

# Treeview Elementary School

## 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Treeview Elementary School
<b>Street</b>	30565 Treeview St.
<b>City, State, Zip</b>	Hayward, CA 94544-7458
<b>Phone Number</b>	(510) 723-3925
<b>Principal</b>	Mr. Guillermo Morales
<b>Email Address</b>	gm238@husd.k12.ca.us
<b>School Website</b>	<a href="https://treeview.husd.us/">https://treeview.husd.us/</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	01611926001192

### 2024-25 District Contact Information

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

### 2024-25 School Description and Mission Statement

The mission of Treeview Elementary School is to provide academic excellence in an inclusive and innovative learning environment where all students (Transitional Kindergarten - 6th grade) can succeed. 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 (HUSD) 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

## 2024-25 School Description and Mission Statement

strategies can be found in Treeview classrooms to increase student engagement and deeper learning experiences. The Imagine Learning online platform is used by students, 3rd-6th grade, to provide early intervention, as well as enrichment in literacy. 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. In an effort to strengthen student to student and student to teacher relationships, Treeview staff is transitioning from the Positive Behavior Intervention and Supports (PBIS) framework to Restorative Practices (RP). Our Social Emotional (SE) Counselor and partnerships with Stars Inc. clinicians and Hayward Police Department Youth & Family Services Bureau (YFSB) allows us to expand our social-emotional support of students. Our Family Engagement Specialist (FES) and Community Schools Specialist (CSS) help 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. Through our school site council (SSC), parent and teacher association (PTA), English learner advisory committee (ELAC) and opportunities to speak with the principal at our monthly coffee & conversation meetings, parents and community members have the opportunity to inform our safety and educational services to meet the needs of our students.

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. Two fulltime administrators allows for continuous support of all students and staff members through classroom visits throughout the day.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	56
Grade 2	70
Grade 3	62
Grade 4	51
Grade 5	65
Grade 6	62
<b>Total Enrollment</b>	<b>453</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3
Male	51.7
American Indian or Alaska Native	0.2
Asian	10.8
Black or African American	9.1
Filipino	4.2
Hispanic or Latino	60.5
Native Hawaiian or Pacific Islander	1.8
Two or More Races	4
White	7.3
English Learners	34.9
Foster Youth	0.7
Homeless	2.6
Migrant	0.7
Socioeconomically Disadvantaged	83.7
Students with Disabilities	11

### 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>	15.40	87.98	816.80	82.14	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	2.00	11.40	28.40	2.86	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	81.30	8.18	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.57	33.60	3.38	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	0.00	0.00	34.00	3.43	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.00	99.47	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>	0.00	0.00	62.20	6.18	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.58	21.80	2.17	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.00	0.00	58.30	5.79	15831.90	5.67
<b>Total Teaching Positions</b>	17.10	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	19.10	100.00	806.00	82.08	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	18.50	1.89	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	71.20	7.26	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	26.60	2.71	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	0.00	0.00	59.50	6.06	14303.80	5.15
<b>Total Teaching Positions</b>	19.10	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
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.10	0.10	0
<b>Total Out-of-Field Teachers</b>	0.10	0.10	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
<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)	9.50	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

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
<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%

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:** 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.

**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**

January 2024

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	

## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	20	22	35	32	46	47
<b>Mathematics</b> (grades 3-8 and 11)	13	11	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	247	232	93.93	6.07	21.98
Female	114	106	92.98	7.02	20.75
Male	133	126	94.74	5.26	23.02
American Indian or Alaska Native	0	0	0	0	0
Asian	28	26	92.86	7.14	34.62
Black or African American	24	23	95.83	4.17	21.74
Filipino	--	--	--	--	--
Hispanic or Latino	155	143	92.26	7.74	16.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	23.53
English Learners	83	71	85.54	14.46	9.86
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	198	92.96	7.04	18.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	14.71

## 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	247	243	98.38	1.62	10.70
Female	114	112	98.25	1.75	8.04
Male	133	131	98.50	1.50	12.98
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	28.57
Black or African American	24	23	95.83	4.17	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	155	152	98.06	1.94	5.26
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	5.88
English Learners	83	82	98.80	1.20	9.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	213	209	98.12	1.88	8.13
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	34	100.00	0.00	5.88

## 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
<b>Science</b> (grades 5, 8 and high school)	11.29	11.11	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
<b>All Students</b>	63	63	100.00	0.00	11.11
<b>Female</b>	27	27	100.00	0.00	11.11
<b>Male</b>	36	36	100.00	0.00	11.11
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	42	42	100.00	0.00	4.76
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	21	21	100.00	0.00	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	54	54	100.00	0.00	5.56
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<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.

#### 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	97%	97%	97%	97%	97%

## 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

Treeview Elementary School is 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 and Family Engagement 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	493	483	175	36.2
Female	237	235	78	33.2
Male	256	248	97	39.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	58	58	12	20.7
Black or African American	45	44	20	45.5
Filipino	21	19	4	21.1
Hispanic or Latino	296	290	115	39.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	19	18	7	38.9
White	35	35	9	25.7
English Learners	201	197	65	33.0
Foster Youth	--	--	--	--
Homeless	16	15	6	40.0
Socioeconomically Disadvantaged	414	408	159	39.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	62	62	20	32.3

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
2.46	3.73	4.06	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	4.06	0.00
Female	2.53	0.00
Male	5.47	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	6.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.38	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.26	0.00
White	17.14	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.35	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.61	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

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.

## 2024-25 School Safety Plan

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, earthquake and shelter in place, drills are conducted monthly throughout the school year. 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.

Treeview has adopted Restorative Practices (RP) to strengthen relationships and improve social connections in order 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 teachers, 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.

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.

## 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	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		2	
1	24		3	
2	22		3	
3	16	3		
4	31		2	
5	32		2	
6	26		3	

## 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	21		3	
1	19	3		
2	23		3	
3	21	1	1	
4	26		2	
5	33		1	
6	31		2	
Other	22		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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1.2
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	3.9

## 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
<b>School Site</b>	\$13,986	\$6,243	\$7,742	\$86,586
<b>District</b>	N/A	N/A	\$7,882	\$107,337
<b>Percent Difference - School Site and District</b>	N/A	N/A	-1.8	-21.4
<b>State</b>	N/A	N/A	\$10,771	\$97,756
<b>Percent Difference - School Site and State</b>	N/A	N/A	-32.7	-12.1

## Fiscal Year 2023-24 Types of Services Funded

Treeview Elementary School offers many services to our students. Services paid for by the school site include:  
 Imagine Learning provides 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 provides after school care and homework support..

## 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
<b>Beginning Teacher Salary</b>	\$74,517	\$59,551
<b>Mid-Range Teacher Salary</b>	\$104,084	\$93,855
<b>Highest Teacher Salary</b>	\$124,131	\$120,219
<b>Average Principal Salary (Elementary)</b>	\$164,210	\$151,525
<b>Average Principal Salary (Middle)</b>	\$171,438	\$158,215
<b>Average Principal Salary (High)</b>	\$180,194	\$171,087
<b>Superintendent Salary</b>	\$314,081	\$300,043
<b>Percent of Budget for Teacher Salaries</b>	34.34	31
<b>Percent of Budget for Administrative Salaries</b>	5.9	4.91

## 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 (AVID), early intervention in literacy (UFLI and CORE Learning), and social emotional learning (SEL). Our staff is being trained, through conferences, workshops and staff meetings and designated professional development days. 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 which is an adaptive literacy program which allow us to provide systemic early intervention, as well as enrichment, to all students. Teachers are learning about Restorative Practices to improve relations with and among students. 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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3