

Fairmont Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Fairmont Elementary School
Street	724 Kearney Street
City, State, Zip	El Cerrito, CA 94530-3108
Phone Number	(510) 231-1448
Principal	Heather Best
Email Address	hbest@wccusd.net
School Website	http://fairmont.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004758

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 School Description and Mission Statement

At Fairmont School, our goal is to provide high-quality academic and social development in a safe, nurturing, and familial environment. We want Fairmont students to be successful now and throughout their entire lives. Fairmont serves more than 540 students from transitional kindergarten through grade 6. In addition to the general education program, Fairmont has a variety of special education programs to serve students with a variety of needs, including self-contained special education classes, two full inclusion programs, and the resource program. Fairmont students represent a variety of cultures and ethnic groups: 32% Latino, 20% White, 7% African American, 26% Asian, and 11% multiracial. Over 35% are English Learners representing over 30 languages and dialects, and 60% (unduplicated) are English Learners, foster youth, or homeless, and/or of low socio-economic status.

2025-26 School Description and Mission Statement

Our Learning Center strives to address student needs, specifically for our lower-performing students. This model allows us to provide targeted instruction to students as soon as they start to fall behind, rather than wait until they are at least two years behind to qualify for special ed services. Student achievement is addressed on many different levels. Teachers are the first level of intervention for students who are falling behind, while at the same time continuing to provide an interesting and rigorous curriculum for all students. English Language Development (ELD) instruction is provided daily for EL students to support their English learning in the core subject areas. We also have multiple options for intervention in small groups and 1:1 when needed, including academic, English learning, and counseling opportunities.

- Our goals are:
- To provide high-quality academic and social development in a safe, nurturing, and community-based environment;
 - To provide comprehensive, student-centered learning and teaching experiences through the workshop model;
 - To use restorative and trauma-informed practices across all disciplines;
 - To emphasize collective and individual accountability.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	112
Grade 1	71
Grade 2	69
Grade 3	69
Grade 4	62
Grade 5	77
Grade 6	77
Total Enrollment	537

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.2
Asian	26.1
Black or African American	5.6
Filipino	1.5
Hispanic or Latino	33.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	12.1
White	20.3
English Learners	28.1
Homeless	0.2
Socioeconomically Disadvantaged	54.6
Students with Disabilities	15.8

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.1	86.33	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	11.72	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0.5	1.95	91.2	5.99	15831.9	5.67
Total Teaching Positions	25.6	100	1522.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.8	82.23	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	1	3.95	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3	11.85	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0.5	1.97	94.3	6.58	14303.8	5.15
Total Teaching Positions	25.3	100	1433.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.4	84.3	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	15.7	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	25.4	100	1399.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	2	2
Misassignments	3.00	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.00	3	4

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	13.3	4.3	18.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4	0	12.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	0%
Mathematics	Great Minds, Eureka Math Squared, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

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

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

7/23/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: NURSE/ COPY ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. P1: 2. VENT COVER IS MISSING. 15. DOOR SLAMS SHUT.
Interior: Interior Surfaces		X		17: 4. STALL PARTITION IS RUSTED/DETERIORATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS LOW FLOW IN RR. BOYS REST ROOM (NEAR 15): 4. WALL HAS WATER DAMAGE. 7. EXTERIOR LIGHT SWITCH COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. GIRLS REST ROOM (NEAR 7): 4. STALL PARTITION COVER IS MISSING AT BASE. P10: 4. WALL PAPER IS TORN. 7. ETHERNET CONDUIT FACE PLATE IS MISSING. P11: 4. FLOOR TILES ARE DAMAGED (IN RR). 7. SWITCH PLATE IS BROKEN (IN RR). P13: 4. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. P-3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRICAL COVER PLATE IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING AND DOOR. 14. SKID PAINT IS PEELING ON RAMP. P6: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. WALLPAPER IS TORN. P7: 4. CABINET DOOR IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. P-8: 4. WALL PAPER IS TORN. SINK CABINET DOOR IS LOOSE/BROKEN. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR WEATHER STRIPPING IS BROKEN CREATING AN INJURY HAZARD. STAGE: 4. STAIR TREAD IS TORN
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON DOOR. 10: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR SLAMS SHUT 14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR.

School Facility Conditions and Planned Improvements

			17: 4. STALL PARTITION IS RUSTED/DETERIORATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS LOW FLOW IN RR. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 2: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 4: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVERS ARE MISSING. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS PANEL IS OPEN IN HALLWAY. BOYS REST ROOM (NEAR 7): 4. WALL HAS WATER DAMAGE (BEHIND TOILET). 8. TOILET SEAT IS LOOSE. 9. TWO FAUCETS HAVE NO FLOW. CLOSET: 5. ROOM IS CLUTTERED. 10. NO ROOM ID. CUSTODIAL ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED. NURSE/ COPY ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. OFFICE: NO ACCESS (NO KEY). 10. NO ROOM ID. P7: 4. CABINET DOOR IS BROKEN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. P9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. CEILING TILES ARE DIRTY. STORAGE ROOM : 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical		X	1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON DOOR. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR. 9: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ACCESS PANEL IS OPEN IN HALLWAY. BOYS REST ROOM (NEAR 15): 4. WALL HAS WATER DAMAGE. 7. EXTERIOR LIGHT SWITCH COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. CAFETERIA: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON CABINET DOORS FOOD SERVICE: 7. LIGHT DIFFUSER IS MISSING. 10. NO ROOM ID.

School Facility Conditions and Planned Improvements

				P10: 4. WALL PAPER IS TORN. 7. ETHERNET CONDUIT FACE PLATE IS MISSING. P11: 4. FLOOR TILES ARE DAMAGED (IN RR). 7. SWITCH PLATE IS BROKEN (IN RR). P13: 4. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. P14: 7. OUTLET COVER IS MISSING. P-3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRICAL COVER PLATE IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING AND DOOR. 14. SKID PAINT IS PEELING ON RAMP. P4: 7. ONE LIGHT PANEL IS OUT. OUTLET COVERS ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER ARE MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	14: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) 17: 4. STALL PARTITION IS RUSTED/DETERIORATING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 9. FAUCET HAS LOW FLOW IN RR. ALL GENDER REST ROOM (NEAR 14): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) BOYS REST ROOM (NEAR 7): 4. WALL HAS WATER DAMAGE (BEHIND TOILET). 8. TOILET SEAT IS LOOSE. 9. TWO FAUCETS HAVE NO FLOW. GIRLS REST ROOM (CAFETERIA): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) NURSE/ COPY ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. P12: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) SPECIAL ED RESTROOM: 9. FAUCET HAS A DRIP. UNISEX REST ROOM (PORTABLE): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.
Safety: Fire Safety, Hazardous Materials		X		1: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON DOOR. 15: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 19: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. OUTLET COVER BROKEN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 5: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVERS ARE MISSING.

School Facility Conditions and Planned Improvements

				7: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT DIFFUSERS HAVE WATER STAINS. 11. PAINT IS PEELING ON DOOR. BOYS REST ROOM (NEAR 15): 4. WALL HAS WATER DAMAGE. 7. EXTERIOR LIGHT SWITCH COVER IS BROKEN. 11. PAINT IS PEELING ON INTERIOR WALL. CAFETERIA: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON CABINET DOORS CLOSET: 5. ROOM IS CLUTTERED. 10. NO ROOM ID. ELECTRICAL PANEL INSIDE: 10. NO ROOM ID. FOOD SERVICE: 7. LIGHT DIFFUSER IS MISSING. 10. NO ROOM ID. NURSE/ COPY ROOM: 2. EXHAUST FAN IS NOT WORKING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. NO ROOM ID. OFFICE: NO ACCESS (NO KEY).10. NO ROOM ID. P2: 11. PAINT IS PEELING ON DOOR FRAME. P-3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRICAL COVER PLATE IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING AND DOOR. 14. SKID PAINT IS PEELING ON RAMP. P4: 7. ONE LIGHT PANEL IS OUT. OUTLET COVERS ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER ARE MISSING. P-8: 4. WALL PAPER IS TORN. SINK CABINET DOOR IS LOOSE/BROKEN. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR WEATHER STRIPPING IS BROKEN CREATING AN INJURY HAZARD. PRINCIPAL: NO ACCESS (NO KEY).10. NO ROOM ID.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			11: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR SLAMS SHUT 6: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVERS ARE MISSING. P1: 2. VENT COVER IS MISSING. 15. DOOR SLAMS SHUT. P-3: 4. WALL PAPER IS TORN. 7. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRICAL COVER PLATE IS MISSING. 11. PAINT IS PEELING ON RAMP RAILING AND DOOR. 14. SKID PAINT IS PEELING ON RAMP. P4: 7. ONE LIGHT PANEL IS OUT. OUTLET COVERS ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER ARE MISSING. P-8: 4. WALL PAPER IS TORN. SINK CABINET DOOR IS LOOSE/BROKEN. 11. PAINT IS PEELING ON DOOR FRAME. 15. DOOR WEATHER STRIPPING IS BROKEN CREATING AN INJURY HAZARD.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	52	33	34	47	48
Mathematics (grades 3-8 and 11)	47	52	23	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	272	94.77	5.23	52.21
Female	139	139	100.00	0.00	54.68
Male	148	133	89.86	10.14	49.62
American Indian or Alaska Native	--	--	--	--	--
Asian	77	76	98.70	1.30	60.53
Black or African American	12	10	83.33	16.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	87	89.69	10.31	29.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	67.57
White	56	55	98.21	1.79	72.73
English Learners	67	57	85.07	14.93	14.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	155	92.26	7.74	45.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	30	71.43	28.57	20.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	273	95.12	4.88	52.01
Female	139	139	100.00	0.00	48.20
Male	148	134	90.54	9.46	55.97
American Indian or Alaska Native	--	--	--	--	--
Asian	77	76	98.70	1.30	59.21
Black or African American	12	10	83.33	16.67	--
Filipino	--	--	--	--	--
Hispanic or Latino	97	88	90.72	9.28	32.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	38	37	97.37	2.63	67.57
White	56	55	98.21	1.79	65.45
English Learners	67	58	86.57	13.43	17.24
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	168	156	92.86	7.14	43.59
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	42	30	71.43	28.57	26.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	46.48	36.11	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	77	72	93.51	6.49	36.11
Female	37	37	100.00	0.00	40.54
Male	40	35	87.50	12.50	31.43
American Indian or Alaska Native	0	0	0	0	0
Asian	27	27	100.00	0.00	40.74
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	23	82.14	17.86	21.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	58.33
English Learners	18	16	88.89	11.11	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	47	94.00	6.00	27.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	49.4	35.1	49.4	51.9	54.5

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Fairmont School has many opportunities for parent involvement. Parents are needed in the classroom, in the library, and in the yard. Parents accompany classes on study trips. For these activities, parents need a volunteer badge, which can be secured at beamentor.org. Parents who are not available during the day frequently help with fundraising and evening activities.

The PARENT-TEACHER ASSOCIATION (PTA) provides many opportunities for parent involvement. For more information, visit our website at Fairmont.school.org.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The ELAC Committee oversees the academic program for EL students. Information from ELAC meetings is shared at SSC Meetings and with the Faculty. The ELAC meets 4-5 times per year in the morning.

SCHOOL SITE COUNCIL: Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). This committee approves and monitors the implementation of the school plan for student achievement and school-wide improvement. The SSC meets roughly 6 times per year in the afternoon.

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

Coffee with the principal meetings are held roughly once per month, in the morning, to increase two-way communication.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	570	558	112	20.1
Female	258	255	56	22.0
Male	312	303	56	18.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	146	144	13	9.0
Black or African American	34	33	12	36.4
Filipino	--	--	--	--
Hispanic or Latino	196	194	65	33.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	71	66	6	9.1
White	112	110	14	12.7
English Learners	171	167	43	25.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	329	324	84	25.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	97	95	34	35.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.18	0.53	0.35	4.81	4.82	4.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0.00
Female	0.00	0.00
Male	0.64	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.68	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.03	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2025. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	8	0
1	22	0	6	0
2	22	0	6	0
3	22	0	6	0
4	30	0	4	0
5	30	0	4	0
6	30	0	4	0
Other	12	6	2	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	3	0
1	21	0	3	0
2	22	0	3	0
3	22	0	2	0
4	30	0	2	0
5	29	0	2	0
6	30	0	2	0
Other	16	3	2	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	22		3	
2	22		3	
3	22		3	
4	30		2	
5	30		2	
6	30		2	
Other	17	2	1	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9333.98	3080.64	6253.35	100954.94
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	3.1	17.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-53.1	6.5

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AMAZON
 AMAZON (E-PROCUREMENT)
 BAY AREA COMMUNITY RESOURCES, INC
 EDGEWOOD PRESS INC
 FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 LAKESHORE LEARNING MATERIALS

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

In-house professional development is held on positive behavioral interventions and supports, restorative and trauma-based practices, data analysis, special education and inclusive practices, and other topics as needed. The in-house teacher leads offer regular and ongoing PD on Teachers' college reading, writing, and phonics instruction, as well as technology integration for the classroom. District PD offerings are varied and include TCRWP, technology, special education, English language development, math instruction, and other topics as needed. Teachers are also welcome, encouraged, and supported in completing self-directed PD every year.

Every Wednesday is a PD opportunity for collaboration, small group, or whole staff meetings. Our focuses include special education, TCRWP, and RTIP.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	12	38	41