

Fairsite Elementary school

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Fairsite Elementary school
Street	902 Caroline Avenue
City, State, Zip	Galt, CA 95632
Phone Number	209-745-1546
Principal	Laura Marquez
Email Address	lmarquez@galt.k12.ca.us
School Website	https://fs-gjuesd-ca.schoolloop.com/
County-District-School (CDS) Code	34 67348 0141325

2023-24 District Contact Information

District Name	Galt Joint Union ESD
Phone Number	209.744.4545
Superintendent	Lois Yount
Email Address	lyount@galt.k12.ca.us
District Website	http://gjuesd-ca.schoolloop.com/

2023-24 School Description and Mission Statement

Fairsite Elementary School and Early Learning Center prepares students and families to be Kindergarten ready. Kinder ready students are confident learners, are comfortable in a classroom setting, and have developed and demonstrated the following developmentally appropriate competencies:

Academic: literacy, math, social studies and science skills

Language: expressive and receptive oral language skills, including communicating needs; asking and answering questions; vocabulary knowledge, including academic language, and listening comprehension

Social: ability to focus on and respond to instruction, communicate clearly, engage and get along with peers, demonstrate age-appropriate problem-solving skills, and be prepared to learn

Emotional: ability to identify and express feelings, act independently, and demonstrate appropriate behavior

Physical: display age appropriate gross and fine motor skills

Our dedicated staff is committed to providing our youngest learners with a comprehensive "whole child" learning environment that maximizes educational opportunities throughout the instructional day. With ongoing professional development and goal setting, our staff is committed to providing our learners with high-quality programs for our three- and four-year-old preschool students and our transitional Kindergarten students. By prioritizing communication and developing relationships with our families, we strive to provide our learning community with a variety of meaningful parent engagement activities that will help each learner reach their potential. Our School Readiness Center provides families with supports and resources based on their needs and interests, with developmental screenings, parenting classes, adult literacy classes, migrant education services, and translation assistance.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	96
Total Enrollment	96

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.6%
Male	58.3%
Asian	3.1%
Black or African American	1%
Hispanic or Latino	55.2%
Two or More Races	5.2%
White	34.4%
English Learners	32.3%
Homeless	1%
Migrant	8.3%
Socioeconomically Disadvantaged	52.1%
Students with Disabilities	13.5%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			157.00	91.08	228366.10	83.12
Intern Credential Holders Properly Assigned			3.00	1.74	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			1.00	0.58	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			2.40	1.44	12115.80	4.41
Unknown			8.80	5.15	18854.30	6.86
Total Teaching Positions			172.40	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)			155.00	93.12	234405.20	84.00
Intern Credential Holders Properly Assigned			2.70	1.63	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)			1.00	0.65	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)			0.10	0.11	11953.10	4.28
Unknown			7.40	4.49	15831.90	5.67
Total Teaching Positions			166.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers		
Misassignments		
Vacant Positions		
Total Teachers Without Credentials and Misassignments		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver		
Local Assignment Options		
Total Out-of-Field Teachers		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)		
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)		

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Galt Joint Union Elementary held a Public Hearing in September 20 2023 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All learners, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the state are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-6 Benchmark Advance, adopted in 2017-2018	Yes	0
Mathematics	TK-6 Eureka Math, adopted as bridge program in 2016	Yes	0
Science	K-5 Pearson Scott Foresman- California Science, adopted in 2007	Yes	0
History-Social Science	K-5 MacMillian/McGraw Hill- California Vistas, adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements

Fairsite School was built in 1955 and closed in 2009 as an elementary school. Until the 2021-22 school year, Fairsite continued to offer State Preschool and a First 5 School Readiness program. In August of 2022, Fairsite reopened as an elementary school and now serves both Preschool, Transitional Kindergarten and School Readiness. Fairsite Elementary is comprised of 11 permanent classrooms, 14 portable classrooms, one multipurpose room, one Maker Space/STEAM room, two staff workrooms, two playgrounds and one extended day classroom. School pride shows through the care of our facilities by staff, students and parents.

Cleaning Process

The principal works daily with one full-time and two part-time custodial staff members to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

During the 2021-22 school year, renovations commenced to address much needed repair to exterior issues, indoor lighting and carpeting, landscaping and H-VAC. Renovations and repairs continue during the summer months.

Year and month of the most recent FIT report

12/4/2023

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			VENT COVERS ARE MISSING. WALL TRIM IS MISSING. CARPET IS TORN. CEILING TILE HAS A WATER STAIN. VENT COVER IS BROKEN.
Interior: Interior Surfaces			X	WATER DAMAGE TO EAVES BEAM. SINK CABINET HANDLE IS MISSING. WALL PAPER IS TORN. CARPET IS LIFTING. DOOR CLOSER IS BROKEN. CEILING TILE HAS A HOLE. CEILING TILE IS LOOSE. WOOD TRIM IS LOOSE ON WALL. FIRE SENSOR IS LOOSE FROM THE CEILING. DRY ROT ON RAMP. SKID PAINT IS PEELING ON RAMP. FLOOR TILES ARE BROKEN. TOILET RUNS. DAMAGE TO WEST WALL AND FLOORING UNSECURED ITEMS STORED TOO HIGH. LIGHT COVER IS MISSING IN . DOOR DOES NOT CLOSE INDEPENDENTLY. TRIP HAZARD ON WALKWAY. FORMICA TRIM IS CHIPPING ON COUNTERTOP. EXTERIOR LIGHT COVERS ARE MISSING. PAINT IS PEELING ON INTERIOR WALL . WALLPAPER IS PEELING ON WALL. RUBBER MOLDING IS BROKEN. OLD HEATING VENT IS LOOSE.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			DRY ROT ON SIDING AND RAMP. RIP HAZARD ON WALKWAY. EXTERIOR LIGHT COVER IS MISSING. FLOORS ARE UNKEPT. MULTIPLE TOILETS ARE LOOSE AT THE BASE.
Electrical		X		EXTERIOR LIGHT COVERS ARE MISSING. LIGHT COVER IS MISSING IN . DOOR DOES NOT CLOSE INDEPENDENTLY. OLD HEATING VENT IS LOOSE. LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT BRICK WORK IS BROKEN NEAR SCHOOL SIGN. ONE LIGHT PANEL IS OUT. SWITCH BY ACCESS TO ELECTRICAL BOXES IS BLOCKED.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		FLOOR TILES ARE BROKEN. PLASTER IS CHIPPED POOR LIGHTING IS HALLWAY. FAUCET LEAKS OFFICE WALL IS DAMAGED. PAINT IS PEELING ON INTERIOR WALL. PAINT IS PEELING ON DOORS.
Safety: Fire Safety, Hazardous Materials	X			PAPER IS TORN. WOOD TRIM IS LOOSE ON WALL. DRY ROT ON RAMP. SKID PAINT IS PEELING ON RAMP. DRY ROT ON SIDING AND RAMP. WINDOW SCREEN IS MISSING. PAINT IS PEELING ON CABINET. PLASTER IS CHIPPED EXPOSING METAL IN ELECTRICAL ROOM. POOR LIGHTING

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X		WATER DAMAGE TO EAVES BEAM. FLOOR TILES ARE BROKEN. DRY ROT ON SIDING AND RAMP. DRY ROT ON EXTERIOR STORAGE BUILDING
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	CEILING TILE IS TORN. DOOR CLOSER IS BROKEN. WOOD TRIM IS LOOSE ON WALL FIRE DRY ROT ON RAMP. SKID PAINT IS PEELING ON RAMP. RAMP IS RUSTED WINDOW SCREEN IS TORN. LIGHT COVER IS MISSING IN RR. DOOR DOES NOT CLOSE INDEPENDENTLY. RUBBER MOLDING IS BROKEN. OLD HEATING VENT IS LOOSE. LIGHT PANELS ARE OUT. MULTIPLE LIGHT BULBS ARE OUT. BRICK WORK IS BROKEN NEAR SCHOOL SIGN.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)					47	46
Mathematics (grades 3-8 and 11)					33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)			28.85	29.31	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

Fairsite Elementary and Early Learning Center serves families with children ages 0-5 years old. The School Readiness Center offers a wide variety of experiences so that families will begin their GJUESD experience with a stronger learning foundation and help ensure that our youngest learners advance from PreKindergarten to elementary school with stronger opportunities for social, emotional and academic success. This experience encompasses home-based, center-based, extended learning opportunities.

Bilingual Community Outreach staff coordinate efforts to increase home-school communication and engagement of dual language learner families.

Dual Capacity Building: Academic Parent Teacher Teams (APTT) is a research-based family engagement and leadership opportunity for parents/caregivers that that teachers offer 3 times per year. The goal is to strengthen family involvement as parents become partners in their children's education and support their learning at home.

Fairsite supports the parents' role in their child's learning at home through an evidence-based home visitation program and a parent early learning texting app. The ECE Home Visitor provides in-home developmental and educational experiences for dual language learner families who may live in rural areas or without transportation.

Parent & Child Playgroups: Provide structured developmental playgroups for children ages 0-3 and their caregivers, prioritizing enrollment for children of low-income families who are not otherwise enrolled in public infant/toddler programs and services. The playgroups involve families/caregivers as active participants with their children and educate them about the importance of play in child development, and the critical role they play in supporting school success.

Parents As Volunteers: Parent volunteers support the classroom by assisting with classroom projects, planning activities, and helping with the overall success of the classroom.

Parent Advisory Committee (PAC): The Fairsite PAC meets monthly. PAC develops parent leadership capacity and gathers stakeholder input for continuous improvement process. Parent representatives from each classroom support family engagement by assisting with the planning school activities.

English Classes for Parents: EL CIELO English Literacy Class meets twice a week in 2-hour sessions focused on building vocabulary as well as communication skills between home and school.

Family Events: the whole family is invited to attend monthly family events such as Math Night, Picnic on the Green, Fall Festival, Movie Night, etc. These events are designed to promote family (adult caregivers) literacy and bring families together to network with each other.

Kindergarten Information Nights: TK/K teachers come to Fairsite preschool to share kindergarten expectations with parents and to provide ideas for helping children prepare for Kindergarten.

Partnering in Education opportunities include Back-to-School Night, Parent-Teacher Conferences in the fall and spring ,and Open House. Teachers also communicate regularly with families via the Class Dojo parent app.

2nd Cup of Coffee is a parent/caregiver wellness class that provides information on local resources, topics of parent interest, and a fun family craft.

University of Davis Cooperative Extension will provide two Nutrition Series that focus on selecting and preparing healthy snack and meals, nutrition and healthy lifestyles.

Parent Listening Circles: Gives parents a meaningful opportunity to contribute to school decision-making

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate							9.4	7.8	8.2
Graduation Rate							83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	100	98	20	20.4
Female	40	40	6	15.0
Male	59	57	13	22.8
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	1	33.3
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	56	54	15	27.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	35	35	2	5.7
English Learners	34	34	9	26.5
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	53	52	17	32.7
Students Receiving Migrant Education Services	8	8	1	12.5
Students with Disabilities	22	22	6	27.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions			0.00	0.00	1.67	3.52	0.20	3.17	3.60
Expulsions			0.00	0.00	0.14	0.09	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

The district has developed a comprehensive emergency plan in conjunction with the Galt Police and Fire Departments, which describes specific procedures for all types of emergencies. The plan is updated every fall and spring. An "Emergency Handbook" kept in the office outlines the plan of action for emergencies such as earthquakes, fires, floods and chemical spills. School sites have an evacuation plan, shelter in place plan. Emergency drills are conducted regularly. Periodic, random school safety inspections are conducted by the Schools Insurance Authority of Sacramento county.

Student safety is a priority at Fairsite Elementary and Early Learning Center. All gates remain locked throughout the school day; opened 10 minutes prior to class dismissal. Since the school office is located in the center of the school, visitors are required to enter the campus through Gate 4 which is located in the hallway between the School Readiness Center and the Health Office. All visitors are required to check in at the office and wear a visitor badge while on campus. Since parents are required to walk their children to class, they are on campus before school to monitor student safety traveling to and from campus and while they wait for the teachers to open the classroom doors. School employees are required to wear picture identification badges

Fairsite Elementary and Early Learning Center's last Comprehensive School Safety Plan was adopted by the school board on February 15, 2023.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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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
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2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.1

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District	N/A	N/A	N/A	\$80,657
Percent Difference - School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$7,607	\$88,288
Percent Difference - School Site and State	N/A	N/A	N/A	N/A

Fiscal Year 2022-23 Types of Services Funded

Supplemental programs and services at Fairste Elementary School that support and assist our learners and their families include:

School Readiness (SR) Center: This center located at Fairsite provides a variety of parenting resources and services to families that include developmental screenings, parenting classes, English classes, and migrant education services. Staffed in the SR Center are the Bilingual Community Outreach Assistants and Coordinator who recruit families, coordinate community outreach and support the leadership development of dual language families.

The Expanded Learning Opportunities Program: Galt Expanded Learning provides afterschool childcare and enrichment Monday through Friday from 11:30 am - 6:00 pm. The program includes nutritious meals, physical exercise, literacy and math enrichment and STEAM opportunities in the Maker Space room.

JumpStart Summer Program: Provides a 4-week summer program designed to support a smooth transition from Preschool and TK into kindergarten.

All classrooms are staffed with 1-2 instructional assistants (IAs) to provide a lower adult to student ratio and support early literacy and math instruction, as well as provide additional social emotional learning support.

Fairsite offers a Pre-K/TK Dual Language Immersion (DLI) program. The Spanish/English DLI program matriculates to Valley Oaks for Kinder-6th grade.

Health services are under the supervision of a qualified school nurse. Dental and vision screening, hearing tests, first aid and health counseling are among the services provided. Our district nurse, along with our school health assistant, are available to address health problems that interfere with the learning process.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,569	\$54,046
Mid-Range Teacher Salary	\$74,558	\$84,515
Highest Teacher Salary	\$98,732	\$110,867
Average Principal Salary (Elementary)	\$130,095	\$136,841
Average Principal Salary (Middle)	\$134,516	\$141,477
Average Principal Salary (High)	\$0	\$137,985
Superintendent Salary	\$189,500	\$217,473
Percent of Budget for Teacher Salaries	36.64%	32.43%
Percent of Budget for Administrative Salaries	5.75%	5.62%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

Professional Development

Professional learning is an important part of the school program at Fairsite Elementary School and the Galt Joint Union Elementary School District. Our teachers and support staff are committed to using research-based instructional strategies. The district provided three professional learning days for certificated staff in 2022-23 school year and three in the current year. Additionally, the district sets aside a portion of the professional learning days which allows teachers to plan and reflect on their new learning.

Professional development has supported the successful implementation of the California Common Core Standards with a focus on personalization. Teachers and support staff are encouraged to attend learning events that cater to their personal learning needs.

Staff learning events, strategic release days, and collaborative Wednesdays have been used for professional development opportunities.

California Teacher Induction Program:

New teachers and teachers seeking additional assistance are supported by Induction teacher mentors. They meet regularly with their experienced mentor to discuss their successes and challenges and new ideas for their classrooms.

California Early Math Initiative:

Four of the staff are participating in the California Early Math Initiative in partnership with the Fresno County Superintendent of Schools, WestEd and California State Board of Education. The intent is to improve math and science outcomes for children ages 0-8 across the state.

Teaching Pyramid:

Three of our teaching staff and the Expanded Learning Coordinator are participating in The Teaching Pyramid training, which provides a systematic framework that promotes social and emotional development, provides support for children's appropriate behavior, prevents challenging behavior, and addresses problematic behavior.

Social Emotional Learning (SEL):

Staff and administration have participated in the Second Step SEL Curriculum Training

BeGLAD Training:

Professional Development

All preK teachers are participating in BeGLAD professional development that focuses on the areas of academic language acquisition and literacy. The strategies specifically target and promote language skills, academic achievement, and cross-cultural skills.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3