

Fairview Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

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
CDS Code	11754816007470

District Contact Information	
District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Bob Douglas
E-mail Address	bdouglas@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, 1 full time Title I teacher and 1 full time ELD coordinator, one library, a mobile computer lab in addition to student machines in each classroom, 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 2013-14)

Grade Level	Number of Students
Grade 3	166
Grade 4	128
Grade 5	169
Total Enrollment	463

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	3.0
Filipino	0.9
Hispanic or Latino	61.3
Native Hawaiian or Pacific Islander	0.0
White	33.7
Two or More Races	0.4
Socioeconomically Disadvantaged	85.1
English Learners	39.7
Students with Disabilities	13.0

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	21	23	104
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	97.45	2.55
High-Poverty Schools in District	97.45	2.55
Low-Poverty Schools in District	0.00	0.00

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 2014-15)

Year and month in which data were collected: January 2012

Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content 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 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 start middle school ready to master algebra in the eighth grade. Our newly adopted math program, Everyday Mathematics, is highly research based and has been proven effective in teaching children math when traditional programs have failed. It's 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
Visual and Performing Arts	Music - McGraw-Hill	Yes	0

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				
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 . 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 upgraded 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. 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 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
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 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
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Main Office/ Teachers Lounge: 1) Both restrooms need to be upgraded . 2) HVAC ducting needs to be upgraded to better distribute heating & cooling. Rooms 23-25: Restrooms need to be upgraded .
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/9/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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 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 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

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	33	36	34	45	42	39	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	39
All Student at the School	34
Male	44
Female	26
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	
White	52
Two or More Races	
Socioeconomically Disadvantaged	29
English Learners	12
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	39	44	42	38	42	38	54	56	55
Mathematics	58	54	54	37	37	37	49	50	50
History-Social Science				35	35	31	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	2	2	3
Similar Schools	1	2	2

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-23	7	6
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-24	3	3
Native Hawaiian/Pacific Islander			
White	-22	21	4
Two or More Races			
Socioeconomically Disadvantaged	-31	8	15
English Learners	-40	8	9
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.0	19.8	5.6

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	11.8	4.5	2.7	11.2	8.9	7.8	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.2	0.2	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	2
Percent of Schools Currently in Program Improvement	---	100.0

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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+
K												
1												
2												
3	24.9	1	6	0	16	5	3	1	24	1	6	
4	29.8	0	5	0	24	1	6		18	3	4	
5	29.8	0	5	0	26	1	5		21	3	4	1
Other												

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 2013-14)

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

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6664	1152	5512	63177
District	---	---	5512	\$58,033
Percent Difference: School Site and District	---	---	0.0	8.9
State	---	---	\$4,690	\$63,037
Percent Difference: School Site and State	---	---	17.5	0.2

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 fund-raisers to pay for class trips, special projects or programs.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,047	\$38,920
Mid-Range Teacher Salary	\$54,381	\$59,803
Highest Teacher Salary	\$74,079	\$78,096
Average Principal Salary (Elementary)	\$79,907	\$95,836
Average Principal Salary (Middle)	\$83,624	\$99,849
Average Principal Salary (High)	\$93,727	\$107,599
Superintendent Salary	\$131,000	\$151,912
Percent of Budget for Teacher Salaries	36	37
Percent of Budget for Administrative Salaries	7	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

Our primary focus of professional development will be our newly adopted English Language Arts curriculum, California Treasures, published by McGraw-Hill. During the 2014-2015, our teachers will receive training on the curriculum, training on the technological resources available to them, and given release time to develop their program. The professional development was provided by a curriculum specialist from the Tehama County Office of Education.

Another focus of professional development for our staff has been the Common Core Standards, to replace our current content standards in 2014. As we prepare for a new ELA and Math curriculum aligned with the Common Core Standards, our staff need to understand the changes that are being made and how to align the current content standards with the CCSS. Several of our teachers have attended an all day workshop to learn of these changes. Our teachers will be provided 3 afternoon trainings on CCSS and how it relates to our Everyday Math Curriculum. Teachers will continue to develop their knowledge and timelines of the CCSS and will be supported with training, release time and work in Professional Learning Communities.

Professional Learning Communities and Explicit Direct 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.