

Fairview Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Fairview Elementary School
Street	1308 Fairview St.
City, State, Zip	Orland, CA 95963
Phone Number	(530) 865-1235 x 3310
Principal	Sheila Mathrole
Email Address	smathrole@orlandusd.net
School Website	http://fairview.orlandusd.net/
Grade Span	3-5
County-District-School (CDS) Code	11754816007470

2025-26 District Contact Information

District Name	Orland Unified School District
Phone Number	(530) 865-1200
Superintendent	Victor Perry
Email Address	vperry@orlandusd.net
District Website	http://www.orlandusd.net

2025-26 School Description and Mission Statement

Fairview Elementary School houses all of the third through fifth-grade students in the Orland Unified School District. We serve a diverse population of students and families. Fairview is a school of approximately 440 students on a modified traditional school calendar with multiple breaks throughout the school year to help rejuvenate and refocus students and teachers. Our school is composed of 18 general education classrooms, 4 special education classrooms, 2 full-time Title I teacher and 1 full-time ELD coordinator, one library, one PE teacher, one music teacher, one SEL Coach and one cafeteria/multi-purpose room. All students have access to a state of the art Chromebook. In addition, a 3rd grade Dual Immersion class was implemented for the 2019-2020 school year, with plans to continue the DI program over the next couple of school years to have DI classes in grades 3-5 at Fairview Elementary. IAs of 23-24, there are two (2) Dual Immersion third grade classes, two (2) fourth grade Dual Immersion classes and two (2) fifth grade Dual Immersion class. Fairview Elementary continues to grow our Social-Emotional Coach/Teacher on campus to help with Tier 1 and 2 SEL curriculum, lesson planning, team teaching, and helping to implement the new CASEL room.

Due to our high population of Spanish speaking families, we have on staff a dedicated bilingual services aide to assist with written and verbal translation. All of the staff at Fairview Elementary School are highly qualified and have a diverse range of training and experience to work with our student population. We strive to create an educational environment that is both safe and stimulating while reaching to help our students achieve personal and academic success. We are working to improve our communication and collaboration with our families to create a well-rounded academic program and partnership between school and home.

Our mission at Fairview Elementary School is committed to ensuring the success of all students, teachers, and parents by providing a safe and nurturing learning environment. Students will engage in rigorous and relevant learning that incorporates a variety of learning styles and technology. Students will take risks, have fun, and show creativity as they develop critical thinking skills. Fairview is a place where students go above and beyond to be awesome. As a learning community, we will prepare students who are respectful, responsible, and productive, lifelong learners.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 3	152
Grade 4	152
Grade 5	157
Total Enrollment	461

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.5
Male	48.8
Non-Binary	0.2
American Indian or Alaska Native	1.3
Asian	1.7
Black or African American	.22
Hispanic or Latino	69.4
Two or More Races	2.8
White	24.5
English Learners	36.2
Foster Youth	.9
Homeless	1.3
Migrant	1.5
Socioeconomically Disadvantaged	76.4
Students with Disabilities	16.5

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)	18.8	88.61	94.3	85.28	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.6	2.4	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.18	5.9	5.35	11953.1	4.28
Unknown/Incomplete/NA	2.1	10.16	7.7	6.96	15831.9	5.67
Total Teaching Positions	21.2	100	110.6	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)	15.7	78.75	89.6	84.86	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0.8	0.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	10	5.4	5.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.25	5.7	5.46	11746.9	4.23
Unknown/Incomplete/NA	2	10	3.9	3.7	14303.8	5.15
Total Teaching Positions	20	100	105.6	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)	19.3	92.37	92.4	86.55	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.1	1.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.48	4.5	4.21	12112.8	4.34
Unknown/Incomplete/NA	1.5	7.15	8.6	8.11	13705.8	4.91
Total Teaching Positions	20.9	100	106.8	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	1	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	0

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	0.00	0	0
Local Assignment Options	0.20	0.2	0.1
Total Out-of-Field Teachers	0.20	0.2	0.1

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)	0	1	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

Panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the Common Core State Standards and they apply to all public schools in the state. The textbooks and assessments we use are based on these content standards and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the California Department of Education (CDE) website.

By third grade, we expect our students to be able to read and write. By fourth grade, we're teaching students to read full-length books and to use a dictionary and other sources when they write. By fifth grade, students should be able to write poems, plays, true-life adventures, and personal journals. You can read the California Common Core State Standards for English/language arts for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's website. We adopted a new State approved curriculum called Benchmark Advanced. All teachers have had training in the implementation of the program and eight teachers have attended Trainer of Trainers training in the program to help support the school.

Because the math standards have become more rigorous, our goal now is to prepare our elementary school graduates to have a deeper knowledge of math concepts. We have adopted the Go Math program, and teachers have been trained on how the program works so we can work to meet Common Core Math Standards. Common Core Math is a whole new way of teaching and learning that helps students to find their personal strengths in math and to use those strengths to their greatest advantage as problem solvers and critical thinkers. The CDE presented an updated Math Frameworks in the fall of 2025 and are presenting curriculum that aligns more closely with the Framework for the upcoming years. You can read the math standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's website.

Students learn the Next Generation Science Standards starting in kindergarten. The curriculum covers physical, earth, and life sciences. The scientific method of experimentation and investigation is woven through all of our science courses. Read more about the science standards for first grade, second grade, third grade, fourth grade, and fifth grade on the CDE's website. The new State Science Test was fully operational in the 2018-2019 school year for 5th-grade students. Fairview has adopted the Twigg science curriculum and is participating in regular professional development to become more familiar with the curriculum and instructional strategies in science.

Students learn about citizenship starting in first grade. In second grade, they explore the lives of people who affect the students' everyday lives and learn about extraordinary people from history. The theme in third grade is continuity and change. California is the subject of our studies in fourth grade, and American history is our focus in fifth grade. Our students also learn about geography, how research topics on their own, develop their own point of view, and interpret history. To read more about the social studies standards for first grade, second grade, third grade, fourth grade, and fifth grade, see the CDE's Web site. Fairview has adopted the Savvas: My World: Social Studies curriculum at all three grade levels.

We choose our textbooks from the most recent list of standards-aligned materials adopted by the SBE. Teams of teachers and administrators meet to research, review and recommend the best choice for our community of learners. Our local school board makes the final textbook decisions based on input from teachers, administrators, and community members.

Year and month in which the data were collected

September 2023

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	Benchmark Advanced Benchmark Education CO, © 2017 Adopted Spring 2017 mClass with DIBELS reading difficulties screener	0
Mathematics	Go Math! Houghton Mifflin Harcourt California, © 2015 Adopted Fall 2016	0
Science	3rd - 5th Grade - TWIG Science	0
History-Social Science	3rd Grade-Savvas myWorld: Social Studies © 2021 4th Grade -Savvas myWorld: Social Studies © 2021 5th Grade- Savvas myWorld: Social Studies © 2021	0
Foreign Language	Benchmark Adelante (Spanish Language Arts) Go Math! in Spanish iReady Savvas TWIG	
Health	None	
Visual and Performing Arts	Music - McGraw-Hill	0
Science Laboratory Equipment (grades 9-12)	none	

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

School Facility Conditions and Planned Improvements

District maintenance staff keep the grounds and facilities in excellent condition. Site custodians clean both classrooms and bathrooms daily. A few years ago, Fairview Elementary reconfigured its office space, creating a new entrance. This new configuration makes it so any visitors must enter the school through one main entrance, thus providing a safe watch on who is coming and going during the school day. In 22-23, our exterior received new paint, which has greatly brightened and revitalized our campus. During the 2024/2025 school year, Fairview built a new classroom to be used for our after-school program. During the summer before the 25-26 school year, all blacktop surfaces were repaved and repainted, and new irrigation was put into the school's field. Many classroom spaces, including the school's office, had new carpet installed and the new ELOP building became available for daily use. Security film was installed on all classroom and office windows during this school year, and Fairview is looking at possible additional expansion in the 2026/2027 school year.

Year and month of the most recent FIT report

3/26/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		<p>10: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP.</p> <p>11: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS.</p> <p>13: 4. FORMICA IS CHIPPING ON CABINET.</p> <p>15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY.</p> <p>22: 4. CEILING TILE HAS A WATER STAIN.</p> <p>24: 4. CEILING TILES HAVE WATER STAINS.</p> <p>28: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. WINDOW SCREEN IS MISSING.</p> <p>4: 4. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP.</p> <p>8: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>MPR: 4. FLOOR TILES ARE BROKEN.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		<p>15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY.</p> <p>16: 7. FOUR LIGHT PANELS ARE OUT. 11. AEROSOL AIR FRESHENER.</p> <p>2: 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. EXTENSION CORD IS BEING PERMANENTLY USED.</p> <p>29: 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED.</p> <p>BOYS REST ROOM (NEAR 17): 7. ONE LIGHT FIXTURE IS OUT. 15. DOOR CLOSER COVER IS MISSING.</p> <p>KITCHEN: 7. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON CEILING.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS REST ROOM: 8. TOILETS LEAK AT FITTING.
Safety: Fire Safety, Hazardous Materials	X			<p>17: 10. ACCESS TO FIRE EXTINGUISHER IS BLOCKED.</p> <p>GIRLS REST ROOM (NEAR 13): 4. WALL TILE IS BROKEN. 11. PAINT IS PEELING ON CEILING.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON CEILING. 12. CRACK IN WALL.</p> <p>KITCHEN: 7. ONE LIGHT DIFFUSER IS BROKEN. 11. PAINT IS PEELING ON CEILING.</p> <p>STAFF LOUNGE: 11. PESTICIDES ARE PRESENT.</p>
Structural: Structural Damage, Roofs	X			<p>26: 14. WATER LEAK AT IRRIGATION BOX IN GRASSY AREA.</p> <p>GIRLS REST ROOM: 11. PAINT IS PEELING ON CEILING. 12. CRACK IN WALL.</p>

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		15: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. ONE LIGHT PANEL IS OUT. 14. TRIP HAZARD ON WALKWAY. 28: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 15. WINDOW SCREEN IS MISSING. 5: 15. DOOR CLOSER COVER IS MISSING. 8: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING. BOYS REST ROOM (NEAR 17): 7. ONE LIGHT FIXTURE IS OUT. 15. DOOR CLOSER COVER IS MISSING. MEDIA CENTER: 15. WINDOW SCREENS ARE MISSING. DOOR CLOSER COVER IS MISSING. (NO ROOM ID)
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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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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)	22	23	23	25	47	48
Mathematics (grades 3-8 and 11)	14	18	13	13	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	470	455	96.81	3.19	22.20
Female	239	231	96.65	3.35	25.11
Male	230	223	96.96	3.04	19.28
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	326	312	95.71	4.29	21.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	36.36

White	115	114	99.13	0.87	24.56
English Learners	167	155	92.81	7.19	8.39
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	18.18
Socioeconomically Disadvantaged	279	268	96.06	3.94	19.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	80	97.56	2.44	8.75

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	470	462	98.30	1.70	14.72
Female	239	235	98.33	1.67	14.47
Male	230	226	98.26	1.74	15.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	326	320	98.16	1.84	12.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	11	100.00	0.00	18.18
White	115	114	99.13	0.87	20.18
English Learners	167	164	98.20	1.80	4.27
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	9.09

Socioeconomically Disadvantaged	279	274	98.21	1.79	10.95
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	82	79	96.34	3.66	5.06

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)	9.86	13.07	13.26	14.35	30.73	32.33

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	158	156	98.73	1.27	14.10
Female	87	86	98.85	1.15	16.28
Male	71	70	98.59	1.41	11.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	103	102	99.03	0.97	10.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	39	38	97.44	2.56	18.42
English Learners	44	43	97.73	2.27	2.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	94	93	98.94	1.06	11.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	28	100.00	0.00	10.71

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	95.3	96.0	95.3	94.7	96.0
Grade 7	94.5	95.3	93.8	77.3	95.3
Grade 9	94.6	94.6	94.0	92.9	92.9

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
<p>Parent Involvement</p> <p>Our School Plan for Student Achievement (SPSA) and all categorical budget approvals are made by our School Site Counsel (SSC), which always includes parent members. In addition, we have an English Language Advisory Committee (ELAC) to help parents of students learning English feel welcome at our school and keep them informed of vital information of our school direction and activities, as well as give input for the SPSA. The ELAC meets four times a year and dates can be obtained by calling the school. Our Parent Club meets the first Monday of the month at 6 pm in the Fairview's cafeteria. They support the school and students by raising funds for student activities, coordinating events like Western Night, Santa's' Workshop, book fairs, Color Run, picture days, staff appreciation events, in-class support, and school assemblies. Fairview holds an annual Title 1 meeting at the beginning of the school year as a part of Back To School Night to inform parents of services provided to students participating in the Title 1 programs, which include reading, language, and math intervention groups. Parents are also kept up to date on events and activities, and encouraged to participate. Parent communication comes in many forms, including but no limited to: Our weekly bulletin, marquee, website, social media, and an auto-dialer through Aeries communication from both the office and individual classroom teachers .</p> <p>Please contact the school office at (530) 865-1235 if you are interested in becoming involved at our school.</p>
<p>Homework</p> <p>Teachers at our site include homework as a part of the learning process. We ask that all parents read information from teachers about individual classroom homework policies and expectations and work with the classroom teacher to ensure that this important part of the learning and retention process has help both from school and from home. Our spring Open House is an important time for parents to find out about their child's classroom and how they can best support the educational process. In addition, most of our teachers require students to read for at least 20 to 30 minutes each evening. We also ask parents to read with or to their child and to sign a reading log and return it weekly.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	488	481	43	8.9
Female	248	246	21	8.5
Male	239	234	22	9.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	11	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	338	332	27	8.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	2	18.2
White	120	120	11	9.2
English Learners	177	172	9	5.2
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	421	416	39	9.4
Students Receiving Migrant Education Services	12	12	1	8.3
Students with Disabilities	86	86	15	17.4

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
6.32	4.04	2.25	7.82	8.76	7.42	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	0	0.13	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	2.25	0.00
Female	1.61	0.00
Male	2.93	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.48	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	2.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.65	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

The school safety plan has been reviewed on an ongoing basis and finalized by the School Site Council. Elements of this plan have been an agenda item of discussion at the first staff meeting of the year and a finalized copy of the plan is placed in each staff member's staff binder. Revised sections are also replaced in the emergency flip charts that are located near the door in each room. Our site has a monthly fire/evacuation drill, with regular earthquake and active threat drills. The plan will be communicated to parents through the student handbook and an annual school survey will be done looking for potential hazards. We currently have a plan in place for fire, earthquake, intruder, bomb threat, chemical/toxic spill and a post-death intervention plan. All plans, including an evacuation plan, will be distributed and displayed in all classrooms in a highly visible area. We are also continuing to train our staff and work on newer and updated protocols for Run, Hide, Fight and are working with Orland Police Department for training purposes with our most recent trainings being held in August of 2025.

School Climate: We have a school-wide program that is based on Positive Behavior Interventions and Supports (PBIS) framework. Staff, parents, students, administrators, and board members have worked closely together to support and advocate for PBIS in all Orland Unified School District schools. This handbook was developed so its contents match the principles of PBIS in a way that fits the goals, mission, and culture of Fairview Elementary School. School-wide PBIS is a research-based framework that has been proven to improve school climate, reduce problem behavior, and increase academic instructional time in schools (for additional information go to www.pbis.org). Two primary areas of emphasis in PBIS are prevention and instruction of social behavior. PBIS is based on the idea that when students are taught and reinforced clearly defined behavioral expectations and provided with predictable responses to their behavior, both positive and corrective, all students are more likely to meet those expectations. Collaboratively, our staff and students have developed school-wide procedures to accomplish a positive and safe environment.

In an effort to support the PBIS program, we have implemented a full time Social --Emotional Learning (SEL) Coach who works with teachers on providing a positive, supportive and encouraging classroom environment and a full-time SEL Aide that helps provide a safe, productive place for students who are dysregulated to go for alternatives to discipline or to support social emotional needs. Our CASEL room provides many multi-sensory items to help students who are dysregulated or need stimulation beyond the classroom setting.

OUSD has systematized and upgraded its two-way radio communications to include a district and city-wide scan so that all school employees and administration with a two-way radio can communicate on a secured network. Likewise, Fairview Elementary has upgraded their school-wide Volcom Intercom System for communication, including for emergencies. Also, there are security cameras placed strategically throughout campus, including coverage of ingress and egress areas.

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	24	0	30	0
4	24	0	30	0
5	26	5	25	1
6	0	0	0	0
Other	45	5	0	2

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	21	3	8	0
4	34	2	8	1
5	28	5	8	1
6	0	0	0	0
Other	48	2	0	2

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
3	41	4	8	2
4	41	3	8	2
5	22	2	8	
Other	89	1		3

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)	1
Psychologist	1
Social Worker	.5
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5.5

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	16,762	5,437	11,325	91,670
District	N/A	N/A	10,819	84,273
Percent Difference - School Site and District	N/A	N/A	4.6	8.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	1.6	-1.1

Fiscal Year 2024-25 Types of Services Funded

We use Title I and other state and federal funds to provide staffing, purchase supplemental textbooks, instructional materials, support teachers in collaborative work, and additional supplies. We offer specific ELA support, reading interventions and math interventions for students. Reading interventions are offered by our intervention teachers during the school day. Math interventions are provided within the classroom with the support of our District Math Coach, and in small group interventions

Fiscal Year 2024-25 Types of Services Funded

with our intervention teachers. We also offer some after school supports. Our COST team meets weekly to discuss student concerns referred by teachers, and re-evaluated students in interventions every 6-8 weeks to see how they are doing so program adjustments can be made as needed. All categorical spending is detailed in our SPSA and approved by our Site Council and our Board of Education. Each grade also holds fundraisers to pay for class trips, special projects and/or programs.

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	\$58,228	\$57,978
Mid-Range Teacher Salary	\$79,068	\$89,612
Highest Teacher Salary	\$116,339	\$117,194
Average Principal Salary (Elementary)	\$145,415	\$143,632
Average Principal Salary (Middle)	\$121,786	\$149,447
Average Principal Salary (High)	\$136,296	\$162,334
Superintendent Salary	\$203,062	\$234,076
Percent of Budget for Teacher Salaries	27.49%	27.81%
Percent of Budget for Administrative Salaries	5.14%	5.47%

Professional Development

Each year all certificated teachers have the opportunity to attend three full days of professional development in August before school started. The first day is focused on School Safety related to OPD, presenting information on Run Hide Fight, and the SMART team presenting on "Threat Assessment: What to look for." The second portion of the day, site principals lead a session around School Culture and District Expectations. Over the next two days, teachers choose sessions based on their needs, interests, and grade span. Breakout sessions include "Beyond the Bot" sessions on AI, "Learning for Living" school culture building, and Literacy Supports from our county office of education. The OUSD School Psychologists and Director of Special Education offer an "IEP at a glance" session to support teachers with providing accommodations and modifications for our students with disabilities as specified in their IEPs. Math Frameworks PD is offered, as well as PLC refreshers, and "Building Thinking Classrooms."

Based on the feedback from these professional development offerings through a local survey, we have continued to support and extend this learning into the school year: "Learning for Living Culture PD", mClass with DIBELS, PLC supports through our district/site leadership team, development of the math frameworks, and BTC (Building Thinking Classrooms) have all been offered through committees or sub-committees.

In addition, OUSD has 7 "Banking Days" throughout the school year to continue to provide learning opportunities for teachers. The 4 "District Banking Days" will be determined by each school site's administration and align with site goals, and the "Site Banking Days" will be determined by each site.

OUSD has different focus team groups in the district, and several groups plan to attend conferences to deepen their knowledge and gain useful strategies to share with their school sites, such as CATE, RTI at Work, and CAFE, to name a few. In addition to these teams, OUSD instructional coaches are available to teachers to support in math and SEL practices. New for the 2025/2026 school year, OUSD has hired a literacy coach to help the TK-5 student population increase their CAASPP scores, build the capacities of teachers, instructional aides, and parents, and improve literacy across OUSD. The district will continue to support and encourage teachers to attend course-specific professional development and use of the OUSD instructional coaches.

Professional Development

Fairview continues to work with Curriculum Associates to provide more in-depth training to our teachers on the functions of the I-Ready program. This program provides differentiated instruction to students, and our teachers are learning through PD how to maximize that learning.

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	10	10	10