

Fairview Elementary

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Fairview Elementary
Street	23515 Maud Ave.
City, State, Zip	Hayward, CA 94541-4519
Phone Number	(510) 723-3830
Principal	Lauren Matteis
Email Address	lmatteis@husd.k12.ca.us
School Website	https://fairview.husd.us/
Grade Span	K-6
County-District-School (CDS) Code	01611926000962

2024-25 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

2024-25 School Description and Mission Statement

Fairview Elementary School has a philosophy and program designed to meet the needs of all students and educating the whole child. All Fairview students are taught the California Common Core Standards and we focus on our district initiatives including the science of reading, social-emotional learning, STEAM learning including VAPA instruction. At Fairview, all students participate in a culturally responsive academic program, expanding their academic skills and validating student cultural identity. Our students are curious, productive, responsible, and compassionate citizens and we provide experiences to strengthen their leadership capabilities. 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 where caring, compassionate, critically minded students

2024-25 School Description and Mission Statement

thrive. Fairview's aim is to become the school where students feel the safest to learn in the district. Fairview also is home to the only Deaf & Hard of Hearing Pre-School through 6th Grade program in the county and we provide a weekly American Sign Language instruction for all students.

The Fairview community is full of dedicated teachers, hardworking students and committed parents. We believe that family engagement is key in educating the whole child. We have bi-monthly food pantry to serve our community. We are part of the Hayward Promise Neighborhood Grant which engenders partnerships across the city to provide resources for our students beyond our school building. We also have partnerships with arts and nature groups including the Diablo Ballet, the Village Method, and the Sulphur Creek Nature Center. We also are recipients of the Family Engagement Action Plan grant to foster a strong connection with our African American families and our school.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	98
Grade 1	68
Grade 2	84
Grade 3	86
Grade 4	79
Grade 5	52
Grade 6	76
Total Enrollment	543

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.4
Asian	7.9
Black or African American	14.5
Filipino	6.1
Hispanic or Latino	52.9
Native Hawaiian or Pacific Islander	1.8
Two or More Races	8.3
White	5.9
English Learners	23.9
Homeless	1.1
Migrant	0.2
Socioeconomically Disadvantaged	75.1
Students with Disabilities	13.6

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

2022-23 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)	25.60	91.11	806.00	82.08	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	18.50	1.89	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.56	71.20	7.26	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.50	1.78	26.60	2.71	11746.90	4.23
Unknown/Incomplete/NA	1.00	3.56	59.50	6.06	14303.80	5.15
Total Teaching Positions	28.10	100.00	982.00	100.00	277698.00	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	2022-23
Permits and Waivers	1.00	0.00	0
Misassignments	1.00	1.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	1.00	1

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.50	0.5
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.50	0.50	0.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.10	8.6	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.80	0	0

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

2024-25 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 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%

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

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: The current school campus was constructed in 2012. This school has thirty-six (36) regular classrooms, a multipurpose room, a library, an outdoor eating area and an administration building.

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 infrastructures projects throughout HUSD. At Fairview Elementary these projects have included exterior painting of the school. All work described was completed by the end of the 2022 summer period.

Year and month of the most recent FIT report

January 2024

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	32	35	32	46	47
Mathematics (grades 3-8 and 11)	15	19	20	20	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	287	278	96.86	3.14	32.01
Female	138	135	97.83	2.17	35.56
Male	149	143	95.97	4.03	28.67
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	56.00
Black or African American	43	42	97.67	2.33	38.10
Filipino	14	14	100.00	0.00	42.86
Hispanic or Latino	157	151	96.18	3.82	26.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	28.57
White	11	10	90.91	9.09	--
English Learners	76	72	94.74	5.26	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	218	97.32	2.68	26.61
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.04	1.96	18.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	287	282	98.26	1.74	18.86
Female	138	136	98.55	1.45	11.85
Male	149	146	97.99	2.01	25.34
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	48.00
Black or African American	43	41	95.35	4.65	17.07
Filipino	14	14	100.00	0.00	21.43
Hispanic or Latino	157	154	98.09	1.91	12.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	28	100.00	0.00	28.57
White	11	11	100.00	0.00	18.18
English Learners	76	75	98.68	1.32	4.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	224	221	98.66	1.34	15.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	51	50	98.04	1.96	4.00

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	12.00	17.39	16.99	18.04	30.29	30.73

2023-24 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	46	46	100.00	0.00	17.39
Female	26	26	100.00	0.00	19.23
Male	20	20	100.00	0.00	15.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	10.71
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	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	36	100.00	0.00	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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 requires only participation results 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	88%	88%	88%	88%	88%

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.

2024-25 Opportunities for Parental Involvement

Fairview offers regular opportunities for families to partner with the school community. There are monthly committees such as the School Site Council (SSC), the African American Student Achievement Initiative parent group (AASAI), Site Based Decision Making Team (SBDM), Parent Teacher Association (PTA), and the English Language Advisory Committee (ELAC). The School Site Council plays an intricate role in developing the Single 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 builds community and raises funds to provide educational and community building activities for our school such as our fun run. Our AASAI focuses on the experience of black families at our school and champions the closing of the opportunity gaps that persist in public education. Our ELAC ensures our Multi-Lingual Learners are receiving all the proper supports and accommodations. These parent groups give input to our decision making process at the school and help keep equity of voice in the forefront.

Parent ambassadors hold leadership positions at the school and we are growing our pool of parent volunteers. The parent ambassador project includes a multi-cultural event where we celebrate the diversity of our community. that would allow equal access to the general curriculum. We also host literacy workshops for parents where we highlight local writers of color and provide parents with an opportunity to learn along with our teachers.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	593	570	181	31.8
Female	281	267	87	32.6
Male	312	303	94	31.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	52	44	11	25.0
Black or African American	87	85	29	34.1
Filipino	33	33	6	18.2
Hispanic or Latino	316	305	103	33.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	46	46	18	39.1
White	32	32	6	18.8
English Learners	166	159	48	30.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	464	445	149	33.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	89	28	31.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.54	2.42	2.19	3.78	4.9	5.4	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.07	0.1	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.19	0.00
Female	1.07	0.00
Male	3.21	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	3.45	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.22	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.17	0.00
White	6.25	0.00
English Learners	1.20	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.59	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Safety is our highest priority and this includes students feeling safe and a sense of belonging and not just related to disaster preparedness. Safe students are more able to learn and focus on achieving student goals. Students are supervised throughout the day by teachers, administrators, and other campus supervisors. There are designated areas for student drop-off and pick

2024-25 School Safety Plan

up. Visitors need to check in at the front office and receive a badge. We also do ongoing training with the staff on mental health support and bullying prevention as well as anti-bias and anti-racism work to ensure staff is aware of micro aggressions and we prioritize emotional safety on our campus.

Disaster preparedness including fire, disaster, and lockdown drills which 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. We recently focused on updating all our equipment for disasters and we are adding a new portable to house our updated equipment. The school is using an online application called Share911 to communicate with staff during emergencies to coordinate safety/disaster drills.

Our school has an active School Safety Committee that meets bi-weekly. 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 at our Jan. 2025 staff meeting. During the 2024-2025 school year, this has included the documentation of all of the necessary changes to support our Deaf and Hard of Hearing (DHH) program at our school. On Jan. 25, the safety plan was shared at the School Site Council.

Safety plans are posted on the district and school websites for the entire 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.

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	

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	29		3	1
1	21		4	
2	22		4	
3	21	1	3	
4	29		2	
5	27		3	
6	19	1	3	
Other	2	1		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	1	2	1
1	23		3	
2	21		4	
3	20	2	2	
4	26		3	
5	31		1	
6	33		1	
Other	14	2	1	

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	7.2

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$107,337
Percent Difference - School Site and District	N/A	N/A	3.4	-14.9
State	N/A	N/A	\$10,771	\$97,756
Percent Difference - School Site and State	N/A	N/A	-27.6	-5.6

Fiscal Year 2023-24 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 culturally responsive reading instruction. This includes a service called Ignite which focuses on the science of reading. Reading intervention support is provided through district created positions. Additional support services provided by Fairview include crisis counseling, general counseling, trauma informed teaching support, PBIS and restorative practices.

Fairview provides a multi tiered system of supports (MTSS) and in class small group reading instruction to struggling readers. The district 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 however we are widening our approach to reading by including more phonics interventions such as Heggerty phonics for lower grades.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$59,551
Mid-Range Teacher Salary	\$104,084	\$93,855
Highest Teacher Salary	\$124,131	\$120,219
Average Principal Salary (Elementary)	\$164,210	\$151,525
Average Principal Salary (Middle)	\$171,438	\$158,215
Average Principal Salary (High)	\$180,194	\$171,087
Superintendent Salary	\$314,081	\$300,043
Percent of Budget for Teacher Salaries	34.34	31
Percent of Budget for Administrative Salaries	5.9	4.91

Professional Development

Fairview School has focused on building a safe school for the whole child including professional development in the areas of Anti-Bias and Anti-Racism teaching, literacy practices and mathematics instruction. We have provided opportunities for teachers to attend the University of Florida Literacy Institute and Silicon Valley Math Initiative. A group of school leaders, staff and parents will be attending the AAREA conference to focus on becoming an institution focused on Black Excellence.

Specific to the 2024-2025 school year, Fairview has added a focus on developing our math instruction by offering professional development that is responsive to our low CAASPP scores in mathematics. Our training is aligned with state standards and focuses on modeling of word problems and analyzing the mathematical practices in our classrooms. 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 three 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 additional professional learning.

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 as well as visit our classrooms in the district to observe research based best practices.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3