

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

SFUSD # 537

CA ID # 6040984

Fairmount Elementary School
65 Chenery Street, San Francisco, CA, 94131

Phone: 415-695-5669

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65 Chenery Street, San Francisco, CA, 94131

Mr. Karling Aguilera-Fort, Principal

Phone: 415-695-5669

FAX: 415-695-5343

Enrollment: 327
Grades Served: K-5
email:
sch537@muse.sfusd.edu

School web site can be accessed through the SFUSD home page.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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Notes regarding the source and currency of data: Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2003. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

Principal's Introduction

Diversity is the key to this elementary school site situated in the Glen Park Area. Students travel from across the Bay to attend Fairmount ES. Not only do families from the neighborhood attend, but parents who work in the city enroll their children in Fairmount. The faculty is trained and remains current in the best teaching practices for students. We are resourceful and dedicated to the youngsters who attend our school. Students are prepared for middle school when they exit Fairmount.

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.

All Fairmount faculty are TRIBES-trained to promote community-building. Conflict management was added this year to be used with 3-5th graders. Classrooms weave literature and the arts into high interest thematic units of study. Dance, visual arts, and a music program are offered to our 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 academic support and enrichment in the afternoons: Amigos/Friends & 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 is 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: Violetta Garcia

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 Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	63	9	0
1	58	10	0
2	58	11	0
3	58	12	0
4	50	Ungraded Secondary	0
5	40		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	327

Student Enrollment by Ethnic Group Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students
African-American	38	11.6
American Indian or Alaska Native	3	0.9
Asian-American	23	7.0
Filipino-American	14	4.3
Hispanic or Latino	186	56.9
Pacific Islander	4	1.2
White (Not Hispanic)	44	13.5
Other	15	4.6
Total	327	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 11/3/2003

Date Last Reviewed with Staff: 11/17/2003

Key elements of School Safety Plan:

1. To provide a safe and secure school for our students.
2. Schoolwide 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.
6. Continuous training of student advisors, noon monitors, and other school personnel.

School Programs and Practices that Promote a Positive Learning Environment

1. Community Leaders of the week.
2. Random Acts of Kindness
3. Fairmount Tribes recognition.
4. Classrooms with print rich environment, and differentiated instruction.
5. "Golden Trash Can Award."

Suspensions and Expulsions

	School			District		
	2000/01	2001/02	2002/03	2001	2002	2003
Suspensions (number)	1	3	1	1,791	1,722	2,428
Suspensions (rate)	0.29%	0.88%	0.31%	2.99%	2.94%	4.17%
Expulsions (number)				90	60	47
Expulsions (rate)				.15%	.10%	.08%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions:

Fairmount has implemented a schoolwide, proactive student-centered problem-solving program known as TRIBES. Daily recognitions and team-building activities foster personal and schoolwide responsibility and respect. This year's staff has decided besides TRIBES to explore other avenues of positive disciplining which are proactive in establishing a safe environment for children. Teachers have received staff training regarding how to handle behavior problems and have formed a climate committee. Conflict management has been introduced and will be used with 3rd-5th graders.

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. Parent volunteers are also instrumental in upholding the appearance of the school through monthly activities such as Roly-Poly, Beautification Day, and monthly clean-ups.

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 facilities are all in good working condition. Recently, the District worked on areas throughout the school including the repair of floors and beginning the process of removing old carpeting.

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. 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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English/ Language Arts	13	16	21	32	35	38	30	32	35
Mathematics		17	27		34	39		31	35
Science					32	28		30	27
History/ Social Science					32	32		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English/ Language Arts	17				13		50
Mathematics	17				20		57
Science							
History/ Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English/ Language Arts	16	28	7	13	34	7	23	
Mathematics	25	29	11	16	43	14	28	
Science								
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) are reported as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	27	30	27	46	48	45	44	45	43
Mathematics	31	43	35	60	63	57	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	18				17		62
Mathematics	22				26		72

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students with Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	21	33	13	17	41	7	28	
Mathematics	35	34	18	24	51	13	37	

California Fitness Test

The percent 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. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	9.7	15.4	5.6	27.2	31.5	23.0	23.8	25.2	22.3
7				36.4	40.7	32.4	27.8	29.6	26.0
9				34.4	35.8	33.2	24.8	23.3	26.2

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. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met 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 test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

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: Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

"A" means the school scored at or above the statewide performance target of 800.

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

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Percentage Tested	84	96	98	Percentage Tested	96	98	99
Base API Score	503	532	567	Growth API Score	525	550	624
Growth Target	15	13	12	Actual Growth	22	18	57
Statewide Rank	2	2	2				
Similar Schools Rank	1	1	1				

API Subgroups - Racial/Ethnic Groups Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
African American				African American			
Base API Score	462	437		Growth API Score	410		
Growth Target	12	10		Actual Growth	-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	489	524	540	Growth API Score	519	515	588
Growth Target	12	10	10	Actual Growth	30	-9	48
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		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score	477	477	519	Growth API Score	470	504	588
Growth Target	12	10	10	Actual Growth	-7	27	69

Awards and Interventions Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

School Programs

Federal Programs			California Programs				
	2001	2002	2003		2001	2002	2003
Recognition for Achievement (Title I)	No	No	No	Eligible for Governor's performance award	No	No	Yes
Identified for Program Improvement (Title 1)	No	No	No	Eligible for II/USP	No	***	***
Exited Title 1 Program Improvement	No	No	No	Applied for II/USP Funding	No	***	***
Years Identified for Program Improvement:	4	5	6	Received II/USP Funding	No	***	***

***The II/USP Program was not funded for the years 2002 or 2003.

District: Federal Programs

	2001	2002	2003
Number of Schools Identified for Program Improvement	11	0	14
Percent of Schools Identified for Program Improvement	9.5	0.0	12.3

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001				2002				2003			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.00	2			20.00	3			20.00	2		
1	19.00	3			19.67	3			19.33	3		
2	19.50	2			14.00	3			20.00	2		
3	15.67	3			17.33	3			15.00	4		
4	19.67	2	1		20.00	1	1		16.25	4		
5	23.00		1		28.50		2		13.50	2		
6												
K-3												
3-4					9.00	1						
4-8												
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	2001				2002				2003			
	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		
	2001	2002	2003
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

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Number of Teachers	24	22	25
Full Credential (fully credentialed and teaching in subject area)	21	22	24
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	3	2	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential, and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

All teachers at Fairmount hold the proper credentials for the classes they teach. Many staff hold advanced degrees and continue to take classes to improve their effectiveness. All staff participate in on- and off-site professional development. Our teachers serve as mentors to student teachers from local universities as well.

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 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:

There is one permanent substitute working at Fairmount. He assists in the classrooms providing more individualized attention to students as well as assisting as the on-site test coordinator for which he has been trained. Occasionally, he does substitute for teachers who are absent. He has been an asset to the instructional program for the last two years.

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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students. : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1 1501-1751 : 3.5
	650-901 : 1.5		501-751 : 1.5 1751-2001 : 4
	over 901 : 2		751-1001 : 2 2001-2251 : 4.5
			1001-1251 : 2.5 over 2251 : 5
			1251-1501 : 3

Fairmount is a targeted consent decree school, a Title VII grant school, a Title I Schoolwide Program, 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, an elementary advisor, a science fair grant for professional development and an instructional reform facilitator provides support to all teachers. 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.

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

(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, CELL and EXLL, Adria Klein literacy instruction(Balanced Literacy),differentiated instruction training and inquiry-based science professional development.

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. Grade 4/5 teachers are provided planning time with release teachers paid by the District. Teachers use this time to plan thematic units in science, reading and math.

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 Leadership Team who meet twice a month and monitors all the school activities. It is made up of one teacher from each grade level, a special education teacher, IRF, Title VII coordinator 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 authentic assessments to help drive their instruction. The staff meets once a month to monitor the status of all students. There is a continuous dialogue about student achievement through the numerous meetings.

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

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.

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. Running records of student reading are used to document student progress in literacy. Teacher observations of students are also valued here at Fairmount ES.

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 offers two special day classes, a large inclusion program, and a RSP teacher and paraprofessionals. In addition Fairmount has a Reading Recovery teacher.

Summary of overall achievement by subgroups.

Our students have been improving steadily in their CAT-6 and CST scores. The authentic assessment shows great growth by all members of our student community. Focus will continue to be given that all subgroups are successful in reaching higher standards.

School educational technology program.

Every classroom has the opportunity to visit the school computer lab.

Additional technology resources.

We have a technology committee who work towards integrating technology into every classroom..

1. Number of Computers Used for Instructionally Related Purposes	90
2. Number of Computers listed above 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 1 through 8	State Requirement	Instructional Minutes Offered by Fairmount ES	
K	36,000	46,080	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,820	
2	50,400	53,340	
3	50,400	50,820	
4	54,000	54,360	
5	54,000	54,360	
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

Any additional minimum days at this school and reasons:

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

Banked minutes at this school:

Banked minutes are used to increase parent conference time in the Spring and the last day of school in June.

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.

Through authentic assessment and standardized tests we are able to see our student growth and development.

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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$35,980
Mid-Range Teacher Salary	\$57,384	\$57,139
Highest Teacher Salary	\$70,407	\$73,953
Average Principal Salary (Elementary)	\$78,053	\$100,810
Average Principal Salary (Middle)	\$84,418	
Average Principal Salary (Secondary)	\$86,104	
Superintendent Salary	\$212,760	\$171,096
Percentage of Budget for Teachers' Salaries	35.94 %	43.28 %
Percentage of Budget for Administrative Payrolls	4.83 %	5.20 %

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$407,572,743	\$7,313	\$6,770	\$6,719

Types of Services Funded

Bay Area Writing Project (BAWP)
Conflict Resolution Program
Reading Recovery
School Site Comprehensive Title VII Grants
TRIBES
Mission Science Center
Opera a la Carte
Ballet Folklorico
YMCA -After School Sports Program
Poetry Inside & Out
AIMS Concerts