

## Fairmont Elementary

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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

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

### DataQuest

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

### Internet Access

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

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Fairmont Elementary
<b>Street</b>	724 Kearney St.
<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:bernhardt@wccusd.net">bernhardt@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617966004758

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

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 540 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: 34% Latino, 22% White, 12% African American, 13% Asian, and 14 % Tibetan. Over 39% are English Learners representing over 20 languages and 61% 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 the city of El Cerrito. The program offers courses such as yoga, chess, music, art and dance. 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 most k-6 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.

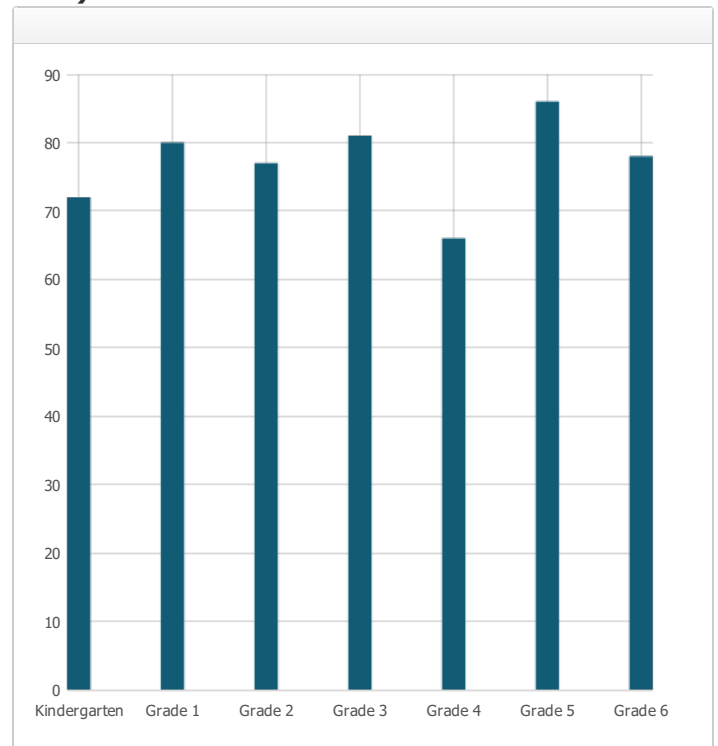
Our goals are:

- 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.

*Last updated: 12/31/2018*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	72
Grade 1	80
Grade 2	77
Grade 3	81
Grade 4	66
Grade 5	86
Grade 6	78
<b>Total Enrollment</b>	<b>540</b>



Last updated: 1/22/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	9.8 %
American Indian or Alaska Native	0.2 %
Asian	25.4 %
Filipino	2.4 %
Hispanic or Latino	33.7 %
Native Hawaiian or Pacific Islander	0.6 %
White	19.4 %
Two or More Races	8.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	62.4 %
English Learners	40.4 %
Students with Disabilities	15.2 %
Foster Youth	0.4 %

## A. Conditions of Learning

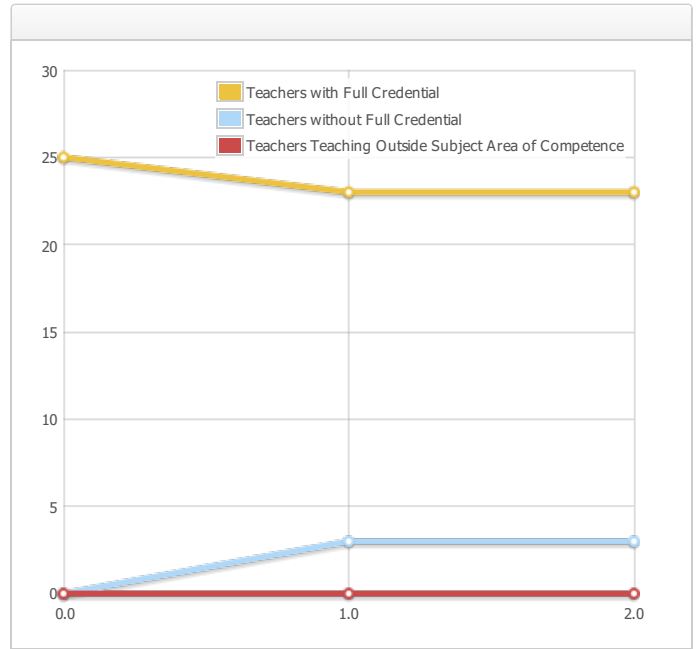
### State Priority: Basic

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

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

#### Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	25	23	23	1211
Without Full Credential	0	3	3	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)**

Year and month in which the data were collected: October 2018

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 *materials from current CDE list under review	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

## School Facility Good Repair Status

Year and month of the most recent FIT report: November 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
<b>Interior:</b> Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Fasten the bookcases to the wall.</li> <li>-The carpet is in bad shape at the joint P7.</li> <li>-Paint the walls</li> <li>-Paint the plywood on the wall where the fire hose was removed by the restrooms MPR.</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
<b>Electrical:</b> Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Fair	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-The floors need to be redone with epoxy paint</li> <li>-Replace the sink faucet boys RR MPR</li> </ul>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
<b>Structural:</b> Structural Damage, Roofs	Good	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Replace the plywood at the exterior siding P5.</li> <li>-Install plywood on the sides of the ramp P1.</li> </ul>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Adjust the door closer P1.</li> <li>-Check the panic hardware.</li> <li>-Check the rubber pads.</li> </ul>

## Overall Facility Rate

Year and month of the most recent FIT report: November 2017

Overall Rating	Fair
----------------	------

Last updated: 1/28/2019  
Page 6 of 18



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	46.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	38.0%	34.0%	25.0%	24.0%	37.0%	38.0%

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

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

*Last updated: 1/22/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	291	282	96.91%	45.74%
Male	149	143	95.97%	45.45%
Female	142	139	97.89%	46.04%
Black or African American	35	34	97.14%	26.47%
American Indian or Alaska Native	--	--	--	
Asian	76	74	97.37%	44.59%
Filipino	--	--	--	
Hispanic or Latino	100	95	95.00%	36.84%
Native Hawaiian or Pacific Islander	--	--	--	
White	53	53	100.00%	75.47%
Two or More Races	14	13	92.86%	53.85%
Socioeconomically Disadvantaged	188	184	97.87%	32.07%
English Learners	157	151	96.18%	32.45%
Students with Disabilities	41	39	95.12%	23.08%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

*Last updated: 1/22/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	295	282	95.59%	34.04%
Male	153	143	93.46%	41.26%
Female	142	139	97.89%	26.62%
Black or African American	35	34	97.14%	11.76%
American Indian or Alaska Native	--	--	--	
Asian	77	74	96.10%	43.24%
Filipino	--	--	--	
Hispanic or Latino	103	95	92.23%	23.16%
Native Hawaiian or Pacific Islander	--	--	--	
White	53	53	100.00%	56.60%
Two or More Races	14	13	92.86%	30.77%
Socioeconomically Disadvantaged	192	184	95.83%	23.91%
English Learners	161	151	93.79%	26.49%
Students with Disabilities	44	39	88.64%	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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

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

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

*Last updated: 1/22/2019*

# 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

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.5%	30.8%	19.2%

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.

*Last updated: 1/22/2019*

## C. Engagement

# State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2018—19)

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  
 Band Concerts  
 Awards Assemblies  
 Science Fair / Science Fair Night  
 Black History Month Assemblies  
 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 [Fairmont school.org](http://Fairmont.school.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.

AAPAC: The African American Parent Advisory Council meets monthly to plan and promote activities geared towards promoting the engagement of African American families. They also look at school data and provide input on priorities for curriculum and instruction to benefit African American families and students.

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: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

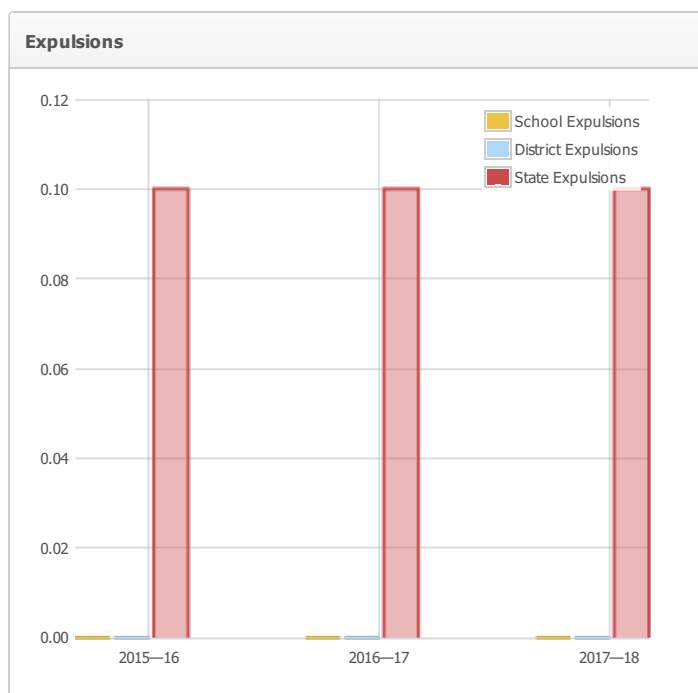
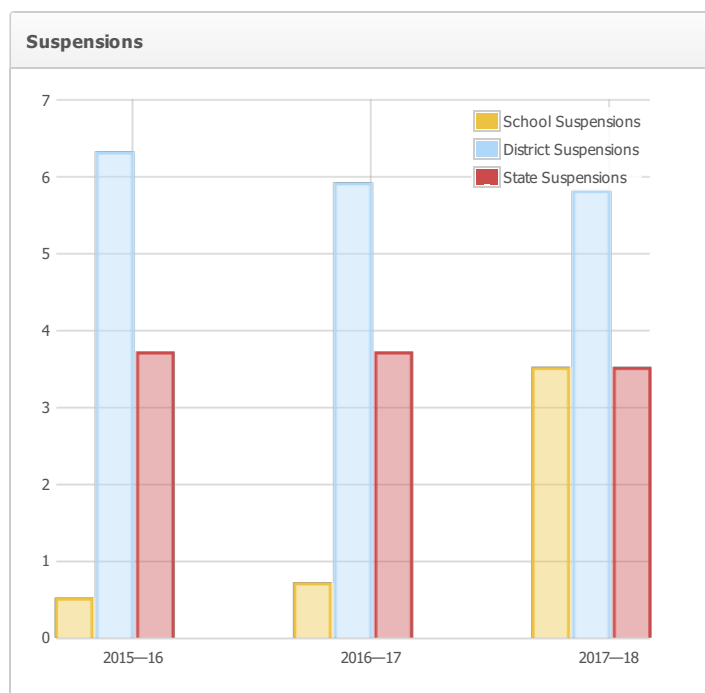
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.5%	0.7%	3.5%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	2	
1	24.0		3	
2	24.0		3	
3	25.0		3	
4	30.0		1	2
5	33.0		1	1
6	27.0	1	1	2
Other**	12.0	1		

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	2	2	
1	25.0		3	
2	25.0		3	
3	20.0	1	2	
4	28.0		3	
5	33.0		1	1
6	26.0	1	3	
Other**	10.0	1		

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

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		3	
1	26.0		3	
2	25.0		3	
3	22.0	1	3	
4	32.0		1	1
5	27.0		3	
6	21.0	1	3	
Other**				

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

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

Last updated: 1/22/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.4	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6696.4	\$1479.8	\$5216.6	\$69968.5
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-38.7%	3.3%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-23.0%	-14.3%

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

*Last updated: 1/25/2019*



## Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

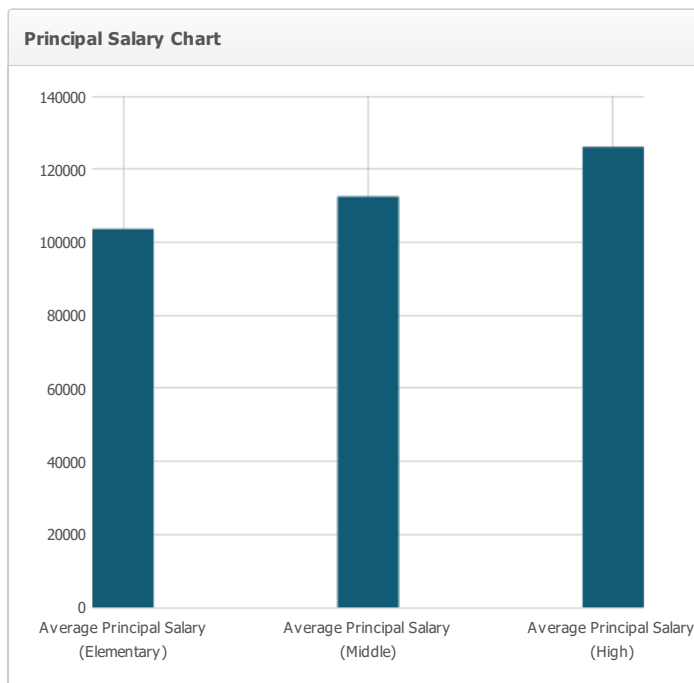
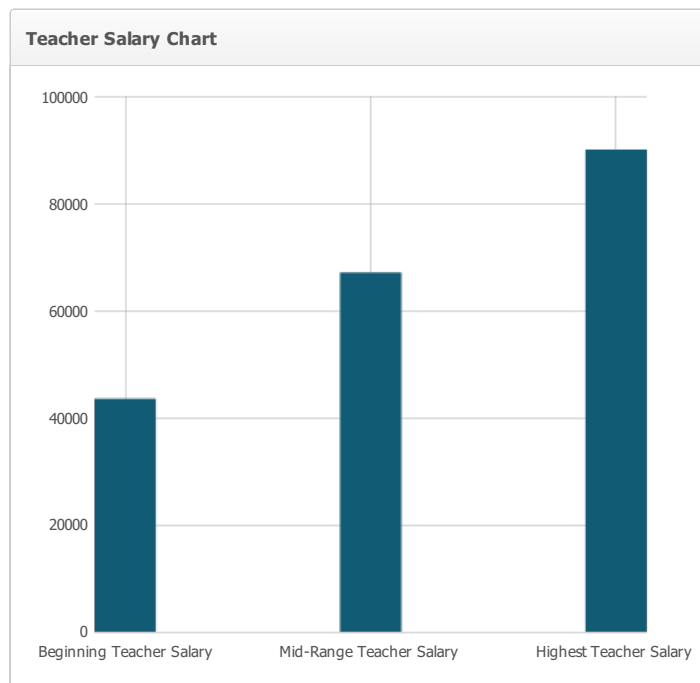
- MUSIC IN MOTION
- LOVE LEARN SUCCESS
- FLOCABULARY LLC
- LEARNING A-Z

Last updated: 1/9/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/22/2019

## Professional Development

- LA: Units of Study Writing Development-based on SBAC and district writing assessments, with emphasis on evidence based writing across the curriculum.
- 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. Many teachers at Fairmont elected to attend an additional three day training on Restorative Trauma Informed Practices in the classroom. Throughout the year Fairmont teachers attend the district provided training on Teachers College Writing. 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.

*Last updated: 12/31/2018*