# Fairview Elementary
## 2024-2025 School Accountability Report Card
## (Published During the 2025-2026 School Year)

## General Information about the School Accountability Report Card (SARC)

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| **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. <br><br> - 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/ <br><br> - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ <br><br> - 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. |

| 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/. |

## 2025-26 School Contact Information

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|---|---|
| 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 |

## 2025-26 District Contact Information

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

## 2025-26 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 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

## 2025-26 School Description and Mission Statement

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

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 97 |
| Grade 1 | 72 |
| Grade 2 | 71 |
| Grade 3 | 83 |
| Grade 4 | 91 |
| Grade 5 | 81 |
| Grade 6 | 48 |
| Total Enrollment | 543 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 46.4 |
| Male | 53.6 |
| American Indian or Alaska Native | 0.4 |
| Asian | 8.8 |
| Black or African American | 13.3 |
| Filipino | 6.4 |
| Hispanic or Latino | 56 |
| Native Hawaiian or Pacific Islander | 0.7 |
| Two or More Races | 6.6 |
| White | 5.5 |
| English Learners | 23.8 |
| Foster Youth | 0.9 |
| Homeless | 1.5 |
| Socioeconomically Disadvantaged | 74.2 |
| Students with Disabilities | 14.5 |

## 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.

## 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) | 20.8 | 93.21 | 841.9 | 83.53 | 234405.2 | 84 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 23.4 | 2.33 | 4853 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 4.47 | 62.2 | 6.18 | 12001.5 | 4.3 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.5 | 2.24 | 21.8 | 2.17 | 11953.1 | 4.28 |
| Unknown/Incomplete/NA | 0 | 0.04 | 58.3 | 5.79 | 15831.9 | 5.67 |
| Total Teaching Positions | 22.3 | 100 | 1007.9 | 100 | 279044.8 | 100 |

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) | 25.6 | 91.11 | 806 | 82.08 | 231142.4 | 83.24 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 18.5 | 1.89 | 5566.4 | 2 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 3.56 | 71.2 | 7.26 | 14938.3 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.5 | 1.78 | 26.6 | 2.71 | 11746.9 | 4.23 |
| Unknown/Incomplete/NA | 1 | 3.56 | 59.5 | 6.06 | 14303.8 | 5.15 |
| Total Teaching Positions | 28.1 | 100 | 982 | 100 | 277698 | 100 |

Note: The data in this table is based on 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.

## 2023-24 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) | 23.3 | 88.61 | 777.2 | 80.2 | 230039.4 | 100 |
| Intern Credential Holders Properly Assigned | 0 | 0 | 19.7 | 2.04 | 6213.8 | 2.23 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1 | 3.8 | 102.3 | 10.56 | 16855 | 6.04 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 1.5 | 5.69 | 21.4 | 2.21 | 12112.8 | 4.34 |
| Unknown/Incomplete/NA | 0.5 | 1.9 | 48.3 | 4.99 | 13705.8 | 4.91 |
| Total Teaching Positions | 26.3 | 100 | 969.1 | 100 | 278927.1 | 100 |

Note: The data in this table is based on 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 | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Permits and Waivers | 0.00 | 0 | 1 |
| Misassignments | 1.00 | 1 | 0 |
| Vacant Positions | 0.00 | 0 | 0 |
| Total Teachers Without Credentials and Misassignments | 1.00 | 1 | 1 |

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

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.50 | 0.5 | 1.5 |
| Local Assignment Options | 0.00 | 0 | 0 |
| Total Out-of-Field Teachers | 0.50 | 0.5 | 1.5 |

## Class Assignments

| Indicator | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Misassignments for English Learners** (a percentage of all the classes with English learners taught by teachers that are misassigned) | 8.6 | 4 | 0 |
| **No credential, permit or authorization to teach** (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 | 0 |

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

## 2025-26 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 2026 |
|---|---|

| Subject | List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption | Percent Students Lacking Own Assigned Copy |
|---|---|---|
| **Reading/Language Arts** | TK: Benchmark Ready to Advance Transitional Kindergarten and Listos y Adelante Transitional Kindergarten, c2018<br>K-6th Grade: Benchmark Advance California Edition, Advance/Adelante, c2017 (English & Spanish); E.L. Achieve Creating Effective Systems for English Learners (English) c2018 | 0% |
| **Mathematics** | K- 5 Grade: Houghton Mifflin Harcourt, Math Expressions, c2015 (English & Spanish)<br>6th Grade: Glencoe/McGraw Hill, California Math Course 1, c2015 | 0% |
| **Science** | K-5th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, c2008 (English & Spanish)<br>6th Grade: Pearson Scott Foresman, Pearson Scott Foresman California Science, Focus on Earth Science, c2008 (English & Spanish) | 0% |
| **History-Social Science** | K-6 Teacher's Curriculum Institute, Social Studies Alive, 2nd Edition, c2017 | 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

## School Facility Conditions and Planned Improvements

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 | December 2025 |
|---|---|

| 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 Assessments 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.

| Subject | School 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 32 | 27 | 32 | 34 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 19 | 18 | 20 | 21 | 35 | 37 |

## 2024-25 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 | 308 | 299 | 97.08 | 2.92 | 26.51 |
| Female | 142 | 137 | 96.48 | 3.52 | 30.15 |
| Male | 166 | 162 | 97.59 | 2.41 | 23.46 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 25 | 24 | 96.00 | 4.00 | 50.00 |
| Black or African American | 44 | 44 | 100.00 | 0.00 | 11.36 |
| Filipino | 23 | 21 | 91.30 | 8.70 | 66.67 |
| Hispanic or Latino | 168 | 162 | 96.43 | 3.57 | 24.22 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 28 | 100.00 | 0.00 | 10.71 |
| White | 16 | 16 | 100.00 | 0.00 | 31.25 |
| English Learners | 73 | 67 | 91.78 | 8.22 | 12.12 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 237 | 229 | 96.62 | 3.38 | 23.68 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 51 | 49 | 96.08 | 3.92 | 12.24 |

## 2024-25 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<br>Student Groups | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|---|---|---|---|---|---|
| All Students | 308 | 305 | 99.03 | 0.97 | 17.70 |
| Female | 142 | 141 | 99.30 | 0.70 | 13.48 |
| Male | 166 | 164 | 98.80 | 1.20 | 21.34 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 25 | 25 | 100.00 | 0.00 | 44.00 |
| Black or African American | 44 | 44 | 100.00 | 0.00 | 9.09 |
| Filipino | 23 | 22 | 95.65 | 4.35 | 40.91 |
| Hispanic or Latino | 168 | 166 | 98.81 | 1.19 | 13.25 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | 28 | 28 | 100.00 | 0.00 | 14.29 |
| White | 16 | 16 | 100.00 | 0.00 | 25.00 |
| English Learners | 73 | 72 | 98.63 | 1.37 | 4.17 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 237 | 235 | 99.16 | 0.84 | 15.32 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 51 | 50 | 98.04 | 1.96 | 14.00 |

## 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 2023-24 | School 2024-25 | District 2023-24 | District 2024-25 | State 2023-24 | State 2024-25 |
|---|---|---|---|---|---|---|
| **Science** (grades 5, 8 and high school) | 17.39 | 9.41 | 18.04 | 19 | 30.73 | 32.52 |

## 2024-25 CAASPP Test Results in Science by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|---|---|---|---|---|
| All Students | 85 | 85 | 100.00 | 0.00 | 9.41 |
| Female | 34 | 34 | 100.00 | 0.00 | 8.82 |
| Male | 51 | 51 | 100.00 | 0.00 | 9.80 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 13 | 13 | 100.00 | 0.00 | 7.69 |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 45 | 45 | 100.00 | 0.00 | 6.67 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 19 | 19 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 71 | 71 | 100.00 | 0.00 | 4.23 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | 12 | 100.00 | 0.00 | 8.33 |

## 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 | 98% | 98% | 98% | 98% | 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. |

## 2025-26 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 and allows 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.

## 2024-25 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 590 | 574 | 184 | 32.1 |
| Female | 277 | 270 | 92 | 34.1 |
| Male | 313 | 304 | 92 | 30.3 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 54 | 51 | 11 | 21.6 |
| Black or African American | 81 | 79 | 24 | 30.4 |
| Filipino | 35 | 35 | 6 | 17.1 |
| Hispanic or Latino | 326 | 318 | 117 | 36.8 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 40 | 38 | 17 | 44.7 |
| White | 36 | 35 | 4 | 11.4 |
| English Learners | 154 | 149 | 47 | 31.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 457 | 449 | 164 | 36.5 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 96 | 96 | 35 | 36.5 |

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 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 2.42 | 2.19 | 3.73 | 4.9 | 5.4 | 4.97 | 3.6 | 3.28 | 2.94 |

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.

This table displays expulsions data.

| Expulsions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0 | 0 | 0 | 0.07 | 0.1 | 0.07 | 0.08 | 0.07 | 0.06 |

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 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 3.73 | 0.00 |
| Female | 1.08 | 0.00 |
| Male | 6.07 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 1.85 | 0.00 |
| Black or African American | 4.94 | 0.00 |
| Filipino | 8.57 | 0.00 |
| Hispanic or Latino | 2.76 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 7.50 | 0.00 |
| White | 5.56 | 0.00 |
| English Learners | 1.95 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 3.72 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 5.21 | 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.

## 2025-26 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 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. 2026 staff meeting. During the 2025-2026 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.

## 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 | 0 | 3 | 1 |
| 1 | 21 | 0 | 4 | 0 |
| 2 | 22 | 0 | 4 | 0 |
| 3 | 21 | 1 | 3 | 0 |
| 4 | 29 | 0 | 2 | 0 |
| 5 | 27 | 0 | 3 | 0 |
| 6 | 19 | 1 | 3 | 0 |
| Other | 2 | 1 | 0 | 0 |

## 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 | 18 | 1 | 3 | 0 |
| 1 | 23 | 0 | 3 | 0 |
| 2 | 21 | 0 | 4 | 0 |
| 3 | 20 | 2 | 2 | 0 |
| 4 | 26 | 0 | 3 | 0 |
| 5 | 31 | 0 | 1 | 0 |
| 6 | 33 | 0 | 1 | 0 |
| Other | 14 | 2 | 1 | 0 |

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 | 23 | | 3 | |
| 1 | 23 | | 3 | |
| 2 | 23 | | 3 | |
| 3 | 21 | 2 | 2 | |
| 4 | 29 | | 3 | |
| 5 | 27 | | 3 | |
| 6 | 23 | 1 | 1 | |
| Other | 10 | 2 | | |

## 2024-25 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 |

## 2024-25 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 |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 | 14218.74 | 4677.14 | 9541.60 | 87524.27 |
| District | N/A | N/A | 11202 | $119,254 |
| Percent Difference - School Site and District | N/A | N/A | -16.0 | -30.7 |
| State | N/A | N/A | $11,146 | $103,743 |
| Percent Difference - School Site and State | N/A | N/A | -15.5 | -17.0 |

## Fiscal Year 2024-25 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.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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 | $82,468 | $62,783 |
| Mid-Range Teacher Salary | $115,190 | $97,783 |
| Highest Teacher Salary | $137,376 | $128,020 |
| Average Principal Salary (Elementary) | $170,657 | $160,224 |
| Average Principal Salary (Middle) | $186,320 | $166,992 |
| Average Principal Salary (High) | $203,092 | $180,971 |
| Superintendent Salary | $320,943 | $313,465 |
| Percent of Budget for Teacher Salaries | 32.98% | 30.05% |
| Percent of Budget for Administrative Salaries | 6.05% | 5% |

## 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 2025-2026 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 stuff 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 | 2023-24 | 2024-25 | 2025-26 |
|---|---|---|---|
| Number of school days dedicated to Staff Development and Continuous Improvement | 3 | 3 | 3 |