

Fairview Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Fairview Elementary School
Street	830 First Street
City, State, Zip	Fairfield CA, 94533
Phone Number	(707) 421-4165
Principal	George Porter
Email Address	georgep@fsusd.org
Website	www.fsusd.org
County-District-School (CDS) Code	48-70540-6051163

Entity	Contact Information
District Name	Fairfield-Suisun Unified School District
Phone Number	(707) 399-5000
Superintendent	Kris Corey
Email Address	krisc@fsusd.org
Website	www.fsusd.org

School Description and Mission Statement (School Year 2019-20)

Fairview Elementary is a comprehensive TK-5 school that is located in central Fairfield just west of the downtown area. Built in 1954, Fairview is one of the oldest schools in Fairfield. Student enrollment is approximately 590 students. It also includes a regular education state pre-school, two transitional kindergarten classes, and SCIL (Structured Classroom for Intensive Learning). The student population is approximately 67% Hispanic, 14% African-American, 13% White, 3% Filipino, 2% Asian and 5% Other. Eighty-two percent of our students enjoy a free/reduced lunch through the National School Lunch Program. About 42% percent of students are designated English Learners (EL). Students with disabilities comprise about 15% of the population. During the 2018-2019 school year students took the CAASPP (California Assessment of Student Performance and Progress), in grades 3-5, online. Twenty eight percent of the students scored at standard met or exceeds standard in both ELA and mathematics. The school's mission is to insure that all students reach high levels of academic proficiency while developing into responsible, productive members of the community. The fundamental belief is that all students be educated in a way that prepares them for college. The faculty is committed to research-based "best instructional practices," using frequent assessment and data to drive instruction, collaboration around student achievement, improving performance, valuing each student as an individual, providing a safe and supportive learning environment, and reaching out to the parent community for their support and participation in the process of educating children.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	132
Grade 1	86
Grade 2	97
Grade 3	110
Grade 4	85
Grade 5	77
Total Enrollment	587

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	12.9
American Indian or Alaska Native	0.5
Asian	2.9
Filipino	2.2
Hispanic or Latino	66.8
Native Hawaiian or Pacific Islander	1.4
White	8.7
Two or More Races	4.3
Socioeconomically Disadvantaged	87.4
English Learners	41.9
Students with Disabilities	15
Foster Youth	0.2
Homeless	2.7

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	24	60	882
Without Full Credential	5	7	4	112
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	20

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0
Mathematics	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0
Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0
Health	All pupils, including English learners, have locally-adopted and standards- aligned textbooks and instructional materials to use in class and to take home to complete required homework assignments. A comprehensive listing of all textbooks that are locally adopted and are used in all of the many different courses at the high school level is continuously updated for viewing and public download at: https://www.fsusd.org/domain/4932 Textbooks in all core subjects are current and in good condition.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The District takes great efforts to ensure that all schools are clean, safe, and functional for our high educational standards. This is achieved by custodial staff adhering to district-wide cleaning standards. In addition, a work order process was developed to make certain that timely and effective maintenance service is provided and that emergency repairs are given the highest priority.

Fairview was built in 1953 and has received safety and facility upgrades through the years. The voters of the community approved a \$249 million General Obligation Bond to provide facility upgrades and improvements. \$31 million has been allocated to provide additional safety and security upgrades, modernize the campus, including classrooms and the former administration area, construct a new administration and kindergarten building and a new library media center, install new play equipment, and expand the existing parking lot. Construction started in the summer of 2018 and is anticipated to be complete in the summer of 2020. No necessary improvements were identified on the Facility Inspection Tool (FIT).

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: SEPTEMBER 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Renovation
Interior: Interior Surfaces	Good	Renovation
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Renovation
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Renovation
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Renovation
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	28	44	45	50	50
Mathematics (grades 3-8 and 11)	30	28	32	33	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	273	98.91	1.09	28.21
Male	153	152	99.35	0.65	26.97
Female	123	121	98.37	1.63	29.75
Black or African American	36	36	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	183	98.92	1.08	25.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	20	20	100.00	0.00	35.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	259	256	98.84	1.16	27.34
English Learners	151	148	98.01	1.99	20.95
Students with Disabilities	49	49	100.00	0.00	12.24
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	276	274	99.28	0.72	28.10
Male	153	151	98.69	1.31	31.79
Female	123	123	100.00	0.00	23.58
Black or African American	36	36	100.00	0.00	33.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	185	185	100.00	0.00	26.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	20	20	100.00	0.00	20.00
Two or More Races	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	259	257	99.23	0.77	26.07
English Learners	151	149	98.68	1.32	23.49
Students with Disabilities	49	49	100.00	0.00	14.29
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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.

Note: 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.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.2	17.1	19.5

Note: 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.

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

The Fairview parent community is involved in many activities during the school year. The school held Back-to-School Night in August, and will hold a Scholastic book fair in March 2020. In addition Family STEAM Night was held in December. Each month the school welcomes parents through Principals Movie Night. In 2019-20, Fairview is hosting a Parent as Teacher learning series for grades 3 -5. The year concludes with a school carnival in May. School Site Council and the English Learner Advisory Committee function as required by law. The Fairview Parent Teacher Committee (PTC) continues to thrive and grow. The PTC held two major fundraisers in the fall, and another is planned for the spring, both of which help to fund student assemblies and additional items for the school and classrooms. PTC sponsored family reading night in October. The PTC is also sponsoring yearbook for a fifth consecutive year.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.7	1.4	2.6	6.2	6.2	5.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Fairfield-Suisun Unified School District requires safety plans for each school: BP/AR 0450, Comprehensive Safety Plan; BP3515, Campus Security; BP/AR 3515.2, Disruptions; and BP/AR 3516, Disaster Regulations. The Governing Board insists that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that teaches violence prevention and emphasizes high expectations for student achievement, responsible behavior and respect for others. Each school site develops a comprehensive school wide safety plan that includes violence prevention strategies and actions to be taken in the event of a crisis. Each plan is tailored to the specific conditions at the school. Each school plan takes into account the expertise, available resources and building design, along with factors unique to each site. A copy of the school's plan is available at the school. The plan is updated annually, and was reviewed in September 2019 during a faculty meeting. School Safety Plans include the following elements: a positive school climate promoting respect for diversity, personal and social responsibility, effective interpersonal and communication skills, anger management and conflict resolution; disciplinary policies and procedures; prevention of and alternatives to violence; parent involvement strategies; prevention and intervention strategies related to the sale or use of alcohol and drugs; assessment of the school's physical environment and development of ground security; school-site crisis intervention strategies; staff training in violence prevention and intervention techniques. The Fairview Safety Committee revised its safety plan to include a campus evacuation plan (to Fairfield Civic Center and Dutch Brothers parking lot) that includes directions for teachers to follow in the event of an active shooter on campus. The school conducts regular fire, earthquake, and lock-down/evacuation drills on a monthly basis. The School Safety Plan was approved during the December 18, 2019 School Site Council Meeting.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		5		23		5		26		5	
1	25		4		23		4		22	1	3	
2	23		4		27		4		24		4	
3	21	1	3		22		4		22		5	
4	29		3		34			2	34			2
5	24	1	3		33		2	1	31		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.2
Library Media Services Staff (Paraprofessional)	1
Psychologist	.8
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.5

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,446.80	\$1,263.07	\$5,183.72	\$64,364.25
District	N/A	N/A	\$5,348.30	\$65,688.79
Percent Difference - School Site and District	N/A	N/A	-3.1	-2.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-36.6	-24.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

During the 2018-2019 school year after school interventions and services were provided to students in all grades. English 3D was provided to long-term English learners in grades four and five; Rosetta Stone was utilized as a before school intervention for year one English learners in grades two, three, and four; Chess and Reading clubs were open for all students in grades one through five, and Girls on the Run was an after-school program supporting girls in grades four and five. Additionally a four-day spring session was held for our lowest performing students in grades two and three with an instructional focus on reading and math.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,649	\$48,612
Mid-Range Teacher Salary	\$71,626	\$74,676
Highest Teacher Salary	\$89,805	\$99,791
Average Principal Salary (Elementary)	\$113,400	\$125,830

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Middle)	\$116,344	\$131,167
Average Principal Salary (High)	\$128,066	\$144,822
Superintendent Salary	\$248,393	\$275,796
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	30	50	60

During the years 2017-2020, the Professional Development focus has been to target Tier I instructional strategies in both the math and ELA adoptions, with the primary focus being on the newer ELA adoption (BenchmarkAdvance). The decision to place emphasis on instructional strategies and systemic implementation was supported by declining school-wide CAASPP results.

The continuing staff development occurs across multiple platforms. At the district level, staff development has been provided through a mandated training series in ELA and optional monthly math trainings. Faculty members have begun the two previous school years with additional ELA training to support successful implementation of the adoption. The district further provided support through ongoing professional learning cohorts in which the Fairview staff were able to participate. Specifically through the ELD cohorts, teachers received in-class coaching support.

At the school site, the administrative team provided coaching through instructional visits and feedback, data conferences, planned monthly collaboration activities, and a planned staff development series embedded through monthly faculty meetings.