



Fairlands Elementary School

4151 West Las Positas Blvd. • Pleasanton, CA 94588 • PH: (925) 426-4210 FAX: (925) 417-1245 • Grades K-5
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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Pleasanton Unified School District

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District Governing Board

Jamie Hintzke, President
Mark Miller, Vice President
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**Deputy Superintendent,
Business Services**

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**Assistant Superintendent,
Educational Services**

Dianne Howell
**Assistant Superintendent,
Human Resources**

Principal's Message

Fairlands Elementary School is committed to offering a challenging and supportive school program for all of our students. Our continuing goal is to prepare students with the vital knowledge and skills they will need for success, while at the same time encouraging creativity, curiosity, and a life-long appreciation for learning. The academic program at Fairlands implements Common Core State Standards in English Language Arts and Mathematics, Next Generation Science Standards as well as California Standards in the core curricular areas of Social Studies, Physical Education, and Visual and Performing Arts. Our excellent instructional staff and specialists are highly trained and credentialed. In addition, our outstanding support staff bring a wealth of experience in support of the superior educational program at Fairlands.

Character education is a high priority at Fairlands and this school year we embarked on the implementation of the Positive Behavioral Interventions and Supports (PBIS) program that works in conjunction with the "Community of Character" initiative, a partnership between the Pleasanton Unified School District and the City of Pleasanton. The six character traits emphasized in district schools are: responsibility, compassion, self-discipline, honesty, respect, and integrity. We are deeply proud of the partnerships we have with our Fairlands' Families and our community. The commitment of our community to work together to support and enhance the learning experience of all students is evident when you visit our campus. Parents volunteer on a regular basis in classrooms, the office and for special programs. Our Parent Teacher Association plays a vital role in this partnership; and our school staff is deeply grateful to all of the parents who work to provide a better learning experience for our students.

Mission Statement

Fairlands School is a community of students, parents, and staff dedicated to the development of every individual's desire to learn and achieve. Collectively, we provide a safe, supportive environment that fosters curiosity, inquiry and a life-long passion for learning. We believe collaboration and continuous dialogue promotes high achievement and academic success for all. We believe each child has a unique pathway to learning. We facilitate their individual progress toward reaching their full potential. We believe open communication between staff, students and parents fosters connections critical to the success of all students. We believe modeling, teaching, and applying the six character traits develop well-rounded, contributing citizens for the future. We believe a positive school culture and climate embraces humor and the joy of learning. We believe our diverse community enriches the tapestry of our school culture.

School Profile

Fairlands Elementary School was opened in September of 1973. The school mascot, the Flyers, is rooted in the history of the location of the school being a landing field for hot air balloons. Fairlands is located in the northeastern section of the city of Pleasanton and is one of nine elementary schools. It serves students in transitional kindergarten through fifth grade and follows a traditional school calendar, opening school at the end of August and closing the school year in mid June. The 55 member staff consists of administration, certificated teaching/support staff and classified employees. 39 certificated employees incorporates, general education teachers, a school counselor, a school psychologist, resource and speech teachers, and specialized music, physical education, and science instructors. 14 classified staff incorporates paraprofessional classroom support aides, Library and technology technicians, office personnel, and custodial staff. At the beginning of the 2014-15 school year, 776 students were enrolled, including 6.6% in special education, 17.3% qualifying as English Language Learners, and 7.3% designated socioeconomically disadvantaged.

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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at PH: (925) 426-4210 FAX: (925) 417-1245 or the district office.

2014-15 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	140
Grade 1	124
Grade 2	125
Grade 3	124
Grade 4	131
Grade 5	132
Total Enrollment	776

2014-15 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.2
Asian	5.1
Filipino	1.9
Hispanic or Latino	10.6
White	30.3
Two or More Races	5
Socioeconomically Disadvantaged	7.3
English Learners	17.3
Students with Disabilities	6.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
With Full Credential	31	31	30
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Pleasanton Unified School District	13-14	14-15	15-16
With Full Credential	◆	◆	653
Without Full Credential	◆	◆	9
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School

Fairlands Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.1	0.9
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	99.1	0.9

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

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, November 18, 2014, 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 2014-2015.08 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 2014-15 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 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2003 Houghton Mifflin, California Reading 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 Wesley The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 December 18, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2014-15, 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: December 18, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: 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 Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	81	80	44
Math	68	72	33

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	88	93	83	87	88	86	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown 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	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.30	26.60	54.70

* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	83
Male	81
Female	83
Black or African American	--
Asian	86
Filipino	--
Hispanic or Latino	54

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	88
Two or More Races	--
Socioeconomically Disadvantaged	58
English Learners	27
Students with Disabilities	--
Foster Youth	--

* Scores are not shown 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 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	126	119	94.4	4	13	24	59
	4	134	132	98.5	3	13	28	56
	5	135	126	93.3	10	11	33	45
Male	3		57	45.2	7	7	32	53
	4		68	50.7	4	15	26	54
	5		60	44.4	13	12	40	33
Female	3		62	49.2	2	18	16	65
	4		64	47.8	2	11	30	58
	5		66	48.9	8	11	26	56
Black or African American	3		2	1.6	--	--	--	--
	4		1	0.7	--	--	--	--
	5		2	1.5	--	--	--	--
Asian	3		67	53.2	1	7	19	70
	4		67	50.0	3	12	24	61
	5		57	42.2	4	12	25	60
Filipino	3		2	1.6	--	--	--	--
	4		4	3.0	--	--	--	--
	5		2	1.5	--	--	--	--
Hispanic or Latino	3		16	12.7	13	25	25	38
	4		10	7.5	--	--	--	--
	5		11	8.1	18	27	45	9
White	3		27	21.4	4	15	33	48
	4		41	30.6	5	15	32	49
	5		46	34.1	13	7	37	41

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Two or More Races	3		5	4.0	--	--	--	--
	4		9	6.7	--	--	--	--
	5		8	5.9	--	--	--	--
Socioeconomically Disadvantaged	3		8	6.3	--	--	--	--
	4		14	10.4	0	21	43	36
	5		9	6.7	--	--	--	--
English Learners	3		9	7.1	--	--	--	--
	4		7	5.2	--	--	--	--
	5		11	8.1	36	45	9	0
Students with Disabilities	3		4	3.2	--	--	--	--
	4		8	6.0	--	--	--	--
	5		13	9.6	31	8	31	31
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	126	123	97.6	3	8	31	58
	4	134	131	97.8	2	26	33	39
	5	135	128	94.8	16	17	16	27
Male	3		59	46.8	3	7	24	66
	4		68	50.7	3	21	31	46
	5		61	45.2	16	15	15	30
Female	3		64	50.8	3	9	38	50
	4		63	47.0	2	32	35	32
	5		67	49.6	15	19	16	25
Black or African American	3		2	1.6	--	--	--	--
	4		1	0.7	--	--	--	--
	5		2	1.5	--	--	--	--
Asian	3		71	56.3	1	7	27	65
	4		66	49.3	0	18	27	55
	5		59	43.7	7	10	17	41

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		2	1.6	--	--	--	--
	4		4	3.0	--	--	--	--
	5		2	1.5	--	--	--	--
Hispanic or Latino	3		16	12.7	13	19	44	25
	4		10	7.5	--	--	--	--
	5		11	8.1	36	45	0	0
White	3		27	21.4	4	0	33	63
	4		41	30.6	5	37	34	24
	5		46	34.1	15	22	22	17
Two or More Races	3		5	4.0	--	--	--	--
	4		9	6.7	--	--	--	--
	5		8	5.9	--	--	--	--
Socioeconomically Disadvantaged	3		8	6.3	--	--	--	--
	4		14	10.4	0	43	43	14
	5		9	6.7	--	--	--	--
English Learners	3		14	11.1	7	21	57	14
	4		7	5.2	--	--	--	--
	5		12	8.9	50	25	8	0
Students with Disabilities	3		4	3.2	--	--	--	--
	4		8	6.0	--	--	--	--
	5		13	9.6	62	15	23	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

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

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

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; bi-weekly School & PTA bulletin
- Friday Folders
- School marquee
- Fairlands website
- PTA website
- District-wide eConnection
- Teacher email
- School-wide auto-dialer

Opportunities to Volunteer:

- Classroom volunteer
- Fundraising activities
- Tutoring/Intervention support
- Special events

Committees:

- English Learner Advisory Council (ELAC)
- Parent Teacher Association (PTA)
- School Site Council (SSC)
- School Smarts

School Activities:

- Back to School Night
- Fall Festival
- Open House
- PTA's Reflection Program
- Diwali Cultural Event
- Holiday Breakfast
- Talent Show
- Kindergarten Play Date
- Science Fair
- Read Across America
- Math Olympiad
- Go Green Environmental Awareness Program
- Ice Cream Social
- Principal's Coffee
- Family Fun Night
- Multi-Cultural Night
- Administrator Character Trait Read Alouds
- Lunch Time Sporting Tournaments
- Dance Crew
- Galletti Gold (classroom incentive program)
- Golden Tickets (individual incentive program)

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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 in September 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.99	1.91	0.61
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	2.09	2.16	1.74
Expulsions Rate	0.03	0.07	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		100.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
Grade				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	40	38	47				2	2	1	1	1	2
1	30	25	25				4	5	5			
2	29	30	25				4	4	5			
3	30	26	25				5	5	5			
4	32	32	33				3	3	1	1	1	3
5	32	33	33				4	1			3	4

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.75
Psychologist	0.20
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	7.2
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.

Professional Development provided for Teachers

All training and curriculum development activities at Fairlands Elementary School revolve around the Common Core State Standards. During the 2014-15 school year, Fairlands Elementary School held staff development devoted to:

- Interventions and Differentiation
- Identifying Areas of Challenge (Data Analysis)
- Math Adoption Training
- Response to Intervention
- Cycle of Inquiry
- OARS
- Lucy Calkins Writing
- Report Card
- Benchmark Assessments
- Common Core State Standards Training - ELA & Math
- Happiness Advantage (School Climate)
- Engage NY

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 minimum days and Wednesday morning collaboration sessions. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2014-15 school year, Fairlands Elementary School's teachers attended the following events hosted by the Pleasanton Unified School District:

- Lucy Calkins Writing
- Common Core State Standards
- Getting Started with Google Sites
- Technical Writing for Science Class
- Reader's and Writer's Workshop
- Workshop Model
- Google in Education California Summit
- Report Card Training
- Eureka Math
- IntegratED Conference - Improving Education with Technology

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. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,202	\$43,062
Mid-Range Teacher Salary	\$81,560	\$67,927
Highest Teacher Salary	\$99,990	\$87,811
Average Principal Salary (ES)	\$126,795	\$110,136
Average Principal Salary (MS)	\$136,504	\$115,946
Average Principal Salary (HS)	\$140,916	\$124,865
Superintendent Salary	\$223,844	\$211,869
Percent of District Budget		
Teacher Salaries	49%	39%
Administrative Salaries	6%	5%

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

Types of Services Funded

FY14-15
In addition to general fund state funding, Pleasanton Unified School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received categorical, special education, and support programs funds for:

- State Lottery: Instructional Materials
- Common Core State Standards
- Local Control Accountability Plan for Local Control Funding Formula: Technology, Instructional Materials, additional services for the disadvantaged
- Other Local: Locally defined
- Special Education
- Title I
- Title II
- Title III
- Vocational Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,022	\$366	\$4,656	\$87,876
District	◆	◆	\$5,126	\$85,593
State	◆	◆	\$5,348	\$71,529
Percent Difference: School Site/District			-9.2	2.7
Percent Difference: School Site/ State			-12.9	22.9

* Cells with ◆ do not require data.