

# **Fairhaven Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 webpage 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.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Fairhaven Elementary School
Street	1415 E. Fairhaven Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 997-6178
Principal	Christina Hiraes
Email Address	chirales@orangeusd.org
Website	www.orangeusd.org/fairhaven
County-District-School (CDS) Code	30-66621-6029789

### District Contact Information (School Year 2020-2021)

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

### School Description and Mission Statement (School Year 2020-2021)

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 and is located on Fairhaven Avenue between Grand and Tustin Avenues. 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. Approximately 465 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. Fairhaven implements programs that support positive learning environment 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 our general education and inclusion students when necessary. Positive Behavior Intervention and Supports (PBIS) is the discipline program used on site in conjunction with progressive discipline to define positive ways that students conduct themselves regardless of their location on site. 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 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 along with The Civic Learning Award in 2019.

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 news and upcoming events. In addition we have a school Fairhaven Facebook and Instagram 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 2019-2020)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	98
<b>Grade 1</b>	68
<b>Grade 2</b>	79
<b>Grade 3</b>	64
<b>Grade 4</b>	68
<b>Grade 5</b>	66
<b>Grade 6</b>	74
<b>Total Enrollment</b>	517

#### **Student Enrollment by Student Group (School Year 2019-2020)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.4
<b>American Indian or Alaska Native</b>	0.2
<b>Asian</b>	1.2
<b>Filipino</b>	0.4
<b>Hispanic or Latino</b>	94.4
<b>Native Hawaiian or Pacific Islander</b>	0.2
<b>White</b>	1.5
<b>Two or More Races</b>	1.2
<b>Socioeconomically Disadvantaged</b>	80.5
<b>English Learners</b>	53.8
<b>Students with Disabilities</b>	15.7
<b>Foster Youth</b>	1
<b>Homeless</b>	0.8

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	27		1033
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	7

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

**Year and month in which data were collected:** September 2020

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers review and examine the curriculum and all of its included support materials and select by majority vote. The selected Curriculum is then submitted to the Board of Education for final approval. All textbooks needed are purchased 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. 9-20-21 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 10, 2020.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<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>	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>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. Fully 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

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

## 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 465 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, five Special Day Classes, 1 Resource Teacher, 1 Instructional Specialist, 1 Full-time Psychologist, 1 Part-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.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report: 8/28/20**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	
<b>Interior: Interior Surfaces</b>	Fair	Administration: 4: Principal's office has paint blistering 7: Damaged light switch cover Girl's Restroom next to Rm 7: 4: Mirror backing damaged 14: Asphalt lifting on west side of bldg. Portable 17: 4: Cove base loose on east wall Pre-School Portable 16: 4: South wall damaged Room 10: 4: Sink cabinet damaged 15: Lower window frame deteriorating Room 12: 4: Sink cabinet damaged Room 14: 4: Sink cabinet damaged 15: Lower window frame deteriorating Room 3: 4: Anchor holes in wall from fire extinguisher hanger Room 6: 4: ceiling tiles stained
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	Administration: 4: Principal's office has paint blistering 7: Damaged light switch cover

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Girl's Restroom next to Rm 7: 4: Mirror backing damaged 14: Asphalt lifting on west side of bldg. Portable 21: 15: North screens damaged, window glazed and cloudy Room 10: 4: Sink cabinet damaged 15: Lower window frame deteriorating Room 14: 4: Sink cabinet damaged 15: Lower window frame deteriorating
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	30	N/A	57	N/A	50	N/A
Mathematics (grades 3-8 and 11)	23	N/A	44	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	18	N/A	32	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

## 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

## 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 2020-2021)

Due to COVID-19 restrictions the County Health Department and School District have limited non-employee persons on campus as those on an as needed basis and located in the office only. Parent Volunteers are unable to be present on campus due to the pandemic. Although we are in a pandemic, we still have parent involvement with our most important committees. Parents are virtually involved 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. We use 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 four times a year and invites all interested parents to attend the meetings. ELAC meets 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. 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.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.3	0.0	2.8	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

## Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	0.003%	
Expulsions	0.0	2.027%	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

## School Safety Plan (School Year 2020-2021)

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 four time 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 a school counselor that teachers social skill lessons throughout the year to support the social and emotional safety of all 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	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+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	27		4		27	1	4		25	1	3	
1	31		2		32		1		26		2	
2	30		3		31		3		27		2	
3	32		2		31		2		28		2	
4	23	1	2		32		2		31		2	
5	30		3		30		2		32		1	
6	26	1	2		25	1	3		29		2	
Other**									22	3	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.

### Ratio of Pupils to Academic Counselor (School Year 2019-2020)

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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.8

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5778.96	\$280.25	\$5498.70	\$71360.62
District	N/A	N/A	\$6616.90	\$86,774
Percent Difference - School Site and District	N/A	N/A	-18.5	-19.5
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	-34.0	-15.1

## Types of Services Funded (Fiscal Year 2019-2020)

Fairhaven operated the following categorical programs for the 2018- 2019 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 and release time to collaborate.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,446	\$50,029
Mid-Range Teacher Salary	\$83,885	\$77,680
Highest Teacher Salary	\$109,082	\$102,143
Average Principal Salary (Elementary)	\$129,252	\$128,526
Average Principal Salary (Middle)	\$131,552	\$133,574
Average Principal Salary (High)	\$153,039	\$147,006
Superintendent Salary	\$256,476	\$284,736
Percent of Budget for Teacher Salaries	35.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

## Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	21	17	

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 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 schoolwide and grade level programs to support student achievement. 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.