

Treeview 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	Treeview Elementary School
Street	30565 Treeview St.
City, State, Zip	Hayward, CA 94544-7458
Phone Number	(510) 723-3925
Principal	Mr. Guillermo Morales
Email Address	gm238@husd.k12.ca.us
School Website	https://treeview.husd.us/
County-District-School (CDS) Code	01611926001192

2023-24 District Contact Information

District Name	Hayward Unified School District
Phone Number	(510) 784-2600
Superintendent	Dr. Jason Reimann
Email Address	jreimann@husd.k12.ca.us
District Website	www.husd.k12.ca.us

2023-24 School Description and Mission Statement

The mission of Treeview Elementary School is to create an environment where greatness is expected and nurtured. Treeview continues to provide students with the tools and skills necessary to be college and career ready by promoting student success, organizational skills, and learning strategies. Treeview's priorities are aligned with the Hayward Unified School District's Strategic Plan focused on deeper learning, relationship-centered schools, service excellence and operational sustainability.

Deeper Learning. Treeview increases opportunities for all students to think critically and master academic content. AVID strategies can be found being used in Treeview classrooms to increase student engagement and deeper learning experiences. Imagine Learning and Imagine Math platforms are used by all students to provide early intervention, as well as enrichment in literacy and math. University of Florida Learning Institute (UFLI) Foundations is used by all teachers to teaching foundational reading skills in order to improve and accelerate reading for all students, including English Learners (ELs) and Special Education (SPED).

Relationship-Centered Schools. Treeview increases student access to social-emotional support through training and partnerships. Treeview staff is trained in Positive Behavior Intervention and Supports (PBIS) and Sanford Harmony SEL Program. Our partnership with Stars Inc. clinicians and HPD Youth & Family Services Bureau allows us to expand our social-emotional support of students. Our Family Engagement Specialist (FES) and Community Schools Specialist helps expand parent education and engagement with the school.

Service Excellence. Treeview thrives on providing a positive experience for our students, teachers, parents and community. Our welcoming environment starts in our main office where all are greeted by an office staff trained to provide quality service to all. The online platform Class Dojo or Google Classroom are used by all teachers to provide real time communication between classroom and home.

Operational Sustainability. Treeview has created safety and technology plans that are equitable and sustainable. Our Safety Committee conducts yearly safety plan analysis and training for safety and emergencies. Our Site Based Decision Making (SBDM) team and School Site Council (SSC) have created a need-based, equitable technology plan allowing us to have a 1-to-1 student to device ratio.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	73
Grade 2	67
Grade 3	48
Grade 4	61
Grade 5	64
Grade 6	77
Total Enrollment	437

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.8%
Male	49.2%
Asian	13.3%
Black or African American	6.4%
Filipino	6.6%
Hispanic or Latino	57.2%
Native Hawaiian or Pacific Islander	2.5%
Two or More Races	4.8%
White	7.6%
English Learners	33.6%
Foster Youth	0.5%
Homeless	1.1%
Migrant	0.7%
Socioeconomically Disadvantaged	77.3%
Students with Disabilities	10.1%

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)	15.40	87.98	816.80	82.14	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	11.40	28.40	2.86	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	81.30	8.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.57	33.60	3.38	12115.80	4.41
Unknown	0.00	0.00	34.00	3.43	18854.30	6.86
Total Teaching Positions	17.50	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	99.47	841.90	83.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	23.40	2.33	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	62.20	6.18	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.10	0.58	21.80	2.17	11953.10	4.28
Unknown	0.00	0.00	58.30	5.79	15831.90	5.67
Total Teaching Positions	17.10	100.00	1007.90	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	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	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	0.10	0.10
Total Out-of-Field Teachers	0.10	0.10

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)	0	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)	9.5	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

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which the data were collected January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

Reading/Language Arts	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%
Mathematics	K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish) 6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015	Yes	0%
Science	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%
History-Social Science	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

General: The district places a strong emphasis on ensuring that all schools are safe, clean, environmentally friendly, mechanically functional and inviting for students, staff members, and the community. To assist in this effort, the district utilizes the Facility Inspection Tool (FIT) developed by the State of California OPSC and local operations department developed inspection survey methods to keep facilities in compliance with all federal and state health and safety regulations. The district regularly inspects and reviews the condition of the school facilities and surrounding grounds. The district places the highest priority on those safeguards that impact the fire, life and safety protection of the students, staff, and school buildings. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings: Treeview was constructed in 1959. This school has eighteen (18) permanent classrooms, a multipurpose room, a library, and an administration building. In addition to the main building, there are seven (7) portable classrooms that have been added to accommodate class size reduction and instructional programs for the Alameda County Office of Education.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order system process is used to ensure efficient service and highest priority is given to emergency repairs. At the time of publication, 100% of the school's restrooms on campus were in good working order.

Cleaning Process and Schedule: The district has developed cleaning standards and schedules for all schools in the district. A summary of these standards and schedules is available at the school or the Maintenance & Operations office. The principal, with the guidance of the Facilities, Maintenance, Operations and Transportation (FMOT) Department works daily with the custodial team to ensure that the cleaning standards are met, and that classrooms, restrooms, and campus grounds are kept clean, safe, and well-maintained.

Modernization Projects: Since 2019, local bond funds (Measure H) are being used to complete various modernization and infrastructure projects throughout HUSD. At Treeview these projects have included replacement of the roof system, new fencing, intrusion alarm system and exterior painting. In addition a modernization that consists of modernizing existing classrooms, ADA improvements, new asphalt/stripping. All work described will be completed by the end of the 2024 summer period.

Year and month of the most recent FIT report

February 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	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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)	25	20	36	35	47	46
Mathematics (grades 3-8 and 11)	17	13	19	20	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	258	253	98.06	1.94	19.76
Female	128	124	96.88	3.12	16.94
Male	130	129	99.23	0.77	22.48
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	20.00
Black or African American	26	25	96.15	3.85	16.00
Filipino	18	18	100.00	0.00	44.44
Hispanic or Latino	155	151	97.42	2.58	15.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	19	100.00	0.00	21.05
English Learners	63	62	98.41	1.59	1.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	204	200	98.04	1.96	15.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100.00	0.00	3.70

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	258	254	98.45	1.55	13.39
Female	128	125	97.66	2.34	8.00
Male	130	129	99.23	0.77	18.60
American Indian or Alaska Native	0	0	0	0	0
Asian	25	25	100.00	0.00	20.00
Black or African American	26	25	96.15	3.85	12.00
Filipino	18	18	100.00	0.00	27.78
Hispanic or Latino	155	153	98.71	1.29	10.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	19	18	94.74	5.26	16.67
English Learners	63	63	100.00	0.00	3.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	204	201	98.53	1.47	10.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	27	100.00	0.00	3.70

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)	12.90	11.29	17.77	16.99	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	64	62	96.88	3.12	11.29
Female	29	28	96.55	3.45	7.14
Male	35	34	97.14	2.86	14.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	31	30	96.77	3.23	3.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	49	47	95.92	4.08	4.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	9.09

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	100	100	100	100	100

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

At Treeview Elementary School, we are committed to communicating with and engaging parents as partners in their children's education. We are constantly communicating with our parents. Each Friday night a phone call goes home, in English and Spanish, to all families with information about up-coming events at Treeview. Bi-weekly the Parent Journal goes home with students. The Parent Journal includes an up-coming calendar, a personal message from the principal and information about events and programs. Teachers use Class Dojo or Google Classroom on-line platforms to frequently communicate with parents. The school website includes up-to-date information about programs at Treeview. We also uses social media (Instagram and Facebook) to communicate with parents and community members. Our electronic marquee provides weekly reminders of events on campus.

Parental involvement plays a critical role in the function of our school and the learning that takes place. Parents are always welcomed on campus and there are many volunteer opportunities for parents, along with multiple parental groups to join. We encourage parent participation on the School-Site Council (SSC), Parent and Teacher Association (PTA), Site Based Decision Making (SBDM) Team, English Language Advisory Council (ELAC) and African American Student Achievement Initiative (AASAI) and invite and encourage parent input in our school's decision making process. Parents can also be a room parent and assist in classrooms in various ways. We encourage parents to attend school events such as monthly Coffee & Conversation with the Principal, Back to School Night, Open House, Talent Shows and Winter/Spring concerts. Treeview has a Parent Center and Community Schools Specialist to help parents navigate resources available to them in supporting their child.

At Treeview, we believe that by partnering with our parents, we can achieve our goal of excellence for all students.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	472	217	46.0
Female	245	238	104	43.7
Male	237	234	113	48.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	1	100.0
Asian	61	61	20	32.8
Black or African American	42	39	20	51.3
Filipino	29	29	9	31.0
Hispanic or Latino	277	270	134	49.6
Native Hawaiian or Pacific Islander	12	12	7	58.3
Two or More Races	20	20	8	40.0
White	33	33	13	39.4
English Learners	178	177	82	46.3
Foster Youth	4	4	2	50.0
Homeless	12	12	12	100.0
Socioeconomically Disadvantaged	401	393	199	50.6
Students Receiving Migrant Education Services	3	3	3	100.0
Students with Disabilities	64	62	32	51.6

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	0.00	2.46	3.73	0.01	3.78	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.73	0
Female	4.9	0
Male	2.53	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.38	0
Filipino	6.9	0
Hispanic or Latino	3.97	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	10	0
White	6.06	0
English Learners	2.25	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.49	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.25	0

2023-24 School Safety Plan

At Treeview Elementary School, we believe that students are entitled to a safe learning environment . If students do not feel safe, it becomes increasingly more difficult for them to focus. The school safety plan is reviewed and revised at the beginning of the school year by the school's safety committee and communicated to all staff members at the first staff meeting. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, disaster, and lockdown drills are conducted monthly throughout the school year.

Treeview has adopted Positive Behavior Interventions and Supports (PBIS) and Sanford Harmony Social Emotional Learning Program as proactive approach to establishing the behavioral supports and social cultures needed for all students at Treeview to achieve social, emotional and academic success.

Students are supervised throughout the day by teachers, administrators, and yard duty supervisors. There is a designated area for student drop off and pick up. Parents are to stay outside the school building until dismissal time. At the end of the school day, students are walked out, by their teacher, to meet parents on the school quad, in front of the main office.

Visitors to the school need to check in the front office, show identification 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 that includes administrators, teachers, maintenance, school supervisors, and other staff members. 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 2020-21 school year, this has included all of the necessary safety, health

2023-24 School Safety Plan

and sanitizing protocols to ensure that staff and visitors to campus remain as safe as possible during the COVID-19 Shelter in Place status of our school.

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
K	25		2	
1	25		2	
2	21	1	2	
3	22		2	
4	29		2	
5	29		2	
6	33		1	1
Other	23		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	21		3	
1	23		2	
2	24		2	
3	14	4		
4	16	1	2	
5	30		2	
6	26		2	

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
K	24	0	2	0
1	24	0	3	0
2	22	0	3	0
3	16	3	0	0
4	31	0	2	0
5	32	0	2	0
6	26	0	3	0
Other	0	0	0	0

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	1.2
Resource Specialist (non-teaching)	
Other	4.4

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	\$13,986	\$6,243	\$7,742	\$86,586
District	N/A	N/A	\$7,882	\$107,231
Percent Difference - School Site and District	N/A	N/A	-1.8	-14.7
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	-57.4	4.6

Fiscal Year 2022-23 Types of Services Funded

Treeview Elementary School offers many services to our students. Services paid for by the school site include: Imagine Learning provides mathematics and reading Intervention programs for all grades. AVID College and Career Readiness provides teachers with strategies to better engage students. University of Florida Learning Institute (UFLI) Explicit and Systemic Phonics Program.

Services provided by the school district include:

Stars Inc. provides counseling to students on a referral basis.

Our part-time school psychologist, speech and language pathologist and English Learner (EL) Specialist provide support for some of our most at-risk students.

Community Schools Specialist coordinates services for our students and families

YEP program for those students needing after school care.

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	\$74,517	\$55,550
Mid-Range Teacher Salary	\$104,084	\$84,645
Highest Teacher Salary	\$124,131	\$111,284
Average Principal Salary (Elementary)	\$158,307	\$139,860
Average Principal Salary (Middle)	\$172,464	\$146,440
Average Principal Salary (High)	\$183,511	\$158,447
Superintendent Salary	\$314,081	\$278,268
Percent of Budget for Teacher Salaries	35.42%	32.21%
Percent of Budget for Administrative Salaries	5.96%	4.89%

Professional Development

The primary/major areas of focus for staff development at Treeview Elementary School include: Anti-bias, Anti-racist (ABAR) training, deeper learning experiences for students, early intervention in math and literacy, and social emotional learning (SEL). Our staff is being trained, through conferences, workshops and staff meetings in AVID strategies to provide deeper learning experiences for all students. AVID strategies focus on improving student engagement and college readiness for all students. Staff Development days have been used to train staff on Imagine Learning and Imagine Math, which are adaptive literacy programs which allow us to provide systemic early intervention, as well as enrichment, to all students. Treeview staff uses Positive Behavior Intervention Supports (PBIS) and the Sanford Harmony Program to provide social emotional learning. Teachers have been introduced/trained in University of Florida Learning Institute (UFLI) phonics program to improve the teaching of reading to all students.

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	6	3	3