

# Fairmount Elementary School

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Ms Linda Luevano, Principal

S.F.U.S.D.

## 2000-2001 School Accountability Report Card

Fall 2000

### School Description

Fairmount School draws students from the communities of Noe Valley, Bernal Heights, Mission District, and Bayview/Hunter's Point. We are proud of our student diversity and positive learning environment. Fairmount offers a two-way Spanish-English bilingual immersion program (K-5) and an English Language Development program (K-5). All classrooms focus on language fluency and an appreciation of other cultures. Two Special Day classes and an inclusion program offer services and access for students with special needs. The school features integrated technology, a computer lab, a parent-family resource room and a working library. Fairmount staff collaborate with the U.C. Berkeley School of Education, Partners in School Innovation, the Leadership Venture, and AmericaReads for building teacher capacity and providing additional student services. All Fairmount faculty are TRIBES-trained to promote community-building. Classrooms weave literature and the arts into high interest thematic units of study. Dance, visual arts, and a music program are offered to all students. Fairmount families' parent education programs are based on their requests. The school has an active and strong PTA with many volunteers and evening or weekend events for families. Two after school programs provide day care in the afternoons: High Gear & Fairmount After-School (FAS). A preschool program serves 18 students. An outstanding staff and increased family involvement have brought about the excellent academic/social environment. As a community of teachers & learners, we hold high expectations for all students.

### School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:

- A RAISE THE ACADEMIC ACHIEVEMENT OF ALL STUDENTS IN LITERACY/LANGUAGE ARTS, ESPECIALLY UNDERPERFORMING STUDENTS.
- B RAISE THE ACADEMIC ACHIEVEMENT OF ALL STUDENTS IN MATHEMATICS, ESPECIALLY UNDERPERFORMING STUDENTS.
- C FORTIFY SCHOOL-COMMUNITY PARTNERSHIPS.

### District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

### Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

- \* All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- \* All individuals are entitled to be treated with respect and dignity.
- \* Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- \* All individuals want to learn and to be recognized for their achievements.
- \* All individuals can learn.
- \* Parents want their children to attain their fullest potential as learners and to succeed academically.
- \* Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- \* All individuals learn in many different ways and at varying rates.
- \* Each individual learns best in a particular way.
- \* All individuals are both potential learners and potential teachers.
- \* Learning has both cognitive and affective dimensions.

Grade Span:	K-5	Student Enrollment:	343	LEP/NEP (ELL) <sup>1</sup> :	35.3%
Building (sq.ft.):	60,000	Average Daily Attendance:	91.90%	EDY <sup>2</sup> :	55.4%
Year of Construction:	1977	Optional Enrollment Requests:	54.5%	% of Points Met <sup>3</sup> :	49%
Children Center/Childcare:	No	Title I/State Pre-K Program:	Yes	Student Uniforms:	Yes

<sup>1</sup> LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

<sup>2</sup> EDY: Educationally Disadvantaged Youth

<sup>3</sup> % Met: Refers to the objectives to achieve SFUSD goals

## Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Fairmount is a targeted consent decree school, a Title VII grant school, a Title I School-wide Program, a Miller Unruh funded school, and a Hughes Family Involvement school. These additional grant sources enable extra support for our underperforming students. Support includes a bilingual Reading Recovery, two elementary advisors, and field study funds. An "America Reads" program provides reading tutorial services for targeted third grade students. A number of parents and community members volunteer regularly. TRIBES trained staff use cooperative, student-centered problem-solving strategies. Extra curricular activities include the Girls' Club or the Mission Science Center Club after school; "Fun With Books & Crafts" or Computer Lab at noon.

## Student Attendance and Dropout Rate

Dropout rate 1997-98 = 0% 1998-99 = 0% 1999-00 = .5%

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Fairmount ES, attendance for the year was 91.9%, excused absences were 6.4%, unexcused absences were 1.7%, and the dropout rate was .5%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Families of absent students are contacted daily by our office staff. Our elementary advisors make home visits for habitually absent students and provide counseling on site. Parents and guardians are asked to call the school when their child is absent. A school-community liaison works with families in need of services to support student attendance.

## Student Achievement

### \*SAT9\* (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

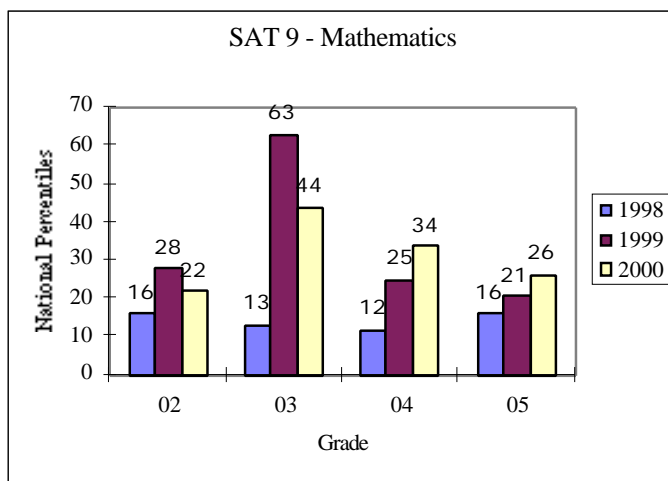
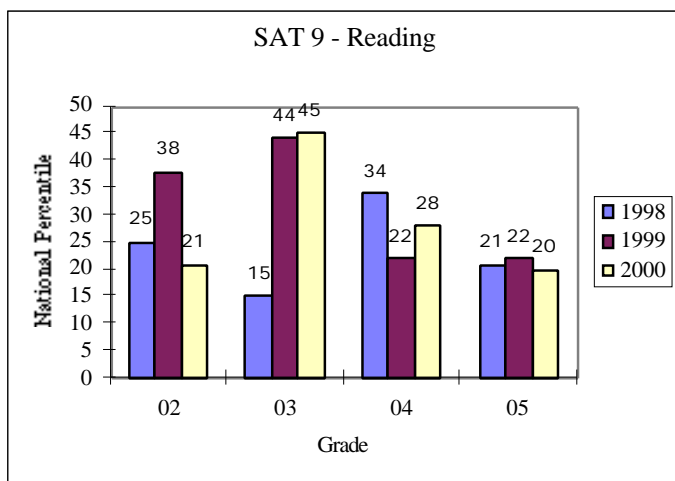
\*Unmatched performance data

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

## Academic Performance Index

Statewide	Similar Schools
2000 Rank	2
	1

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "[www.cde.ca.gov/psaa/api](http://www.cde.ca.gov/psaa/api)"



## Ethnic/Gender Diversity

### Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	343	13.4	2.0	2.6	7.6	0.0	0.3	54.2	8.2	10.2	53.9	46.1
Certificated	25	4.0	0.0	4.0	0.0	4.0	4.0	36.0	4.0	44.0	4.0	96.0
Classified	4	0.0	0.0	25.0	0.0	0.0	0.0	25.0	0.0	50.0	0.0	100.0
Paraprofessional	22	13.6	0.0	0.0	4.5	0.0	0.0	54.5	0.0	22.7	18.2	81.8

Fairmount Elementary has an economically/culturally diverse student body similar to the state population. About one-fifth of the students are African American, one-half Latino, one-tenth European-American (White). A significant number of students are Pilipino or Chinese-American. One of every 10 Fairmount students report being of mixed heritage. The school promotes cross-cultural friendships.

## Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student Behavior

*School Suspension rates:*      1997-98    1998-99    1999-2000  
    1.1%      3.6%      4.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Fairmount ES, 15 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Fairmount has implemented a school-wide, proactive student-centered problem-solving program known as TRIBES. Daily recognitions and team-building activities foster personal and schoolwide responsibility and respect.

(SFUSD Expulsion Rate: 97-98 .09% 98-99 .11% 99-00 .09%)

## Teacher Assignment

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

All but three teachers at Fairmount hold the proper credentials for the classes they teach. They are currently working on completing their credentials through the district internship program. Many staff hold advanced degrees and continue to take classes to improve their effectiveness.

## Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1998	1999	2000	
K	**	20.00	18.59	19.7	19.3	20.0	43,200
01	**	20.00	19.01	19.3	19.7	18.7	50,400
02	**	20.00	18.69	19.0	19.7	19.7	50,400
03	**	20.00	18.63	17.0	18.7	15.7	50,400
04	32.20	30.00	25.51	22.0	23.5	19.5	54,000
05	32.20	30.00	27.09	25.0	20.0	23.0	54,000

\* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.  
 \*\* Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

## Teacher/Staff Professional Development and Curriculum Improvement

*Number of Staff Development Days: 1998-99 = 8    1999-2000 = 3    2000-2001 = 3*

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three days for site-determined professional development.

Staff participate in off-site and on-site professional development. Through grant sources and partnerships, Fairmount has obtained teacher training for math (Urban Systemic Project), community-building (TRIBES), literacy (ARBOLEs), cognitive coaching (Leadership Venture), differentiated instruction (CLEAR at Cal. State Hayward), action research (Partners in School Innovation) and science (Mission Science Center). Community arts organizations continue to provide resources and training for teaching visual and performing arts, as well as multi-culturalism.

*In 2000, Fairmount ES was designated by the California State Department of Education as an II/USP School and was awarded a grant to improve instruction. Details of the IIUSP program can be found on the web at "www.cde.ca.gov/i/usp/".*

## Quality of School Instruction and Leadership

Fairmount meets district and state mandates of required curriculum. Teachers constantly work to improve test results. A coordinated K-5 program addresses the academic needs of all Fairmount students with a focus on integrated literacy and technology. English Language Learners receive instruction in English in both the two-way immersion and the ELD classrooms. Peer tutoring is utilized when extra support is needed. Shared responsibility over curriculum and instruction is the common practice at the school site. Active committees include the School Reform Planning Team, Literacy Team, Math/Science/Technology Team, School Site Council, PTA, Student Study Team, and the School Emergency Team.

## Substitute Teachers

During the 1999-2000 school year, the Fairmount ES teacher attendance rate was 91%. There are no long-term substitutes working at Fairmount.

## Average Salaries, Budget Percentages & Expenditure per Student

1998-99 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$38,000	\$31,172
Mid-Range Teacher's Salary	\$49,481	\$49,262
Highest Teacher's Salary	\$59,895	\$56,246
Principal's Average Salary	\$78,145	\$71,326 **
Superintendent's Salary	\$137,350	\$199,800
Expenditure per Student		\$4,179 **
% of Budget for Teacher's Salaries	43.71%	42.09%
% of Budget for Administrators	4.84%	5.09%
* Districts over 19,999 ADA		**Elementary Schools Only

## Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Teachers use a rich variety of supplemental materials in every subject area. All students have grade and language appropriate texts. Students have access to well-stocked classroom libraries. Computer-based resources are used to enrich curriculum in the classrooms, the lab, the homes of families. The library houses a rich collection of literature, reference materials, videos, filmstrips, tapes, study guides, big books, and other media resources. Arts funding from the city provides additional supplies and resources.

## School Facilities and Safety

### *Current Conditions*

Fairmount had a number of improvements funded and delivered by the PTA. Parent volunteers' efforts have resulted in a completely refurbished library, revamped upper yard gardens, a repainted cafeteria and the creation of a family resource room. Family donations have provided the school with emergency supplies for any natural disaster.

### *Planned Improvements*

Through the continued support of family & community volunteers, Fairmount plans on:

- upgrading hardware & software in computer lab and classrooms
- indoor painting of common areas

### *Needed Improvements*

Fairmount school still needs funding or donations to:

- replace all thirty-year-old carpets with flooring
- paint all interiors of buildings.
- landscape all grounds
- redesign the computer lab
- refurbish all student bathrooms

## Parent/Community Involvement

Families participate in the PTA, school site council and volunteer programs. Staff foster parents become directly involved with their children's school work at home. We feature a school-home reading contract and family interactive journals. We encourage parental and community volunteers. Family educational evening events will focus on how to make connections in literacy/math and reinforcing TRIBES agreements at home. A Community Liaison serves any family needing referrals for services. Parent volunteers support all classrooms. Fairmount staff regards parents as highly valued resources and is working hard to empower parents to take leadership at the school.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

**San Francisco Unified School District**

**555 Franklin Street**

**San Francisco, CA 94102**

**Attn: Fairmount Elementary School**