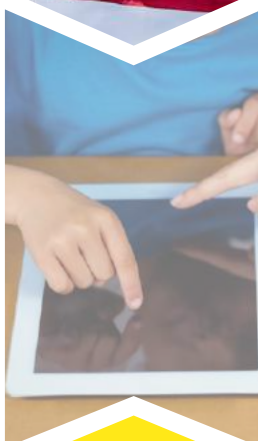
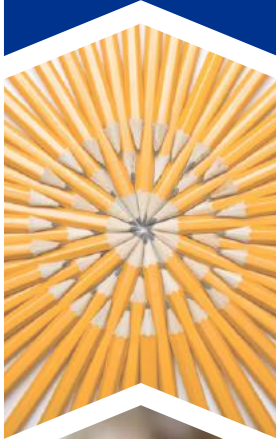


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Fairmont Elementary School

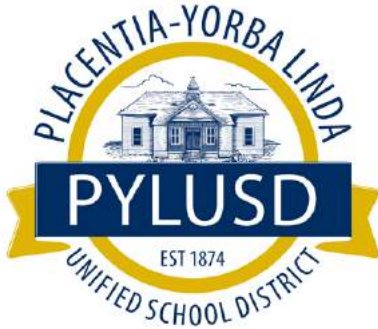
Cynthia Rex
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5241 Fairmont Boulevard
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Grades: K-6
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<http://fairmontelementary.org>
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Placentia-Yorba Linda USD

Placentia-Yorba Linda Unified School District • 1301 E. Orangethorpe Avenue Placentia, CA 92870 • www.pylusd.org
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*PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*

Governing Board

Judi Carmona, *President*
Karin Freeman, *Vice President*
Carol Downey, *Clerk*
Carrie Buck, *Trustee*
Eric Padgett, *Trustee*



Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room school-houses, and, with courage, hard work and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District (PYLUSD) as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. We launched The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students, first and foremost; our district employees; families; and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key focus areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff and parents, as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2016-17 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Greg Plutko, Ed.D.
Superintendent

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.

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.



Principal's Message

Welcome to Fairmont Elementary School, where we are proud to offer 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.

Fairmont's motto, "Together in Excellence," emphasizes the importance of teamwork, which is the foundation of our ability to excel. The spirit of teamwork encompasses our school community and strengthens our pursuit of higher levels of academic achievement. 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 so dedicated to their children's education. This strong partnership between school and home is the foundation of our students' success.

Report of 2015-16 State and Local Data

With the districtwide implementation of the California content standards, we have our standardized data from the state to report for the 2015-16 school year for students in grades 3-6. We also have local data that we analyze to measure student achievement and strengths and weaknesses. We are proud to report the following data which demonstrates the high level of rigor and achievement of our students:

- California Assessment of Student Performance and Progress (CAASPP)—known to parents as the Smarter Balanced Assessment Consortium (SBAC) test—is the state standardized assessment to measure students in grades 3-6 for progress and achievement on the state content standards.
- Schoolwide, 81 percent of students scored in the Standard Met or Standard Exceeded band in English language arts (ELA).
- Schoolwide, 79 percent of students scored in the Standard Met or Standard Exceeded band in math.
- Schoolwide, 92 percent of our students scored a 3 or higher on the district writing prompt. A score of 3 is proficient, while a score of a 4 is advanced.

2016-17 School Goals

In the 2016-17 school year, we will continue to focus on fully implementing the content standards in math and English language arts by establishing a plan to prepare teachers to fully implement Common Core State Standards in ELA/English language development (ELD) in 2017-18. This includes focusing on close readings in all academic areas and fully implementing Cognitively Guided Instruction (CGI) and Extending Childhood Mathematics. In addition, the staff will implement the Student Study Team process to identify and support foster children, English learners, and students with disabilities. Our very accomplished and veteran 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. Students that meet specific criteria receive additional more intensive support in ELA through our Response to Intervention (RTI) program. We also have English learner (EL) students receiving additional support outside of their regular classroom to help them master the English language and move from an emergent to a proficient English speaker. In addition to these measures, we have many teachers who open their classrooms before school begins a few mornings each week to offer extra support and instruction in math and homework support. During the 2016-17 school year, we will increase the use of interactive technology to support student learning and increase their level of engagement.

For the 2016-17 school year, our school is in Phase 1 of Positive Behavioral Interventions and Supports (PBIS) training. We will work together to implement the schoolwide matrix outlining expected positive. This will create common schoolwide language designed to recognize and acknowledge positive behaviors that will build on the safe, inclusive and warm school culture already in place where all students can succeed.

Student Opportunities

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 are paired up with younger students to work on social skills and making friends. Students in grades 3-6 have the opportunity to be elected as a member of our Student Council. Throughout the year, Student Council sponsors many activities that promote school spirit, leadership and service. Annually, our students participate in a Holiday Toy Drive that supports underprivileged students and families in our district, as well as a canned-food drive which helps restock our district food pantry. Students also participated in other school spirit days in which students donated funds to our School Beautification campaign. We are quite proud of our Falcons who regularly demonstrate how well-rounded and talented they are both academically and outside of the classroom. In the 2016-17 school year, students will continue to have opportunities to serve, fundraise and demonstrate school spirit, pride and leadership.

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. Go Falcons!

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, the educational team at Fairmont Elementary School, believe that all students can become literate, lifelong learners who function productively in our ever-changing democratic society. We believe that by setting high standards and working as a team of staff, parents and students, we will achieve our motto of "Together in Excellence."

School Vision Statement

We couple with the district in our vision:

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

"Home of the Falcons!"



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.

Fairmont's level of excellence has been achieved and maintained because of the consistent involvement of all members of the school community. A strong sense of mutual respect and purpose are shared by the staff and our parent community. Our parents and community members support our consistent standards, promote responsibility for learning, and enhance our academic program and social-interaction opportunities through their involvement. Fairmont parents contributed more than 25,000 volunteer hours during the 2015-16 school year volunteering in the following areas:

- PTA-sponsored events
- Classrooms
- Library
- Computer labs
- 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 Tea
- School assemblies

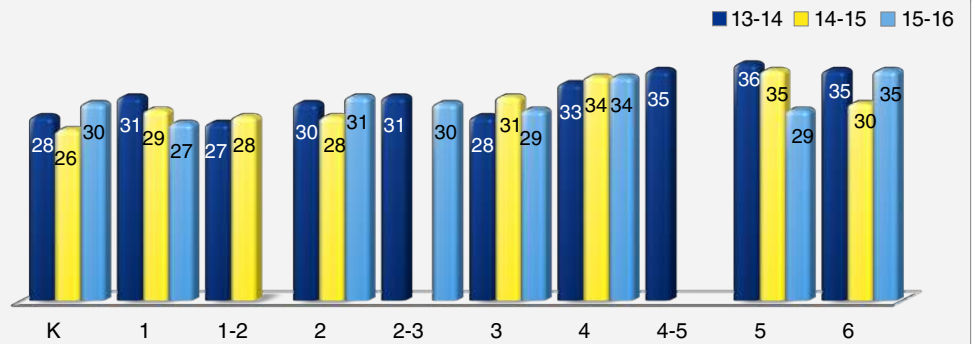
For more information on how to become involved at the school, please contact the PTA president at (714) 986-7130.

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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K	3	4			5			4	
1		3			4			3	
1-2		1			1				
2		3			3			4	
2-3		1						1	
3		4			3			3	
4		1	2			3			4
4-5			1						
5		3				3		4	
6			4		4				4

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.

Suspensions and Expulsions

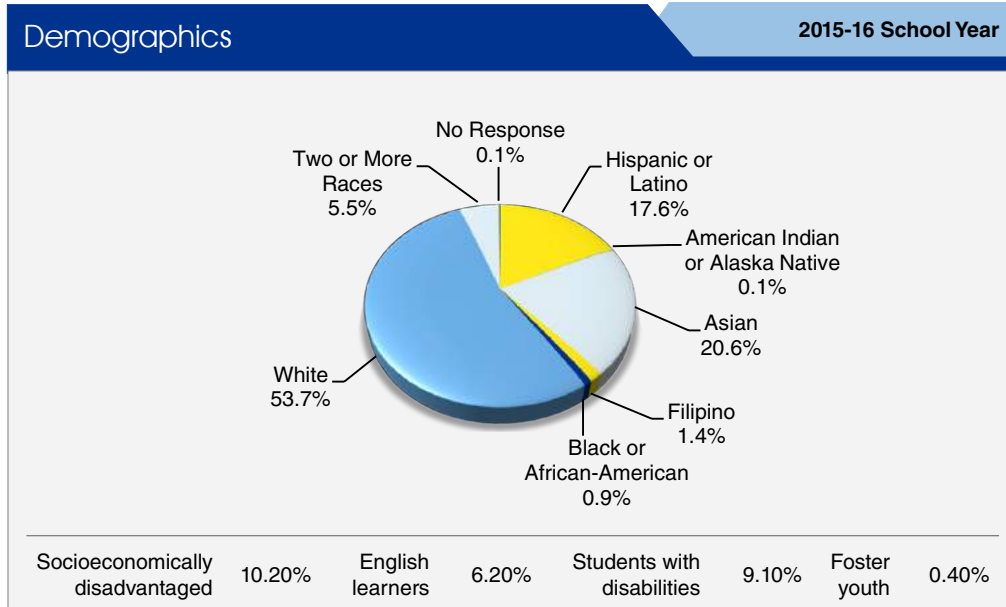
Three-Year Data

	Fairmont ES			PYLUSD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspension rates	0.2%	0.0%	0.3%	3.4%	2.4%	2.6%	4.4%	3.8%	3.7%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Enrollment by Student Group

The total enrollment at the school was 908 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



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 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.

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

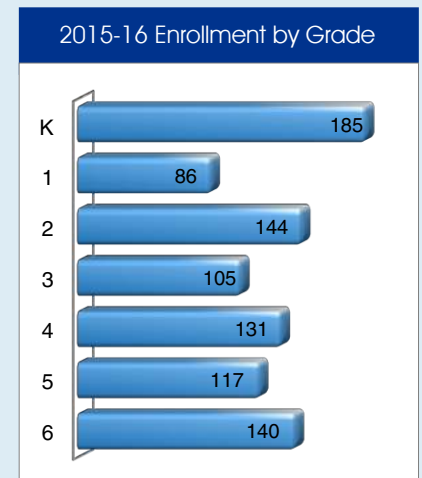
This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year
	Fairmont ES	PYLUUSD
Program Improvement status	Not Title I	In PI
First year of Program Improvement	◇	2013-2014
Year in Program Improvement	◇	Year 1
Number of schools currently in Program Improvement		6
Percentage of schools currently in Program Improvement		75.00%

◇ Not applicable. The school is not in Program Improvement.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.



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.

Percentage of Students Meeting Fitness Standards	
2015-16 School Year	
Grade 5	
Four of six standards	12.9%
Five of six standards	25.0%
Six of six standards	54.3%



California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy 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 tables on the following pages display the percentage of students that met or exceeded state standards in English language arts 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 CAAs 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)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Fairmont ES			PYLUSD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	89%	82%	94%	77%	75%	74%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The “Proficient or Advanced” is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	119	117	98.32%	94.02%	
Male	59	58	98.31%	96.55%	
Female	60	59	98.33%	91.53%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	19	19	100.00%	100.00%	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	27	27	100.00%	92.59%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	61	60	98.36%	91.67%	
Two or more races	12	11	91.67%	100.00%	
Socioeconomically disadvantaged	11	11	100.00%	90.91%	
English learners	❖	❖	❖	❖	
Students with disabilities	12	12	100.00%	91.67%	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

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) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Fairmont ES		PYLUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	77%	80%	62%	66%	44%	48%
Mathematics	75%	79%	55%	57%	33%	36%

❖ 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.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	105	102	97.10%	75.50%
Male	57	55	96.50%	70.90%
Female	48	47	97.90%	80.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	19	90.50%	89.50%
Filipino	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	61.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	58	57	98.30%	75.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	36.40%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	105	102	97.10%	77.50%
Male	57	55	96.50%	72.70%
Female	48	47	97.90%	83.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	21	19	90.50%	100.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	18	18	100.00%	50.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	58	57	98.30%	79.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	❖	❖	❖	❖
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	36.40%
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.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	141	132	93.60%	77.30%
Male	81	75	92.60%	73.30%
Female	60	57	95.00%	82.50%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	28	27	96.40%	77.80%
Filipino	❖	❖	❖	❖
Hispanic or Latino	21	21	100.00%	81.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	77	72	93.50%	72.20%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	66.70%
English learners	❖	❖	❖	❖
Students with disabilities	11	9	81.80%	22.20%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	141	133	94.30%	80.50%
Male	81	76	93.80%	82.90%
Female	60	57	95.00%	77.20%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	28	27	96.40%	96.30%
Filipino	❖	❖	❖	❖
Hispanic or Latino	21	21	100.00%	61.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	77	73	94.80%	78.10%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	12	12	100.00%	66.70%
English learners	❖	❖	❖	❖
Students with disabilities	11	9	81.80%	33.30%
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.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	119	116	97.50%	81.90%
Male	59	58	98.30%	75.90%
Female	60	58	96.70%	87.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	19	19	100.00%	94.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	27	100.00%	70.40%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	61	59	96.70%	81.40%
Two or more races	12	11	91.70%	90.90%
Socioeconomically disadvantaged	11	11	100.00%	54.60%
English learners	❖	❖	❖	❖
Students with disabilities	12	11	91.70%	54.60%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	119	116	97.50%	74.10%
Male	59	58	98.30%	75.90%
Female	60	58	96.70%	72.40%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	19	19	100.00%	94.70%
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	27	100.00%	59.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	61	59	96.70%	72.90%
Two or more races	12	11	91.70%	81.80%
Socioeconomically disadvantaged	11	11	100.00%	36.40%
English learners	❖	❖	❖	❖
Students with disabilities	12	11	91.70%	63.60%
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.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	142	137	96.50%	86.03%
Male	77	74	96.10%	80.82%
Female	65	63	96.90%	92.06%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	32	29	90.60%	86.21%
Filipino	❖	❖	❖	❖
Hispanic or Latino	24	24	100.00%	83.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	64	63	98.40%	85.48%
Two or more races	13	12	92.30%	100.00%
Socioeconomically disadvantaged	11	11	100.00%	81.82%
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	27.27%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	142	136	95.80%	82.35%
Male	77	73	94.80%	83.56%
Female	65	63	96.90%	80.95%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	32	30	93.80%	90.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	24	24	100.00%	70.83%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	64	61	95.30%	80.33%
Two or more races	13	12	92.30%	100.00%
Socioeconomically disadvantaged	11	11	100.00%	63.64%
English learners	❖	❖	❖	❖
Students with disabilities	11	10	90.90%	20.00%
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.



Textbooks and Instructional Materials

The assistant superintendent of Educational Services 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 (elementary) 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 submitted on state-authorized lists and any other materials which 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 assistant superintendent of Educational Services. The assistant 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 2016. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New State Frameworks have been adopted in English language arts and English language development and mathematics to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the State of California adoption timeline. Mathematics textbooks were adopted in the spring of 2015. English language arts and English language development textbooks will be available for preview in the spring of 2016 for a possible pilot during the 2016-17 school year and recommended for adoption in the spring of 2017 for implementation in 2017-18.

November 15, 2016 Update

Currently, ELA/ELD materials are being piloted in K-5, 6-8 and 9-12. Pilot teachers are in the process of evaluating materials based on criteria provided by the California ELA/ELD adoption toolkit. It is the hope that grade band steering committees will reach consensus and make a recommendation to the PYLUSD Curriculum Council in January 2017.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
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	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

Currency of Textbook Data

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

Currency of Textbook Data		2016-17 School Year
Data collection date		9/13/2016

★ Currently piloting state-approved ELA/ELD materials.

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	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

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

Quality of Textbooks	
2016-17 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 Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

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 annually updated, fosters respect for all individuals and effectively utilizes available district and community resources. "The Fairmont Way" includes the following:

- A safe teaching and learning environment for all
- Students are aware of safety expectations when traveling to and from school or school activities
- District programs and community resources are made available to all
- An educational environment where students, parents, staff and community shall effectively communicate in a manner that is respectful to all
- A staff well-informed regarding health issues
- Each year, students and staff participate in monthly fire and/or earthquake drills and in the annual Great California ShakeOut in October.
- Students participate in programs that emphasize healthy choices and develop resiliency skills

The school safety plan was last reviewed, updated and discussed with the school faculty in September 2016.

School Facility Good Repair Status

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		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			5/18/2016
Date of the most recent completion of the inspection form			5/18/2016

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 2016-17 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 work with the 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 and modernized in 2004. We have 26 portable classrooms in D-Village and 23 classrooms in our two main buildings. We have a library, two common areas for events and gatherings, and two computer labs. All classrooms have interactive Promethean boards, a document camera, student responders, and distributive sound microphones that the teachers and students use during instruction. We currently have four 40-laptop Chromebook carts, 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. There is a large playground that 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, they are very well maintained by our custodial staff, and work orders are submitted in a timely manner to ensure a clean and working facility. Our school office was partially remodeled during the winter break in the 2014-15 school year to update the office and make the workspace more efficient and visually pleasing. Our school grounds are inspected daily by our head custodian before students arrive. Our facility is inspected annually by the district and local fire department to ensure that it is up to code and properly maintained.

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 and in place so that they are aware of expectations. At the beginning of the 2016-17 school year, the staff modeled 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 that is in place 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.



Professional Development

2014-15

To support teachers during the one day of preservice in August 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards (CCSS). Specific focus areas for preservice in 2014 included unwrapping the English and language arts (ELA) Speaking and Listening standards and the English language development (ELD) Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content-area discussions and collaborative conversations. In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For preservice training, teachers attend workshop presentations at various sites in grade-level and content-area groupings. Trainers mostly consist of trained district staff with outside presenters as needed and appropriate. For 2014, the preservice training was one all-day training.

Follow-up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all-day trainings, site support and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on-site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade-level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction and assessment.

2015-16

While the 2015-16 school year did not allow for a devoted professional development day during preservice for all teachers, many professional development offerings were made available for leaders and teachers in August/summer 2015 and during the school year. A focus area was to ensure that all teachers of mathematics were trained in the newly adopted textbook series. Other training options offered during the summer and school year to support districtwide initiatives included Project Read, Step Up to Writing, Classroom Management, FOSS Science Kits, Google Basics, advanced Google training, ActivInspire, ELA/ELD standards and framework, Positive Behavioral Interventions and Supports (PBIS), and AVID/WICOR (Writing, Inquiry, Collaboration, Organization and Reading to Learn) strategies. Other avenues for training have included on-site professional development where trained district staff members provide learning modules for sites during weekly professional learning community (PLC) time. Site leaders arrange these trainings with the PDA team.

PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as the Individualized Education Program (IEP) Goal Writing to the CCSS, Multi-Tiered System of Supports (MTSS), universal design for learning (UDL), ELA/ELD frameworks launch and materials fairs, AVID, Next Generation Science Standards (NGSS), and California Assessment of Student Performance and Progress (CAASPP).

Induction training for first- and second-year general education teachers is also provided (formerly known as Beginning Teacher Support and Assessment [BTSA]).

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 district-wide 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.

School Description

Fairmont Elementary School is located in Yorba Linda, California. There are 28 regular education classrooms, two transitional kindergartens (preppy K) classrooms, two speech and language classrooms, one resource classroom, and two special day class (SDC) classrooms. Approximately 4 percent of our students are English language learners. Students are provided a comprehensive curriculum, which includes reading, language arts, mathematics, social science, science, music, physical education and health. Two computer labs and a library provide additional educational opportunities for our students. Students in grades 4-6 participate in our district music program either once or twice per week depending upon their choice of strings, instrumental or vocal music choices. Students in grades 1-6 participate in PE two times per week with our PE teacher, aides and student teachers. Students in prekindergarten participate in our SPARK PE program with their classroom teacher and kindergarten students participate in PE with their classroom teacher in order to meet the required PE minutes each week. Students also have many enrichment opportunities after school through Parent Teacher Association (PTA) sponsored after-school enrichment programs for a fee. Throughout the school year, all students at Fairmont participate in many assemblies, field trips and student council activities that complement their learning experience.

During the 2015-16 school year, Fairmont had a total of 86 staff members, including

- Twenty-eight regular education teachers
- One PE teacher
- Two SDC teachers
- One principal
- One assistant principal
- One psychologist
- One counseling intern
- One resource specialist
- Two speech and language specialists
- One child-care director
- One kitchen supervisor
- One school nurse
- Two occupational therapists
- One library media clerk
- One English language development (ELD)
- One Response to Intervention (RTI) teacher
- One school secretary
- One clerk
- Fifteen noon supervisors
- Three custodians
- Three music teachers
- Twenty instructional aides
- One computer instructional specialist

Before- and after-school child care is available through our on-site district child-care program for a fee.

Professional Development Days

Three-Year Data

	2014-15	2015-16	2016-17
Fairmont ES	1 day	0 days	0.5 day



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	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	◇
Support Staff	
	FTE
Social/behavioral counselor	0.00
Career development counselor	0.00
Library media teacher (librarian)	0.50
Library media services staff (paraprofessional)	0.00
Psychologist	1.00
Social worker	0.00
Nurse/health clerk	0.50
Speech/language/hearing specialist	1.50
Resource specialist (nonteaching)	1.00

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			
	PYUSD	Fairmont ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	1,103	33	36	34
Without a full credential	2	0	0	0
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	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Fairmont ES	100.00%	0.00%
All schools in district	99.96%	0.04%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	99.94%	0.06%

◇ Not applicable.



Financial Data

The financial data displayed in this SARC is from the 2014-15 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.

District Salary Data	2014-15 Fiscal Year	
	PYUSD	Similar Sized District
Beginning teacher salary	\$41,884	\$45,092
Midrange teacher salary	\$77,650	\$71,627
Highest teacher salary	\$97,416	\$93,288
Average elementary school principal salary	\$114,032	\$115,631
Average middle school principal salary	\$118,601	\$120,915
Average high school principal salary	\$130,001	\$132,029
Superintendent salary	\$242,400	\$249,537
Teacher salaries: percentage of budget	41%	37%
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	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Fairmont ES	\$4,666	\$84,164
PYUSD	\$6,647	\$76,363
California	\$5,677	\$75,837
School and district: percentage difference	-29.8%	+10.2%
School and California: percentage difference	-17.8%	+11.0%

Types of Services Funded

Fairmont has one English learner and one Response to Intervention (RTI) teacher that supports 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.

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	
2014-15 Fiscal Year	
Total expenditures per pupil	\$5,015
Expenditures per pupil from restricted sources	\$348
Expenditures per pupil from unrestricted sources	\$4,666
Annual average teacher salary	\$84,164

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.





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://data1.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 January 2017.

School Accountability Report Card

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