intervention &amp; Supplemental Materials 95 Percent Group</p>	Yes	0.0
<b>Mathematics</b>	<p>Houghton Mifflin Harcourt Math Expressions Common Core Curriculum Adopted 2014</p> <p>Houghton Mifflin Harcourt Do The Math Supplemental Materials Adopted 2015</p>	Yes	0.0
<b>Science</b>	<p>Pearson Education Inc. Scott Foresman California Science Core Curriculum Adopted 2007</p> <p>Amplify Science Supplemental Materials Amplify Education Self-created physical science units Supplemental Materials Sunnyvale School District Mystery Science Supplemental Materials Mystery.org</p>	Yes	0.0
<b>History-Social Science</b>	<p>Houghton Mifflin Harcourt Reflections California Social Studies Core Curriculum Adopted 2006</p>	Yes	0.0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Fairwood Elementary has undergone campus wide modernization. The school is clean, safe and all systems are functioning properly.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10-9-18

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	62	59	59	59	50	50
Mathematics (grades 3-8 and 11)	63	62	55	54	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	211	208	98.58	1.42	58.65
Male	112	109	97.32	2.68	54.13
Female	99	99	100.00	0.00	63.64
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	52	52	100.00	0.00	67.31
Filipino	20	20	100.00	0.00	45.00
Hispanic or Latino	35	35	100.00	0.00	25.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	72	70	97.22	2.78	74.29

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	20	20	100.00	0.00	70.00
Socioeconomically Disadvantaged	71	71	100.00	0.00	36.62
English Learners	62	62	100.00	0.00	43.55
Students with Disabilities	26	25	96.15	3.85	28.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	210	208	99.05	0.95	62.02
Male	111	109	98.20	1.80	58.72
Female	99	99	100.00	0.00	65.66
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	52	52	100.00	0.00	80.77
Filipino	20	20	100.00	0.00	55.00
Hispanic or Latino	34	34	100.00	0.00	41.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	72	70	97.22	2.78	70.00
Two or More Races	20	20	100.00	0.00	60.00
Socioeconomically Disadvantaged	70	70	100.00	0.00	35.71
English Learners	62	62	100.00	0.00	58.06
Students with Disabilities	25	24	96.00	4.00	25.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.3	22.4	18.4

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



## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

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 participation. Parents also lead after school programs including Destination Imagination and lead activities such as Project Cornerstone's Asset Building Champions program. Finally, parent representatives serve on our School Site Council, English Learners Advisory Committee, and the Fairwood Explorer Alliance Board. 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.

### 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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.5	0.0	0.4	1.6	1.2	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Our school safety plan was last reviewed and approved by the School Site Council in Fall 2019. The plan, which is reviewed annually, focuses on ensuring all school staff members are prepared to respond to any emergency. We hold monthly safety drills to ensure all staff and students know emergency procedures. These drills include earthquake, fire, and lockdown drills. Our safety goals focus on increasing students' feeling of safety on campus and holding regular safety drills to ensure a safe and orderly school environment.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	1	3		20	1	3		22		3	
1	23		3		24		3		24		3	
2	22	1	2		24		3		24		3	
3	21	2	2		24		3		23		3	
4	30		2		27		3		27		2	
5	31		2		31		2		31		3	
Other**									8	1		

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

\*\* "Other" category is for multi-grade level classes.

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

Title	Ratio
Academic Counselors*	.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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.0

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,630.30	\$3,932.62	\$8,697.68	\$85,830.32
District	N/A	N/A	\$8,872.49	\$88,001.00
Percent Difference - School Site and District	N/A	N/A	-2.0	6.8

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	19.9	5.9

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

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

### Types of Services Funded (Fiscal Year 2018-19)

Teachers implement short term interventions focused on specific skills, utilizing pre and post assessments to gauge student learning. For students who need further support, intervention groups are offered based on assessment data, teacher input, and availability. A variety of after school activities are also available to students, including music, sports, cooking, coding, and engineering through the Fairwood Alliance.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,063	\$45,741
Mid-Range Teacher Salary	\$88,460	\$81,840
Highest Teacher Salary	\$114,701	\$102,065
Average Principal Salary (Elementary)	\$146,857	\$129,221
Average Principal Salary (Middle)	\$161,707	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$322,760	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	19	19	24

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 district-wide professional development three times a year. The principal and district 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.

During 2018-2019 school year, PD specifically addressed literacy instruction.

All professional development is tied to our school goals. Recent professional development activities include: Response to Intervention, PBIS, Curriculum Mapping, Guided Reading, Interactive Read Aloud, Shared Reading, Early Literacy, California Common, Academic Discourse in Math, and Providing Effective Feedback.