

# Fairmont Elementary School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Fairmont Elementary School
<b>Street</b>	724 Kearney Street
<b>City, State, Zip</b>	El Cerrito, CA 94530-3108
<b>Phone Number</b>	(510) 231-1448
<b>Principal</b>	Lynn Bernhardt
<b>E-mail Address</b>	<a href="mailto:lbernhardt@wccusd.net">lbernhardt@wccusd.net</a>
<b>Web Site</b>	<a href="http://fairmontschool.org/">fairmontschool.org/</a>
<b>CDS Code</b>	07-61796-6004758

<b>District Contact Information</b>	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	matthew.duffy@wccusd.net
<b>Web Site</b>	www.wccusd.net

### **School Description and Mission Statement (School Year 2016-17)**

At Fairmont School our goal is to provide high quality academic and social development in a safe, nurturing and familial environment. We want Fairmont students to be successful now and throughout their entire lives. Fairmont serves 557 students from preschool to grade 6. In addition to the general education program, Fairmont has a variety of special education programs to serve severely handicapped students including two self-contained special education classes, a full inclusion program, and the Integrating Technology and Hands-on Communication program (ICHAT). Fairmont students represent a variety of cultures and ethnic groups: 35% Latino, 20% White, 16% African American, 14% Asian, and 11% Tibetan. Over 39% are English Learners representing over 20 languages and 69% are eligible for free and reduced lunch.

The Fairmont School community is dedicated to providing quality instruction to teach the whole child. For this reason we provide a number of programs to enhance the core curriculum and stimulate students' imagination and curiosity. PlayWorks program provides a full time coach to improve the health and well-being of students by increasing opportunities for physical activity and safe, meaningful play. The Fairmont Afterschool Enrichment Program is coordinated by East Bay Center for the Performing Arts. The program offers courses such as engineering, chess, music, art and drama. Fairmont also provides an Extended Day program funded by the state as well as an aftercare program through the City of El Cerrito. Through the district, students in grades 4-6 may enroll in band. The PTA provides a music program for all K-3 classes and a hands-on science program for 4-6 grade classes. Fifth graders participate in a 2-night outdoor education program at Pt. Bonita in the Marin Headlands. Many teachers access community resources to enhance their curriculum. The Watershed Project teaches students to recycle and compost. Kids for the Bay staff collaborate with teachers to inspire environmental consciousness. Fairmont School received 2015 Contra Costa Leadership in Sustainability and Green Building Awards for our recycling and compost efforts. We were recognized as a California Gold Ribbon School in 2015-2016 for our Full Inclusion Program.

Our Learning Center strives to address student needs, specifically for our lower performing students. This model allows us to provide targeted instruction to students as soon as they start to fall behind, rather than wait until they are at least two years behind to qualify for special ed services. Student achievement is addressed on many different levels. Teachers are the first level of intervention for students who are falling behind, while at the same time continuing to provide an interesting and rigorous curriculum for all students. Gifted and Talented students (GATE) are provided differentiated instruction at their ability level. English Language Development (ELD) instruction is provided daily for EL students to support their English learning in the core subject areas.

Our goals are:

- To provide high quality academic and social development in a safe, nurturing, and familial environment;
- To provide comprehensive, student-centered learning and teaching experiences;
- To develop and maintain productive community partnerships;
- To emphasize collective and individual accountability.

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	66
Grade 1	76
Grade 2	73
Grade 3	91
Grade 4	83
Grade 5	82
Grade 6	85
<b>Total Enrollment</b>	<b>556</b>

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	15.5
American Indian or Alaska Native	0.2
Asian	21.4
Filipino	2.9
Hispanic or Latino	35.1
Native Hawaiian or Pacific Islander	0.4
White	18
Two or More Races	6.5
Socioeconomically Disadvantaged	59
English Learners	39.2
Students with Disabilities	13.5
Foster Youth	0.5

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	23	27	25.10	25.10
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

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

Fairmont was constructed in 1957. Portable classrooms were added in 1990 and 2009. Our facility includes adequate playground, classroom and staff space. School facilities are cleaned daily. For repairs, safety concerns are given the highest priority, followed by work that impacts the educational program. The district and staff are working with architects to design a completely new buildings and playgrounds. The new buildings will include library, computer labs, 19 general education classrooms, 4 special education classrooms with bathrooms, an elevator, two multi-use classrooms, and a parent room. The playgrounds will include outdoor learning areas and universally accessible play structures.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains			X	Girls restroom at far south end of 2nd wing has a broken faucet end piece.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	36	42	33	35	44	48
<b>Mathematics</b>	31	31	23	25	34	36

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	91	85	93.4	41.2
	4	86	82	95.3	34.1
	5	85	78	91.8	48.7
	6	85	81	95.3	43.2
<b>Male</b>	3	52	50	96.2	34.0
	4	38	37	97.4	32.4
	5	36	34	94.4	52.9
	6	53	51	96.2	31.4
<b>Female</b>	3	39	35	89.7	51.4
	4	48	45	93.8	35.6
	5	49	44	89.8	45.5
	6	32	30	93.8	63.3
<b>Black or African American</b>	3	--	--	--	--
	4	18	18	100.0	33.3
	5	16	15	93.8	33.3
	6	18	18	100.0	27.8
<b>Asian</b>	3	21	19	90.5	57.9
	4	15	13	86.7	38.5
	5	19	17	89.5	58.8
	6	18	16	88.9	43.8
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	29	29	100.0	13.8
	4	39	37	94.9	24.3
	5	33	31	93.9	41.9
	6	32	32	100.0	37.5
<b>Native Hawaiian or Pacific Islander</b>	5	--	--	--	--
<b>White</b>	3	26	23	88.5	65.2
	4	--	--	--	--
	5	--	--	--	--
	6	13	11	84.6	81.8
<b>Two or More Races</b>	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	57	53	93.0	24.5
	4	68	65	95.6	24.6
	5	58	54	93.1	42.6
	6	60	58	96.7	32.8
<b>English Learners</b>	3	31	27	87.1	7.4
	4	29	27	93.1	7.4
	5	23	18	78.3	5.6
	6	22	20	90.9	
<b>Students with Disabilities</b>	3	16	14	87.5	
	4	13	12	92.3	16.7
	5	--	--	--	--
	6	12	11	91.7	
<b>Foster Youth</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
<b>All Students</b>	3	91	87	95.6	36.8
	4	86	82	95.3	37.8
	5	84	82	97.6	25.6
	6	85	81	95.3	23.5
<b>Male</b>	3	52	51	98.1	33.3
	4	38	37	97.4	46.0
	5	35	33	94.3	39.4
	6	53	51	96.2	17.6
<b>Female</b>	3	39	36	92.3	41.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	48	45	93.8	31.1
	5	49	49	100.0	16.3
	6	32	30	93.8	33.3
<b>Black or African American</b>	3	--	--	--	--
	4	18	18	100.0	44.4
	5	15	14	93.3	14.3
	6	18	18	100.0	22.2
<b>Asian</b>	3	21	21	100.0	47.6
	4	15	13	86.7	53.9
	5	19	19	100.0	26.3
	6	18	16	88.9	25.0
<b>Filipino</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Hispanic or Latino</b>	3	29	29	100.0	17.2
	4	39	37	94.9	24.3
	5	33	32	97.0	28.1
	6	32	32	100.0	9.4
<b>Native Hawaiian or Pacific Islander</b>	5	--	--	--	--
<b>White</b>	3	26	23	88.5	60.9
	4	--	--	--	--
	5	--	--	--	--
	6	13	11	84.6	54.5
<b>Two or More Races</b>	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3	57	55	96.5	18.2
	4	68	65	95.6	27.7
	5	58	58	100.0	20.7
	6	60	58	96.7	13.8
<b>English Learners</b>	3	31	29	93.5	17.2
	4	29	27	93.1	14.8
	5	23	23	100.0	
	6	22	20	90.9	
<b>Students with Disabilities</b>	3	16	14	87.5	7.1



Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	13	12	92.3	25.0
	5	--	--	--	--
	6	12	11	91.7	
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	74	56	48	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

#### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	85	84	98.8	47.6
Male	36	35	97.2	57.1
Female	49	49	100.0	40.8
Black or African American	16	15	93.8	33.3
Asian	19	19	100.0	47.4
Hispanic or Latino	33	33	100.0	48.5
Socioeconomically Disadvantaged	58	58	100.0	46.6
English Learners	23	23	100.0	26.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.9	19.8	12.3

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2016-17)

Fairmont School has many opportunities for parent involvement. Parents are needed in the classroom, in the library, and on the yard. Parents accompany classes on study trips. For these activities, parents need a volunteer badge which can be secured at [beamentor.org](http://beamentor.org). Parents who are not available during the day frequently help with fundraising and evening activities including:

Family Math Night  
Family Science Night  
Family Reading Night  
Night of Code  
Band Concerts  
Winter Festival Concert  
Awards Nights  
Science Fair / Science Fair Night  
Back to School Night  
Open House  
Movie Night  
Game Night

The PARENT-TEACHER ASSOCIATION (PTA) provides many opportunities for parent involvement. For more information, go to [pta-president@fairmontschool.org](mailto:pta-president@fairmontschool.org) or visit our website at [fairmontschool.org](http://fairmontschool.org).

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The ELAC Committee oversees the academic program for EL students. Information from ELAC meetings is shared at SSC Meetings and at Faculty Meetings. The ELAC meets the first Friday of each month at 8:30 a.m. in the multipurpose room.

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). This committee approves and monitors the implementation of the school plan for student achievement and school wide improvement.

Parent Coffees are held the last Friday of each month at 8:30 a.m. in the multipurpose room.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.2	0.2	0.5	6.6	6.2	6.3	4.4	3.8	3.7
<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 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Safety Procedures are reviewed annually. Fire Drills occur monthly and Disaster Drills occur three times a year. The school safety plan includes fire evacuation, earthquake, Shelter-in -Place and lock-down procedures. When there are specific and immediate site safety issues, students and faculty are notified on the PA system and/or at school assemblies, and notices are sent home to parents. Teacher supervision begins at 8:15. Parents are encouraged to pick up their students on time because there is no after-school supervision. Fairmont provides 2 after school programs with supervision including the Love Learn Success Program until 6:00 pm and the City of El Cerrito After Care. Visitors sign in at the office and wear a badge while on campus. Gates are kept locked to control access except during drop off and pick up times. The certificated staff attended City of El Cerrito CERT training including first aide, search and rescue, and emergency preparedness. Teachers have assigned duties in the event of an emergency. Parents are asked to supply emergency food and water for their children. The safety plan is up-dated every August and reviewed every trimester. Character education programs such as Playworks and Toolbox promote position peer interactions and pro-social conflict resolution strategies.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2004-2005
<b>Year in Program Improvement*</b>		Year 3
<b>Number of Schools Currently in Program Improvement</b>	N/A	20
<b>Percent of Schools Currently in Program Improvement</b>	N/A	71.4

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		26		3		22	1	2	
1	25		3		25		3		24		3	
2	25		4		25		3		24		3	
3	27		3		24		4		24		4	
4	33			2	33		1	1	33		1	1
5	32		1	1	32		1	1	33			3
6	25	1		2	26	1	1	2	33			2
Other	21	1	1		11	1			12	1		

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

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5684.61	1799.78	3884.83	69172.83
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-39.4	6.3
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-31.6	-8.8

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

## Types of Services Funded (Fiscal Year 2015-16)

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Programs and services available at Fairmont School include:

CENTRAL SUPPLEMENTAL/CONCENTRATION  
SP ED IDEA BASIC LOCAL ENTITL  
HEALTHY START-ASLSNPP  
SPECIAL ED - E  
MEDI-CAL ADMIN ACTIVITIES  
MRAD  
MISC DONATIONS  
SITE SUPPLEMENTAL/CONCENTRATION

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

## Professional Development (Most Recent Three Years)

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2016-2017 Focus Areas:

ELA: Units of Study Writing Development-based on SBAC and district writing assessments

ELD: daily academic conversation and group writing -based on district ELD assessments

Math: using multiple methods with oral and written explanation-based on SBAC data and district assessments

Teachers attended two days of professional development prior to the beginning of school. Teachers self selected to attend conference on the Units of Study implementation. All staff attended a one day training on ToolBox strategies for social emotional learning. Teachers attend weekly site based professional development including grade level meetings, presentations, and cross grade collaboration. In addition, the district provides regular professional development in ELD, math, and language arts.

Teachers regularly examine student work and assessment data. Academic conferences are held 2 times a year to provide a time for the principal and grade level teams to review data, identify strengths and weakness of individual students, and identify supports inside and outside the classroom.