

Fairmont Charter Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

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.



Greg Moffitt, Principal

Principal, Fairmont Charter Elementary

About Our School

Thank you for taking the time to read about Fairmont Charter Elementary School! We are proud of our programs and proud of our students.

At Fairmont, we integrate science, technology, engineering, art, and mathematics into an engaging and exploratory curriculum for students in Transitional Kindergarten – 6th grade. We celebrate the uniqueness of each child and focus on positive social and emotional development to help all students succeed.

Our students and staff work hard each and every day to learn from one another and to build a strong community for learning.

At Fairmont, Home of the Falcons, we want students to use their **W.I.N.G.S.** to make our school and world a better place by:

Working hard
Including others
Not giving up
Going out and making a difference
Showing kindness

It is an honor and privilege to serve the students, staff, and families at Fairmont Charter. Working together, we can inspire each student to have dreams for their future and to empower them with the confidence and skills to pursue those dreams.

As our motto says: "Together, we soar!"

Contact

Fairmont Charter Elementary
1355 Marshall Rd.
Vacaville, CA 95687-5519

Phone: 707-453-6240
Email: gmoffitt@vacavilleusd.org

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Vacaville Unified
Phone Number	(707) 453-6117
Superintendent	Jane Shamieh
Email Address	janes@vusd.solanocoe.k12.ca.us
Website	http://www.vacavilleusd.org

School Contact Information (School Year 2019—20)	
School Name	Fairmont Charter Elementary
Street	1355 Marshall Rd.
City, State, Zip	Vacaville, Ca, 95687-5519
Phone Number	707-453-6240
Principal	Greg Moffitt, Principal
Email Address	gmoffitt@vacavilleusd.org
Website	www.fairmont.schoolloop.com/
County-District-School (CDS) Code	48705736051338

Last updated: 1/30/2020

School Description and Mission Statement (School Year 2019—20)

Fairmont Charter Elementary School – a school of choice in the Vacaville Unified School District - has served the southeast side of Vacaville since 1970. Home of the Falcons, Fairmont has been recognized as a Gold Ribbon School by the California Department of Education and with a Gold Implementation Award from the California Positive Behavior Intervention and Support Coalition.

Mission and Philosophy

The Fairmont staff shares a commitment to work in partnership with families and community members to prepare our students to be compassionate, thoughtful, creative, and responsible citizens of a global society in the 21st century.

Our goals are:

1. To have each child meet or exceed grade level standards in English Language Arts and Math.
2. To incorporate an integrated curriculum with a focus on science and technology in the learning process.
3. To prepare students to make good choices, act responsibly, and to continue successful learning in middle school and beyond.

During the 2019-2020 school year, Fairmont serves a student population of approximately 612 students in Transitional Kindergarten to 6th grade. The staff includes 38 certificated staff members, including: Classroom Teachers, Reading Intervention and English Language Development Teachers, Resource Specialists, Special Day Class Teachers, a Speech and Language Pathologist, a Physical Education Teacher, a Response to Intervention Coordinator, a Content Specialist and Data Coach, a School Counselor, an Assistant Principal and Principal. Support staff include: two School Secretaries and a part-time School Nurse, Health Clerk, Mental Health Clinician, School Psychologist, Library Technician, Bilingual Family Liaison, Student Monitors, and a team of Instructional Assistants. Three custodians and two Cafeteria workers also support our programs and students. Transitional Kindergarten through 3rd grade classrooms average 24 students per teacher, and 4th – 6th grade classrooms average 28 students. During the 2019-2020 school year, all staff hold appropriate credentials.

Fairmont became a district dependent charter school in 2008. The charter was last renewed in 2018 and reflects the beliefs and vision of parents, staff, and community members to support student success. The charter identifies a number of programs unique to Fairmont, including:

- A focus on science, technology, engineering, art, and mathematics
- The use of 1:1 technology for every student in every classroom
- Class sizes designed for optimal learning
- Dedicated intervention periods and support for struggling students
- Opportunities for enrichment – before school, during school, and after school
- Support for student wellness and a positive school climate
- A commitment to parent education and family involvement

Each year, the school's Local Control Accountability Plan and School Plan for Student Achievement outline the specific goals and actions to fulfill the charter's vision.

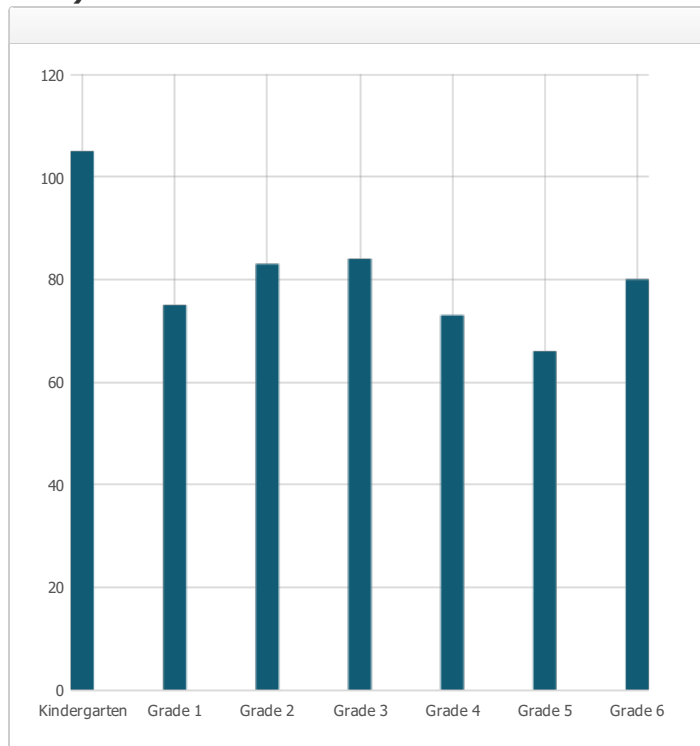
Fairmont Charter is located in a 53,000 square foot two-story building that opened in August 2009. The building was recognized as L.E.E.D. Silver School for Leadership in Energy and Environmental Design, the first in Solano County.

Fairmont is a vibrant educational community where students, parents, and staff are working together to help all students succeed.

Last updated: 1/30/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	105
Grade 1	75
Grade 2	83
Grade 3	84
Grade 4	73
Grade 5	66
Grade 6	80
Total Enrollment	566



Last updated: 1/30/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.50 %
American Indian or Alaska Native	0.20 %
Asian	3.00 %
Filipino	3.70 %
Hispanic or Latino	54.90 %
Native Hawaiian or Pacific Islander	1.60 %
White	23.30 %
Two or More Races	7.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	67.30 %
English Learners	18.90 %
Students with Disabilities	10.80 %
Foster Youth	0.90 %
Homeless	1.40 %

A. Conditions of Learning

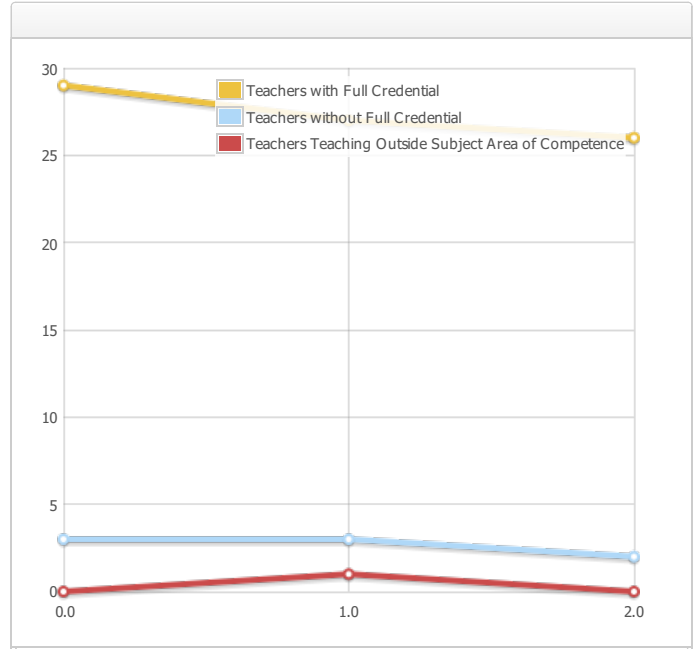
State Priority: Basic

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

Teacher Credentials

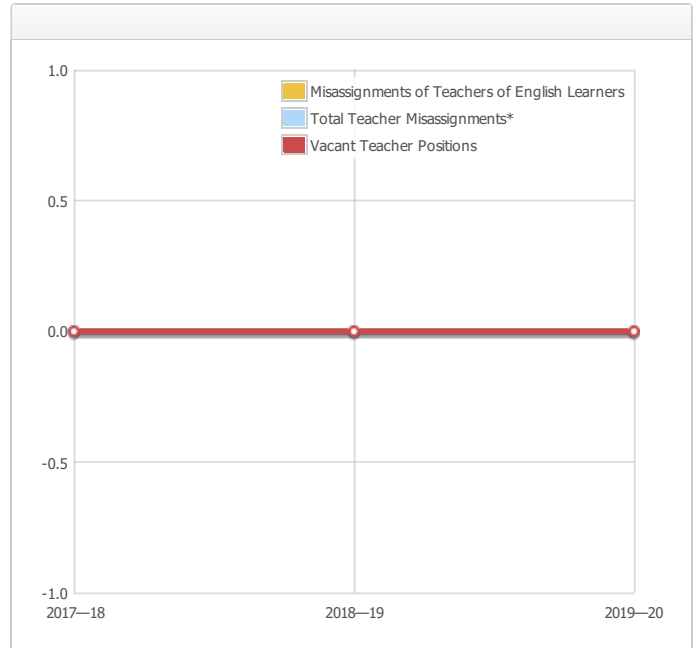
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	29	27	26	583
Without Full Credential	3	3	2	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	14



Last updated: 1/30/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
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: 1/30/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	GR K-2: California Treasures, MacMillan/McGraw-Hill, Adopted: 2011 GR 3-5: Benchmark Workshop, Benchmark Education, Adopted: 2019 GR 6: SpringBoard, CollegeBoard, Adopted: 2012	Yes	0.00 %
Mathematics	GR K: Math in Focus, Houghton Mifflin GR 1-6: Go Math! CA, Houghton Mifflin	Yes	0.00 %
Science	GR K-6: California Science, MacMillan/McGraw-Hill	Yes	0.00 %
History-Social Science	GR K-5: History-Social Science CA, Houghton Mifflin GR 6: Ancient Civilizations, Glencoe	Yes	0.00 %
Foreign Language	N/A		0.00 %
Health	N/A		0.00 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/30/2020

School Facility Conditions and Planned Improvements

- Fairmont Elementary is a clean and safe site. Staff continues to maintain this school in a like new condition.
- Fairmont receives ongoing preventive maintenance activities including annual FIT inspections and subsequent repairs generated from this activity. The scheduled preventive maintenance services are in all divisions of maintenance including electrical, grounds, mechanical and structural.

Last updated: 1/30/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%
Interior: Interior Surfaces	Fair	89.39% Broken, stained and/or loose ceiling tiles to be replaced. Chipped counters to be repaired. Broken or missing floor linoleum to be replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	87.15% Items stored too high have been removed.
Electrical: Electrical	Good	96.97% Outlet covers replaced
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	93.83% Drinking fountains flow to be increased
Safety: Fire Safety, Hazardous Materials	Good	100%
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	100%

Overall Facility Rate

Year and month of the most recent FIT report: July 2019

Overall Rating	Good
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Last updated: 1/30/2020

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, which 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); and
- 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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	42.0%	37.0%	52.0%	53.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	33.0%	29.0%	39.0%	38.0%	38.0%	39.0%

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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/30/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	293	97.67%	2.33%	36.52%
Male	163	159	97.55%	2.45%	30.82%
Female	137	134	97.81%	2.19%	43.28%
Black or African American	19	18	94.74%	5.26%	22.22%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	12	12	100.00%	0.00%	50.00%
Hispanic or Latino	169	167	98.82%	1.18%	34.73%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	62	59	95.16%	4.84%	38.98%
Two or More Races	26	25	96.15%	3.85%	36.00%
Socioeconomically Disadvantaged	220	215	97.73%	2.27%	36.28%
English Learners	88	85	96.59%	3.41%	30.59%
Students with Disabilities	39	35	89.74%	10.26%	8.57%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/30/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	300	293	97.67%	2.33%	29.01%
Male	163	159	97.55%	2.45%	27.04%
Female	137	134	97.81%	2.19%	31.34%
Black or African American	19	18	94.74%	5.26%	33.33%
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	12	12	100.00%	0.00%	25.00%
Hispanic or Latino	169	167	98.82%	1.18%	28.14%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	62	59	95.16%	4.84%	23.73%
Two or More Races	26	25	96.15%	3.85%	36.00%
Socioeconomically Disadvantaged	220	215	97.73%	2.27%	27.91%
English Learners	88	85	96.59%	3.41%	25.88%
Students with Disabilities	39	35	89.74%	10.26%	2.86%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless	--	--	--	--	

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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.

Last updated: 1/30/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/30/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	26.20%	20.00%	12.30%

Note: 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.

Last updated: 1/30/2020

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019—20)

There are many opportunities for parents to be involved at Fairmont Charter Elementary School and parent participation is always welcomed.

Monthly “Coffee & Conversation” meetings provide parents, guardians and family members with information about upcoming events and activities at school and information about how they can support their child. In addition, the Fairmont Parent Teacher Club provides parents and families with opportunities to support our school. Parent education workshops are also provided. In addition, the School Site Council and English Learner Advisory Committee at Fairmont provides opportunities to gather input and feedback from parents. All families at Fairmont are asked to share feedback via School Climate, Needs Assessment and Local Control Accountability Plan Surveys throughout the year.

Families are also encouraged to attend a number of school-wide events and activities, including our annual: Harvest Festival, Family Math Night, Family Book Night, Science and Art Fair and Open House, and Breakfast with Books. Family Movie Nights also bring the Fairmont community together.

Parents and families are also invited to attend Back to School Night, Report Card Conferences, and to volunteer at school.

Parent and family involvement at Fairmont makes our school a better place and helps all of our students learn and grow. Together we are better!

State Priority: Pupil Engagement

Last updated: 1/30/2020

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

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

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	2.70%	1.80%	2.60%	4.60%	3.50%	3.50%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Last updated: 1/30/2020

School Safety Plan (School Year 2019—20)

At Fairmont, we believe all students and staff have the right to be treated with respect and to learn in an environment that is safe and secure.

Our School Safety Plan is reviewed and revised each year by the School Site Council and then presented to staff and the Board of Trustees of the Vacaville Unified School District for consideration and approval. The Safety Plan for the 2019-2020 school year was reviewed and approved by the Fairmont Charter Elementary School Site Council on December 9, 2019.

This plan addresses all required components, including a description of the programs in place at Fairmont to support the physical and emotional safety of students and staff, including: the employment of Student Monitors, the use of security cameras, and the implementation of a school-wide system of Positive Behavior Interventions and Support (PBIS).

In addition, staff members utilize Standard Response Protocols and practice monthly emergency drills.

Last updated: 1/30/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	2	4	
1	19.00	4		
2	23.00		3	
3	25.00		3	
4	19.00	3		
5	24.00		3	
6	22.00		3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.00	3	3	
1	21.00	1	3	
2	25.00		3	
3	23.00		3	
4	24.00		3	
5	21.00		3	
6	25.00		3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00	2	3	
1	23.00		3	
2	26.00		3	
3	27.00		3	
4	23.00		3	
5	32.00		2	
6	22.00	1	3	
Other**	13.00	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	566.00

*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.

**Average Number of Pupils per Counselor

Last updated: 1/30/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.48
Psychologist	1.00
Social Worker	
Nurse	0.30
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	
Other	1.00

*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: 1/30/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8500.43	\$228.35	\$8272.07	\$64315.62
District	N/A	N/A	\$6826.73	\$68575.09
Percent Difference – School Site and District	N/A	N/A	17.47%	-6.62%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	10.20%	-27.54%

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

Last updated: 1/30/2020

Types of Services Funded (Fiscal Year 2018—19)

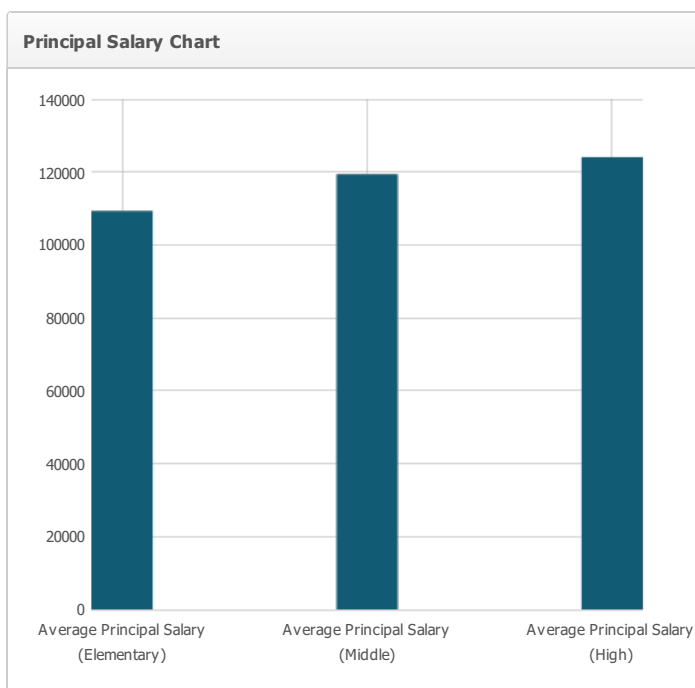
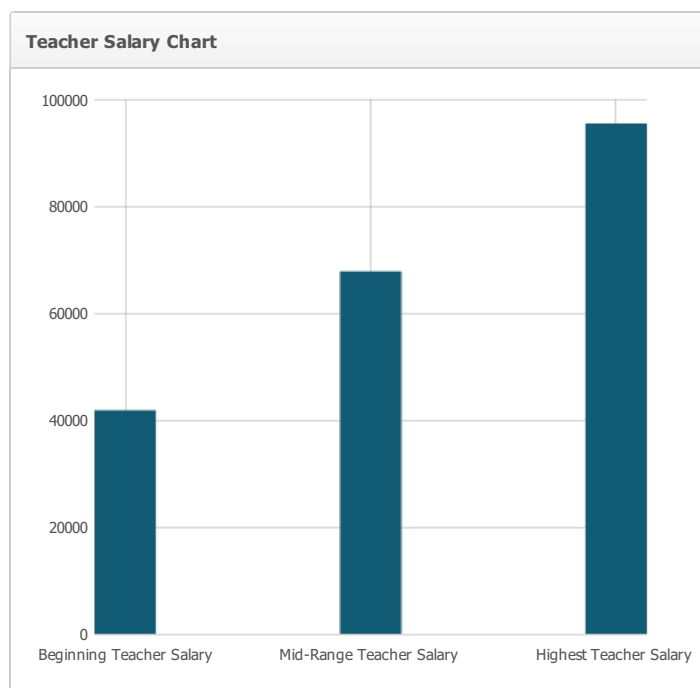
Object	Unrestricted	Restricted
1000 Certificated Salaries	2,106,282.32	80,629.09
2000 Classified Salaries	447,941.80	681.12
3000 Benefits	880,560.89	27,158.85
4000 Materials & Supplies	66,279.89	19,056.43
5000 Operating Expenses & Services	1,106,796.34	4,024.23

Last updated: 1/30/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,815	\$51,374
Mid-Range Teacher Salary	\$67,786	\$80,151
Highest Teacher Salary	\$95,445	\$100,143
Average Principal Salary (Elementary)	\$109,308	\$126,896
Average Principal Salary (Middle)	\$119,393	\$133,668
Average Principal Salary (High)	\$124,097	\$143,746
Superintendent Salary	\$197,672	\$245,810
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/30/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5