

Fairview Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 principal or the district office.

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.

About This School

Contact Information (Most Recent Year)

| School Contact Information | |
|-----------------------------------|----------------------------|
| School Name | Fairview Elementary School |
| Street | 1308 Fairview St. |
| City, State, Zip | Orland, CA 95963 |
| Phone Number | (530) 865-1235 |
| Principal | Tracy Sailsbery |
| E-mail Address | tsailsbery@orlandusd.net |
| Web Site | |
| Grades Served | 3-5 |
| CDS Code | 11754816007470 |

| District Contact Information | |
|-------------------------------------|---|
| District Name | Orland Unified School District |
| Phone Number | (530) 865-1200 |
| Superintendent | Ken Geisick |
| E-mail Address | KGeisick@orlandusd.net> |
| Web Site | http://www.orlandusd.net |

School Description and Mission Statement (Most Recent Year)

Fairview Elementary School houses all of the third through fifth grade students in the Orland Unified School District. We serve a diverse population of students and families. Fairview is a school of approximately 500 students on a modified traditional school calendar with multiple breaks throughout the school year to help rejuvenate and refocus students and teachers. Our school is composed of 19 general education classrooms, 3 special education classrooms, 2 full time Title I teachers and 1 full time ELD coordinator, one library, 4 mobile computer labs in addition to student machines in each classroom and one dedicated computer lab, one music room, a class set of mobile NEO computers, and one cafeteria/multi-purpose room. Due to our high population of Spanish speaking families, we have on staff a dedicated bilingual services aide to assist with written and verbal translation. All of the staff at Fairview Elementary School are highly qualified and have a diverse range of training and experience to work with our student population. We strive to create an educational environment that is both safe and stimulating while reaching to help our students achieve personal and academic success. We are working to improve our communication and collaboration with our families to create a well-rounded academic program and partnership between family and home.

Our mission is to provide engaging and interesting learning activities and programs that will ensure each student meets or exceeds California grade level academic standards. Within an environment that embraces collegiality and collaboration using the PLC model, the staff uses current research based and proven instructional strategies to deliver a standards-based curriculum which recognizes the cultural diversity of our student population. Our staff keeps a keen eye on assessments, data and using this data to inform instruction. Parents and community members are encouraged to be our partners in the education of our students.

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Grade 3 | 193 |
| Grade 4 | 165 |
| Grade 5 | 142 |
| Total Enrollment | 500 |

Student Enrollment by Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American | 0.8 |
| American Indian or Alaska Native | 0.2 |
| Asian | 2.4 |
| Filipino | 0.2 |
| Hispanic or Latino | 61.8 |
| White | 34.4 |
| Two or More Races | 0.2 |
| Socioeconomically Disadvantaged | 84.8 |
| English Learners | 40.7 |
| Students with Disabilities | 11.8 |
| Foster Youth | 1 |

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

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 21 | 23 | 24 | |
| Without Full Credential | 0 | 1 | 2 | |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 98.5 | 1.5 |
| All Schools in District | 95.6 | 4.4 |
| High-Poverty Schools in District | 95.6 | 4.4 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

Note: 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)

Year and month in which data were collected: January 2015

Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the Common Core State Standards and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards and we expect our teachers to be firmly focused on them. Policy experts, researchers and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the web site of the California Department of Education (CDE).

Reading and Writing

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and encyclopedia when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California Common Core State Standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Math

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to have a deeper knowledge of math concepts. We are in the process of evaluating two new math programs that more effectively address the Common Core State Standards, with the goal being to adopt a new program for the 16-17 school year. Common Core Math is a whole new way of teaching and learning that helps students to find their personal strengths in math and then using those strengths to their greatest advantage. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Science

Students learn the science standards starting in first grade. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's Web site.

Social Science

Students learn about citizenship starting in first grade. In second grade, we explore the lives of people who affect our students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography. They learn to research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site.

Textbooks

We choose our textbooks from the most recent list of standards-based materials adopted by the SBE. Teams of teacher and administrators meet to research and recommend the best choice for our community of learners. Our local school board makes the final textbook decisions based on input from teachers, administrators, and community members.

In addition, for our SBE-adopted Intervention Programs, we currently use Sopris West, Language! Focus on English Learning, 4th Edition for our 4th and 5th grade ELA interventions.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------------|---|
| Reading/Language Arts | Glencoe/McGraw-Hill California Treasures, © 2010 | Yes | 0 |
| Mathematics | Everyday Math | Yes | 0 |
| Science | 3rd Grade - Delta Education 4th & 5th Grade - McMillian/McGraw-Hill | Yes | 0 |
| History-Social Science | Scott Foresman | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|---|--|----------------------------------|---|
| Foreign Language | None | | |
| Health | None | | |
| Visual and Performing Arts | Music - McGraw-Hill | Yes | 0 |
| Science Laboratory Equipment (grades 9-12) | none | | |

School Facility Conditions and Planned Improvements (Most Recent Year)

District maintenance staff keeps the grounds and facilities in excellent condition. Site custodians clean both classrooms and bathrooms daily. Using modernization funds, Fairview Elementary will soon build a security fence on the east front of the campus, increase parking along South Street, and additional school/classroom renovations. Within the last couple of years, our cafeteria received all new tables and benches, replacing the building originals, a new play structure and a school marquee to communicate important dates and events.

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month in which data were collected: | | | | |
| 12/9/2014 | | | | |
| 12/2/2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | | X | | Cafeteria: 1) Both hallway restrooms need to be upgraded to be ADA compliant. 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. 3) Sewer system needs to be upgraded. Main Office/ Teachers Lounge: 1) Both restrooms need to be up |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | | X | | Rooms 1-6: 1) Windows are inefficient, they are old single pane windows. Need to be replaced with new framing and thermo-pane windows. 2) Insufficient electrical outlets. 3) HVAC units need to be upgraded to be more efficient Rooms 7-12: 1) Windows are i |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Main Office/ Teachers Lounge: 1) Both restrooms need to be upgraded to be ADA compliant. 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. Rooms 23-25: Restrooms need to be upgraded to be ADA compliant. |
| Safety: Fire Safety, Hazardous Materials | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|--|
| Year and month in which data were collected: | | | | |
| 12/9/2014 | | | | |
| 12/2/2015 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | Rooms 13-20: 1) Windows are inefficient, they are old single pane windows. Need to be replaced with new framing and thermo-pane windows. 2) Insufficient electrical outlets.3) Playground needs to be resurfaced. Rooms 1-6: 1) Windows are inefficient, they |

Overall Facility Rating (Most Recent Year)

| Year and month in which data were collected: | | | | |
|--|-----------|------|------|------|
| 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
|---------------------------------------|--|----------|-------|
| | School | District | State |
| English Language Arts/Literacy | 22 | 27 | 44 |
| Mathematics | 18 | 14 | 33 |

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| 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 | 185 | 183 | 98.9 | 46 | 36 | 14 | 4 |
| | 4 | 163 | 160 | 98.2 | 59 | 21 | 12 | 7 |
| | 5 | 144 | 135 | 93.8 | 49 | 19 | 24 | 7 |
| Male | 3 | | 97 | 52.4 | 47 | 33 | 15 | 4 |
| | 4 | | 83 | 50.9 | 66 | 13 | 11 | 8 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| | 5 | | 63 | 43.8 | 60 | 17 | 19 | 2 |
| Female | 3 | | 86 | 46.5 | 45 | 38 | 12 | 5 |
| | 4 | | 77 | 47.2 | 52 | 30 | 13 | 5 |
| | 5 | | 72 | 50.0 | 39 | 21 | 28 | 13 |
| Black or African American | 3 | | 1 | 0.5 | -- | -- | -- | -- |
| | 4 | | 3 | 1.8 | -- | -- | -- | -- |
| | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| American Indian or Alaska Native | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| Asian | 3 | | 3 | 1.6 | -- | -- | -- | -- |
| | 4 | | 2 | 1.2 | -- | -- | -- | -- |
| | 5 | | 5 | 3.5 | -- | -- | -- | -- |
| Filipino | 4 | | 1 | 0.6 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 115 | 62.2 | 55 | 30 | 11 | 3 |
| | 4 | | 100 | 61.3 | 66 | 18 | 11 | 4 |
| | 5 | | 83 | 57.6 | 52 | 22 | 19 | 7 |
| White | 3 | | 64 | 34.6 | 33 | 42 | 19 | 6 |
| | 4 | | 54 | 33.1 | 46 | 28 | 15 | 11 |
| | 5 | | 44 | 30.6 | 45 | 18 | 27 | 7 |
| Two or More Races | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 155 | 83.8 | 50 | 34 | 13 | 3 |
| | 4 | | 133 | 81.6 | 61 | 20 | 14 | 5 |
| | 5 | | 115 | 79.9 | 54 | 19 | 19 | 7 |
| English Learners | 3 | | 76 | 41.1 | 68 | 28 | 3 | 1 |
| | 4 | | 48 | 29.4 | 90 | 8 | 0 | 0 |
| | 5 | | 23 | 16.0 | 91 | 4 | 4 | 0 |
| Students with Disabilities | 3 | | 6 | 3.2 | -- | -- | -- | -- |
| | 4 | | 19 | 11.7 | 89 | 5 | 5 | 0 |
| | 5 | | 15 | 10.4 | 87 | 0 | 13 | 0 |
| Students Receiving Migrant Education Services | 3 | | 7 | 3.8 | -- | -- | -- | -- |
| | 4 | | 3 | 1.8 | -- | -- | -- | -- |
| | 5 | | 4 | 2.8 | -- | -- | -- | -- |
| 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.

Note: 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.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

| 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 | 185 | 183 | 98.9 | 42 | 34 | 22 | 2 |
| | 4 | 163 | 162 | 99.4 | 41 | 41 | 13 | 4 |
| | 5 | 144 | 135 | 93.8 | 56 | 33 | 7 | 3 |
| Male | 3 | | 97 | 52.4 | 43 | 28 | 26 | 3 |
| | 4 | | 85 | 52.1 | 48 | 32 | 14 | 6 |
| | 5 | | 62 | 43.1 | 60 | 32 | 5 | 2 |
| Female | 3 | | 86 | 46.5 | 41 | 41 | 19 | 0 |
| | 4 | | 77 | 47.2 | 32 | 52 | 12 | 3 |
| | 5 | | 73 | 50.7 | 52 | 34 | 10 | 4 |
| Black or African American | 3 | | 1 | 0.5 | -- | -- | -- | -- |
| | 4 | | 3 | 1.8 | -- | -- | -- | -- |
| | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| American Indian or Alaska Native | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| Asian | 3 | | 3 | 1.6 | -- | -- | -- | -- |
| | 4 | | 2 | 1.2 | -- | -- | -- | -- |
| | 5 | | 5 | 3.5 | -- | -- | -- | -- |
| Filipino | 4 | | 1 | 0.6 | -- | -- | -- | -- |
| Hispanic or Latino | 3 | | 115 | 62.2 | 48 | 30 | 21 | 2 |
| | 4 | | 102 | 62.6 | 42 | 45 | 12 | 1 |
| | 5 | | 84 | 58.3 | 62 | 30 | 6 | 2 |
| White | 3 | | 64 | 34.6 | 31 | 42 | 25 | 2 |
| | 4 | | 54 | 33.1 | 33 | 39 | 17 | 9 |
| | 5 | | 43 | 29.9 | 47 | 40 | 9 | 5 |
| Two or More Races | 5 | | 1 | 0.7 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 3 | | 155 | 83.8 | 46 | 32 | 21 | 1 |
| | 4 | | 135 | 82.8 | 41 | 44 | 13 | 2 |
| | 5 | | 115 | 79.9 | 62 | 30 | 5 | 3 |
| English Learners | 3 | | 76 | 41.1 | 58 | 32 | 11 | 0 |
| | 4 | | 50 | 30.7 | 70 | 28 | 2 | 0 |
| | 5 | | 24 | 16.7 | 92 | 8 | 0 | 0 |
| Students with Disabilities | 3 | | 6 | 3.2 | -- | -- | -- | -- |
| | 4 | | 19 | 11.7 | 74 | 26 | 0 | 0 |
| | 5 | | 15 | 10.4 | 80 | 13 | 0 | 0 |

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Students Receiving Migrant Education Services | 3 | | 7 | 3.8 | -- | -- | -- | -- |
| | 4 | | 3 | 1.8 | -- | -- | -- | -- |
| | 5 | | 4 | 2.8 | -- | -- | -- | -- |
| 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.

Note: 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.

California Standards Tests for All Students in Science (Three-Year Comparison)

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 35 | 34 | 38 | 41 | 39 | 44 | 59 | 60 | 56 |

Note: 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 44 |
| All Students at the School | 38 |
| Male | 33 |
| Female | 43 |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Hispanic or Latino | 26 |
| White | 60 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | 5 |
| Students with Disabilities | 33 |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

Note: 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.

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 23.50 | 15.40 | 8.10 |

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.

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 (Most Recent Year)

Parent Involvement

Our School Site Plan and all categorical budget approvals are made by our SSC, which always includes parent members. In addition, we have an English Language Advisory Committee to help parents of students learning English feel welcome at our school and keep them informed of vital information of our school direction and activities. The ELAC meets four times a year. Our Parent Club has helped us to raise funds for student activities by coordinating Western Night, Spring Fiesta, book fairs, picture days, staff appreciation events, in-class support, and school assemblies. Fairview will hold an annual Title 1 meeting at the beginning of the school year to inform parents of services provided to children participating in the Title 1 programs, which include reading, language, and math intervention groups. Parents will also be kept up to date of events and activities, and encouraged to participate, through our newsletter, weekly bulletin, marquee, website and an auto-dialer. Please contact the school office at (530) 865-1235 if you are interested in becoming involved at our school.

Homework

Teachers at our site include homework as a part of the learning process. We ask that all parents read information from teachers about individual classroom homework policies and expectations and then work with the classroom teacher to ensure that this important part of the process has help both from school and from home. Our fall open house is an important time for parents to find out about their child's classroom and how they can best support the educational process. In addition, most of our teachers require students to read for at least 20 to 30 minutes each evening. We also ask parents to read with or to their child and to sign a reading log and return it weekly.

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.

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 4.47 | 6.19 | 5.91 | 8.95 | 7.83 | 6.92 | 5.07 | 4.36 | 3.80 |
| Expulsions | 0.00 | 0.00 | 0.18 | 0.17 | 0.21 | 0.08 | 0.13 | 0.10 | 0.09 |

School Safety Plan (Most Recent Year)

The school safety plan has been reviewed on an ongoing basis and finalized by the School Site Council. Elements of this plan has been an agenda item of discussion in almost all staff meetings, including distributing a finalized copy to each staff member. Our site has a monthly fire drill, with an earthquake and intruder drill twice a year. The plan will be communicated to parents through the student handbook and an annual school survey will be done looking for potential hazards. We currently have a plan in place for fire, earthquake, intruder, bomb threat, chemical/toxic spill and a post-death intervention plan. All plans, including an evacuation plan, will be distributed and displayed in all classrooms in a highly visible area.

School Climate: We have a school-wide program that is based on Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents, students, administrators and board members have worked closely together to support and advocate for PBIS in all Orland Unified School District schools. This handbook was developed, so its contents match the principles of PBIS in a way that fits the goals, mission and culture of Fairview School.

School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations.

Collaboratively, our staff and students have developed school-wide procedures to accomplish a positive and safe 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|---|--------|----------|-------|
| Made AYP Overall | Yes | Yes | Yes |
| Met Participation Rate: English-Language Arts | Yes | Yes | Yes |
| Met Participation Rate: Mathematics | Yes | Yes | Yes |
| Met Percent Proficient: English-Language Arts | N/A | N/A | N/A |
| Met Percent Proficient: Mathematics | N/A | N/A | N/A |
| Met Attendance Rate | Yes | Yes | Yes |
| Met Graduation Rate | N/A | Yes | Yes |

Federal Intervention Program (School Year 2015-16)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2006-2007 | 2009-2010 |
| Year in Program Improvement* | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 2 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | | 2013-14 | | | | 2014-15 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| 3 | 27 | 1 | 3 | 1 | 27 | | 6 | | 23 | | 32 | |
| 4 | 27 | | 6 | | 30 | | 4 | | 25 | 4 | 21 | |
| 5 | 28 | 1 | 5 | | 26 | 2 | 4 | 1 | 19 | 12 | 18 | |
| Other | | | | | | | | | 22 | | 1 | |

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

Academic Counselors and Other Support Staff (School Year 2014-15)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist | | N/A |
| Other | | N/A |

Note: Cells with N/A values do not require data. 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 2013-14)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------|--------------------|------------------------|
| | Total | Supplemental/Restricted | Basic/Unrestricted | |
| School Site | 6664 | 1152 | 5512 | 63177 |
| District | N/A | N/A | 5512 | \$61,462 |
| Percent Difference: School Site and District | N/A | N/A | 0.0 | 2.8 |
| State | N/A | N/A | \$5,348 | \$65,267 |
| Percent Difference: School Site and State | N/A | N/A | 3.1 | -3.2 |

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

Types of Services Funded (Fiscal Year 2014-15)

We use Title I and other state and federal funds to provide staffing, purchase supplemental textbooks, instructional materials, and supplies. All categorical spending is detailed in our Single School Plan for Student Achievement and approved by our Site Council and our Board of Education. In addition, we receive lottery funds to fund site needs and classroom budgets. Each grade also holds fundraisers to pay for class trips, special projects or programs.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,380 | \$40,379 |
| Mid-Range Teacher Salary | \$56,191 | \$62,323 |
| Highest Teacher Salary | \$76,542 | \$81,127 |
| Average Principal Salary (Elementary) | \$81,658 | \$99,192 |
| Average Principal Salary (Middle) | \$85,451 | \$91,287 |
| Average Principal Salary (High) | \$95,795 | \$112,088 |
| Superintendent Salary | \$164,732 | \$159,821 |
| Percent of Budget for Teacher Salaries | 37% | 36% |
| Percent of Budget for Administrative Salaries | 8% | 6% |

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

Professional Development (Most Recent Three Years)

The District provides two optional Professional Development Days for all teachers outside of the instructional student days. This year's Professional Development offerings will support teachers to strengthen literacy skills for students, further deepen teacher work with the Common Core standards by identifying 'priority standards' for grade level mastery, and promote instructional technology and increased student access to computer devices.

Another focus of professional development for our staff has been Illuminate, a data and testing system. Every teacher has been trained in these aspects of the program:

- 1) Creating a grade book, 2) Printing answer sheets for tests, 3) How to scan a test, 4) How to link a test to their grade book, 5) Linking a grade book to our report card, 6) How to access student data and student log ins, 7) How to assign a test, 8) How to print out progress reports, and 9) How to create a test from the test bank.

Professional Learning Communities and High Quality Instruction continue to be a focus of professional development. Our teachers meet once a week to discuss curriculum, assessments, data, and program. Our PLC facilitators have half-day meetings, every 2-3 months, to discuss status, share successes, and troubleshoot issues. Teachers also are utilizing effective instructional strategies in the classroom. Instructional strategies are discussed in staff and grade level meetings.