

School Accountability Report Card

School Year 2001-2002

SFUSD #537

CA ID #6040984

Fairmount Elementary School

65 Chenery Street, San Francisco, CA, 94131

Mrs. Riza Gutierrez, Principal

Phone: 415-695-5669

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Table of Contents

- Mission & Vision**
 - I. Demographic Information**
 - II. School Safety & Climate for Learning**
 - III. Academic Data**
 - IV. School Completion (secondary schools only)**
 - V. Class Size**
 - VI. Teacher & Staff Information**
 - VII. Curriculum & Instruction**
 - VIII. Post-Secondary Preparation (secondary schools only)**
 - IX. Fiscal & Expenditure Data**
-

Click on section titles above to go directly to a section
or scroll through entire document.

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Phone: 415-695-5669

FAX: 415-695-5343

Enrollment: 343
Grades Served: K-5

email: sch537@muse.sfusd.edu

Web Site:
www.sfusd.edu/schwww/sch537

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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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.

Vision Statement

Our school will be a community where staff, families and students

- work together, collaboratively
- feel respected and valued for their contributions
- believe everyone is both a teacher and a learner
- maintain high expectations for ALL learners
- encourage lifelong learning
- experience meaningful curriculum that reflects/respects students' lives
- value student work as a tool to drive instruction

Opportunities for Parental Involvement

Contact Person Name: Flor Quintero

Contact Person Phone Number: (415) 695-5669

Organized opportunities for parental involvement:

Fairmount has a great parent volunteer program. There are before, during and after school volunteer opportunities. A bilingual (Spanish/English) handbook helps the volunteers choose which of the jobs better fits their needs. Fairmount is very lucky to have a very large and active PTA and volunteer force.

I. Demographic Information

Student Enrollment The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	46	13.4
American Indian or Alaska Native	7	2.0
Asian-American	32	9.3
Filipino-American	26	7.6
Hispanic or Latino	186	54.2
Pacific Islander	6	1.7
White (Not Hispanic)	35	10.2
Other	5	1.5

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 06/01/2001

Date Last Reviewed with Staff: 10/1/2001

Key elements of School Safety Plan:

1. To provide a safe and secure school for our students.
2. School wide Tribes training for staff, students and parents.
3. Student and parent support and education.
4. Nourish a diverse community where every culture is respected and feels welcome.
5. Implement a tobacco, drug and violence education program.

School Programs and Practices that Promote a Positive Learning Environment

1. Community Leaders of the week.
2. Ambassador of the Month.
3. Fairmount Tribes recognition.
4. Classrooms with print rich environment, and differentiated instruction.
5. Partnership with UC Berkeley with an extensive portfolio system.

Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)	13	15	1	1,712	1,935	1,791
Suspensions (rate)	3.6%	4.2%	0.3%	2.8%	3.2%	3.0%
Expulsions (number)				66	57	90
Expulsions (rate)				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Fairmount ES, 1 student was 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.

School Facilities

Safety, cleanliness and adequacy of school facilities.

Fairmount has been working very hard to provide a safe environment for their students. The school is kept very clean and the students take great pride in the school community.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

Fairmount is very lucky to have sufficient space for all students and staff. With three playground areas the students have great recess and physical education areas. One of the school's goals is to provide more equipment for the students during recess.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

The school has been trying to replace all old carpets with flooring. The school facilities are all in good working condition.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

Fairmount School provides an excellent location and facility for learning. The school has a computer lab with over thirty computers and a computer teacher. Every classroom is connected to the internet.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

The custodial staff do an excellent job keeping Fairmount clean. We try to clean up graffiti the same day it has occurred.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

All equipment is kept clean and in good repair. The district has an on-line request line to the Buildings and Grounds Department. In addition, the staff and parents continually check, repair or replace broken or unsafe facilities.

Success of these efforts.

Both the district and our wonderful volunteer force have been very helpful in repairing facilities.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			16			37			32
3			17			31			30
4			18			34			33
5			2			28			28
6						28			31
7						33			32
8						30			32

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	12	19	15	18	14	21	
3	16	17	10	19	5	27	
4	12	24	18	19	6	39	
5		6		4		7	
6							
7							
8							

ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	22	11	32	55	58	54	44	49	51
3	41	41	32	42	45	46	41	44	46
4	8	17	28	43	50	51	41	45	47
5	9	12	18	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	24	17	30	60	64	60	49	57	58
3	66	43	33	55	61	61	48	56	59
4	21	36	28	51	56	58	44	51	54
5	7	25	33	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

Subgroups (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	31	33	31	35	23	50	
3	26	39	35	25	24	40	
4	22	33	31	27	14	53	
5	5	33	13	20	15	21	
6							
7							
8							

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	29	30	20	36	12	59	
3	35	32	25	38	19	47	
4	22	33	38	23	17	47	
5	18	50	40	28	27	43	
6							
7							
8							

California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	29.5	21.1	36.0	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Percentage Tested	80	84		Percentage Tested	84	96	
Base API Score	504	503		Growth API Score	503	525	
Growth Target	15	15		Actual Growth	-1	22	
Statewide Rank	3	2		Eligible for Awards	No	No	
Similar Schools Rank	3	1		Eligible for II/USP	Yes		

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
African American				African American			
Base API Score	428			Growth API Score	462	410	
Growth Target	12	12		Actual Growth	34	-52	
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	534	489		Growth API Score	489	519	
Growth Target	12	12		Actual Growth	-45	30	
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Base API Score	474	477		Growth API Score	477	470	
Growth Target	12	12		Actual Growth	3	-7	

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.5	2			19.3	3			20.0	2		
1	19.0	2			17.0	4			19.0	3		
2	19.5	2			19.7	3			19.5	2		
3	17.5	2			18.7	3			15.7	3		
4	27.0		1		23.5		2		19.7	2	1	
5	21.0		1		20.0	1	2		23.0		1	
6												
K-3	19.0	2										
3-4					9.0	1						
4-8	17.0	1										
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	99.3	99.3	99.3

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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

All but two 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. All staff participate in on- and off-site professional development.

	1999	2000	2001
Total Number of Teachers	21	23	24
Full Credential (fully credentialed and teaching in subject area)	15	19	21
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	3	3
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	1	0

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Fairmount ES teacher attendance rate was 96%. There are no long-term substitutes working at Fairmount.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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 pilot site for the Superintendent's increased site-based decision making. These additional grant sources enable extra services for students. Support includes a bilingual Reading Recovery, several subject area experts, two elementary advisors, and field-trip 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.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors
for grades 6-8 only.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

All teachers have many professional development opportunities. The district provides professional development for all teachers. In addition, the school site provides Tribes training, math PD three times a year, ongoing portfolio classes and differentiated instruction training.

School and district efforts to align the instructional program with the state frameworks and content standards.

The teachers meet in grade level and cross grade level meetings once a month. Teachers work together to create a cohesiveness between the classes. Each grade level team works to ensure that all teachers are teaching standards based units, and using authentic assessment to guide their instruction.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

In addition to the SSC, there is a Fairmount School Design Team who meets once a month and monitors all the school activities. It is made up of one teacher from each grade level, a special education teacher and the principal.

How the school staff monitors the progress of underperforming students/student groups.

The staff go over the data in both the spring and the fall to monitor student success. The school has an in-depth portfolio system with authentic assessments to help drive their instruction. The staff meets once a month to monitor the underperforming students.

Supports and interventions that are available to assist special needs students.

Fairmount offers two special day classes, a large inclusion program, and a RSP teacher and paraprofessional. In addition Fairmount has a Reading Recovery teacher, and a Literacy Coach for the upper grades.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

Student success is monitored through both state assessments and authentic assessment. An in-depth portfolio system helps keep track of the progress of the students.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

Fairmount has been working very hard to insure that every student has equal access to the core curriculum. At Fairmount we use differentiated instruction to ensure that all needs are met.

Summary of overall achievement by subgroups.

Our students have been improving in steadily in their SAT - 9 scores. The authentic assessment shows great growth by all members of our student community.

Professional Development

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 multiculturalism.

Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

Every teacher has class sets of up to date textbooks in good condition.

School educational technology program.

Every classroom has the opportunity to visit the school computer lab once a week. The computer teacher works closely with the regular teacher on curriculum that enhances the classroom work.

Additional technology resources.

The computer teacher does staff development to help the teachers incorporate technology in the classroom.

1. Number of Computers Used for Instructionally Related Purposes	90
2. Number of Computers with CD-ROM (must be less than or equal to 1)	45
3. Number of Classrooms with Internet Access	20
4. Number of Classrooms with Wide Area Network (WAN) Access	

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

All textbooks meet state standards and have been adopted by the State Board of Education.

Report the ratio of textbooks to pupils.

1:1

Instructional Minutes (School Year 2000-2001)

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	45,300
1	50,400	51,750
2	50,400	51,750
3	50,400	51,750
4	54,000	55,200
5	54,000	55,200
6	54,000	
7	54,000	
8	54,000	

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Some schools “bank” additional instructional time to be used for professional development:

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

Fairmount School helps students become independent thinkers, build their self confidence, and learn to become life long learners. Our two-way immersion program helps students to become bilingual and biliterate which will help them in today's work force.

How the school measures the success of its efforts to prepare students for the work force.

By using the portfolio system teachers can see the students' progress towards this goal.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

Fairmount has an incredible program for students with special needs. Both our special day classes and our full inclusion program help prepare the students for their future.

VIII. Post Secondary Preparation (Secondary Schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

Types of Services Funded

After School Learning

America Reads

Exxon Math Specialist Program

IASA Title VI

Intern Program

NSF--Urban Systemic Program (Priority 6)

Reading is Fundamental

Reading Recovery

Title VII Comprehensive School Reform Grant

Partners in School Innovation: An Americorps Program

Leadership Ventures: A Cognitive Coaching Pilot

UCB: Authentic Literacy Assessment System: Development & Data

Mission Science Center: science curricular partnership

Elementary Arts Grant: multicultural dance instruction