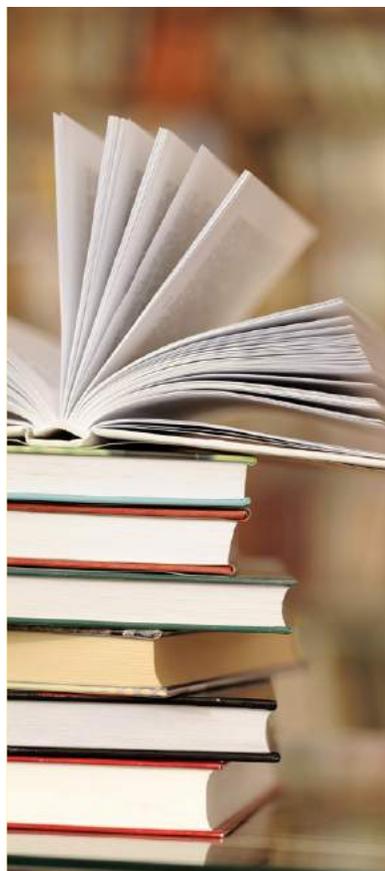


SARC

2017-18 School Accountability
Report Card
Published in 2018-19



Fairmont Elementary School

Grades TK-6
CDS Code 30-66647-6071146

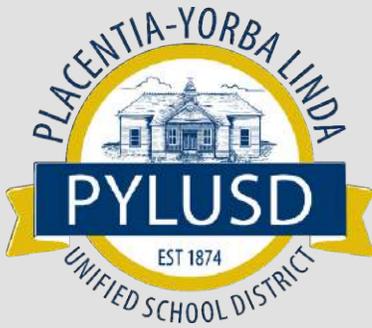
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Placentia-Yorba Linda Unified School District

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*PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*



Governing Board

Carrie Buck, President
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Judi Carmona, Clerk
Karin Freeman, Trustee
Carol Downey, Trustee



Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2018-19 school year in the Placentia-Yorba Linda Unified School District. Before our first day of classes on August 28, I would like to take a moment to share a few of our district's ongoing safety and wellness initiatives that are squarely focused on our students, staff members, families and facilities.

Just before the end of last school year, I shared a letter with our school community regarding the implementation of an electronic visitor management system at all PYLUSD school sites. The goal was for that system to be in place as we start this new school year. Throughout the district, we will refer to this new system as SAM, which stands for School Access Management. I am pleased to report that the system has been installed at each school site. SAM will enhance school security by reading the driver's license, or other approved form of identification, of each visitor while automatically comparing it to California Megan's Law and similar databases nationwide. The new system also has the ability to compare each visitor's identification information against any safety-related family court orders that a school site may need to support.

The office management system will generate and print a temporary ID badge that includes the photo and name of the visitor, the date and time, and the destination on campus. SAM is designed to permanently replace paper sign-in procedures, and will serve as one of many great supports in helping protect our campuses and, most importantly, our students and staff. If you have any specific questions, your school site administrative team will be sure to help. To learn more about SAM, please visit www.pylusd.org/SAM/.

To continue our focus on safety, this summer the district installed security cameras and equipment at our four comprehensive high schools and one continuation high school in various public areas. This includes areas such as building entrances, parking lots, hallways, front offices and more. Please note, the security cameras will be utilized in public areas where there is "no reasonable expectation of privacy." The cameras were not installed in private areas such as classrooms, restrooms, locker rooms, changing areas, or private offices, and may not be monitored at all times. In addition, new fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities.

The wellness of our student athletes has also been a point of emphasis this summer. Starting with our fall season of sport, we will now provide all high school student athletes pre- and post-concussion testing at no cost to our families. ImPACT Applications provide the test, which is an evidence-based tool that will help in the concussion management and wellness of our students. Thousands of K-12 schools, universities and colleges use the tool. In PYLUSD, participating students will be administered a computer-based, pre-concussion test designed to assess visual and verbal memory, reaction time and processing speed. The goal of the concussion testing is to provide the medical providers of our families with additional objective data to assist in the treatment planning of students as they return to the classroom and their sport.

Lastly, summer break also afforded essential time to focus on the important work surrounding student wellness and mental health. Our Wellness Team, under the direction of Deputy Superintendent Candy Plahy, identified and analyzed gaps in the well-established student wellness and mental health services provided by the district. As a result, recommendations were made to increase supports at all of our schools with the hiring of a Board Certified Behavior Analyst (BCBA), as well as Registered Behavior Technicians (RBT), Wellness Specialists, and additional Intern Psychologists. These individuals will now provide counseling, guidance, and behavioral support to students both in and out of the classroom.

Phew! As you can tell, a great deal of meaningful work took place over summer break in order to enhance, develop, and implement the safety and wellness initiatives in support of our students. These efforts truly embody the district's four Core Values of Excellence, Collaboration, Integrity, and Innovation. I want to sincerely thank you for your support as we work to always be the very best for our students, staff members, families and community. Happy new school year, PYLUSD ... It is sure to be our best year yet!

Warm Regards,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@plyusd.org

District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

Principal's Message

Fairmont Elementary School consistently offers a rigorous academic program as a National Blue Ribbon School and California Distinguished School. The vision of our staff and community is for every student to have the opportunity to excel academically and to develop a strong moral character.

Fairmont's motto, "Together in Excellence," emphasizes the importance of teamwork, which is the foundation of our high achievement. The spirit of teamwork encompasses our school community and strengthens our pursuit of higher levels of academic growth. Our excellent test scores and high student achievement are a credit to our outstanding teaching staff as well as a tribute to our parents who are dedicated to their children's education and balanced life. This strong partnership between school and home is the foundation of our students' success.

Report of 2017-18 State and Local Data

Fairmont is proud to report the following data, which demonstrates the high level of rigor and academic achievement of our students. California Assessment of Student Performance and Progress (CAASPP) includes the Smarter Balanced Assessment (SBA) tests for English language arts and mathematics. The SBA is the state standardized assessment designed to measure students' progress and achievement on the state content standards in grades 3-6.

- 87 percent of Fairmont students scored in the Standard Met or Standard Exceeded band in English language arts (ELA).
- 85 percent of Fairmont students scored in the Standard Met or Standard Exceeded band in math.
- 92 percent of Fairmont students scored Proficient or Advanced on the district writing prompt.

2017-18 School Goals

In the 2017-18 school year, we focused on developing 21st-century classrooms complete with innovative curriculum, access to technology, and collaborative teaching practices. Our goal was to attain 80 percent proficiency in English language arts and math for students in grades 3-6. Teachers developed instruction using our newly adopted Benchmark Advance curriculum for language arts that supports critical-thinking skills, creativity and collaboration. The results of state testing indicated that 87 percent of 3-6 graders were proficient in reading. 85 percent were proficient in math, with 33 percent of our sixth graders qualified for advanced math instruction.

We updated our student safety and wellness plan, implementing Healthy Guidelines for Fairmont Students. Positive Behavioral Interventions and Supports (PBIS) for all students was reviewed and new teacher training was provided for behavioral intervention strategies. The staff, students and community continued to embrace PBIS with collective enthusiasm. Falcon PRIDE outlined student expectations for being Prepared, Respectful, Inclusive, Diligent and Engaged. Students were continually recognized throughout the campus for their positive behavior, and the Falcon Fun Zone where students may come during recess to enjoy rewards for good behavior, was an active center on campus.

Fairmont staff is also mindful of students with academic, social or emotional challenges. Our very accomplished staff collaborates weekly in professional learning community (PLC) meetings to discuss student data and share best practices to ensure that our students are making progress and succeeding. Our goal is to utilize Multi-tiered Systems of Support to meet all students' needs. Our Student Study Team that consists of teachers, parents and administrators, works together to identify the appropriate intervention to ensure success. Students who struggle with reading receive more intensive support through our Response to Intervention (RTI) program. Our English learners (ELs) receiving additional designated instruction outside of their regular classroom to help them master the English language and move from an emergent to a proficient English speaker. Many teachers open their classrooms before school begins to offer extra support and instruction in math and homework support.

In 2017-18, we partnered with California State University, Fullerton and Bechtel Corporation to bring more student teachers and technology to our campus. I-Ready online diagnostic testing for reading informs teachers on every student's achievement and deficits in reading. Site funds were allocated to after-school math tutoring for students that had an identified need. Our GATE/Honors program introduced a Tinker Lab, with the GATE Academies focused on "ornithology." A student film festival with original productions debuted in the spring. We also added a school mural to beautify our campus and share our positive Falcon PRIDE motto. Falcon PRIDE can be observed in every aspect of student life. Students happily sing our school song, "Fairmont is the school for me—it's the place I want to be!"

Student Opportunities

Every Fairmont Falcon has the opportunity to soar to their greatest height. Each teacher provides daily opportunities for students to develop responsibility, leadership, and good citizenship. Fairmont also supports an active Student Council who provides feedback to the administration on various school topics, promotes school spirit through activities and spirit days, and provides outreach projects for all students. We collaborate with Esperanza High School Student Council for special events and have regular visits from the student Leadership Team from Bernardo Yorba Middle School who mentor students in our special day classes.

Our PTA provides all students the opportunity to go on a field trip and attend educational assemblies throughout the year. PTA also provides academic support through the Accelerated Reader Program and purchases new library books, Chromebooks and additional materials and supplies for every classroom.

Continued on page 4

Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

Innovation

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



School Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical and engaged citizens.

Principal's Message

Continued from page 3

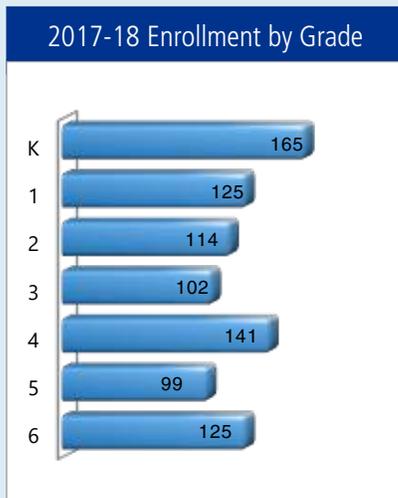
Students actively participate in the annual school musical, sixth grade Outdoor Science Camp, and the Reflections art program. These opportunities would not be available to students without the support of a wonderful PTA!

Many of our primary and upper-grade classes partner together regularly to participate in the Big Buddies-Little Buddies program, where they visit each other in their classrooms and read together. We have students who participate in our recess and lunch Mentor Program, where older students pair up with younger students to work on social skills, making friends, and learning playground games. Our long-standing tradition of excellence and our safe, nurturing and engaging culture is what makes Fairmont a great place for students! We take great pride in the opportunity to educate our 21st-century learners at Fairmont each day.



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



School Vision Statement

We share the district vision:

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

School Safety

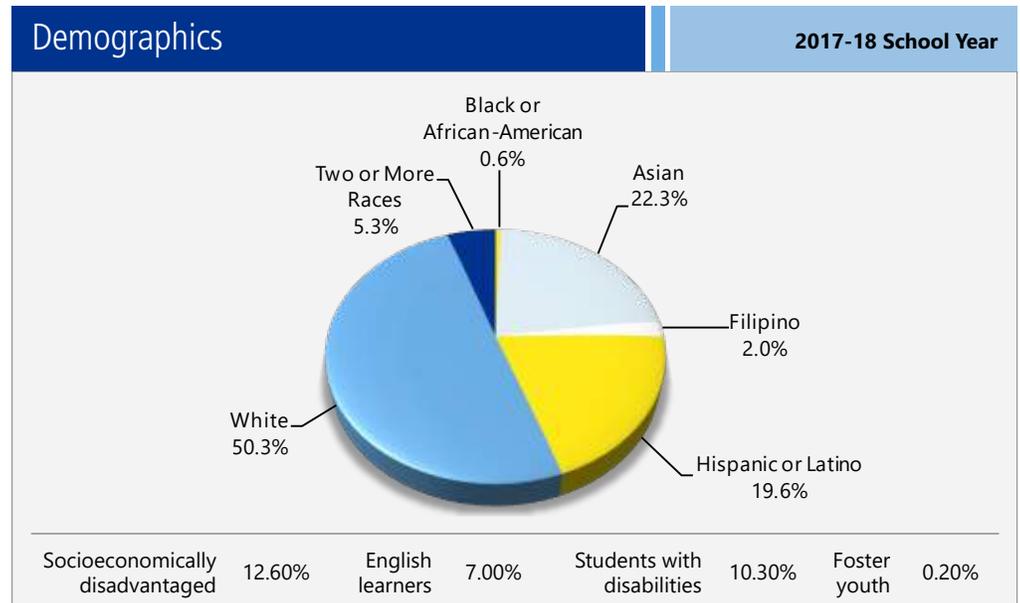
Fairmont staff and community is committed to providing and maintaining a safe, orderly and attractive environment which promotes productivity and stimulates learning. Our schoolwide safety plan, which is updated annually, fosters respect for all individuals and effectively utilizes available district and community resources which include:

- A safe teaching and learning environment with well-maintained facilities.
- Students are aware of safety expectations when traveling to and from school or school activities
- Ongoing collaboration with the OC Sheriff's Department, PYLUSD Transportation Department and Fairmont administration for safe and secure traffic patterns.
- An educational environment where students, parents, staff and community effectively communicate in a respectful manner.
- A staff well-informed regarding health issues and individual student health plans.
- Students and staff participate in monthly fire and/or earthquake drills and in the annual Great California ShakeOut in October.
- Each classroom has access to emergency supplies and additional first aid supplies and sustenance are available in the sea container.
- Annual training for crisis intervention, campus lockdown and intruders is provided annually for all staff members and students.
- Classroom instruction emphasizes healthy choices and appropriate social skills.
- All students are provided a safe environment in which to learn. Students that are unsafe in either their words or actions and violate the rules and expectations of behavior for all students, regardless of disability, will have disciplinary consequences equal to the infraction and harm done to the victim or victims involved.

The school safety plan was last reviewed, updated and discussed with the school faculty in December 2018.

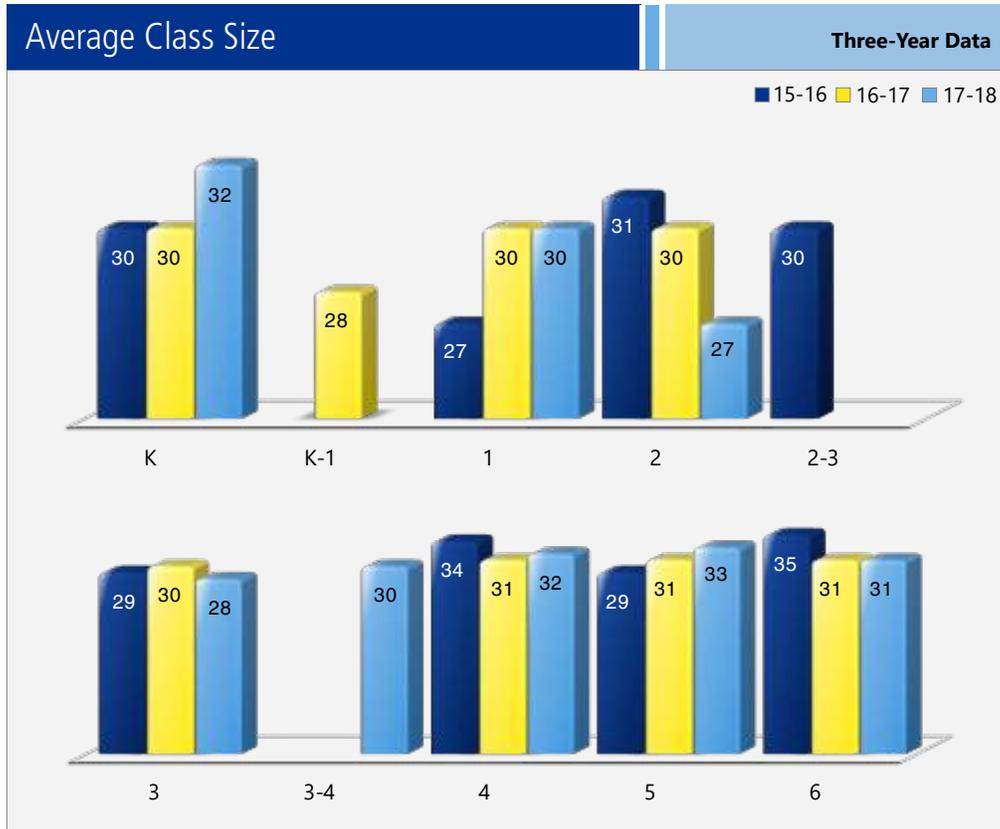
Enrollment by Student Group

The total enrollment at the school was 871 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Grade	Three-Year Data								
	2015-16			2016-17			2017-18		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		4			3			3	
K-1					1				
1		3			3			4	
2		4			3			4	
2-3		1							
3		3			5			3	
3-4								1	
4			4		3			3	1
5		4			4			1	2
6			4		4			4	

Types of Services Funded

Fairmont has one English language development teacher and one Response to Intervention (RTI) teacher who support students four days per week. Students receiving these services have qualified for additional support based on district and site criteria. This position is funded out of Local Control Funding Formula (LCFF) base, LCFF Supplemental, Title I and Title III funds.

Four GATE-qualified teachers support our GATE/Honors program and students are identified by district criteria. The site LCFF base, PTA and outside grants fund this excellent program.



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Fairmont ES			
	15-16	16-17	17-18
Suspension rates	0.3%	0.6%	0.6%
Expulsion rates	0.0%	0.0%	0.0%
PYLUSD			
	15-16	16-17	17-18
Suspension rates	2.6%	2.6%	2.8%
Expulsion rates	0.0%	0.1%	0.1%
California			
	15-16	16-17	17-18
Suspension rates	3.7%	3.6%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

California Assessment of Student Performance and Progress (CAASPP)

For the 2017–18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

The “percentage 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 CAA divided by the total number of students who participated in both assessments.

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 for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Fairmont ES		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
Science	◇	◇	◇	◇	◇	◇

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3–8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Fairmont ES		PYLUSD		California	
Subject	16-17	17-18	16-17	17-18	16-17	17-18
English language arts/literacy	78%	87%	67%	68%	48%	50%
Mathematics	80%	85%	59%	59%	37%	38%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the “healthy fitness zone” for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test		2017-18 School Year
Percentage of Students Meeting Fitness Standards		Fairmont ES
		Grade 5
Four of six standards		13.10%
Five of six standards		18.20%
Six of six standards		39.40%

◇ Not applicable.

CAASPP Results by Student Group: English Language Arts and Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2017-18 School Year
English Language Arts				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	467	462	98.93%	87.23%
Male	257	253	98.44%	81.42%
Female	210	209	99.52%	94.26%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	106	106	100.00%	91.51%
Filipino	❖	❖	❖	❖
Hispanic or Latino	91	91	100.00%	82.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	237	233	98.31%	87.12%
Two or more races	23	22	95.65%	90.91%
Socioeconomically disadvantaged	73	72	98.63%	75.00%
English learners	42	42	100.00%	90.48%
Students with disabilities	30	28	93.33%	46.43%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖
Mathematics				
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	469	458	97.65%	85.15%
Male	259	250	96.53%	84.40%
Female	210	208	99.05%	86.06%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	107	105	98.13%	95.24%
Filipino	❖	❖	❖	❖
Hispanic or Latino	92	91	98.91%	74.73%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	237	230	97.05%	84.78%
Two or more races	23	22	95.65%	86.36%
Socioeconomically disadvantaged	74	71	95.95%	67.61%
English learners	42	41	97.62%	92.68%
Students with disabilities	32	27	84.38%	37.04%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2018-19 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2018-19 School Year	
Data collection date	9/11/2018

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Textbooks and Instructional Materials

The deputy superintendent shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials that may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2018. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks will be available for preview in the spring of 2018, for a possible pilot during the 2019-20 school year. The District Curriculum Council may then recommended textbooks for adoption in the spring of 2020, and implementation in 2020-21.

Textbooks and Instructional Materials List		2018-19 School Year
Subject	Textbook	Adopted
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	<i>Reading</i> , Houghton Mifflin (K-5)	2003
English language arts	<i>Medallions</i> , Houghton Mifflin (upgrade)	2003
English language arts	<i>The Language of Literature</i> , McDougal Littell (6)	2010
English language arts	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (6)	2017
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2009
Mathematics	<i>Mathematics</i> , Course 1; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	<i>Focus on Earth Science</i> , California Edition; Glencoe (6)	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations</i> , Glencoe (6)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2018-19 School Year
Criteria		Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?		Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?		Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?		Yes

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2018-19 School Year
Items Inspected	Repair Status	
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good	
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good	
Cleanliness: Pest/vermin control, overall cleanliness	Good	
Electrical: Electrical systems	Good	
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good	
Safety: Fire safety, emergency systems, hazardous materials	Good	
Structural: Structural condition, roofs	Good	
External: Windows/doors/gates/fences, playgrounds/school grounds	Good	
Overall summary of facility conditions	Good	
Date of the most recent school site inspection	5/3/2018	
Date of the most recent completion of the inspection form	5/3/2018	



Deficiencies and Repairs

For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be completed before the end of the 2018-19 school year. Maintenance items will be prioritized so that student safety is not compromised.

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals and the custodial supervisor work with the site custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Fairmont was built in 1972, modernized in 2004, and the internet, Wi-Fi and interactive boards were installed in all classrooms in 2009. We have 26 portable classrooms in D-Village and 23 classrooms in our two main buildings. We have a STEM Lab, library, two computer labs, two common areas for grade-level events and gatherings, and an outdoor amphitheater. In addition to a Promethean board, classrooms are equipped with a document camera, a shared cart of Chromebooks, and distributive sound microphones that the teachers and students use during instruction. We currently have 12 Chromebook carts with 40 laptops in each, a Chromebook for each teacher and additional Chromebooks for classroom use. Our kindergarten and preppy K classrooms have their own playground with a permanent play structure and shaded eating area. A large playground safely and sufficiently provides space for our students in grades 1-6 for recesses, lunches and physical education classes. We have a large field; multiple ball walls, tetherball and basketball courts; and permanent play structures. We have covered eating areas for our students to sit under at lunchtime.

Although our facilities are not new, our custodial staff of three full-time employees maintain the campus well, and work orders are submitted in a timely manner to ensure a clean and working facility. The classrooms, kitchen, and restrooms are cleaned daily and the campus is inspected each morning at 6:00 am. The perimeter of the school is fenced, gated and locked throughout the school day. We have an electronic visitor management system, Raptor, which screens each visitor and prints a photo badge to be worn while on campus. Students are monitored at all times by teachers, administrators and support staff.

Our school office was partially remodeled during 2014-15 school year to make the workspace more efficient and visually pleasing. Our head custodian inspects our school grounds daily before students arrive. The district and local fire department inspect our facility annually to ensure that it is up to code and properly maintained.

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School Facilities

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Teachers and administrative staff supervise and greet students before and after school as students arrive and depart each day. Procedures are in place that parents are made aware of to ensure student safety. During the school day, noon supervisors and school staff watch over students at recess and lunch. School policies and procedures are in place and communicated to parents regularly to ensure that students are safe and parents are well-informed.

Students attend a minimum of two school rules assemblies during the year as well as having clearly defined and communicated classroom procedures in place so that they are aware of expectations. At the beginning of each school year, the staff models Positive Behavioral Interventions and Supports (PBIS) expectations to help students know the expected appropriate behavior at school. This model will continue to grow the already safe and thriving school culture and bring uniformity to all grades. The students will use a common language, set of rules and expectations, and be praised and acknowledged for the positive behaviors displayed on campus.

Parental Involvement

There are various avenues for parental and community-stakeholder involvement at Fairmont. Opportunities for parents to be involved include: Parent Teacher Association (PTA), School Site Council, English Language Advisory Committee (ELAC), Superintendent’s Community Advisory Council (SCAC), after-school programs, Student Study Teams and Individualized Education Program (IEP) teams. Parents volunteer daily to help build a school where everyone belongs.

Fairmont’s level of excellence has been achieved and maintained because of the consistent involvement of all members of the school community. The staff and our parent community share a strong sense of mutual respect and purpose. Our parents and community members support our consistent standards, promote responsibility for learning, and enhance our academic program. Fairmont parents contributed more than 25,000 volunteer hours during the 2016-17 school year volunteering in the following areas:

- PTA board and committee chairmen
- School Site Council
- English Learner Advisory Council
- Classroom volunteers
- PBIS Fun Zone volunteers
- Library volunteers
- Computer lab volunteers
- PE
- Field trips
- After-school programs
- Preppy K and kindergarten orientation
- Front-office support and opening-day packets
- Drama production
- Art and music docents
- Fundraising activities
- Jog-a-thon
- Family Fun Nights
- Room parents
- New Family Tours
- School assemblies

For more information on how to become involved at the school, please contact the PTA president at (714) 986-7130.



Professional Development

2016-17: All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district’s new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children’s Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

2017-18: PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, all PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district’s new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in CCSS.

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR, (AVID Strategies), technology, in addition to training on district wide initiatives such as Cognitively Guided Instruction (CGI), Extending Children’s Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and PBIS. These trainings are provided in the form of all day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

PYLUSD’s district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

2018-19: PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, Universal Design for Learning (UDL), WICOR (AVID Strategies) and technology. Districtwide training on initiatives such as Cognitively Guided Instruction (CGI), Extending Children’s Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and Positive Behavioral Interventions and Supports (PBIS) are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on Professional Learning Communities (PLCs) and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD’s districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaborative team meetings by grade level and department.

Professional Development Days		Three-Year Data	
	2016-17	2017-18	2018-19
Fairmont ES	0.5 days	0.5 days	0.5 days

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	PYLUUSD	Fairmont ES		
Teachers	18-19	16-17	17-18	18-19
With a full credential	1,060	36	34	32
Without a full credential	5	0	0	1
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Fairmont ES		
Teachers	16-17	17-18	18-19
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

School Description

Fairmont Elementary School is located in Yorba Linda, California. There are 28 regular education classrooms for K-6, two transitional kindergartens (preppy K) classrooms, and three special day classes. Special education students are supported by one psychologist, two speech and language specialists, two resource teachers, and two occupational therapists on-site. Approximately nine percent of our students are English language learners. Students are provided a comprehensive curriculum, which includes English language arts, mathematics, social science, science, music, physical education and health. The diverse needs of all learners are met with a Gifted and Talented Education (GATE)/Honors program, Response to Intervention in Reading and designated English Language Development instruction. A new STEM lab with NGSS curriculum opened in 2018 for students in grades 3-6. Two computer labs and a comprehensive library provide additional educational opportunities for our students. The district music program includes students in grades 4-6 for instrumental or choral music instruction. Students in grades 1-6 participate in PE twice a week with our excellent PE teacher, skilled aides and student teachers. Students in prekindergarten and kindergarten participate in our SPARKS PE program with their classroom teacher. Fairmont students have access to individualized i-Ready reading and math instruction online both at home and at school. Enrichment opportunities are provided after school through Parent Teacher Association (PTA) for a fee, such as coding, musical production, chess, art and others. Throughout the school year, all students at Fairmont participate in many assemblies, field trips and student council activities that complement their learning experience.

For a fee, before- and after-school child care is also available through our on-site district child-care program.

◇ Not applicable.



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2017-18 School Year

Academic Counselors

FTE of academic counselors 0.0

Average number of students per academic counselor ◇

Support Staff FTE

Social/behavioral counselor 1.0

Career development counselor 0.0

Library media teacher (librarian) 1.0

Library media services staff (paraprofessional) 1.0

Psychologist 1.0

Social worker 0.0

Nurse 1.0

Speech/language/hearing specialist 1.5

Resource specialist (nonteaching) 1.5

Other FTE

PE teacher 1.0

Music teachers 0.5

ELD teacher 1.0

Computer teachers 1.5

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2016-17 Fiscal Year	
Total expenditures per pupil	\$5,502
Expenditures per pupil from restricted sources	\$529
Expenditures per pupil from unrestricted sources	\$4,973
Annual average teacher salary	\$84,989



Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2016-17 Fiscal Year	
	PYUSD	Similar Sized District
Beginning teacher salary	\$44,188	\$47,903
Midrange teacher salary	\$81,921	\$74,481
Highest teacher salary	\$102,774	\$98,269
Average elementary school principal salary	\$115,316	\$123,495
Average middle school principal salary	\$117,673	\$129,482
Average high school principal salary	\$134,603	\$142,414
Superintendent salary	\$297,000	\$271,429
Teacher salaries: percentage of budget	37%	35%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2016-17 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Fairmont ES	\$4,973	\$84,989
PYUSD	\$7,712	\$83,938
California	\$7,125	\$80,764
School and district: percentage difference	-35.5%	+1.3%
School and California: percentage difference	-30.2%	+5.2%

School Accountability Report Card

PUBLISHED BY:



Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1. All data accurate as of December 2018.