

# Fairhaven Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



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

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

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

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Fairhaven Elementary School
<b>Street</b>	1415 E. Fairhaven Ave.
<b>City, State, Zip</b>	Santa Ana, CA 92705
<b>Phone Number</b>	(714) 997- 6178
<b>Principal</b>	Christina Hiraes
<b>Email Address</b>	chirales@orangeusd.org
<b>School Website</b>	<a href="https://www.orangeusd.org/fairhaven-elementary-school">https://www.orangeusd.org/fairhaven-elementary-school</a>
<b>County-District-School (CDS) Code</b>	30-66621-6029789

## 2022-23 District Contact Information

<b>District Name</b>	Orange Unified School District
<b>Phone Number</b>	(714) 628 - 4000
<b>Superintendent</b>	Gunn Marie Hansen, Ph.D.
<b>Email Address</b>	ghansen@orangeusd.org
<b>District Website Address</b>	<a href="http://www.orangeusd.org">www.orangeusd.org</a>

## 2022-23 School Overview

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials facilities and staff. Information about Orange Unified School District is also provided. Fairhaven School is one of twenty-seven (27) elementary schools in the Orange Unified School District, and the only one located in the city of Santa Ana. The school was built in June 1966 on 9.3 acres of land. s. Fairhaven provides Preschool and Transitional Kindergarten through 6th Grade educational services and houses five special day classes for students with special needs from grades TK through 6th grade. Students come from a varied range of ethnic and cultural backgrounds. Fairhaven services approximately 473 students in Transitional Kindergarten through 6th grade.

Fairhaven Elementary takes a child-centered approach to education where the focus is placing the child at the center of the learning process in which they are active participants. This involves giving children choices of learning activities, with the teacher acting as facilitator of the learning process. Our belief is that every child has the capacity to learn and make academic growth and progress. In order to ensure this, Fairhaven teachers differentiate their instruction to meet the individual student's needs and learning styles of each student. Fairhaven has a diagnostic response to intervention and instruction system in place where every student is given a universal screening assessment a minimum of three times per year. The results of these assessments guide teachers in forming homogeneous groups where the specific needs of each student are addressed. Students are active participants in their progress and as an AVID school, track their own data and assessment progress. Regardless of their life circumstances, AVID students overcome obstacles and achieve success, graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them.

To support our AVID initiatives, Fairhaven Elementary School is a No Excuses University. We believe it is our ethical and moral responsibility to prepare our students in a manner that will prepare them for college and career readiness. Being a No Excuses University School is the foundation of our school culture. This belief ensures that we must prepare all students to have a quality education that ensures that their foundational skills are so strong that they have multiple options available to them. The skill set for a successful future mirrors the skill set required to gain entrance into college; and at the elementary school level, this vision translates to working toward ensuring that each student meets and/or exceeds proficiency of grade level standards by organizing ourselves through six systems to include Universal Culture of Achievement, Standards Alignment, Collaboration, Assessment, and Data Analysis. Some of the college and career readiness activities at this No Excuses University include wearing a No Excuses shirt on Monday to begin the week which remind us of our own accountability in our education

## 2022-23 School Overview

decisions, increased college awareness by wearing college shirts every Friday to remember that after making No Excuses and working hard in our academic learning we will end up at college or post secondary career; every classroom has adopted a four-year college or university on campus; building and sharec our knowledge as our AVID Ambassadors share interesting and fun facts about the colleges we've adopted on our campus; performing our college cheers at our monthly assemblies and providing parent classes to our parents assisting them to navigate college readiness, preparing for university and or post secondary careers.

Fairhaven has been selected for a social emotional grant from the Orange County Department of Education for \$25,000. This grant will help support Fairhaven student's social-emotional learning with differentiated supports. Fairhaven will continue to implement programs that support a positive learning environment which include the following but are not limited to: school-wide uniform policy for all students, Multi-tiered System of Support (MTSS) used to support social-emotional needs of students as well as academic needs. Behavior Support Interventionists and the School Counselor assist the needs of all students. Positive Behavior Intervention and Supports (PBIS) is the discipline program used on site to help define positive ways that students conduct themselves on campus. Explicit instruction and expectations are essential for student success and defining positive ways for students to interact with those on campus has become a component of who we are as Fairhaven Falcons.

We are committed to creating a safe and caring environment that fosters the intellectual, social, emotional and physical growth of each student. The development of literacy, critical thinking, and problem solving skills are crucial to the success of our students as we focus on vocabulary development, reading comprehension and writing development. As the result of our outstanding programs and success, Fairhaven has received the following prestigious awards:

- National Blue Ribbon School Award 2012
- California Gold Ribbon School Award 2016
- Title 1 Achievement School Award 2016
- California Civic Learning Award 2019
- California Pivotal Practice Award 2020-2021

We encourage our parents and community members to become involved with Fairhaven School. We have a great partnership with the Assistance League of Orange, the Santa Ana Police Department, Home Depot and Bridge Community Church and appreciate all of their support for our school community. The Falcon Newsletter is sent home monthly and informs the community of news and upcoming events. In addition we have a school website, Fairhaven Facebook and Instagram page to inform parents of weekly activities and to share all our successes. Teachers send home communications folder; 4th-6th Grade teachers send a daily agenda. Our vision is: Students, families, and staff work as partners to ensure that all students meet and/or exceed their learning and educational goals. Fairhaven's Mission is: Fairhaven Elementary School provides optimal learning for all students in all curricular areas, and remains focused on the whole child's social, emotional, physical, and academic needs. Families, students, and staff at Fairhaven Elementary School work together to provide a positive learning and teaching environment, which promotes success for all. Our goal is for all students to raise their achievement levels and become productive and positive members of the wider community.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	62
Grade 2	62
Grade 3	60
Grade 4	65
Grade 5	61
Grade 6	55
Total Enrollment	454

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.7
Male	55.3
American Indian or Alaska Native	0.4
Asian	1.1
Black or African American	0.4
Filipino	0.9
Hispanic or Latino	92.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.3
White	2.9
English Learners	48.9
Foster Youth	0.9
Homeless	0.4
Migrant	0.0
Socioeconomically Disadvantaged	73.8
Students with Disabilities	21.4

## **A. Conditions of Learning** **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.40	78.80	968.20	89.81	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.00	0.09	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	5.50	0.51	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.00	0.00	28.50	2.65	12115.80	4.41
<b>Unknown</b>	4.10	21.20	74.80	6.94	18854.30	6.86
<b>Total Teaching Positions</b>	19.60	100.00	1078.10	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 12-22-23 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 8, 2022.

Year and month in which the data were collected

September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Mathematics</b>	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Science</b>	Amplify Science was adopted in 2019 for grades K-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>History-Social Science</b>	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
<b>Foreign Language</b>	N/A		N/A
<b>Health</b>	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. This programs is available to all students.	Yes	0%
<b>Visual and Performing Arts</b>	N/A		N/A
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		N/A



## School Facility Conditions and Planned Improvements

Maintaining the appearance, safety and functionality of Fairhaven Elementary is essential to the success of our students. During the school year we concentrate on working with students and staff to keep the facility clean and sanitary. Classrooms are cleaned throughout the day as needed. The campus houses 31 classrooms to accommodate 473 students in grades TK-6. The campus also houses a library facility with wireless Internet access, a parent room for parent education, a multipurpose room, five Special Day Classes, 1 Resource Teacher, 1 Instructional Specialist, 1 Full-time Psychologist, 1 Part-time Counselor, 1 Full-time Counselor, 1 Part-time Occupational Therapist, and 2 Full-time Speech and Language Specialist services.

Fairhaven Elementary School is maintained by two full time custodians. One works during the day, and one works the evening shift. Quarterly safety reports in regard to maintaining a safe campus are turned in to Risk Management twelve times during the year. The school is supported for additional maintenance and repair by the district maintenance and operations department. Fairhaven Elementary School receives a School Facility Condition Evaluation. The evaluation consists of detailed information from Orange Unified School District's Maintenance Supervisor in eight different categories and receives a rank order score.

The current report for this year indicates that the average percentage of eight categories scored is 96.69% which accounts for Fairhaven's school rating as "Good." Work orders have been created/addressed for all items noted as fair/poor and in need of repair with our custodial staff and/or the district maintenance department.

### Year and month of the most recent FIT report

10/19/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Girls Restroom Next to Room 7: 4. Mirror damaged Room 1: 4. Sagging tiles. No support bars Room 14: 4. Sink cabinet damaged
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Custodial Closet: 7 Wire mold hanging off of ceiling Room 10: 7. Lights out Room 3: 7. Lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Lunch Shelter: 12. Rotted plywood center South
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Administration: 15. North door sticks Portable 18: 15 Termite damage - window Portable 21: 15 Window glazed, cloudy Room 13: 15. Closet door peeling

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	27	N/A	54	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	16	N/A	39	N/A	33

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	241	235	97.51	2.49	30.29
<b>Female</b>	110	108	98.18	1.82	36.46
<b>Male</b>	131	127	96.95	3.05	25.00
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	229	223	97.38	2.62	30.46
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	119	114	95.80	4.20	14.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	181	179	98.90	1.10	31.48
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	56	56	100.00	0.00	3.70

## 2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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
<b>All Students</b>	241	240	99.59	0.41	16.25
<b>Female</b>	110	110	100.00	0.00	16.36
<b>Male</b>	131	130	99.24	0.76	16.15
<b>American Indian or Alaska Native</b>	0	0	0.00	0.00	0.00
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	229	228	99.56	0.44	15.79
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	119	119	100.00	0.00	8.40
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	181	181	100.00	0.00	16.02
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	56	56	100.00	0.00	1.79

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	8.93	34.95	32.07	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	56	56	100	0	8.93
<b>Female</b>	31	31	100	0	9.68
<b>Male</b>	25	25	100	0	8
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	54	100	0	9.26
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	30	30	100	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	41	41	100	0	9.76
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	11	100	0	0

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	87.9	89.4	89.4	87.9	89.4

## 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.

#### 2022-23 Opportunities for Parental Involvement

Due to COVID-19 restrictions the County Health Department and School District have lifted restrictions regarding non-employee persons on campus. Parent Volunteers are able to be present on campus if they go through our safety procedures and protocols through our Human Resource Department. Although we are in a pandemic, we still have parent involvement with our most important committees. Parents are involved in person and virtually with Fairhaven School through different school organizations, including our Parent Teacher Organization (PTO), the School Site Council (SSC), the English Learners Advisory Committee (ELAC). Parents attend the annual fall Back to School Nights, fall Parent/Teacher conferences, as well as Open House in the spring virtually.

Our Community Aide is a vital link with our parents and community. Past practice at Fairhaven has used community resources such as the Bowers Museum, the Santa Ana Community College Planetarium, the Discovery Museum of Orange County, El Modena Nature Center and the Santa Ana Zoo for study trips. Some of these trips are funded through Grants that our teachers have applied for. In the past the Nature Conservancy has also sponsored our fifth grade participation in outdoor science programs (Inside the Outdoors). The PTO supports the instructional program by providing funding for supplemental classroom materials, art supplies, PE supplies, field trips and much more.

The Fairhaven School Site Council, composed of staff and parents, reviews the instructional program and approves additional state funding for staff development, developmental educational materials, technology, and parent education. The School Site Council meets throughout the year and invites all interested parents to attend the meetings. ELAC meets multiple times a year and all parents of English Learner students are invited to attend. A yearly survey is conducted so all parents can evaluate and provide specific input on the programs and the effectiveness of the school in meeting their children's needs. Parent involvement is an essential part in helping to educate our children at Fairhaven. Fairhaven is constantly seeking to strengthen our home-school connection, and parents are encouraged to participate as much as possible. All school to parent communications are translated into Spanish to assist parents on a regular basis. Our staff strives to build an atmosphere that invites all parents to be part of their child's educational process. If you would like to get involved please contact the school at (714) 997-6178.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	502	482	236	49.0
Female	221	214	96	44.9
Male	281	268	140	52.2
American Indian or Alaska Native	2	2	2	100.0
Asian	5	5	1	20.0
Black or African American	2	2	1	50.0
Filipino	4	4	1	25.0
Hispanic or Latino	464	445	221	49.7
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	6	6	1	16.7
White	17	16	8	50.0
English Learners	247	236	107	45.3
Foster Youth	6	6	2	33.3
Homeless	12	12	9	75.0
Socioeconomically Disadvantaged	394	378	192	50.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	124	118	72	61.0

## 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	2.03	2.45
<b>Expulsions</b>	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.40	1.00	0.19	2.37	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	1.78	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.08	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	1.21	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.27	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.81	0.00

## 2022-23 School Safety Plan

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public. Fairhaven's Safe School Plan is always approved by the School Site Council.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. Lockdown Drills take place multiple times per year as safe practice for a variety of reasons. All schools in the district are linked through an emergency radio contact system and district radio drills are held periodically to be prepared in case of an actual disaster. The school and District work closely with the municipalities in its preparations for a possible emergency. Providing a safe environment for our students is of paramount emphasis at Fairhaven. Fairhaven is a closed-campus school. The school gates are locked at 7:45 am and remain locked until the end of the school day. All visitors must check in through the office. The front office door is open during school hours so that parents have access to the office. Administration, teachers and Noon Supervisors provide supervision during recesses, egress and ingress. To ensure school safety before and after school, the city of Santa Ana provides a crossing guard. Each year we practice our emergency Preparedness Plan. Our staff is constantly on the alert to make our school a safe place for students. We take pride in creating a positive learning environment for our students. Each teacher implements a classroom management plan and provides a copy to parents at the beginning of the school year and reviews at Back to School Night. Our school wide plan is designed around our school's Positive Behavior and Support (PBIS) expectations. Fairhaven also has school counselors that teachers social skill lessons and activities to bring about a positive culture throughout the year as well as to support the social and emotional safety of all students.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	1	3	
1	26		2	
2	27		2	
3	28		2	
4	31		2	
5	32		1	
6	29		2	
Other	22	3	2	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	17	2	1	
1	21	1	1	
2	20	1	1	
3	31		1	
4	27		1	
5	26	1	3	
6	24	2	3	
Other	25	3	6	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	3	
1	27		2	
2	27		2	
3	29		1	
4	27		1	
5	32		1	
6	28		1	
Other	20	4	3	

## 2021-22 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	454

## 2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.6

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	4941.28	\$236.71	\$5177.99	\$71360.62
District	N/A	N/A	\$6616.90	\$89,626
Percent Difference - School Site and District	N/A	N/A	-24.4	-22.7
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-24.1	-17.9

## 2021-22 Types of Services Funded

Fairhaven operated the following categorical programs for the 2022- 2023 school year: Fairhaven is a designated Title One School that qualifies for this funding which provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Fairhaven supports the learning program with one full time resource teacher who works with at risk students in Language Arts in addition to providing a variety of supplemental materials for teaching and learning. This includes technology, teacher training, staff development, and embedded grade-level planning during the school day. Fairhaven has an after school Think Together Program that includes academic intervention, physical activity, and an enrichment program (art, music, drama). There will also be an additional before and after school program through the Expanded Learning Program. Additional support has been provided with one full-time instructional specialist to support teacher instruction and student learning in grades Kindergarten through sixth grade who are below grade level. Support is also provided to students in the area of ELD and small groups for math and reading comprehension. The resource teacher coordinates ELD groups and ensures students' needs are met through targeted instruction from recent assessment data. These groups are supported with the appropriate materials. Since she has filled this position the school has shown strong growth in this area.

Our categorical funding also supports the salary of a part-time community aide who serves as a liaison between parents and the school and helps coordinate activities in parents' primary language. We also provide interpretation services, child care, and transportation, when possible, to support parent participation at the school. Categorical funding also supports classroom teachers in providing after school intervention in the areas of reading and/or mathematics. Teachers provide focused support to students in need on particular standards on an ongoing basis. Substitute teachers are provided as needed for staff development and teacher training and release time to collaborate. Due to current COVID restrictions volunteers must go through Human Resources to ensure the safety of all.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$54,515	\$51,081
<b>Mid-Range Teacher Salary</b>	\$79,004	\$77,514
<b>Highest Teacher Salary</b>	\$111,263	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$130,156	\$133,421
<b>Average Principal Salary (Middle)</b>	\$137,808	\$138,594
<b>Average Principal Salary (High)</b>	\$165,215	\$153,392
<b>Superintendent Salary</b>	\$256,476	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	32%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

Professional Development

Staff development opportunities are provided throughout the year on site and at the district offices, as well as through teacher-to-teacher mentoring programs such as CTIP (California Teacher Induction Program), PAR (Peer Assessment and Review), staff meetings, conferences and school-based in-service meetings (modified day). CTIP, school facilitators and outside consultants provide school and district-level staff with curriculum development in identified areas of need. Fairhaven Elementary has an instructional specialist who works with the staff to provide demonstrations of instructional techniques, consultations to improve student performance, and assistance in establishing school-wide and grade level programs to support student achievement. Fairhaven teachers participate in professional development opportunities that foster a collaborative and innovative culture. As part of creating this culture, we are now a NO Excuses University School supporting college and career readiness.

The Wednesday modified day schedule is used effectively to support teacher collaboration within Professional Learning Communities and Professional Development. The focus of PLC meetings and Professional Development trainings are developed collaboratively by the Instructional Leadership Team with input from all teachers. Data from a variety of assessments is regularly reviewed and analyzed to provide student interventions and professional development for teachers (Dibels, Envision Math assessments, iReady, District Instructional Activities, ELPAC, SBAC summative, SBAC interim, etc.) During the school year, the Fairhaven faculty takes part in a number of Professional Developments to improve student learning, including: Language Objectives/Purposeful Grouping, Response Frames, Common Core Standards, Envision Math, GLAD (Guided Language Acquisition, and Development), technology, Write From The Beginning, Thinking Maps, classroom instruction and student engagement.

These Professional Developments take place on Modified Wednesdays and additional through after school training presented by our Instructional Specialist or other members of the leadership team. Teachers also have the opportunity to participate in Motivational Mondays where teachers are trained in different areas of professional development. In addition, the Orange Unified School District provides regular professional development support to all teachers at the beginning of the school year and throughout to help teachers stay apprised of latest research based practices to provide quality instruction to our students. As a result of all these trainings both on site and from the district, our teachers have been able to apply research-based strategies in the classroom, as well as utilize assessments to drive instruction and close the achievement gap.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	25