

Fairview Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Fairview Elementary School
Street	1308 Fairview St.
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1235 x 3310
Principal	Tony Moebes
Email Address	tmoebes@orlandusd.net
Website	http://fairview.orlandusd.net/
County-District-School (CDS) Code	11754816007470

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Dwayne Newman
Email Address	dnewman@orlandusd.net
Website	http://www.orlandusd.net

School Description and Mission Statement (School Year 2020-2021)

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 485 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 18 general education classrooms, 2 special education classrooms, 2 full-time Title I teachers and 1 full-time ELD coordinator, one library, one music room, and one cafeteria/multi-purpose room. In the 2018-2019 school year, we became a 1:1 school, with all students having access to a state of the art Chromebook. In addition, a 3rd grade Dual Immersion class was implemented for the 2019-2020 school year, with plans to continue the DI program over the next couple of school years to have DI classes in grades 3-5 at Fairview Elementary. Currently there are two(2) Dual Immersion third grade classes and one(1) fourth grade Dual Immersion class.

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 at Fairview Elementary School is committed to ensuring the success of all students, teachers, and parents by providing a safe and nurturing learning environment. Students will engage in rigorous and relevant learning that incorporates a variety of learning styles and technology. Students will take risks, have fun, and show creativity as they develop critical thinking skills. Fairview is a place where students go above and beyond to be awesome. As a learning community, we will prepare students who are respectful, responsible, and productive, lifelong learners.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 3	141
Grade 4	167
Grade 5	168
Total Enrollment	476

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.5
Asian	2.3
Hispanic or Latino	66.2
Native Hawaiian or Pacific Islander	0.2
White	29
Two or More Races	0.6
Socioeconomically Disadvantaged	88
English Learners	35.7
Students with Disabilities	13.7
Foster Youth	1.1
Homeless	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	26	24	23	112
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: October 2019

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. We adopted a new State approved curriculum called Benchmark Advanced. All teachers have had training in the implementation of the program and eight teachers have attended Trainer of Trainers training in the program to help support the school.

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 have adopted the Go Math program. Teachers have been trained on the how the programs works so we can work meet Common Core Math Standards. 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 Next Generation Science Standards starting in kindergarten. 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. The new State Science Test was fully operational in the 2018-2019 school year for 5th grade students.

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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced Benchmark Education CO, © 2017 Adopted Spring 2017	Yes	0
Mathematics	Go Math Houghton Mifflin Harcourt California, © 2015 Adopted Fall 2016	Yes	0
Science	3rd Grade - FOSS (Full Option Science System--Delta Education, Inc., © 2007 4th & 5th Grade - Californian Science Macmillan/McGraw-Hill, Macmillan/McGraw-Hill , © 2007	No	0
History-Social Science	3rd Grade-Our Community Scott Foresman, History-Social Studies for California, © 2006 4th Grade -Our California Scott Foresman, History-Social Studies for California, © 2006 5th Grade- Our Nation Scott Foresman, History-Social Studies for California, © 2006	Yes	0
Foreign Language	None		
Health	None		
Visual and Performing Arts	Music - McGraw-Hill	Yes	0
Science Laboratory Equipment (grades 9-12)	none		

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

School Facility Conditions and Planned Improvements

District maintenance staff keeps the grounds and facilities in excellent condition. Site custodians clean both classrooms and bathrooms daily. Fairview Elementary recently reconfigured its office space creating a new entrance. This new configuration makes it so any visitors must enter the school through one main entrance thus providing a safe watch on who is coming and going during the school day. We are hoping that soon the school will be repainted which is needed.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 1/23/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	All ceiling tile deficiencies have been noted by district staff and tiles are on back order.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Fair	Evacuation maps need to be placed throughout campus and near the doors of each room. Fire extinguishers that were missing will be replaced and/or installed appropriately.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	34	N/A	36	N/A	50	N/A
Mathematics (grades 3-8 and 11)	16	N/A	18	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	17	N/A	20	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

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

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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, as well as give input for the School Site Plan. The ELAC meets four times a year and dates can be attained by calling the school. Our Parent Club meets the first Wednesday of the month at 7 pm at Round Table Pizza. They support the school and students by raising funds for student activities by coordinating Western Night, Santa's' Workshop, Spring Fiesta, book fairs, picture days, staff appreciation events, in-class support, and school assemblies. Fairview holds an annual Title 1 meeting at the beginning of the school year as a part of Back To School Night, to inform parents of services provided to children participating in the Title 1 programs, which include reading, language, and math intervention groups. Parents are also kept up to date of events and activities, and encouraged to participate, through our weekly bulletin, marquee, website, social media, and an auto-dialer through Aeries communication from both the office and individual classroom teachers .

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 spring 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: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate									
Graduation Rate				90.1	92.6	95	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.8	1.9	6.1	3.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.05	.04	
Expulsions	0	.002	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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 at the first staff meeting of the year and a finalized copy of the plan is placed in each staff member's staff binder. Revised sections are also replaced in the emergency flip charts that are located in each room near the door. 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.

Additionally, in 2019-2020, OUSD has systematized and upgraded its two-way radio communications to include a district and city-wide scan so that all school employees and administration with a two-way radio can communicate on a secured network. Likewise, Fairview Elementary has a school-wide Volcom Intercom System for communication, including for emergencies. Also, there are security cameras placed strategically throughout campus, including coverage of ingress and egress areas.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
3	21	11	24		21	7	28		26	2	29	1
4	26		26		26	4	28		32		30	1
5	38	3	24	1	36	5	29	1	29	2	30	1
Other**	11	3							10	2		

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,117	\$2,760	\$9,357	\$65,518
District	N/A	N/A	\$9,357	\$68,968
Percent Difference - School Site and District	N/A	N/A	0.0	-5.1
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	18.8	-14.4

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

Types of Services Funded (Fiscal Year 2019-2020)

We use Title I and other state and federal funds to provide staffing, purchase supplemental textbooks, instructional materials, support teachers in working together and collaborating and additional supplies. We offer specific ELA support, reading interventions and math interventions for students. These supports are offered by our intervention teachers during the school day. We also offer some after school supports with instructional aides. We meet biweekly to discuss student concerns during our COST meetings and re-evaluated students in interventions every 6-8 weeks to see how they are doing and adjust programs if needed. All categorical spending is detailed in our Single School Plan for Student Achievement and approved by our Site Council and our Board of Education.

Each grade also holds fund-raisers to pay for class trips, special projects or programs.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,643	\$47,145
Mid-Range Teacher Salary	\$64,695	\$74,952
Highest Teacher Salary	\$95,190	\$96,092
Average Principal Salary (Elementary)	\$114,471	\$116,716
Average Principal Salary (Middle)	\$97,761	\$120,813
Average Principal Salary (High)	\$128,175	\$131,905
Superintendent Salary	\$191,838	\$192,565
Percent of Budget for Teacher Salaries	30.0	31.0

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

The District provides two optional Professional Development Days for all teachers outside of the instructional student days, one mandatory day and 3-4 Banking days a year. Topics for professional development have been around high-quality instruction and second language learners. These areas have been determined by the District with input from teachers based on student data.

2019-2020 All teachers had the opportunity to attend the two days of professional development- UP Days. During this professional development time teachers could choose sessions based on their need, interest and subject. Breakout session focused on increasing student academic talk, English Learner needs and strategies, increasing technology use in the classroom, learning more about Social Emotional Learning and supports we can provide in the classroom, along with core content supports. Professional Development days were set up to focus on iReady training and math through Chico State with Katy Early. The first iReady training was in October and focused on looking at the 1st diagnostic results and understanding the data. Another round of training is set for after the 2nd diagnostic around the end of the 2nd trimester. The focus will be to look at student data and determine the use and effectiveness for Growth Monitoring, Teacher Toolbox, and Instructional Minutes. In addition to this, as a District, we have contracted with outside resources to support our math teachers. Each site has 3-4 release days this year to work as a site with consultants to increase their math strategies tool box, deepen their understanding of common core math, and challenge their mind set around math to better relate to the hurdles their students are facing daily. The math PD is set up in 3 sets of dates, which allows a full day and 2 half days for each grade level. Teachers have input on what they will focus on based on current pacing and grade level essential standards. In addition to iReady and the math PD days, teachers used their Banking Days to focus on SEL strategies and best practices, as well as STAR Reading levels/data and iReady usage. Some of the days have also been used to develop math and EL strategies and lessons based on current benchmark assessments, iReady data, and STAR data. We also have different focus team groups in the district and many of them are attending conferences to deepen their knowledge and gain more usefully strategies to share with their school sites. Some of these conferences are Restorative Justice training, 2020 California Student Mental Wellness Conference, 2020 CABE and Illuminate.

2020-2021 All teachers had the opportunity to attend the three full days of professional development in August along with having additional time for Distance Learning in the month of August. During the full length days teachers could choose sessions based on their need, interest and subject. Breakout session focused on resources for successful Distance Learning, increasing student academic talk, English Learner needs and strategies, increasing technology use in the classroom, learning more about Social Emotional Learning and supports we can provide in the classroom, along with core content supports.

In addition to this, teachers were given an additional 35 hours to prepare for Distance Learning. Teachers participated in a survey so we could have sessions specifically around their needs. There were various sessions put on by local teachers and the Glenn County Office of Education. Most of these focused on: Setting up Google Classroom, How to use Google Slides, Form, Bitmoji, Peardeck, Go Guardian, Aeries Communication, Screencastify, and Kahoot, and How to record lessons for Asynchronous sessions.

OUSD also has 7 "Banking" days throughout the school year to continue to provide learning opportunities for teachers. The teachers requested some more professional development so the District Banking Day became a floating day in October and teachers once again could choose from various options to best met their need.

We also have different focus team groups in the district and many of them planned to attend conferences to deepen their knowledge and gain more usefully strategies to share with their school sites. Due to COVID many of these options have become virtual and teachers are getting burned out on these types of training opportunities. The District will continue to support attendance for those who want to participate though.

Fairview Elementary will continue to offer supports to teachers in iReady reading and Math and Istation for our Dual Immersion teachers.