

# Fairmount Elementary School

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Ms. Linda Luevano, Principal

S.F.U.S.D.

## 1996-1997 School Accountability Report Card

Fall, 1996

### School Description

Fairmount School draws students from Noe Valley, Bernal Heights, Mission District, and Bayview/Hunter's Point. We are proud of our positive atmosphere and student diversity.

Fairmount offers a Developmental Spanish bilingual program (K-5) focusing on language maintenance, cultural appreciation and offering English speakers an opportunity to acquire a second language. We have three Special Day classes and an inclusion program for students with special needs. We take pride in our computer lab, library program, community circling, and visual and performing arts program. Fairmount receives support from participation in the Reading Recovery Program, Coordinated services, and a Mathematics Resource Teacher. Staff is TRIBES trained in effective instructional design to promote community building and appropriate problem solving strategies across the curriculum in grades K-5. Classrooms present curriculum weaving literature and the arts into high interest and meaning-based integrated thematic units of study. This year staff, students & 2nd and 4th grade families will receive computer training and upon completion of the training, computers will be in their homes as Phase I of the Signature Project. We offer an after school "Learning Center" and High Gear program.

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) To improve teaching and learning to enhance the academic achievement of all students focusing on a balanced literacy K-5. 2) Create a safe and orderly school environment. 3) Increase involvement of parents, especially parents from the "bused"-neighborhood and non-English speaking parents. 4) Assessment: standardized evaluative instruments and processes.

### Philosophical Tenets

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

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

Grade Span:	K-5	Student Enrollment:	383	LEP/NEP*:	27.2%
Building (sq.ft.):	60,000	Average Daily Attendance:	98.2%	EDY**:	42.8%
Year of Construction:	1977	Optional Enrollment Requests:	24.0%	% Objectives Met***:	69%
Children Center/Childcare: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Title I / State Pre-K Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

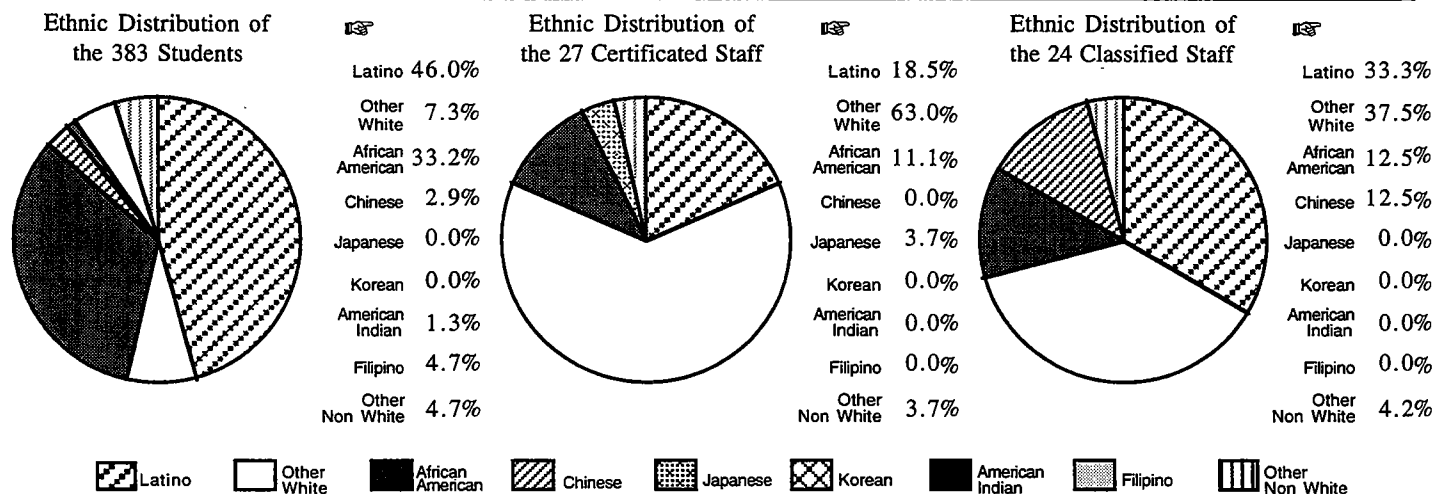
## Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Fairmount is a targeted consent decree school which enables us to provide additional support for our EDY students. Additional support includes a Technology Resource Teacher, Librarian, Reading Recovery Teachers in English and Spanish, Math Resource Teacher, paraprofessionals, and two elementary advisors. We have an after school 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 2,663 permanent 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.

## 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.)\*

## Student Attendance and Dropout Rate

The District's elementary average attendance for 1995-96 was 99.1% and the dropout rate was 1.7%. At Fairmount, attendance for the year was 98.2%, excused absences were 6.4%, unexcused absences were 1.8% and the dropout rate was 0.5%. 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: 1995-96 dropout rate will be reduced from its 1994-95 level.\*



## Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	19.7	43,200
1	***	24	19.0	18.3	50,400
2	***	24	18.8	18.0	50,400
3	***	25	24.5	20.7	50,400
4	32.2	30	26.6	22.0	54,000
5	32.2	30	27.3	24.7	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.

\*\*\* Grades K-2 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program; Grade 3 class size goal of 25 set according to the Educational Equity Act of 1996.

\*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 Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Fairmount, 5 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.

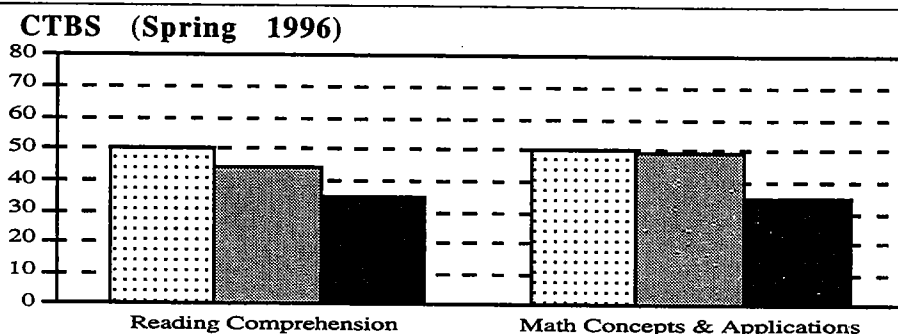
Objective 3a: Schools will reduce the number of suspensions per year to meet district standards.\*



## 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



LEP/NEP = 27.2%

Special Education = 9.9%

EDY = 42.8%

GATE & High Potential = 1.6%

## 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 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 for continuous instructional improvement. Staff is involved in AIMS, Math Leadership, GALEF, OLE, TRIBES, Early Literacy, and Immersion Education.

At the district level teachers participate in professional development in bilingual education, Developmentally Appropriate Practices (DAP) and special education strategies. A SF Education Fund Grant will enrich our language arts. All Staff will work with the Mathematics Implementation Team and the computer literacy implementation project.

## 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 1995-96 school year, the Fairmount teacher attendance rate was 95%.

## Average Salaries, Budget Percentages and Expenditure Per Student

1994-95 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,337	\$27,194
Mid-range Teacher Salary	\$42,801	\$41,976
Highest Teacher Salary	\$49,804	\$49,069
Principal's Average Salary	\$67,179	**\$64,213
Superintendent's Salary	\$111,308	\$129,600
Expenditure per Student	-	**\$3,325
% of Budget for Teacher Salaries	43.67%	41.12%
% of Budget for Administrators	5.22%	3.70%

\* 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 and District priorities. 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 was 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 as 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:

Resurface yards.  
Replace windows.  
Paint outside of school.  
Upgrade computer lab.

### Needed Improvements:

All carpeted areas need to be replaced with linoleum.  
Additional bathroom in SH classrooms.

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. This year we will hold two parent literacy workshops and Family Math Nights. Busing will be provided. A Community Liaison will coordinate home visits and will outreach to the Community.

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

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