

# Fairmont Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)**

<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>	Galen Murphy
<b>E-mail Address</b>	GMurphy@wccusd.net
<b>Web Site</b>	<a href="http://fairmontschool.org/">http://fairmontschool.org/</a>
<b>Grades Served</b>	K-6
<b>CDS Code</b>	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)

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 three 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.

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 2014-15)

Grade Level	Number of Students
Kindergarten	81
Grade 1	76
Grade 2	92
Grade 3	87
Grade 4	79
Grade 5	79
Grade 6	75
<b>Total Enrollment</b>	<b>569</b>

### Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	18.3
American Indian or Alaska Native	0.2
Asian	22.8
Filipino	3.2
Hispanic or Latino	34.4
Native Hawaiian or Pacific Islander	0.7
White	17.4
Two or More Races	2.6
Socioeconomically Disadvantaged	57.8
English Learners	39.5
Students with Disabilities	11.4
Foster Youth	0.4

## 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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	23	27	27
Without Full Credential	1	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.6
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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 2015-16)

Year and month in which data were collected: August 2015

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)	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: July 2014				
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	Repair carpet (work order submitted). Paint the wall (work order submitted). Floors need to be redone in restrooms (work order submitted). Remove carpet in room 12 and replace with tile (work order submitted).
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Repair handicap stall door (work order submitted). Redo all restrooms floors (work order submitted). Sink and drinking fountains not working (work order submitted).
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Paint exterior of portables (work order submitted). Paint metal ramps (work order submitted).
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>English Language Arts/Literacy</b>	36	32	44
<b>Mathematics</b>	31	22	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	83	82	98.8	44	29	20	6
	4	78	77	98.7	42	26	22	10
	5	83	74	89.2	42	23	20	14
	6	73	71	97.3	17	31	35	17
Male	3		37	44.6	46	24	24	5
	4		37	47.4	38	27	24	11
	5		43	51.8	56	26	7	9
	6		39	53.4	26	26	36	13
Female	3		45	54.2	42	33	16	7
	4		40	51.3	45	25	20	10
	5		31	37.3	23	19	39	19
	6		32	43.8	6	38	34	22
Black or African American	3		18	21.7	56	22	17	6
	4		13	16.7	62	23	8	8
	5		15	18.1	33	33	7	27
	6		12	16.4	42	33	17	8
Asian	3		16	19.3	31	25	38	6
	4		19	24.4	47	11	32	11
	5		14	16.9	50	14	36	0
	6		22	30.1	5	32	41	23
Filipino	3		4	4.8	--	--	--	--
	4		5	6.4	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.7	--	--	--	--
Hispanic or Latino	3		31	37.3	55	32	10	3
	4		32	41.0	41	34	19	6
	5		31	37.3	48	26	19	3
	6		25	34.2	24	36	36	4
Native Hawaiian or Pacific Islander	3		1	1.2	--	--	--	--
	4		1	1.3	--	--	--	--
	6		1	1.4	--	--	--	--
White	3		12	14.5	17	33	25	17
	4		7	9.0	--	--	--	--
	5		11	13.3	9	18	27	45
	6		9	12.3	--	--	--	--
Two or More Races	5		1	1.2	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3		67	80.7	48	31	16	4
	4		55	70.5	45	29	18	7
	5		52	62.7	46	25	19	8
	6		46	63.0	20	39	33	9
English Learners	3		43	51.8	56	26	16	2
	4		29	37.2	59	34	7	0
	5		27	32.5	78	11	7	0
	6		13	17.8	31	46	23	0
Students with Disabilities	3		11	13.3	64	27	9	0
	4		7	9.0	--	--	--	--
	5		7	8.4	--	--	--	--
	6		6	8.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	83	81	97.6	44	31	17	7
	4	78	78	100.0	17	38	28	15
	5	83	75	90.4	37	44	9	9
	6	73	71	97.3	24	38	18	18
Male	3		37	44.6	41	27	24	8
	4		38	48.7	18	26	34	21
	5		43	51.8	44	40	5	12
	6		39	53.4	23	36	18	21
Female	3		44	53.0	48	34	11	7
	4		40	51.3	15	50	23	10
	5		32	38.6	28	50	16	6
	6		32	43.8	25	41	19	16
Black or African American	3		18	21.7	56	33	11	0
	4		13	16.7	38	46	15	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		15	18.1	40	33	20	7
	6		12	16.4	58	17	17	8
Asian	3		16	19.3	38	25	31	6
	4		19	24.4	0	42	32	21
	5		14	16.9	43	43	7	7
	6		22	30.1	18	36	18	27
Filipino	3		4	4.8	--	--	--	--
	4		6	7.7	--	--	--	--
	5		2	2.4	--	--	--	--
	6		2	2.7	--	--	--	--
Hispanic or Latino	3		31	37.3	52	35	13	0
	4		32	41.0	25	34	28	13
	5		32	38.6	44	44	6	6
	6		25	34.2	20	48	28	0
Native Hawaiian or Pacific Islander	3		1	1.2	--	--	--	--
	4		1	1.3	--	--	--	--
	6		1	1.4	--	--	--	--
White	3		11	13.3	9	27	18	45
	4		7	9.0	--	--	--	--
	5		11	13.3	9	55	9	27
	6		9	12.3	--	--	--	--
Two or More Races	5		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	3		67	80.7	48	34	16	1
	4		56	71.8	20	43	25	11
	5		53	63.9	42	43	9	6
	6		46	63.0	26	41	26	4
English Learners	3		43	51.8	51	33	14	2
	4		29	37.2	24	52	21	3
	5		28	33.7	68	29	4	0
	6		13	17.8	31	62	8	0
Students with Disabilities	3		11	13.3	55	9	27	9
	4		7	9.0	--	--	--	--
	5		7	8.4	--	--	--	--
	6		6	8.2	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--



Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

#### California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	55	74	56	46	48	46	59	60	56

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.

#### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
<b>All Students in the LEA</b>	46
<b>All Students at the School</b>	56
<b>Male</b>	51
<b>Female</b>	62
<b>Black or African American</b>	53
<b>Asian</b>	35
<b>Filipino</b>	--
<b>Hispanic or Latino</b>	53
<b>White</b>	90
<b>Two or More Races</b>	--
<b>Socioeconomically Disadvantaged</b>	--
<b>English Learners</b>	30
<b>Students with Disabilities</b>	46
<b>Foster Youth</b>	--

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.

#### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
<b>5</b>	18.40	13.20	18.40

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)

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. 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  
 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.61	0.16	0.17	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

## 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 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 Grant Fund 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 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 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

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	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

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

Grade Level	2012-13				2013-14				2014-15			
	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	1	4		24		3		26		3	
1	26		3		25		3		25		3	
2	28		3		25		4		25		3	
3	25		3		27		3		24		4	
4	30		2	1	33			2	33		1	1
5	33			2	32		1	1	32		1	1
6	26	1		2	25	1		2	26	1	1	2
Other					21	1	1		11	1		

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 2014-15)

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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8841.77	\$5279.66	\$3562.11	\$60920.05
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-63.0	8.0
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-33.4	-16.5

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

### Types of Services Funded (Fiscal Year 2014-15)

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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
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 (Most Recent Three Years)

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 two 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.

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.