

Fairmount Elementary School

65 Chenery Street, San Francisco CA 94131, Phone (415) 695-5669

Ms. Linda Luevano, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

School Description

Fairmount is designated as a "walking attendance" neighborhood school. We draw our students from Noe Valley, Bernal Heights, Mission District, and Bayview/Hunter's Point. We are proud of the positive atmosphere and our student diversity.

Fairmount offers a Developmental Spanish bilingual program (K-5) focusing on language maintenance and cultural appreciation and offering English speakers an opportunity to acquire a second language. There are three Special Day classes and an inclusion program for students with special needs. We take pride in our K-5 hands-on science lab, computer lab, and library program. Fairmount receives support from participation in the Reading Recovery Program, Intervention/Prevention Program, and a Mathematics Resource Teacher.

We offer an exciting school-wide Friday cross-age full integration activities program. Fairmount is a model school learning lab. Staff will be TRIBES trained in effective instructional design to promote community building and appropriate problem solving strategies across the curriculum in grades K-5. Staff is participating in the Optimal Learning Environment (OLE) and GALEF programs. Classrooms present curriculum weaving literature and the arts into high interest and meaning-based integrated thematic units of study.

An outstanding staff and increased parent/guardian involvement are keys in bringing about the continuing excellent academic/social growth at Fairmount School. We hold high expectations for all students, and we work to achieve and enrich the school goals through cooperation and open communication.

District Mission and Goals

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

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

School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve teaching and learning to enhance the academic achievement of students. 2) Create a safe and orderly school environment. 3) Increase involvement of parents, especially parents from the far-away neighborhood from which many of our students are bused. 4) Improve Mathematics Program for students.

Philosophical Tenets

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

- | | | | |
|--|---|--|--|
| * All individuals can learn. | * Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching. | * Learning has both cognitive and affective dimensions. | * All individuals learn in many different ways and at varying rates. |
| * All individuals are both potential learners and potential teachers. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action. | * Each individual learns best in a particular way. |
| * All individuals want to learn and to be recognized for their achievements. | | | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * All individuals are entitled to be treated with respect and dignity. | | | |

Grade Span:	K-5	Student Enrollment:	391	LEP/NEP*:	24%
Building (sq.ft.):	40,731	Average Daily Attendance:	98.4%	Special Education:	11.0%
Year of Construction:	1977	Optional Enrollment Requests:	12%	EDY**:	50.1%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		% Objectives Met***:	77%

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Fairmount is a target consent decree school which enables us to provide additional support for our EDY students. Additional support includes a Program Resource Teacher, Librarian, Reading Recovery Teachers in English and Spanish, Math Resource Teacher, para-professionals, and two elementary advisors. We have an after school math tutorial program and will be opening an after school enrichment program for fitness and wellness. We have a number of parent and community volunteers. To best meet the affective and cognitive needs of our students, the staff has received training in TRIBES.

Teacher Assignment

Out of 2,305 certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. All teachers at Fairmount hold the proper credentials for the classes they teach. Many hold advanced degrees and continue to take classes to improve their effectiveness.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1994-95 was 99.1% and the dropout rate was 1.7%. At Fairmount, attendance for the year was 98.4%, excused absences were 7.9%, unexcused absences were 1.6% and the dropout rate was 0.2%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. The families of absent students are daily contacted by our office staff. Our elementary advisors make home visits for habitually absent students and provide counseling on site. Parents and guardians are asked to call the school when their child is absent.

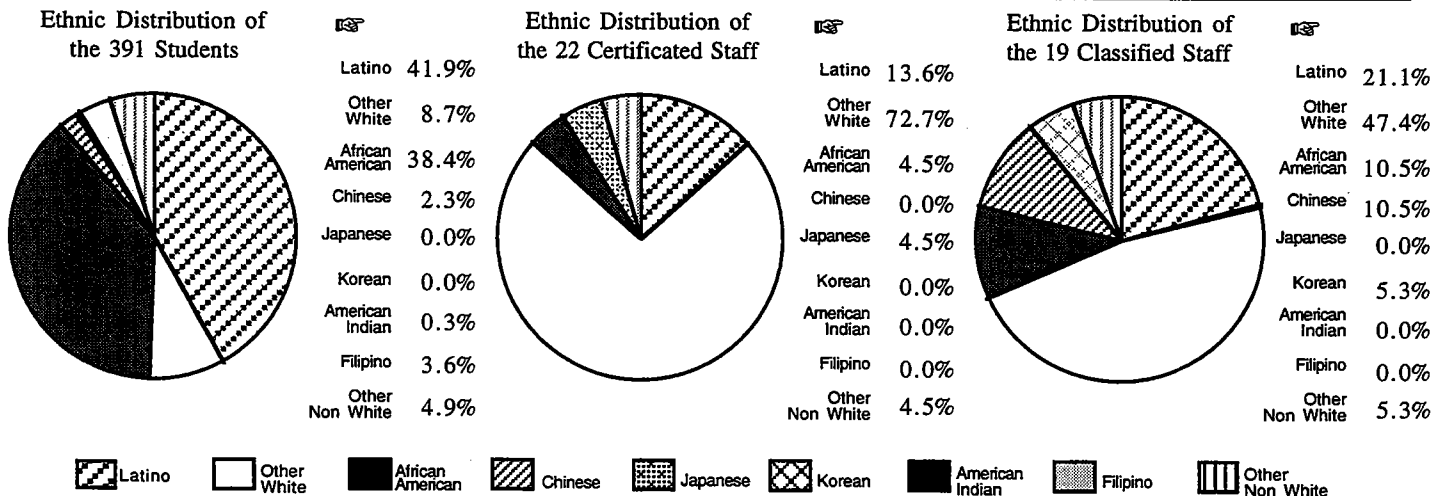
Objective 1o: 1994-95 dropout rate will be reduced from its 1993-94 level.*

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	28.5	36,000
1	26.0	24	27.2	26.5	50,400
2	26.0	24	27.4	20.0	50,400
3	29.8	25	26.7	22.3	50,400
4	32.2	30	27.5	20.3	54,000
5	32.2	30	28.1	27.3	54,000

** All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

Ethnic Diversity



Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented. (Based upon previous year's enrollment.)*

*Several District objectives are listed in this document. If the objective is shown with a check (✓), the objective has been achieved. N/A indicates that the objective is not applicable to the school. No mark at all indicates that the objective has not been achieved.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

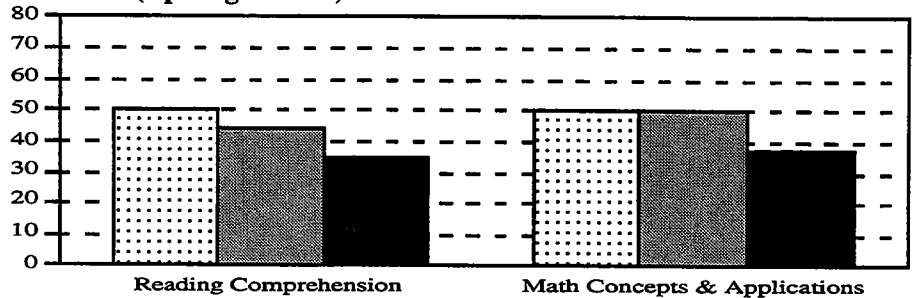
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS:
 National
 District
 School

CTBS (Spring 1995)



LEP/NEP = 24%

Special Education = 11.0%

EDY = 50.1%

GATE & High Potential = 1.5%

Teacher/Staff Professional Development, and Curriculum Improvement

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training opportunities to enable new and experienced teachers to implement the district's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. Staff is involved in AIMS, City Science, Mathematics Implementation, GALEF, OLE, TRIBES, and Immersion Education.

At the district level teachers participate in professional development in bilingual education, Developmentally Appropriate Practices (DAP) and special education strategies. A Chapter VI Grant, and a SF Education Fund Grant will greatly enrich our language arts program. Staff will work with the Mathematics Implementation Team.

Quality of School Instruction and Leadership

Fairmount meets all district and state mandates of required curriculum. We have had improvement in our CTBS test results and have developed a coordinated K-5 program to address the academic needs of all Fairmount students. Limited and non English speaking students receive instruction in Spanish Bilingual classes at each grade.

Peer tutoring is also an effective program which gives students extra support when needed.

Shared decision making is the common practice at the school site. Active committees include the Faculty Council, Bilingual Advisory Council, School Improvement Council, PTA, and Student Study Team.

Substitute Teachers

During the 1994-95 school year, the Fairmount teacher attendance rate was 97%.

Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Fairmount, 11 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: In order to provide a healthy climate, we have TRIBES, a school-wide discipline policy and home/school contract. A positive discipline program designed to teach students to set internalized controls is the behavioral philosophy of the school.

Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.*

Average Salaries, Budget Percentages & Expenditure per Student

1993-94 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$26,521	\$26,660
Mid-range Teacher Salary	\$41,168	\$39,146
Highest Teacher Salary	\$48,152	\$48,106
Principal's Average Salary	\$66,289	**\$60,544
Superintendent's Salary	\$109,669	\$120,000
Expenditure per Student	-	**\$3,163
% of Budget for Teacher Salaries	42.62%	44.5%
% of Budget for Administrators	5.08%	4.1%

* Districts over 20,000 ADA
 ** Elementary Schools Only

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there will be the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. Limited and non English speaking students receive supplemental books and supplies in Spanish provided by the Bilingual Department and school site budget. Special education and GATE students also receive books and supplies in the same manner. Additional books and supplies for educationally disadvantaged students are provided to improve achievement to the classrooms as well at the computer lab. Our Apple computers are available to all students with special needs.

School Facilities and Safety

Current Conditions:

Fairmount had a number of improvements from Proposition A & B funds.

Planned Improvements:

Paint stripes on pillars for safety of visually handicapped students.
Repair lower yard black top.

Needed Improvements:

Upgrade technology in computer lab.
All yards need to be resurfaced.
All carpeted areas need to be replaced with linoleum.

Objective 3b: The appearance of the school site will be improved *



Parent Involvement

Approximately twenty five parents regularly volunteer at Fairmount and this number has increased in the past three years. We also focus on having parents become directly involved with their children's school work at home and have developed a school home contract to make this a reality. We encourage parental and community volunteers. We have a successful parent bus monitor program. This year we are holding a number of parent educationals on the new Math adoption and other curricular areas.

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.*



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

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

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

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

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

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

San Francisco Unified School District

135 Van Ness Avenue
San Francisco, CA 94102

Attn: Fairmount Elementary School