

Fairhaven Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2021-22 School 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
School Website	https://www.orangeusd.org/fairhaven-elementary-school
County-District-School (CDS) Code	30-66621-6029789

2021-22 District Contact Information

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

2021-22 School Overview

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials facilities and staff. Information about Orange Unified School District is also provided. Fairhaven School is one of twenty-seven (27) elementary schools in the Orange Unified School District, and the only one located in the city of Santa Ana. The school was built in June 1966 on 9.3 acres of land 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.

2021-22 School Overview

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 weekly 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.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	63
Grade 2	62
Grade 3	78
Grade 4	56
Grade 5	61
Grade 6	57
Total Enrollment	450

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.1
Male	56.9
American Indian or Alaska Native	0.2
Asian	0.9
Black or African American	0.4
Filipino	0.7
Hispanic or Latino	94.2
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.1
White	1.8
English Learners	46.7
Foster Youth	1.6
Homeless	0.2
Socioeconomically Disadvantaged	78.9
Students with Disabilities	21.8

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 15-21-22 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 30, 2021.

Year and month in which the data were collected

September 2021

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 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%
History-Social Science	TCI (Teacher's Curriculum Institute) California Social Studies Alive (grades K-5) and TCI California History Alive (Grade 6) was adopted in 2021 and selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Foreign Language	N/A		N/A
Health	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%
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements

Maintaining the appearance, safety and functionality of Fairhaven Elementary is essential to the success of our students. During the school year we concentrate on working with students and staff to keep the facility clean and sanitary. Classrooms are cleaned throughout the day as needed. The campus houses 31 classrooms to accommodate 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.

Year and month of the most recent FIT report

10/6/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 9: 3. Bad ceiling tile
Interior: Interior Surfaces		X		Administration: 4. Principal paint blistering 7. Damaged electrical cover psych office Girls Restroom Next to Room 7: 4. Mirror damaged 7. Light out cracked diffuser 14. Asphalt lifting west side Kitchen Portable: 4. Cracked ceiling tiles 7. Cracked outlet cover Portable 17: 4. Coving loose E wall 7. Cracked outlet cover Room 10: 4. Sink cabinet damaged Room 12: 4. Sink cabinet damaged Room 14: 4. Sink cabinet damaged Room 6: 4. Ceiling tiles stained
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Administration: 4. Principal paint blistering 7. Damaged electrical cover psych office Custodial Closet: 7 Wire mold hanging off of ceiling Girls Restroom Next to Room 7: 4. Mirror damaged 7. Light out cracked diffuser 14. Asphalt lifting west side Kitchen Portable: 4. Cracked ceiling tiles 7. Cracked outlet cover

School Facility Conditions and Planned Improvements

			Portable 17: 4. Coving loose E wall 7. Cracked outlet cover Portable 33: 7 Network box hanging loose Room 3: 7. Lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		
Safety: Fire Safety, Hazardous Materials	X		Portable 26: 11 Plugins
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Girls Restroom Next to Room 7: 4. Mirror damaged 7. Light out cracked diffuser 14. Asphalt lifting west side Portable 18: 15 Termite damage - window Portable 21: 15 Window glazed, cloudy Portable 29: 15 Door scrapes

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	12	4.76	95.24	33.33
Female	116	3	2.59	97.41	--
Male	136	9	6.62	93.38	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	240	11	4.58	95.42	36.36
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	10	8	92	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	202	10	4.95	95.05	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	12	21.82	78.18	33.33

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	252	11	4.37	95.63	0.00
Female	116	3	2.59	97.41	--
Male	136	8	5.88	94.12	--
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	240	10	4.17	95.83	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	125	9	7.20	92.80	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	202	9	4.46	95.54	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	55	11	20.00	80.00	0.00

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	249	245	98.39%	1.61%	10.61%
Female	115	115	100.00%	0.00%	12.17%
Male	134	130	97.01%	2.99%	9.23%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	2	2	100.00%	0.00%	0.00%

Black or African American	1	1	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	238	234	98.32%	1.68%	9.40%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	100.00%
Two or More Races	2	2	100.00%	0.00%	50.00%
White	3	3	100.00%	0.00%	33.33%
English Learners	120	117	97.50%	2.50%	4.27%
Foster Youth	4	4	100.00%	0.00%	0.00%
Homeless	2	1	50.00%	50.00%	0.00%
Socioeconomically Disadvantaged	196	193	98.47%	1.53%	9.84%
Students with Disabilities	52	48	92.31%	7.69%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	249	247	99.20%	0.80%	8.50%
Female	115	114	99.13%	0.87%	6.14%
Male	134	133	99.25%	0.75%	10.53%
American Indian or Alaska Native	0	0	0.00%	0.00%	0.00%
Asian	2	2	100.00%	0.00%	0.00%
Black or African American	1	1	100.00%	0.00%	0.00%
Filipino	2	2	100.00%	0.00%	50.00%
Hispanic or Latino	238	236	99.16%	0.84%	7.63%
Native Hawaiian or Pacific Islander	1	1	100.00%	0.00%	0.00%
Two or More Races	2	2	100.00%	0.00%	50.00%
White	3	3	100.00%	0.00%	33.33%
English Learners	120	119	99.17%	0.83%	2.52%
Foster Youth	4	4	100.00%	0.00%	0.00%
Homeless	2	2	100.00%	0.00%	0.00%
Socioeconomically Disadvantaged	196	195	99.49%	0.51%	8.21%
Students with Disabilities	52	51	98.08%	1.92%	0.00%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	34.95	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	NT	NT	NT	NT
Female	18	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	55	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 throughout the 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	502	492	104	21.1
Female	216	211	40	19.0
Male	286	281	64	22.8
American Indian or Alaska Native	1	1	1	100.0
Asian	5	5	0	0.0
Black or African American	2	2	1	50.0
Filipino	3	3	0	0.0
Hispanic or Latino	469	462	96	20.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	6	6	1	16.7
White	13	10	4	40.0
English Learners	252	247	44	17.8
Foster Youth	9	9	4	44.4
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	392	388	87	22.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	120	117	41	35.0

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.00	0.40	2.56	0.19	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.03	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.40	0.00
Female	0.46	0.00
Male	0.35	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.43	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.83	0.00

2021-22 School Safety Plan

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

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. Lockdown Drills take place 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 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 teaches social skill lessons throughout the year to support the social and emotional safety of all students.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	27	1	4	
1	32		1	
2	31		3	
3	31		2	
4	32		2	
5	30		2	
6	25	1	3	

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	1	3	
1	26		2	
2	27		2	
3	28		2	
4	31		2	
5	32		1	
6	29		2	
Other	22	3	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2	1	
1	21	1	1	
2	20	1	1	
3	31		1	
4	27		1	
5	26	1	3	
6	24	2	3	
Other	25	3	6	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5778.96	\$280.25	\$5498.70	\$71360.62
District	N/A	N/A	\$6616.90	\$87,379
Percent Difference - School Site and District	N/A	N/A	-18.5	-20.2
State			\$8,444	\$84,665
Percent Difference - School Site and State	N/A	N/A	-42.2	-17.1

2020-21 Types of Services Funded

Fairhaven operated the following categorical programs for the 2021- 2022 school year: Fairhaven is a designated Title One School and qualifies for this funding and provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Fairhaven supports the learning program with one full time resource teacher who works with at risk students in Language Arts in addition to providing a variety of supplemental materials for teaching and learning. This 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 specialist to support teacher instruction and student learning in grades Kindergarten through sixth grade who are below grade level. Support is also provided to students in the area of ELD and small groups for math and reading comprehension. The resource teacher coordinates ELD groups and ensures students' needs are met through targeted instruction from recent assessment data. These groups are supported with the appropriate materials.

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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,446	\$50,897
Mid-Range Teacher Salary	\$83,885	\$78,461
Highest Teacher Salary	\$109,082	\$104,322
Average Principal Salary (Elementary)	\$130,156	\$131,863
Average Principal Salary (Middle)	\$137,808	\$137,086
Average Principal Salary (High)	\$165,215	\$151,143
Superintendent Salary	\$256,476	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

Professional Development

Staff development opportunities are provided throughout the year on site and at the district offices, as well as through teacher-to-teacher mentoring programs such as CTIP (California Teacher Induction Program), PAR (Peer Assessment and Review), staff meetings, conferences and school-based in-service meetings (modified day). CTIP, 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 school-wide 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, 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. Orange Unified School District also provides regular professional development support to all teachers at the beginning of the school year and throughout to help teachers stay apprised of latest research based practices to provide quality instruction to our students. As a result of all these trainings both on site and from the district, our teachers have been able to apply research-based strategies in the classroom, as well as utilized assessments to drive instruction and close the achievement gap.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	17

Orange Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2026	16.99	83.01	54.10
Female	5816	1016	17.47	82.53	58.84
Male	6112	1010	16.52	83.48	49.36
American Indian or Alaska Native	20	7	--	65.00	--
Asian	1093	216	19.76	80.24	83.33
Black or African American	143	26	18.18	81.82	30.77
Filipino	186	44	23.66	76.34	70.45
Hispanic or Latino	7162	1097	15.32	84.68	43.09
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	75	14.73	85.27	65.33
White	2788	557	19.98	80.02	62.48
English Learners	2223	204	9.18	90.82	14.29
Foster Youth	73	12	16.44	83.56	41.67
Homeless	254	22	8.66	91.34	18.18
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	872	14.94	85.06	41.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	271	17.00	83.00	12.18

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11928	2009	16.84	83.16	31.30
Female	5816	1000	17.19	82.81	30.99
Male	6112	1009	16.51	83.49	31.61
American Indian or Alaska Native	20	8	--	60.00	--
Asian	1093	214	19.58	80.42	71.03
Black or African American	143	26	18.18	81.82	15.38
Filipino	186	42	22.58	77.42	47.62
Hispanic or Latino	7162	1083	15.12	84.88	17.70
Native Hawaiian or Pacific Islander	27	4	14.81	85.19	--
Two or More Races	509	74	14.54	85.46	55.41
White	2788	558	20.01		38.67
English Learners	2223	202	9.09	90.91	3.54
Foster Youth	73	13	17.81	82.19	15.38
Homeless	254	24	9.45	90.55	0.00
Military	28	5	17.86	82.14	--
Socioeconomically Disadvantaged	5836	864	14.80	85.20	16.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	1594	268	16.81	83.19	5.97

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.