

# Fairview Elementary

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 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.

## 2022-23 School Contact Information

<b>School Name</b>	Fairview Elementary
<b>Street</b>	23515 Maud Ave.
<b>City, State, Zip</b>	Hayward, CA 94541-4519
<b>Phone Number</b>	(510) 723-3830
<b>Principal</b>	Mario Gonzalez
<b>Email Address</b>	mg212@husd.k12.ca.us
<b>School Website</b>	<a href="https://fvw-haywardusd-ca.schoolloop.com/">https://fvw-haywardusd-ca.schoolloop.com/</a>
<b>County-District-School (CDS) Code</b>	01611926000962

## 2022-23 District Contact Information

<b>District Name</b>	Hayward Unified School District
<b>Phone Number</b>	(510) 784-2600
<b>Superintendent</b>	Chien Wu Fernandez
<b>Email Address</b>	cfernandez@husd.k12.ca.us
<b>District Website Address</b>	www.husd.k12.ca.us

## 2022-23 School Overview

Fairview Elementary School has a philosophy and program designed to meet the needs of all students transitioning from early childhood into adolescents. We believe that all students should be exposed to comprehensive academic curriculum, guided by the Common Core Standards and district initiatives. At Fairview, all students participate in a rigorous academic program, expanding their academic skills so all students can become productive, responsible, and compassionate citizens in our ever-changing world. Our vision is to equip our students with the 21st Century skills necessary to be college and career ready. Fairview strives to foster a welcoming environment conducive to producing well-rounded students. Fairview's aim is to become the highest performing school in the district.

Fairview's mission is to create a safe, respectful, supportive, and socially & academically responsive environment that encourages lifelong learning and critical thinking. Fairview Elementary School is showered with diversity and rich in culture. Fairview also boasts the only Deaf & Heard of Hearing Pre-School through 6th Grade program in Hayward and it's surrounding cities.

The Fairview community is full of dedicated teachers, hardworking students and loving parents. We pride ourselves on being our students biggest cheerleader as we strive to cultivate a culture of success and foster a college-going climate.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	95
Grade 1	63
Grade 2	70
Grade 3	52
Grade 4	62
Grade 5	69
Grade 6	67
<b>Total Enrollment</b>	<b>478</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.2
Asian	7.1
Black or African American	17.2
Filipino	5.0
Hispanic or Latino	52.1
Native Hawaiian or Pacific Islander	3.1
Two or More Races	9.0
White	5.6
English Learners	22.6
Foster Youth	0.4
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	53.6
Students with Disabilities	11.9



## **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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	22.50	88.19	816.80	82.14	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	28.40	2.86	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.82	81.30	8.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	1.96	33.60	3.38	12115.80	4.41
<b>Unknown</b>	0.50	2.03	34.00	3.43	18854.30	6.86
<b>Total Teaching Positions</b>	25.50	100.00	994.30	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.80	93.21	841.90	83.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	23.40	2.33	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	4.47	62.20	6.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.24	21.80	2.17	11953.10	4.28
<b>Unknown</b>	0.00	0.04	58.30	5.79	15831.90	5.67
<b>Total Teaching Positions</b>	22.30	100.00	1007.90	100.00	279044.80	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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	1.00	1.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.00</b>	<b>1.00</b>

### 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	0.50	0.50
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.50</b>	<b>0.50</b>

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.10	8.60
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	0.00

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and materials are current, in good condition and available to all students

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018 K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018	Yes	0%
<b>Mathematics</b>	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0%
<b>Science</b>	K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish) 6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish)	Yes	0%
<b>History-Social Science</b>	K-5: Pearson Scott Foresman, Scott Foresman History-Social Science for California, c2006 (English & Spanish) 6th Grade: Holt, Rinehart & Winston, Holt California Middle School Social Studies, Ancient Civilizations, c2006 (English & Spanish)	Yes	0%

## School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

January 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	33	N/A	36	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	16	N/A	19	N/A	33

## 2021-22 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
<b>All Students</b>	250	237	94.80	5.20	32.91
<b>Female</b>	134	127	94.78	5.22	35.43
<b>Male</b>	116	110	94.83	5.17	30.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	20	20	100.00	0.00	20.00
<b>Black or African American</b>	50	49	98.00	2.00	32.65
<b>Filipino</b>	12	12	100.00	0.00	41.67
<b>Hispanic or Latino</b>	124	117	94.35	5.65	30.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	20	86.96	13.04	35.00
<b>White</b>	13	12	92.31	7.69	66.67
<b>English Learners</b>	54	49	90.74	9.26	6.12
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	151	143	94.70	5.30	23.08
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	30	26	86.67	13.33	19.23

## 2021-22 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
<b>All Students</b>	250	239	95.60	4.40	16.32
<b>Female</b>	134	129	96.27	3.73	17.83
<b>Male</b>	116	110	94.83	5.17	14.55
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	20	20	100.00	0.00	15.00
<b>Black or African American</b>	50	49	98.00	2.00	14.29
<b>Filipino</b>	12	12	100.00	0.00	33.33
<b>Hispanic or Latino</b>	124	117	94.35	5.65	15.38
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	23	22	95.65	4.35	13.64
<b>White</b>	13	12	92.31	7.69	25.00
<b>English Learners</b>	54	52	96.30	3.70	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	151	145	96.03	3.97	10.34
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	30	26	86.67	13.33	23.08

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	12.5	--	17.77	28.5	29.47

## 2021-22 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
<b>All Students</b>	66	64	96.97	3.03	12.5
<b>Female</b>	32	31	96.88	3.12	12.9
<b>Male</b>	34	33	97.06	2.94	12.12
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	13	12	92.31	7.69	25
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	34	33	97.06	2.94	12.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	40	39	97.5	2.5	10.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	80.2%	80.2%	80.2%	80.2%	80.2%

## 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.

#### 2022-23 Opportunities for Parental Involvement

Fairview offers several opportunities for families to partner with the school. All families are invited to join the School Site Council(SSC), Site Based Decision Making Team (SBDM), Parent Teacher Association (PTA), and the English Language Advisory Committee (ELAC). All of these groups have very important roles on campus. The School Site Council plays an intricate role in developing the School Plan for Student Achievement and ensures all funds and resources are used appropriately. The Site Based Decision Making Team focuses on policy and procedure development and provides oversight of school rules to ensure a safe and efficient campus community. The PTA is focused on fundraising to provide fun, educational and morale-building activities for our community. Our ELAC is a very involved group of parents, who ensure our English Learners are receiving all the proper supports and accommodations that would allow equal access to the general curriculum.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	520	505	342	67.7
Female	260	251	160	63.7
Male	260	254	182	71.7
American Indian or Alaska Native	1	1	1	100.0
Asian	37	37	19	51.4
Black or African American	88	86	54	62.8
Filipino	26	25	11	44.0
Hispanic or Latino	269	261	192	73.6
Native Hawaiian or Pacific Islander	16	14	12	85.7
Two or More Races	46	46	35	76.1
White	31	29	14	48.3
English Learners	126	123	80	65.0
Foster Youth	3	3	1	33.3
Homeless	9	7	4	57.1
Socioeconomically Disadvantaged	303	292	212	72.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	74	51	68.9

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.53	3.48	2.45
Expulsions	0.00	0.05	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.54	0.01	3.78	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.54	0.00
Female	0.00	0.00
Male	3.08	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.27	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.12	0.00
Native Hawaiian or Pacific Islander	12.50	0.00
Two or More Races	0.00	0.00
White	3.23	0.00
English Learners	0.79	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.30	0.00



## 2022-23 School Safety Plan

The school's disaster preparedness plan includes steps for insuring student and staff safety during a disaster.

Safety is a high priority because it is necessary to ensure a successful and healthy educational environment. Students are supervised throughout the day by teachers, administrators, and other campus supervisors. There are designated areas for student drop-off and pick up. Visitors need to check in at the front office and receive a badge.

Fire, disaster, and lockdown drills are conducted on a regular basis throughout the school year so that all staff and students are familiar with what steps to take in an event of an emergency. The school is using an online application called Share911 to communicate with staff during emergencies. This online safety app is also used to coordinate safety/disaster drills.

Our school has an active School Safety Committee. The committee works together in forming and revising the school safety plan as well as responding to day-to-day safety issues. At the time of the latest review of the School Site Safety Plan, all revisions were communicated to both the classified and certificated staff. During the 2021-22 school year, this has included all of the necessary safety, health and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible.

HUSD developed district wide safety plans with schools also having plans specific to their site. Notifications of the plans were sent out to all staff and families. It was posted on the district/school websites for the entire HUSD community to access.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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
K	39		2	2
1	19	2	1	
2	23		3	
3	24		3	
4	27		3	
5	20	1	2	
6	29		2	
Other	10	2		

## 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
K	36		2	2
1	25		3	
2	19	1	2	
3	24		3	
4	31		2	
5	31		2	
6	22	1	2	
Other	17	2	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
K	30		3	1
1	21	1	2	
2	14	2	3	
3	21		2	
4	26		2	
5	28		2	
6	28		2	
Other	15	2	1	

## 2021-22 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

## 2021-22 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	2.0
Resource Specialist (non-teaching)	
Other	7.2

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$16,203	\$8,046	\$8,156	\$92,419
District	N/A	N/A	\$7,882	\$100,338
Percent Difference - School Site and District	N/A	N/A	3.4	-8.2
State	N/A	N/A	\$13,981	\$82,681
Percent Difference - School Site and State	N/A	N/A	-52.6	11.1

## 2021-22 Types of Services Funded

Fairview funds a wide range of services to assist our students to become grade level proficient and college ready. We have purchased supplemental reading materials to ensure that our students are provided reading instruction catered to their ability. Reading intervention support is provided through digital programs. Additional support services provided by Fairview include crisis counseling, general counseling, trauma informed teaching support, PBIS and alternative to suspension programs.

Fairview hired Reading Intervention Specialists to provide small group reading instruction to struggling readers. Fairview hired an ELD teacher to support long-term EL students through intensive language development classes in addition to the ELD instruction provided by the classroom teacher. Fairview purchased Leveled Literacy Intervention and Fountas & Pinnel Guided Reading Materials as anchor materials for all intervention/acceleration support in reading classes.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$69,642	\$54,370
<b>Mid-Range Teacher Salary</b>	\$97,275	\$82,681
<b>Highest Teacher Salary</b>	\$116,010	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$154,426	\$135,283
<b>Average Principal Salary (Middle)</b>	\$160,000	\$141,244
<b>Average Principal Salary (High)</b>	\$171,506	\$152,955
<b>Superintendent Salary</b>	\$293,534	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	35%	33%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Fairview school has focused its professional development in the areas of Socio-Emotional Learning Strategies, Culturally & Linguistically Responsive Teaching, Balanced Literacy and Guided Reading. Specific to the 2021-22 school year, Fairview has added a focus on developing Effective Online Instruction by offering professional development that increases our teachers digital toolboxes by providing training and access to a myriad of online instructional tools.

Fairview has an Instructional Leadership team comprised of teacher representatives from primary, intermediate, kinder and the special education department who work together to coordinate professional development opportunities for the entire staff. Fairview has five full-day professional development days, five minimum days that are used for professional development and we utilize all of our 10 monthly staff meetings for professional development. Teachers are also encouraged to participate in ongoing professional development in their weekly collaboration meetings using the Cycle of Inquiry learning process. Teachers are supported by whole staff professional developments, as well as focused grade level inquiry processes. Educators are supported to attend conferences and to share acquired knowledge with other staff members.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	6	3