

School Accountability Report Card

School Year 2005-06

(Published during 2006-07)

Fairmount Elementary School

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

Section I - About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Fairmount is a community oriented school with emphasis in languages and arts. Our mission is to provide students with high academic standars in an environment that validates their culture and their portential.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents and guardians are key partners of the school. the Parent Teacher Association, the School Site Council and English language Advisory Committee are very involved in the life of the school. These three different bodies work in collaboration in order to define the priorities of the school from the parent prespective. They organize parent workshops, as well as community summits and literacy nights. We offer English as a second language for parents who are learning English as a second languae. There are several possibilities for parents to get involve. Fairmount is a welcoming and supportive community.

Student Enrollment By Grade Level

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Enrollment |
|----------------------|------------|
| K | 63 |
| 1 | 63 |
| 2 | 60 |
| 3 | 58 |
| 4 | 60 |
| 5 | 57 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| Ungraded Elem | 0 |

| Grade Level | Enrollment |
|-------------------------|------------|
| 9 | 0 |
| 10 | 0 |
| 11 | 0 |
| 12 | 0 |
| Ungraded Sec | 0 |
| Total Enrollment | 361 |

Student Enrollment By Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| African American | 10.8 |
| American Indian or Alaska Native | 0.3 |
| Asian | 7.5 |
| Filipino | 3.9 |
| Hispanic or Latino | 59.3 |
| Pacific Islander | 1.1 |
| White (Not Hispanic) | 10.0 |
| Multiple or No Response | 7.2 |
| Socioeconomically Disadvantaged | 63.1 |
| English Learners | 47.0 |
| Students with Disabilities | 17.0 |

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | Avg Class Size | 2003-04 | | | Avg Class Size | 2004-05 | | | Avg Class Size | 2005-06 | | |
|--------------|----------------|----------------------|-------|-----|----------------|----------------------|-------|-----|----------------|----------------------|-------|-----|
| | | Number of Classrooms | | | | Number of Classrooms | | | | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.0 | 3 | | | 20.0 | 1 | 2 | | 20.0 | 3 | | |
| 1 | 19.3 | 3 | | | 19.0 | 3 | | | 19.3 | 3 | | |
| 2 | 20.0 | 2 | | | 20.5 | 1 | 1 | | 19.7 | 3 | | |
| 3 | 18.7 | 3 | | | 20.0 | 3 | | | 17.3 | 3 | | |
| 4 | 16.5 | 4 | | | 21.3 | 1 | 2 | | 23.0 | | 3 | |
| 5 | 18.0 | 2 | | | 20.5 | 1 | 1 | | 22.5 | 1 | 1 | |
| 6 | | | | | | | | | | | | |
| K-3 | | | | | | | | | | | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |

Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 that participated in the Class Size Reduction Program. Shown is the overall district average for all schools with K-3 enrollment.

| Grade Level | Percent of Students Participating | | |
|-------------|-----------------------------------|------|------|
| | 2003 | 2004 | 2005 |
| K-3 | 99.3 | 99.3 | 99.3 |

Section II - School Climate

School Safety Plan

This section provides information about the school's comprehensive safety plan.

Our Safety plan includes concrete elements of compliance with ADA regulations. There is a system for teachers and staff to communicate in case of emergency. Evacuation routes are clearly defined and used during practice drills. Students are encouraged to speak up when feeling unsafe. There are structures in place to support students to deal with their peers in a positive and peaceful manner.

School Discipline Practices

This section provides information about the school's efforts to create and maintain a positive learning environment, including the school's use of disciplinary strategies.

The Student and Parent/Guardian Handbook for the San Francisco Unified School District 2006-2007 is the book followed to enforce district wide rules which will allow all of our students to be safe and free of distractions in their schools. One of the Pupil Services highest priorities this year is to enforce truancy laws. We encourage all students to practice respect for themselves and others to avoid any disciplinary issues.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|--------------------|---------|---------|---------|----------|---------|---------|
| | 2003/04 | 2004/05 | 2005/06 | 2003/04 | 2004/05 | 2005/06 |
| Suspensions | 0% | 0% | 0.28% | 4.58% | 4.74% | 5.75% |
| Expulsions | 0% | 0% | 0% | .07% | .03% | .08% |

Section III - School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Fairmount is a school with very open campus with three yards for recreation and physical education activities. The building is in good condition. However, there is the need for certain repairs in restrooms and some classrooms. We are in compliance with ADA regulations. The school community organizes work days with the objective of cleaning and making basic repairs. Currently we are seeking for grants so we can paint the building. The last two years parents replaced the 20 year old carpets for new tiles. This was a concerted effort between parents, teachers and the principal of the school.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| Item Inspected | Facility in Good Repair | | Repair Needed and Action Taken or Planned |
|--|-------------------------|----|---|
| | Yes | No | |
| Gas Leaks | X | | |
| Mechanical Systems | X | | |
| Windows/Doors/Gates (interior & exterior) | X | | |
| Interior Surfaces (walls, floors & ceilings) | X | | |
| Hazardous Materials (interior & exterior) | X | | |
| Structural Damage | X | | |
| Fire Safety | X | | |
| Electrical (interior & exterior) | X | | |
| Pest/Vermin Infestation | X | | |
| Drinking Fountains | X | | |
| Restrooms | X | | |
| Sewer | X | | |
| Playground/School Grounds | X | | |
| Other | X | | |

Section IV - Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

| Teachers | School | | | District |
|--|---------|---------|---------|----------|
| | 2003-04 | 2004-05 | 2005-06 | 2005-06 |
| With Full Credential | 22 | 23 | 24 | 3117 |
| Without Full Credential | 1 | 2 | 0 | 111 |
| Teaching Outside Subject Area of Competence | 2 | 0 | 1 | — |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2004-05 | 2005-06 | 2006-07 |
|---|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 1 | 0 |
| Vacant Teacher Positions | 1 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

| Location of Classes | Percent of Classes in Core Academic Subjects | |
|---|--|---------------------------------------|
| | Taught by NCLB Compliant Teachers | Taught by non-NCLB Compliant Teachers |
| This School | 94.7 | 5.3 |
| All Schools in District | 72.0 | 28.0 |
| High-Poverty Schools in District | 53.0 | 47.0 |
| Low-Poverty Schools in District | 65.0 | 35.0 |

Substitute Teacher Availability

This section provides information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the school's instructional program.

SFUSD realizes the importance of having a high quality teacher in the classroom everyday. To accomplish this goal while accommodating teacher absences and professional development days, we provide permanent substitutes to STAR schools and recently implemented a new substitute system to better facilitate the placement of substitutes at all schools. The new substitute system features web and phone access - saving users' time and providing better reporting capabilities to administrators.

Teacher Evaluation Process

This section provides information about the procedures and the criteria used for teacher evaluations.

SFUSD's teacher evaluation system is primarily based on the California Standards for the Teaching Profession (CSTP), which includes a pre-observation protocol to review the Content and Performance Standards, a teacher post-observation self-reflection opportunity and a post-observation protocol.

Administrators are trained in CSTP evidence based observations, as well as in reflective questions and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in SFUSD. For teachers who are not performing at a satisfactory level, the district has a Peer Assistance and Review (PAR) program.

Section V - Support Staff

Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|---|--|
| Academic Counselor | | |
| Library Media Teacher (Librarian) | | ---- |
| Library Media Services Staff (Paraprofessional) | | ---- |
| Psychologist | | ---- |
| Social Worker | | ---- |
| Nurse | | ---- |
| Speech/Language/Hearing Specialist | | ---- |
| Resource Specialist (non-teaching) | | ---- |
| Other | | ---- |

Section VI - Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. The following new instructional materials were adopted by the SFUSD Board of Education for the 2006-2007 school year, and were provided for all high school students enrolled in: 10th grade world history, physics, and some AP science classes. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2006 meeting of the Board of Education. Insufficiencies exist for some high schools in the areas of health and world languages, but class sets are available. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2006-2007, new history/social studies instructional materials were provided for all students in grades K-8, and replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 10, 2006 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv

Section VII - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil Supplemental | Expenditures Per Pupil Basic | Average Teacher Salary |
|---|------------------------------|-------------------------------------|------------------------------|------------------------|
| School Site | 4679 | 911 | 3768 | 53751 |
| District | ---- | ---- | 3768 | 53751 |
| Percent Difference - School Site and District | ---- | ---- | 0% | 0% |
| State | ---- | ---- | 4743 | 57560 |
| Percent Difference - School Site and State | ---- | ---- | -20.6% | -6.6% |

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Fairmount provides literacy development support to students who are performing below grade level standards in grades K-5th. There two reading specialists for these services. There is a behavior specialist that provides direct service to students who are facing challenges in the social emotional area. Our After School program is aligned with objectives and content of the school hours . There is support in Math and reading as well as in homework during the after school program. Students receive art classes in different areas: Ballet folclorico, drama, ballroom dancing, gardening.

Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | 35548 | 37540 |
| Mid-Range Teacher Salary | 55213 | 59426 |
| Highest Teacher Salary | 70407 | 73925 |
| Average Principal Salary (Elementary) | 88394 | 96377 |
| Average Principal Salary (Middle) | 92831 | 100144 |
| Average Principal Salary (High) | 96582 | 109130 |
| Superintendent Salary | 250000 | 185251 |
| Percent of Budget for Teacher Salaries | 34.5 % | 40.9 % |
| Percent of Budget for Administrative Salaries | 5.2 % | 5.3 % |

Section VIII - Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-Language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10 and 11; and history-social science in grades 8, 10 and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|--------|------|------|----------|------|------|-------|------|------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| English-Language Arts | 18 | 22 | 24 | 40 | 45 | 47 | 36 | 40 | 42 |
| Mathematics | 18 | 25 | 38 | 40 | 46 | 48 | 34 | 38 | 40 |
| Science | 16 | 19 | 18 | 27 | 30 | 39 | 25 | 27 | 35 |
| History-Social Science | | | | 35 | 40 | 38 | 29 | 32 | 33 |

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | % of Students Scoring at Proficient or Advanced | | | |
|----------------------------------|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | 40 | 28 | * | |
| American Indian or Alaska Native | | | | |
| Asian | * | * | * | |
| Filipino | * | * | * | |
| Hispanic or Latino | 19 | 32 | 3 | |
| Pacific Islander | * | * | | |
| White (not Hispanic) | 65 | 83 | * | |

CST Results by Student Group - Most Recent Year (continued)

| Group | % of Students Scoring at Proficient or Advanced | | | |
|--|--|--------------------|----------------|-------------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| Male | 31 | 44 | 21 | |
| Female | 25 | 36 | 13 | |
| Economically Disadvantaged | 20 | 30 | 0 | |
| English Learners | 10 | 26 | 0 | |
| Students with Disabilities | 38 | 30 | * | |
| Students Receiving Migrant Education Services | 10 | 20 | * | |

Norm-Referenced Test (NRT)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling and mathematics in grades 3 and 7 only. The results are reported as a percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

NRT Results for All Students - Three Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

| Subject | School | | | District | | | State | | |
|--------------------|---------------|-------------|-------------|-----------------|-------------|-------------|--------------|-------------|-------------|
| | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 | 2004 | 2005 | 2006 |
| Reading | 28 | 29 | 25 | 46 | 43 | 45 | 43 | 41 | 42 |
| Mathematics | 32 | 31 | 44 | 58 | 59 | 61 | 51 | 52 | 53 |

NRT - Results by Student Group - Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

| Group | % of Students Scoring at or Above the National Average | |
|--|---|--------------------|
| | Reading | Mathematics |
| African American | * | * |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | * | * |
| Hispanic or Latino | 13 | 47 |
| Pacific Islander | * | * |
| White (not Hispanic) | * | * |
| Male | 26 | 47 |
| Female | 24 | 42 |
| Economically Disadvantaged | 15 | 32 |
| English Learners | 8 | 35 |
| Students with Disabilities | * | * |
| Students Receiving Migrant Education Services | * | * |

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

| Grade Level | Percent of Students Meeting Fitness Standards |
|--------------------|--|
| Grade 5 | 44.4 |
| Grade 7 | |
| Grade 9 | |

Section IX - Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2003-04 | 2004-05 | 2005-06 |
|-----------------|---------|---------|---------|
| Statewide | 2 | 1 | 1 |
| Similar Schools | 1 | 1 | 1 |

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: 'N/A' means that the student group is not numerically significant.

| Group | Actual API Change | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2003-04 | 2004-05 | 2005-06 | 2006 |
| All Students at the School | -39 | 20 | 60 | 686 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | -56 | 13 | 80 | 648 |
| Pacific Islander | | | | |
| White (not Hispanic) | | | | |
| Socioeconomically Disadvantaged | -59 | 19 | 67 | 635 |
| English Learners | ---- | ---- | 60 | 604 |
| Students with Disabilities | ---- | ---- | | |

State Award and Intervention Programs

This section contains information about the school's participation in various state intervention and award programs only to the extent these programs were funded for the period addressed by this report.

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|---------------|-----------------|
| Overall | No | No |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | No | No |
| Percent Proficient - Mathematics | Yes | No |
| API | Yes | Yes |
| Graduation Rate | N/A | Yes |

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

| Indicator | School | District |
|--|---------------|-----------------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 1998-1999 | 2006-2007 |
| Year in Program Improvement | Year 5 | Year 1 |
| Number of Schools Currently in Program Improvement | ---- | 29 |
| Percent of Schools Currently in Program Improvement | ---- | 26.61 % |

Section X - School Completion and Postsecondary Preparation

Not Applicable.

Section XI - Instructional Planning and Scheduling

School Instruction and Leadership

This section provides information about the structure of the school's instructional program and the experience of the school's leadership team.

Fairmount Elementary offers a Dual Language Program (Spanish Immersion) This program integrates minority language students and majority language students for instruction with the purpose of developing bilingualism and biliteracy in English and Spanish. The Instructional Leadership Team is integrated by classroom by representatives of each grade level, Principal, Literacy specialists and Resource teachers. The ILT meets once a month in order to design the professional development that will support students achievement. There is a Business Leadership Team that is assigned to organize professional development and activities around school climate and to support the implementation of structures for positive behavior and school communication.

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to 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 full days for professional development during the academic year.

Instructional Minutes

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade. Total instruction days in SFUSD is 180 days.

| Grade Level | Instructional Minutes | |
|-------------|-----------------------|-------------|
| | Offered | Requirement |
| K | 49,050 | 36,000 |
| 1 | 54,250 | 50,400 |
| 2 | 53,400 | 50,400 |
| 3 | 53,400 | 50,400 |
| 4 | 55,250 | 54,000 |
| 5 | 55,250 | 54,000 |
| 6 | | 54,000 |
| 7 | | 54,000 |
| 8 | | 54,000 |
| 9 | | 64,800 |
| 10 | | 64,800 |
| 11 | | 64,800 |
| 12 | | 64,800 |

Minimum Days in School Year

The section provides information about the total number of days in the most recent school year that students attended school on a shortened day schedule and the reasons for the shortened day schedule.

In all San Francisco Unified District schools in grades K through 8: 10 minimum days provide time for parent and teacher conferences during the Fall and Spring Parent Conference weeks, also three minimum days per year make time for teachers to participate in professional development during Professional Development Institutes. High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian.