

California Department of Education

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Deanna Brownlee, Principal

Principal, Fairmont Charter Elementary

About Our School

It is a pleasure to be principal of Fairmont Charter School. I am honored to work side by side with staff, parents and students in creating the optimal learning environment for the whole school community. I welcome this opportunity to introduce our school to you and share our Fairmont Falcon Learning T.E.A.M: Together Empowering Achieving Motivating. Our School Accountability Report Card (SARC) is designed to provide you with an overview of our school – the building, our programs, the student body and support structure. The Fairmont Charter School staff is made up of dedicated professionals who are committed to teaching and ensuring that all students have the best learning opportunities. Our Mission Statement embodies our student centered approach: The Fairmont staff shares a commitment to work in partnership with families and community members to prepare our students to be compassionate, thinking, creative, and responsible citizens of a global society in the 21st century. Our goals for each child are:

1. To meet or exceed grade level State standards
2. To graduate from the sixth grade prepared to make good choices, act responsibly, and continue successful learning in middle school and beyond.

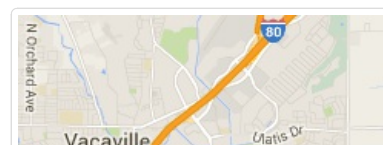
Fairmont Charter School is more than just a beautiful school building; it's a community. A community that prides itself in shared decision-making, which is built upon input from staff as well as students and parents. The entire school community works hard every day to learn from each other, to build a strong Fairmont community of learners, and to develop a safe, respectful school environment. The Falcon Pledge was developed to bond the school community together and reminds us how special it is to be a Fairmont Falcon: I am a Fairmont Falcon. I am here to learn. I come prepared every day. I show respect in every way. I am proud of who I am. I am a Fairmont Falcon.

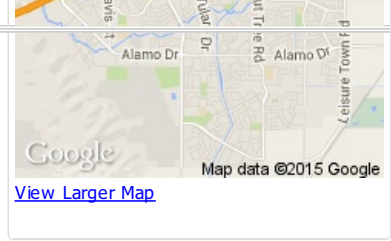
Fairmont Falcons Soar!

Contact

1355 Marshall Rd.
Vacaville, CA 95687-5519

Phone: 707-453-6240
E-mail: deannab@vacavilleusd.org





Contact Information - Most Recent Year

School	
School Name	Fairmont Charter Elementary
Street	1355 Marshall Rd.
City, State, Zip	Vacaville, Ca, 95687-5519
Phone Number	707-453-6240
Principal	Deanna Brownlee, Principal
E-mail Address	deannab@vacavilleusd.org
Web Site	fairmont.schoolloop.com
County-District-School (CDS) Code	48705736051338

District	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Web Site	http://www.vacavilleusd.org
Superintendent First Name	Ken
Superintendent Last Name	Jacopetti
E-mail Address	kjacopetti@vusd.solanocoe.k12.ca.us

Last updated: 1/27/2015

School Description and Mission Statement (Most Recent Year)

Fairmont School has served the southeast side of Vacaville for 40+ years. During the 2013-2014 school year, Fairmont served a student population of approximately 600 students in transitional kindergarten-sixth grades in twenty-two regular education classrooms, three district special day classes, and two county special day classes. The staff included 34 certificated educators: twenty-two general education teachers, three special day class teachers, two resource specialists, one content area specialist/data coach, learning support coordinator, four intervention teachers, and one administrator. The support staff included a part-time school nurse, speech pathologist, psychologist, two secretaries, a library technician, translator, health clerk, special education paraprofessionals, two custodians, two cafeteria workers, and six noon duty supervisors. Kindergarten through third grade classrooms had no more than twenty-nine students and fourth through sixth grade classrooms averaged thirty one students per teacher. All teachers were certified as highly qualified under No Child Left Behind.

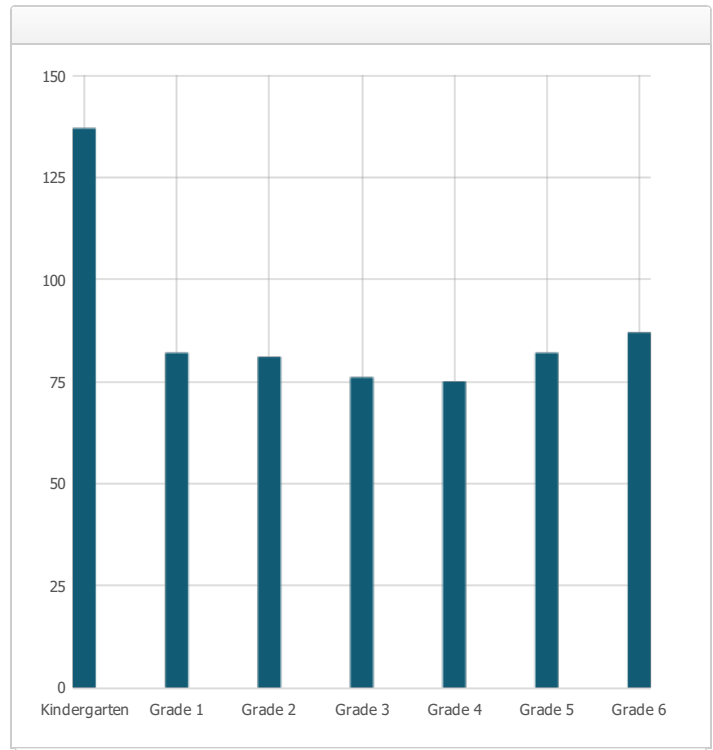
The Mission of Fairmont School: The Fairmont staff shares a commitment to work in partnership with families and community members to prepare our students to be compassionate, thinking, creative, and responsible citizens of a global society in the 21st century. Our goals for each child are:

1. To meet or exceed grade level State standards
2. To graduate from the sixth grade prepared to make good choices, act responsibly, and continue successful learning in middle school and beyond.

The philosophy supporting Fairmont's total educational program consists of seven principles:

- The heart of Fairmont Charter School begins with us!
- A strong standards based instructional program
- Positive, nurturing discipline
- A safe, clean, attractive environment
- Working together as a TEAM—students, parents, staff, and community

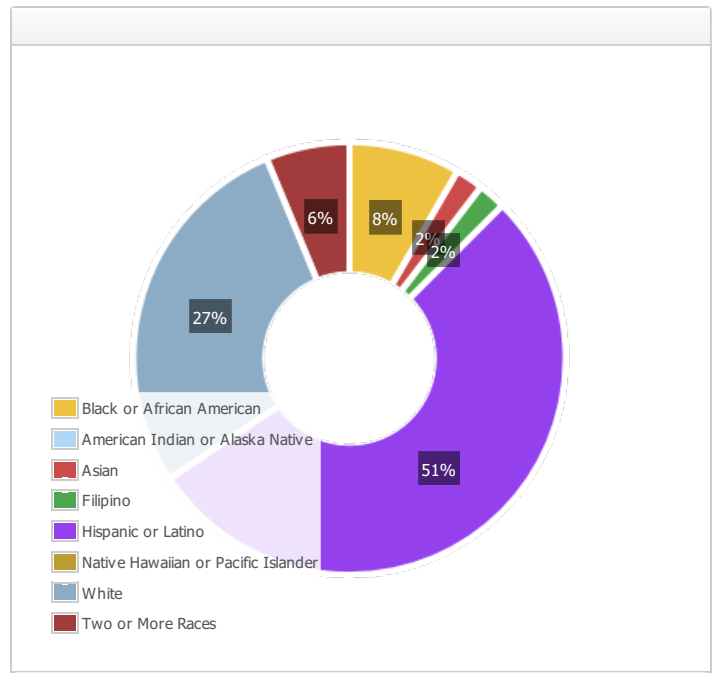
Grade Level	Number of Students
Kindergarten	137
Grade 1	82
Grade 2	81
Grade 3	76
Grade 4	75
Grade 5	82
Grade 6	87
Total Enrollment	620



Last updated: 1/27/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	8.2
American Indian or Alaska Native	0.2
Asian	2.6
Filipino	2.3
Hispanic or Latino	51.1
Native Hawaiian or Pacific Islander	0.6
White	27.4
Two or More Races	6.0
Socioeconomically Disadvantaged	69.8
English Learners	21.8
Students with Disabilities	10.8



Last updated: 1/27/2015

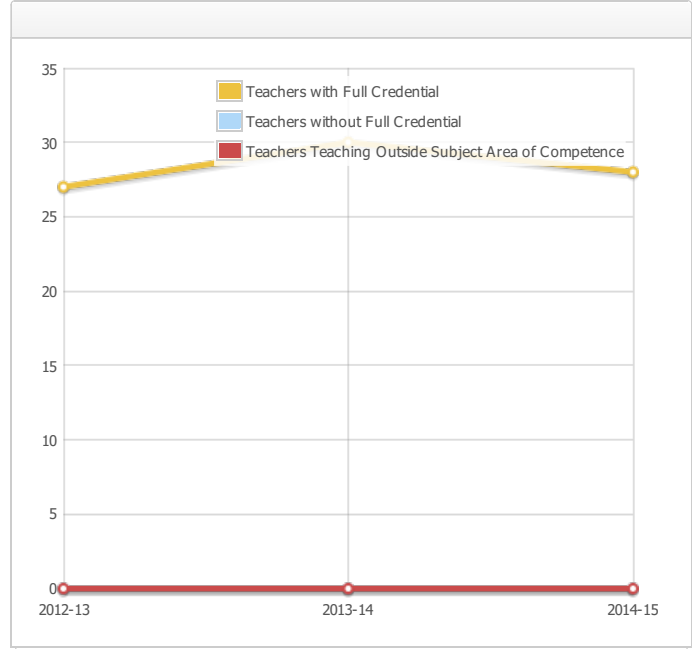
State Priority: Basic

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

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

Teacher Credentials

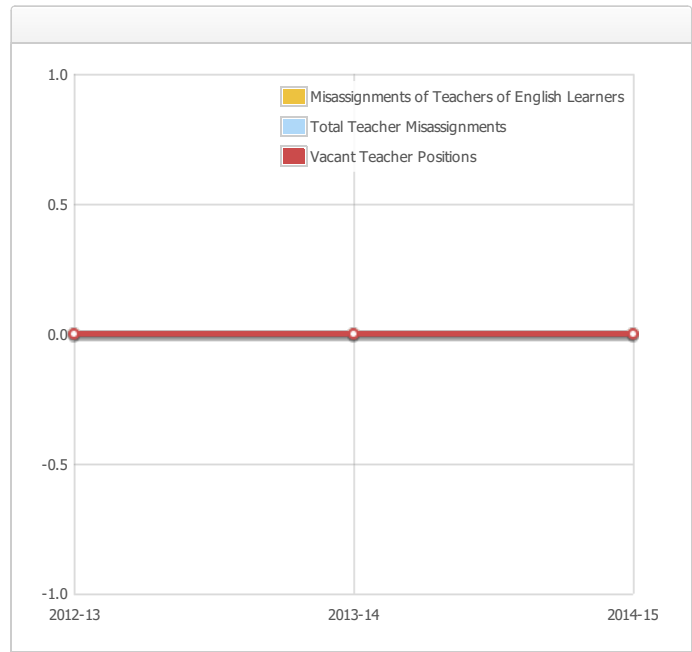
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	27	30	28	506
Without Full Credential	0	0	0	5
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	9



Last updated: 1/27/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/27/2015

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	95	5
High-Poverty Schools in District	96	4
Low-Poverty Schools in District	94	6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: June 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Treasures (MacMillan/McGraw-Hill 2011)	Yes	0.0
Mathematics	enVision Math CA Edition (Scott Foresman 2008)	Yes	0.0
Science	California Science (MacMillan/McGraw-Hill 2008)	Yes	0.0
History-Social Science	History/Social Science, K-5 (Houghton Mifflin 2007) Ancient Civilizations CA Edition, Gr. 6 (Glencoe 2006)	Yes	0.0
Foreign Language	N/A		0.0
Health	N/A		0.0
Visual and Performing Arts	N/A		0.0
Science Lab Eqpmt(9-12)	N/A		0.0

Last updated: 1/27/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Summary of Most Recent Site Inspection

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Department Office, 353 Brown Street, Vacaville, CA 95688, and at the Facilities Department Office at 401 Nut Tree Road, Vacaville, CA 95687. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Repairs Needed

Repairs needed are listed below.

All items identified below have been repaired or are planned to be repaired through our district work order process.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Touch-up paint room 101 and 110. Black circle on rug rooms 209-217/ chipped paint MP room.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Door locks on boys and girls' restroom hard to turn x 2 at kindergarten. Ruts in field Tulare Rd. side. Bark box broken. Fence on Marshall Rd. broken.

Overall Facility Rate - Most Recent Year

Overall Rating	Good
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Last updated: 1/28/2015

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	30	50	58	58	58	60	60	59	60

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

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

Last updated: 1/27/2015

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	58
Male	63
Female	55
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	57
Native Hawaiian or Pacific Islander	
White	63
Two or More Races	
Socioeconomically Disadvantaged	53
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	40%	47%	42%	54%	57%	56%	54%	56%	55%
Mathematics	45%	48%	47%	47%	47%	48%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	48%	50%	54%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/27/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	2	2	2
Similar Schools	1	2	3

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

Last updated: 1/27/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	13	13	-9
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-32	47	1
Native Hawaiian or Pacific Islander			
White	44	-33	9
Two or More Races			
Socioeconomically Disadvantaged	19	3	-4
English Learners	-30	34	-21
Students with Disabilities			

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

Last updated: 1/27/2015

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.2%	16.0%	7.4%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 1/27/2015

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

There are many opportunities for parents to be involved at Fairmont Charter School. Our Parent Teacher Club meets monthly to plan and organize school-wide activities such as fundraisers, Red Ribbon Week, Harvest Festival, winter theme school decorating, Family Fun Nights, Bike Rodeo, assemblies general school support. Parents are encouraged to volunteer in classrooms, on field trips, and for special events, such as Science Discovery Day, 100th Day of School, Read Across America Day, and Sixth Grade Promotion. There are also other non-classroom opportunities for parent involvement through ELAC, School Site Council, Coffee with the Principal and Learning Support Coordinator, and school supervision. Parent involvement at Fairmont makes our school a better place for all our students to learn and grow. Together we are better.

State Priority: Pupil Engagement

Last updated: 1/27/2015

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

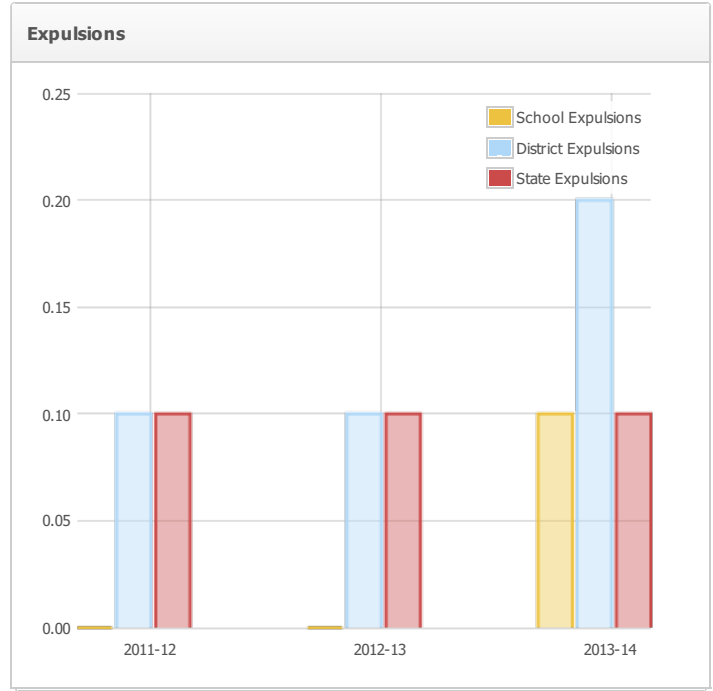
- High school dropout rates; and
- High school graduation rates.

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	2.90	4.50	5.70	6.70	5.20	5.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.10	0.10	0.10	0.20	0.10	0.10	0.10



Last updated: 1/27/2015

School Safety Plan - Most Recent Year

The school Safety Plan is reviewed and revised each school year by February and is presented to the staff, School Site Council, and the local School Board for approval in March of each year. Fairmont Charter School's Safety Plan was last approved by the School Site Council on December 17, 2014 following a staff and School Site Council review and input session. This plan addresses all of the required components of a Comprehensive Safety Plan, including a needs assessment and goals section. Our goals at Fairmont Charter School are to build an understanding and respect for cultural and ethical diversity in our students and staff, to have a campus that is safe and secure, to implement strategies and programs to ensure that students are not permitted or able to victimize more vulnerable students, and that each student will demonstrate responsible behavior and consistent effort. As part of the review process each year, the needs assessment drives the goals, as does the data of progress on current goals.

Last updated: 1/27/2015

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

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met Graduation Rate	N/A	Yes

Last updated: 1/27/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2004-2005
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	31.2%

Note: Cells with NA values do not require data.

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

Last updated: 1/27/2015

2011-12		2012-13				2013-14						
Grade Level	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	2	3	0	19.0	3	4		20.0	3	4	
1	23.0	1	2	0	18.0	2	3		21.0	1	3	
2	29.3	0	3	0	21.0	1	3		20.0	1	3	
3	22.3	1	3	0	16.0	2	3		19.0	1	3	
4	21.5	1	3	0	16.0	2	3		19.0	1	3	
5	17.0	2	0	2	29.0		3		17.0	2	3	
6	26.7	0	3	0	18.0	2		2	17.0	2	3	
Other	0.0	4	0	0								

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

Last updated: 1/27/2015

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/27/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5,643	\$1,155	\$4,489	\$64,887
District	N/A	N/A	\$5,613	\$61,732
Percent Difference – School Site and District	N/A	N/A	20.00%	4.90%
State	N/A	N/A	\$4,690	\$69,360
Percent Difference – School Site and State	N/A	N/A	4.30%	6.40%

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

Last updated: 1/27/2015

Total Unrestricted Expenditures \$2,783,049.35

Instruction \$2,044,703.52

Noon Supervisor \$52,323.56

Supervision of Instruction \$44,656.67

Staff Development \$4,942.03

Other Instructional Resources \$89,000.07

Parent Participation \$3,414.07

Instructional Media/Library \$23,401.16

School Administration \$274,934.91

Health Services \$13,594.65

Other Pupil Services \$45.53

Operations \$83,327.51

Operations - Buildings \$148,510.09

Other \$195.58

Total Restricted Expenditures \$715,838.06

IASA - Title I Basic School Support \$138,372.56

Title III Part A LEP \$80.08

Common Core \$33,395.68

Lottery - Instructional Materials \$9,686.43

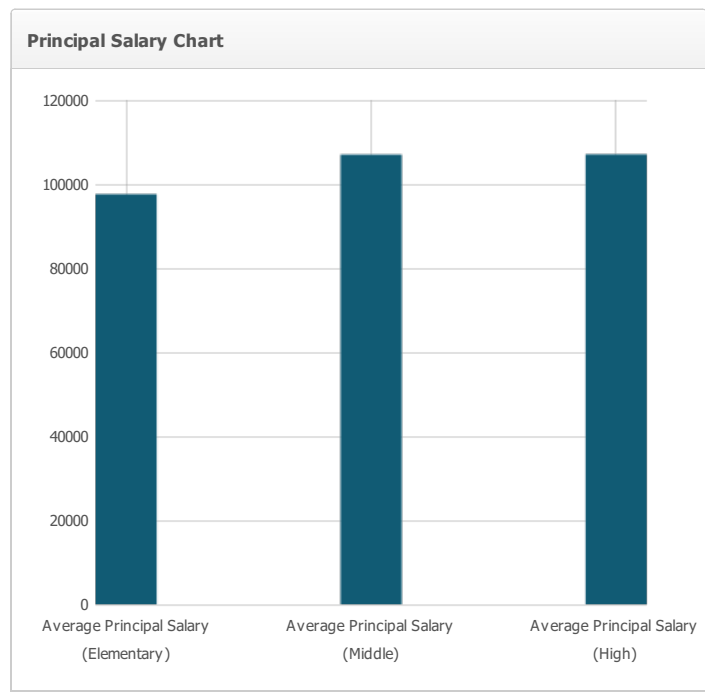
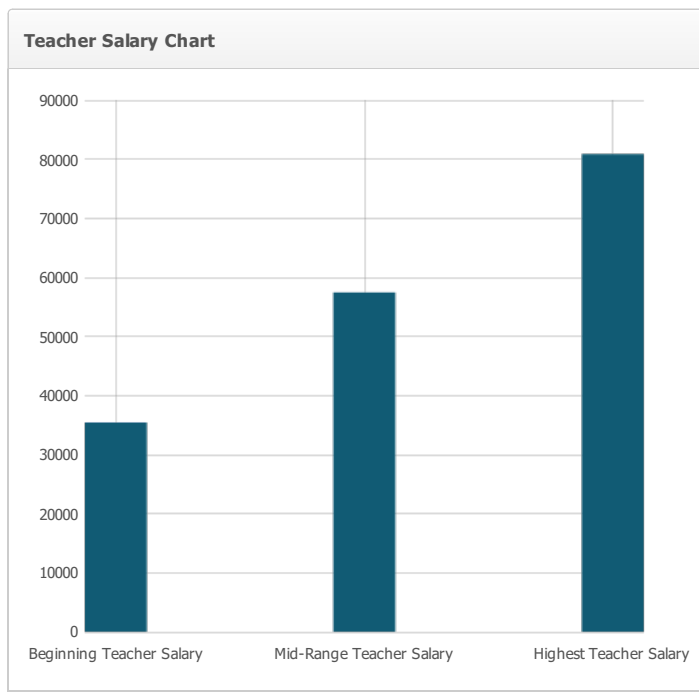
Child Nutrition \$161,036.01

Special Education \$373,267.30

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,433	\$41,318
Mid-Range Teacher Salary	\$57,443	\$65,615
Highest Teacher Salary	\$80,882	\$84,981
Average Principal Salary (Elementary)	\$97,619	\$107,624
Average Principal Salary (Middle)	\$107,040	\$112,817
Average Principal Salary (High)	\$107,104	\$121,455
Superintendent Salary	\$31,020	\$206,292
Percent of Budget for Teacher Salaries	40.0%	40.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/27/2015

Vacaville Unified School District (VUSD) provides professional development opportunities for educators and staff at all stages of their careers. Beginning Teacher Support and Assessment (BTSA) is a two-year program of induction. Through a series of after school meetings, peer observations, and release time meetings, new teachers learn about The California Standards for the Teaching Profession. BTSA is essential for new teachers in order to complete their credential. Our district is a member of the Yolo/Solano BTSA consortium which provides mentoring and support for all new teachers.

VUSD has adopted a standards-based Reading Language Arts and Mathematics series for K-6. Other areas of professional development include: common core training for Mathematics and English Language arts , Accelerated Reader training, technology training, English language development instruction, First Aid and CPR, substitute teacher training sessions, differentiated instruction, instructional strategies (Checking for Understanding), Explicit Direct Instruction, and training for Special Education teachers.

Many teachers serve on district curriculum committees. These collaborative groups work together to discuss best practices, identify essential standards and create effective pacing guides and assessments for student success and district-wide consistency. VUSD Staff Development opportunities are driven by a combination of State Content Standards, Common Core Standards, student achievement data, input from BTSA and staff surveys.

All teachers participate in site-based professional development via collaborative planning time once per week to discuss topics related to student achievement. The agenda for these weekly meetings focus on the four essential questions of Professional Learning Communities:

- What is it that our students need to learn?

- How we will we assess if they have learned the content?

- What will we do to provide extra support for those who have learned the content?

- What enrichment can we provide for those who have learned the content?

Paraprofessionals who work with students are invited to attend after school sessions in any subject area that applies to their job requirements. Clerical staff receives technology in-services in areas of job requirements, such as: attendance programs, library inventories, word processing and email. Professional development opportunities take place during summer, on release time, after school, evenings and weekends. Sites may use decentralized funds for professional development specific to their site as part of their single plan.

Specifically for Fairmont Charter School staff professional developments days are spread throughout the entire calendar year so that staff has opportunities during the summer, after school, and during the school day. Staff is supported throughout the school year by ongoing coaching and meetings with the principal, Data Coach/Content Area Specialist, and Learning Support Coordinator. Staff meets weekly to review student achievement data, which helps determine the areas of professional development each year. All professional development supports the district and school mission to educate all students and improve student achievement in reading and mathematics.

Last updated: 1/27/2015