

Fairmont Elementary School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Fairmont Elementary School
Street	724 Kearney Street
City, State, Zip	El Cerrito, CA 94530
Phone Number	(510) 525-5235
Principal	Galen Murphy
E-mail Address	GMurphy@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=878
CDS Code	07-61796-6004758

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

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. In order to do this, we develop and maintain productive community partnerships in which parents are an integral part.

Describe population: Fairmont serves 597 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 three self-contained special education classes, a full inclusion program, and the Integrating Technology and Hands-on Communication program (ICHAT). Fairmont's students come with a wide variety of cultures and languages. Fairmont student include Latino, Asian, African American, and White. Over 40% are English Learners representing over 20 languages.

Fairmont School provides a number of programs to promote a healthy, safe learning environment including: 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 such courses as chess, hip hop, music and art. Fairmont also provides Extend Day intervention and partners with the City of El Cerrito to provide an on-site Extended Day Program until 6:00 p.m. In addition, 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. Many teachers access community resources to enhance their curriculum. The Watershed Project teaches students to recycle and compost. Kids for the Bay staff collaborates with teachers to inspire environmental consciousness.

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.

West Contra Costa Teacher of the Year- Nanci Buckingham

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	73
Grade 1	94
Grade 2	91
Grade 3	80
Grade 4	83
Grade 5	78
Grade 6	73
Total Enrollment	572

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	17.8
American Indian or Alaska Native	0.2
Asian	20.6
Filipino	3.8
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.9
White	16.1
Two or More Races	3.0
Socioeconomically Disadvantaged	68.2
English Learners	42.0
Students with Disabilities	11.9

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	21	24	23	23
Without Full Credential	2	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

Core Curriculum Area	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 (K-6) Prentice Hall Copper 6th grade	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	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 in which data were collected: October 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	Wall under sink deteriorating (work order submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: October 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	Replace soap dispensers and adjust drinking fountains (work complete)
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Paint walls (work order submitted), replace bench on yard (work order submitted)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	40	56	75	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	75
Male	77
Female	73
Black or African American	92
American Indian or Alaska Native	
Asian	77
Filipino	
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	
White	83
Two or More Races	
Socioeconomically Disadvantaged	65
English Learners	56
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	53	57	55	41	43	42	54	56	55
Mathematics	63	57	61	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	4	5
Similar Schools	5	4	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	31	-3	12
Black or African American	34	2	0
American Indian or Alaska Native			
Asian	22	38	-4
Filipino			
Hispanic or Latino	27	-25	17
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	21	6	16
English Learners	18	6	11
Students with Disabilities	40	-87	

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.1	16.5	5.1

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 (Most Recent Year)

-
- Family Math Night
 - * Family Science Night
 - Family Reading Night
 - Night of Code
 - Band Concerts
 - Kindergarten Tours
 - Parent/Teacher Conferences
 - Science Fair / Science Fair Night
 - Student Success Team Meetings (SST)
 - Back to School Night
 - Open House
 - Weekly Folder sent home

- Principal's Newsletters
- Sixth Grade Promotion Activities
- Parent Volunteers in class and on study trips

Principal Hosted Coffees

PARENT-TEACHER ASSOCIATION (PTA):

PTA Meetings

- Fundraising

Movie Nights

- Rummage Sale
- Assemblies (science, cultural, character-building)
- After-School Enrichment Classes
- School Garden

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.

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.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.0	0.6	0.2	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

Safety Procedures are reviewed annually. Fire Drills occur monthly and Disaster Drills occur three times a year. The school has a safety code for 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. Visitors sign in at the office and wear a badge while on campus.

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 review every trimester.

Character education programs such as Playworks and KidPower 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	22.3	2	2	0	20	2	3		18	1	3	
1	19.8	4	0	0	19	2	3		19	2	3	
2	21.8	4	0	0	17	2	3		15	3	3	
3	27	0	3	0	15	3	3		20	1	3	
4	33	0	0	3	21	2	1	1	21	2		2
5	33	0	0	1	22	2		2	20	2	1	1
6	32.5	0	1	1	18	2		1	18	2		2
Other												

Note: 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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.20	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.90	---
Resource Specialist	1.00	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,586.52	\$3,857.27	\$4,729.25	\$64,676.16
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-14.7	17.4
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-14.6	-7.2

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Fairmont School include:

- ESEA-Title I
- Economic Impact Aid
- Special Ed
- Arts/Music/PE Grant
- Gifted and Talented

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
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

2014-15 Focus Areas:

ELA: citing evidence from text

ELD: daily academic conversation and group writing

Math: using multiple methods with oral and written explanation

Teachers attended four days of professional development prior to the beginning of school. 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.