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

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

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

2023-24 District Contact Information

District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Victor Perry
Email Address	vperry@orlandusd.net
District Website	http://www.orlandusd.net

2023-24 School Description and Mission Statement

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 440 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, 3 special education classrooms, 2 full-time Title I teacher and 1 full-time ELD coordinator, one library, one PE teacher, one SEL Coach and one cafeteria/multi-purpose room. All students have 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. In 22-23, there are two (2) Dual Immersion third grade classes, two (2) fourth grade Dual Immersion classes and two (2) fifth grade Dual Immersion class. Fairview Elementary continues to grow our Social-Emotional Coach/Teacher on campus to help with Tier 1 and 2 SEL curriculum, lesson planning, team teaching, and helping to implement the new CASEL 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 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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 3	145
Grade 4	145
Grade 5	144
Total Enrollment	434

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3%
Male	50.7%
American Indian or Alaska Native	1.6%
Asian	1.8%
Black or African American	0.2%
Filipino	0.2%
Hispanic or Latino	71.7%
Two or More Races	1.6%
White	22.8%
English Learners	34.6%
Foster Youth	0.5%
Homeless	2.1%
Migrant	1.4%
Socioeconomically Disadvantaged	85.7%
Students with Disabilities	15%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	92.48	90.00	85.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	6.37	10.20	9.70	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.10	4.00	3.88	12115.80	4.41
Unknown	0.00	0.00	1.00	0.95	18854.30	6.86
Total Teaching Positions	22.70	100.00	105.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.80	88.61	94.30	85.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	2.40	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.20	1.18	5.90	5.35	11953.10	4.28
Unknown	2.10	10.16	7.70	6.96	15831.90	5.67
Total Teaching Positions	21.20	100.00	110.60	100.00	279044.80	100.00

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

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.40	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.40	0.00

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.20	0.20
Total Out-of-Field Teachers	0.20	0.20

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.7	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

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

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

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

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. Our state approved curriculum is MacMillian/McGraw-Hill: Californian Science.

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. Our state approved curriculum is Savvas: myWorld: Social Studies.

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.

Year and month in which the data were collected	September 2023

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 3rd, 4th and 5th grade Mystery Science or Generation Genius	No	0
History-Social Science	3rd Grade-Savvas myWorld: Social Studies © 2021 4th Grade -Savvas myWorld: Social Studies © 2021 5th Grade- Savvas myWorld: Social Studies © 2021	Yes	0
Foreign Language	None		
Health	None		
Visual and Performing Arts	Music - McGraw-Hill	Yes	0

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.   A few years ago, Fairview Elementary reconfigured it's 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. In 22-23, our exterior received new paint which has greatly brightened and revitalized our campus. Several campuses received new carpet and new windows have been placed in some of our classrooms.

Year and month of the most recent FIT report	2/15/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			:
Interior: Interior Surfaces		X		10: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD ON WALKWAY. 4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 8: 4. CEILING TILE HAS A WATER STAIN. MPR: 4. FLOOR TILES ARE BROKEN. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY.

School Facility Conditions and Planned Improvements

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			16: 7. FOUR LIGHT PANELS ARE OUT. 26: 7. TWO LIGHT PANELS ARE OUT. BOYS REST ROOM (NEAR 17): 7. ONE LIGHT FIXTURE IS OUT. 9. FAUCET HAS A DRIP. ONE SINK DRAIN GUARD IS MISSING AND US NOT DRAINING PROPERLY. KITCHEN: 7. ONE LIGHT DIFFUSER IS BROKEN.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS REST ROOM (NEAR 17): 7. ONE LIGHT FIXTURE IS OUT. 9. FAUCET HAS A DRIP. ONE SINK DRAIN GUARD IS MISSING AND US NOT DRAINING PROPERLY.
Safety: Fire Safety, Hazardous Materials		X		13: 10. NO ROOM ID. 15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD ON WALKWAY. 17: 11. IMPROPERLY STORED CLEANING SUPPLIES. 18: 11. IMPROPERLY STORED CLEANONG SUPPLIES. 22: 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. WINDOW SCREENS ARE MISSING. (NO ROOM ID) 4: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. IMPROPERLY STORED CLEANING SUPPLIES. PESTICIDES ARE PRESENT. 7: 10. NO ROOM ID (ENTIRE WING). GIRLS REST ROOM (NEAR 13): 11. PAINT IS PEELING ON CEILING. GIRLS REST ROOM: 11. PAINT IS PEELING ON CEILING. 12. CRACK IN WALL. MPR: 4. FLOOR TILES ARE BROKEN. 10. EMERGENCY EXIT LIGHTS ARE NOT FUNCTIONING PROPERLY. STAFF LOUNGE: 11. PESTICIDES ARE PRESENT.
Structural: Structural Damage, Roofs	X			GIRLS REST ROOM: 11. PAINT IS PEELING ON CEILING. 12. CRACK IN WALL.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. IMPROPERLY STORED CLEANING SUPPLIES. 14. TRIP HAZARD ON WALKWAY. 21: 15. WINDOW SCREENS ARE MISSING. (NO ROOM ID) 22: 11. IMPROPERLY STORED CLEANING SUPPLIES. 15. WINDOW SCREENS ARE MISSING. (NO ROOM ID) 28: 15. WINDOW SCREEN IS MISSING.

School Facility Conditions and Planned Improvements

			MEDIA CENTER: 15. WINDOW SCREENS ARE MISSING. DOOR CLOSER COVER IS MISSING. (NO ROOM ID)

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	18	23	26	27	47	46
Mathematics (grades 3-8 and 11)	11	14	14	12	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	437	422	96.57	3.43	23.22
Female	219	210	95.89	4.11	28.10
Male	218	212	97.25	2.75	18.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	316	302	95.57	4.43	19.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	97	96	98.97	1.03	35.42
English Learners	149	140	93.96	6.04	9.29
Foster Youth	--	--	--	--	--
Homeless	16	13	81.25	18.75	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	384	375	97.66	2.34	20.80
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	68	98.55	1.45	8.82

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	438	431	98.40	1.60	14.15
Female	220	217	98.64	1.36	12.90
Male	218	214	98.17	1.83	15.42
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	317	311	98.11	1.89	12.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	97	96	98.97	1.03	18.75
English Learners	149	148	99.33	0.67	4.05
Foster Youth	--	--	--	--	--
Homeless	16	16	100.00	0.00	6.25
Military	0	0	0	0	0
Socioeconomically Disadvantaged	385	381	98.96	1.04	12.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	68	98.55	1.45	7.35

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.52	16.30	14.81	16.71	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	141	97.92	2.08	17.73
Female	71	70	98.59	1.41	15.71
Male	73	71	97.26	2.74	19.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	106	104	98.11	1.89	12.50
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	33	32	96.97	3.03	34.38
English Learners	47	46	97.87	2.13	4.35
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	129	128	99.22	0.78	17.19
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	22	100.00	0.00	13.64

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	93.5	92.1	89.2	92.8	93.5
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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 Tuesday of the month at 6 pm at Fairview ES in room 19. They support the school and students by raising funds for student activities, by coordinating events like Western Night, Santa's' Workshop, 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	459	452	48	10.6
Female	227	224	19	8.5
Male	232	228	29	12.7
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	9	9	3	33.3
Asian	8	8	1	12.5
Black or African American	1	1	1	100.0
Filipino	1	1	0	0.0
Hispanic or Latino	324	323	31	9.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	7	7	0	0.0
White	109	103	12	11.7
English Learners	162	161	9	5.6
Foster Youth	2	2	0	0.0
Homeless	17	17	4	23.5
Socioeconomically Disadvantaged	403	397	46	11.6
Students Receiving Migrant Education Services	7	7	1	14.3
Students with Disabilities	78	77	7	9.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	3.97	12.63	6.32	2.32	7.57	7.82	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.25	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.32	0
Female	1.32	0
Male	11.21	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.25	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	9.17	0
English Learners	3.7	0
Foster Youth	0	0
Homeless	5.88	0
Socioeconomically Disadvantaged	6.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	12.82	0

2023-24 School Safety Plan

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. We are also continuing to train our staff and work on newer and updated protocols for Run, Hide, Fight and are working with Orland Police Department for training purposes.

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.

In an effort to support the PBIS program, we have implemented a full time Socio-Emotional Learning Coach who works with teachers on providing a positive, supportive and encouraging classroom environment and a full-time Behavioral Aide that helps provide a safe, productive place for students who are dysregulated to go for alternatives to discipline or to support socio-emotional needs. Our CASEL room provides many multi-sensory items to help those students who are dysregulated or need

2023-24 School Safety Plan

stimulation beyond the classroom setting.

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	25	14	20	1
4	24	7	31	1
5	25	2	26	
Other	26	7	8	1

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
3	20	15	25	
4	28	12	11	10
5	23	4	30	
Other	17	6		1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	16,033	4,659	11,374	75,612
District	N/A	N/A	10,458	$71,482
Percent Difference - School Site and District	N/A	N/A	8.4	5.6
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	33.1	-8.1

Fiscal Year 2022-23 Types of Services Funded

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. Reading supports are offered by our intervention teachers during the school day. Math interventions are provided within the classroom with the support of our District Math Coach. We also offer some after school supports. 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 fundraisers to pay for class trips, special projects and/or programs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$50,025	$50,875
Mid-Range Teacher Salary	$67,929	$79,761
Highest Teacher Salary	$99,949	$103,045
Average Principal Salary (Elementary)	$121,998	$128,154
Average Principal Salary (Middle)	$115,481	$131,774
Average Principal Salary (High)	$110,725	$142,676
Superintendent Salary	$169,558	$211,462
Percent of Budget for Teacher Salaries	30.39%	30.11%
Percent of Budget for Administrative Salaries	5.56%	5.49%

Professional Development

All teachers had the opportunity to attend three full days of professional development in August before school started. The first day was School Safety related with OPD presenting information on Run Hide Fight and the SMART team presenting on Threat Assessment: What to look for. The second portion of the day site principals led a session around School Culture and District Expectations.   Over the next two days, teachers chose sessions based on their need, interest, and grade span. Breakout sessions included Social Emotional Learning (and support) Restorative Justice Practices, Dyslexia, using Technology to engage students, and PLC Best Practices review and processes.
In addition to those, there were sessions conducted by our teachers on small group instruction, Technology Updates, and EL BE GLAD strategies.

OUSD has 7 "banking" days throughout the school year to continue to provide learning opportunities for teachers. The district banking days will focus on PLC best practices, Sites goals and data cycles. The District Site Leadership Team will learn the processes and then take these back to their sites to practice. The goal is to have uniform processes for running PLCs and reviewing data throughout the District. Site banking days will be determined by each site.

OUSD has different focus team groups in the District and several groups plan to attend conferences to deepen their knowledge to gain useful strategies to share with their school sites. In addition to these teams, we have 4 Instructional coaches available to teachers to support in Math, Technology and SEL practices. Over the summer we had 13 elementary teachers take a weeklong session from Multi-Sensory Education: Comprehensive Orton-Gillingham to gain more knowledge around teaching phonics and literacy to students. Secondary staff have also attended some PD that they needed. The District will continue to support and encourage teachers to attend course-specific professional development. One hurdle that remains is the lack of substitutes so we will be limited on how many staff can attend things at one time.

Professional Development

Fairview has worked with Curriculum Associates to provide more in-depth training to our teachers on the functions of the I-Ready program. This program provides differentiated instruction to students and our teachers are learning through PD how to maximize that learning.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10