

# Fairhaven Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

### Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<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>	Karen Sandors
<b>E-mail Address</b>	ksandors@orangeusd.org
<b>Web Site</b>	<a href="http://www.orangeusd.org/fairhaven">www.orangeusd.org/fairhaven</a>
<b>CDS Code</b>	30-66621-6029789

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
E-mail Address	ghansen@orangeusd.org
Web Site	www.orangeusd.org

#### School Description and Mission Statement (School Year 2018-19)

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. Unless otherwise specified, the information provided in this report is from the 2015-2016 school year. 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 and is located on Fairhaven Avenue between Grand and Tustin Avenues. Fairhaven provides Preschool and Transitional Kindergarten through 6th Grade educational services and houses two special day classes for students with special needs. Students come from a varied range of ethnic and cultural backgrounds. Approximately 550 students in Transitional Kindergarten through 6th grade attend Fairhaven.

Fairhaven Elementary takes a child-centered approach to education. Every child has the capacity to learn and the right to the best possible education. Instruction is differentiated to meet the individual student's needs and learning styles. Fairhaven has a diagnostic Response to Intervention and Instruction system in place where every student is given a universal screening assessment three times per year. The results of these assessments guide teachers in forming homogeneous groups where the specific needs of each student are addressed.

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 and reading comprehension. As the result of our outstanding program, Fairhaven was selected to receive the title of a National Blue Ribbon School in 2012 and a California Gold Ribbon School and a Title 1 Achievement School in 2016.

We encourage our parents and community members to become involved and familiar with Fairhaven School. The Falcon Newsletter is sent home monthly and informs the community of past news and upcoming events. In addition we have a Fairhaven Facebook page to inform parents of weekly activities and to share student 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.

#### Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	107
Grade 1	74
Grade 2	76
Grade 3	67
Grade 4	86
Grade 5	81
Grade 6	60
Total Enrollment	551

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	1.3
Filipino	0.2
Hispanic or Latino	92.9
Native Hawaiian or Pacific Islander	0.0
White	3.8
Socioeconomically Disadvantaged	86.9
English Learners	61.5
Students with Disabilities	12.9
Foster Youth	0.5

**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.

**Teacher Credentials**

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	24	23	23	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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 2018-19)**

**Year and month in which data were collected:** October 11, 2018

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. 16-18-19 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 October 11, 2018.

<b>Subject</b>	<b>Textbooks and Instructional Materials/ Year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent of Students Lacking Own Assigned Copy</b>
<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>	Pearson/Scott Foresman Science Program adopted in 2008 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>	Harcourt Social Studies Program adopted in 2006 Grades K-5 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. Glencoe Discovering Our Past Social Studies Program adopted in 2006, Grade 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>Health</b>	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. It was 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 to all students.	Yes	N/A

## School Facility Conditions and Planned Improvements (Most Recent Year)

Maintaining the appearance, safety and functionality of Fairhaven Elementary is important. During 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 17 portables and 15 permanent classrooms to accommodate 550 students in grades TK-6. The campus also houses a library facility with wireless Internet access, a computer lab for 35 students, a multipurpose room, two Special Day Classes, Intervention Teacher Instructional specialist, Inclusion specialist, and 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.

### 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

<b>School Facility Good Repair Status (Most Recent Year)</b> <b>Year and month of the most recent FIT report: 7/2/2018</b>		
<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Boys' R/R North of Kitchen: 4: Patch up wall above urinals, paint graffiti, mirrors damaged, backing coming off. 15: Door dragging, needs adjustment Boys' R/R Outside of Room 10: 4: Mirror backing coming off on lower portions (6/2018 - Not able to access, key didn't work) Room 6: 4: Hole in ceiling tile 15: exterior window frames chipping and peeling paint Workroom Between K1 & K2: 4: Missing light diffusers 15: Window frames rusted on exterior.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	Room 11: 6: Cockroach running along baseboard 15: Exterior window frames rusted - need paint Unisex R/R Outside of Room 10: 6: Old termite damage in/on door jambs
<b>Electrical:</b> Electrical	Good	Room 33 Portable: Floor covering and Paint WIP 7: Data box on wall loose, need remounting
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/2/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	Lunch Tables Patio Covers: 12: 2x2 trim around all three (south side) patio covers have dry-rot, also peeling paint on some fascia
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	K2: 15: Frames around windows rusted, need paint. Kitchen Portable: 15: Handrail loose on ramp to kitchen Playground: 14: See PlaySafe audit Room 10: 15: Exterior window frames rusted - need paint Room 11: 6: Cockroach running along baseboard 15: Exterior window frames rusted - need paint Room 14: 15: Window frames rusted need paint Room 18: Floor covering and Paint WIP 15: Termite damage at window trim Room 22: 12: Termites on exterior door trim Room 6: 4: Hole in ceiling tile 15: exterior window frames chipping and peeling paint Workroom Between K1 & K2: 4: Missing light diffusers 15: Window frames rusted on exterior.

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 7/2/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	29.0	32.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	18.0	40.0	43.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	273	97.15	31.87
Male	141	139	98.58	29.50
Female	140	134	95.71	34.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	257	250	97.28	30.40
White	13	12	92.31	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	244	237	97.13	31.65
English Learners	197	192	97.46	30.21
Students with Disabilities	44	43	97.73	4.65
Foster Youth	--	--	--	--

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	281	276	98.22	18.12
Male	141	139	98.58	22.3
Female	140	137	97.86	13.87
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	257	253	98.44	15.81
White	13	12	92.31	41.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	244	239	97.95	17.57
English Learners	197	195	98.98	14.36
Students with Disabilities	44	43	97.73	4.65
Foster Youth	--	--	--	--

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

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.



## 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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.5	12.5	3.8

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.

## 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 2018-19)

Parents are involved with Fairhaven School through a number of school organizations, including our Parent Teacher Association (PTA), the School Site Council (SSC), the English Learners Advisory Committee (ELAC), picture days, health screenings and a number of other activities as well parent volunteers in classrooms and our school library. Parents attend the annual fall Back to School Nights, fall Parent/Teacher conferences, as well as Open House in the spring. Parent participation in math, science, technology, and literature family nights is encouraged. Our Community Aide is a vital link with our parents and community. We use community resources such as the Bowers Museum, the Santa Ana Community College Planetarium, the Discovery Museum of Orange County and the Santa Ana Zoo for study trips. The Nature Conservancy has sponsored our fifth grade participation in outdoor science programs (Inside the Outdoors). Our parents are encouraged to attend field trips or work as classroom volunteers. The PTA supports the instructional program by providing funding for supplemental classroom materials, art supplies, PE supplies, field trips and much more. The PTA also provides social opportunities for students and parents by participating in the Fall Festival, Red Ribbon Week, Winter Festival, Jog-a-thon, Reading Day and 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 five times a year and invites all interested parents to attend the meetings. ELAC meets a minimum of four times a year and all parents of Limited English Proficient 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.

### 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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.0	0.3	3.1	3.1	2.8	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2018-19)

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.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. Lockdown Drills take place four 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 front office gate 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. All visitors are required to report to and sign-in through the front office. Each year we practice our emergency Preparedness Plan. Our staff is constantly on the alert to make our school a safe place for students.

## 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31		3	1	27		4		27		4	
1	26		2		26		3		31		2	
2	28		4		31		2		30		3	
3	28		3		29		3		32		2	
4	30		2		27	1	3		23	1	2	
5	22	1	2		34			1	30		3	
6	34			2	27	1	3		26	1	2	
Other	12	2										

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.

**Academic Counselors and Other Support Staff (School Year 2017-18)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.6	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	1	N/A
Other	0	N/A

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

\*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 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$5164.93	\$214.04	\$4950.89	\$66,677.37
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	-23.1	-20.7
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-36.0	-19.1

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 2017-18)**

Fairhaven operated the following categorical programs for the 2017- 2018 school year:

Fairhaven is a Title One School. 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 included technology, teacher training, staff development, and grade-level planning. Fairhaven has an after school Think Together Program that includes academic intervention, physical activity, and an enrichment program (art, music, drama). Additional support has been provided with one full-time instructional coach to support teachers and students in Kindergarten through sixth grade who were below grade level. Support was also provided to students in the area of ELD and small groups for math. A teacher coordinates ELD groups and ensures students' needs are met in ELD instruction and with appropriate materials. 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.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

**Professional Development (Most Recent Three Years)**

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, PAR, school facilitators and outside consultants provide school and district-level staff with curriculum development in identified areas of need. Fairhaven teachers participate in professional development opportunities that foster a collaborative and innovative culture. 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, Lexia, 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, Lexia, 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. As a result of all these trainings, our teachers have been able to apply research-based strategies in the classroom, as well as utilized assessments to drive instruction.