

# Fairhaven Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## About This School

#### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
School Name	Fairhaven Elementary School
Street	1415 E. Fairhaven Ave.
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 997-6178
Principal	Karen Sandors
Email Address	ksandors@orangeusd.org
Website	<a href="http://www.orangeusd.org/fairhaven">www.orangeusd.org/fairhaven</a>
County-District-School (CDS) Code	30-66621-6029789

Entity	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>Website</b>	www.orangeusd.org

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

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 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 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 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 2018-19)**

Grade Level	Number of Students
Kindergarten	113
Grade 1	76
Grade 2	72
Grade 3	72
Grade 4	60
Grade 5	78
Grade 6	73
Total Enrollment	544

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	1.1
Filipino	0.6
Hispanic or Latino	94.7
White	1.8
Two or More Races	0.7
Socioeconomically Disadvantaged	87.7
English Learners	55.5
Students with Disabilities	14
Foster Youth	0.9
Homeless	1.3

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

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

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

**Teacher Credentials**

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	23	23	1122
Without Full Credential	0	0		5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

**Year and month in which data were collected:** November 1, 2019

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. 16-19-19 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 September 26, 2019.

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%
Mathematics	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%
Science	Amplify Science Program adopted in 2019 for Grades K-6. 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 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>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. Fully available to all students.	Yes	0%

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

Maintaining the appearance, safety and functionality of Fairhaven Elementary is important. 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 17 portables and 15 permanent classrooms to accommodate 520 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. The current report indicates some damage to some of the sink cabinets and mirrors in classrooms and restrooms. Work orders have been submitted to correct the issues.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report: 8/27/2019**

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	SAC Portable: 2: Exhaust fans in restrooms inoperable

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Poor	10:00 11: 4: Sink cabinet damaged; wall damage on south wall 12: 4: Sink cabinet damaged 13: 4: Sink cabinet damaged 14: 4: Sink cabinet damaged 26: 4: Paint peeling/flaking around window in interior 15 27: 4: Paint peeling/flaking around window in interior - south 12: Rain gutter deteriorating - north 15: Window screens damaged north 6: 4: Sink cabinet damaged 8: 4: Sink cabinet damaged 9: 4: Sink cabinet damaged Boy's R/R North Playground: 4: Mirrors backing damaged; dispenser rusting/flaking 15: Door drags on jamb Girl's R/R next to 7: 4: Mirror backing damaged; wall has paint damage Girl's R/R North Playground: 4: Mirrors backing damaged K1: 4: Sink cabinets damaged 15: Door to work room sticks on jamb K2: 4: Sink cabinets damaged Pre-School Portable 16: 4: Wall damaged - south; ceiling tiles sagging 11: Aerosols stored under sink
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	20: 7: Light switch damaged Computer Lab: 7: Cover missing on switch - southeast corner
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	1: 9: Outside fountain is inoperable 11: Aerosols/chemicals stored under sink
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	1: 9: Outside fountain is inoperable 11: Aerosols/chemicals stored under sink 2: 11: Aerosols stored under sink 3: 11: Aerosols stored under sink Pre-School Portable 16: 4: Wall damaged - south; ceiling tiles sagging 11: Aerosols stored under sink

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Structural:</b> Structural Damage, Roofs	Good	27: 4: Paint peeling/flaking around window in interior - south 12: Rain gutter deteriorating - north 15: Window screens damaged north
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	18:00  17: 15: Window screens damaged - south 19: 15: Window screens damaged - north 24: 15: Window etched with graffiti - south 25: 15: Window screens damaged - north 27: 4: Paint peeling/flaking around window in interior - south 12: Rain gutter deteriorating - north 15: Window screens damaged north 28: 15: Window screens damaged - south 29: 15: Window frame damaged - north 33: 15: Window screens damaged- north Boy's R/R North Playground: 4: Mirrors backing damaged; dispenser rusting/flaking 15: Door drags on jamb K1: 4: Sink cabinets damaged 15: Door to work room sticks on jamb
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	32	30	57	57	50	50
Mathematics (grades 3-8 and 11)	18	23	43	44	38	39

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

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

### CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	271	98.91	1.09	29.52
Male	157	155	98.73	1.27	25.16
Female	117	116	99.15	0.85	35.34
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	261	258	98.85	1.15	27.91
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	241	240	99.59	0.41	26.25
English Learners	190	188	98.95	1.05	26.60
Students with Disabilities	46	44	95.65	4.35	4.55
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	274	272	99.27	0.73	22.88
Male	157	156	99.36	0.64	21.94
Female	117	116	99.15	0.85	24.14
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	261	259	99.23	0.77	22.09
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	241	240	99.59	0.41	21.76
English Learners	190	189	99.47	0.53	21.28
Students with Disabilities	46	44	95.65	4.35	0.00
Students Receiving Migrant Education Services					

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

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

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

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

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

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

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

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	23.1	24.4	21.8

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are involved with Fairhaven School through a number of school organizations, including our Parent Teacher Organization (PTO), 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, 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. The Nature Conservancy has also 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 PTO supports the instructional program by providing funding for supplemental classroom materials, art supplies, PE supplies, field trips and much more. The PTO also provides social opportunities for students and parents by participating in the Fall Festival, Red Ribbon Week, Winter Festival, Jog-a-thon, Career Day, 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. 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 or email at [ksandors@orangeusd.org](mailto:ksandors@orangeusd.org).

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.0	0.3	0.0	3.0	2.8	2.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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 was last approved by the School Site Council on February 19, 2019.

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 school gates are locked at 8:00 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. Our school wide plan is designed around our school's Positive Behavior and Support (PBIS) expectations. In addition Fairhaven starts the year with the Start With Hello to encourage kindness and inclusion 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	27		4		27		4		27	1	4	
1	26		3		31		2		32		1	
2	31		2		30		3		31		3	
3	29		3		32		2		31		2	
4	27	1	3		23	1	2		32		2	
5	34			1	30		3		30		2	
6	27	1	3		26	1	2		25	1	3	
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.0

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0

\*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.

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5842.15	\$315.28	\$5526.87	\$75877.45
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-18.0	-10.0
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-30.4	-8.2

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,901	\$48,612
Mid-Range Teacher Salary	\$79,070	\$74,676
Highest Teacher Salary	\$106,421	\$99,791
Average Principal Salary (Elementary)	\$129,252	\$125,830
Average Principal Salary (Middle)	\$131,552	\$131,167
Average Principal Salary (High)	\$153,039	\$144,822
Superintendent Salary	\$256,476	\$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	21	21	21

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.