

# Fairmount Elementary School

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Ms. Linda Luevano, Principal

S.F.U.S.D.

1997-1998 School Accountability Report Card

Fall, 1997

## School Description

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

Fairmount is a GALEF and Language Academy school. We offer a two way Spanish immersion program (K-2) 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 integrated technology and library program, community circling, and visual and performing arts program. Fairmount receives support from participation in the Reading Recovery Program, and Coordinated services.

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 weave literature and the arts into high interest and meaning-based integrated thematic units of study. This year staff, students and families will receive computer training. Upon completion of the training, computers will be in the homes as Phase 2 of the Signature Project. We offer two after school programs: High Gear and Everyday Magic (Fall 1998).

An outstanding staff and increased parent/guardian involvement are key 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 should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- \* All individuals want to learn and to be recognized for their achievements.
- \* Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- \* All individuals are entitled to be treated with respect and dignity.
- \* All individuals can learn.
- \* All individuals learn in many different ways and at varying rates.
- \* Each individual learns best in a particular way.
- \* All individuals are both potential learners and potential teachers.
- \* Learning has both cognitive and affective dimensions.
- \* Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- \* Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	375	LEP/NEP*:	28.3%
Building (sq.ft.):	60,000	Average Daily Attendance:	98.1%	EDY**:	41.3%
Year of Construction:	1977	Optional Enrollment Requests:	25.9%	% of Points Met***:	65%
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"/>	

\*LEP/NEP: Limited English Proficient or Non English Proficient

\*\*EDY: Educationally Disadvantaged Youth

\*\*\*% of Points Met: Refers to the set of District objectives to achieve District goals.

## 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. This enables us to provide additional support for our EDY students. Support includes a Librarian, Reading Recovery Teachers in English and Spanish, two elementary advisors, and field study funds. Clinton's "America Reads" program provides reading tutorial services for targeted third grade students. We have an after school tutorial and wellness program. A number of parents and community members volunteer regularly. TRIBES trained staff uses cooperative problem solving strategies. Extra curricular activities include Choir, Girl's Art Club, Intramural Soccer and Basketball, "Fun With Books" noontime reading, Lunch time Computer Lab, Keyboard/Piano Class, Cheerleaders, and Flag Unit. Intern play therapists provide services for identified students.

## Teacher Assignment

Out of 2,698 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. All but two teachers at Fairmount hold the proper credentials for the classes they teach. They are currently working on completing their credentials through the district internship program. Many staff hold advanced degrees and continue to take classes to improve their effectiveness.

## Student Attendance and Dropout Rate

The District's elementary average attendance for 1996-97 was 99.1% and the dropout rate was 1.7%. At Fairmount, attendance for the year was 98.1%, excused absences were 5.3%, unexcused absences were 1.9% 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. Families of absent students are contacted daily 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. We plan to integrate the use of the intranet (Signature Technology Project) for reporting absences.

## Class Size and Instructional Minutes

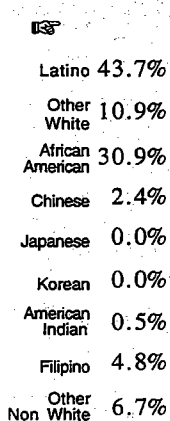
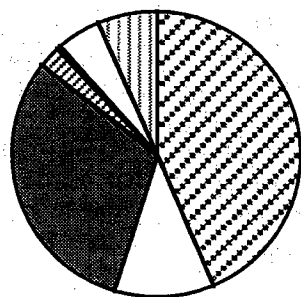
Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	20.0	43,200
1	***	24	19.0	18.7	50,400
2	***	24	18.8	18.7	50,400
3	***	25	24.5	20.0	50,400
4	32.2	30	26.6	18.8	54,000
5	32.2	30	27.3	28.0	54,000

\*\* 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.

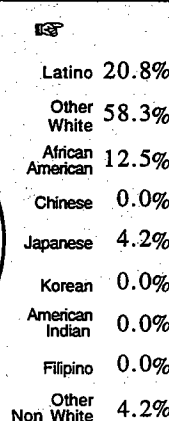
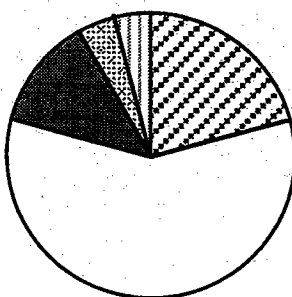
\*\*\* Grades K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

## Ethnic Diversity

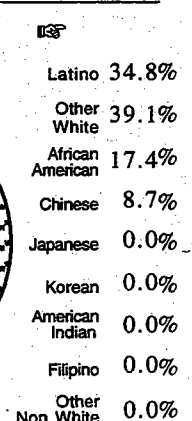
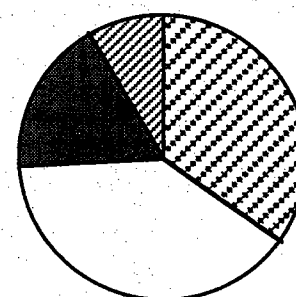
Ethnic Distribution of the 375 Students



Ethnic Distribution of the 24 Certificated Staff



Ethnic Distribution of the 23 Classified Staff



Objective 4a (subpart): 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 Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Fairmount, 7 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. Daily recognitions and teambuilding activities are designed to build personal and schoolwide responsibility and respect.

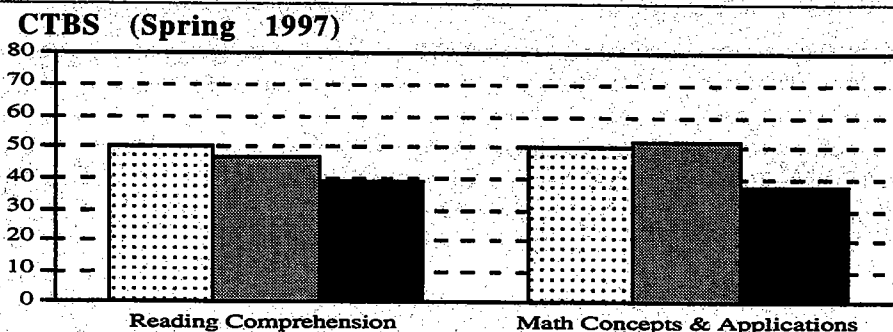
Objective 3a: Schools will reduce the number of suspensions per year to meet district standards. \*



## 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 = 28.3%

Special Education = 11.5%

EDY = 41.3%

GATE & High Potential = 0.8%

## 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, use data to plan instructional improvement strategies, and to acquire new instructional strategies for continuous instructional improvement. Leadership development across content areas is facilitated centrally and multiple professional development institutes engage educators and parents in instructional leadership development. Staff is involved in AIMS, Math Leadership, GALEF, OLE, TRIBES, Literacy and technology integration, Language Academy coaching through U.C. Berkeley and Leadership Connection. At the district level teachers participate in professional development in bilingual education, Developmentally Appropriate Practices (DAP) and special education strategies. As a Language Academy school all staff will participate in training and coaching from U.C. Berkeley and a literacy specialist. C.S.U. Monterey Bay, The Signature Project and Yerba Buena Gardens Studio for Technology and the Arts will provide training in the area of technology integration. Community arts organizations will continue to provide support and training.

## 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 with a focus on integrated literacy and technology. Limited and non English speaking students receive instruction in Spanish Bilingual/immersion 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 Technology Team, Portfolio Team, Bilingual Advisory Council, School Improvement Council, PTA, and Student Study Team.

## Average Salaries, Budget Percentages and Expenditure Per Student

1995-96 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,916	\$28,016
Mid-range Teacher Salary	\$44,063	\$43,296
Highest Teacher Salary	\$51,460	\$50,552
Principal's Average Salary	\$69,378	**\$65,864
Superintendent's Salary	\$115,378	\$136,000
Expenditure per Student	-	**\$3,364
% of Budget for Teacher Salaries	43.03%	40.58%
% of Budget for Administrators	5.17%	3.86%

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

## Substitute Teachers

During the 1996-97 school year, the Fairmount teacher attendance rate was 96%.

## **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. In 1996-97, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics and science are being implemented. Teachers use a rich variety of supplemental materials in every subject area. All students have grade and language appropriate texts. Students have access to well-stocked classroom libraries. Computer based resources are used to enrich curriculum in the classrooms, the lab, and this year, extended into families homes. The library houses a rich collection of literature, reference materials, videos, filmstrips, tapes, study guides, big books, and multiple copies. Arts funding will provide additional supplies and resources.

## **School Facilities and Safety**

### ***Current Conditions:***

Fairmount had a number of improvements from Proposition A & B funds. Fairmount has a new outside coat of paint, repaved yard, new windows, and the building has been brought up to current codes. Bathrooms have been refurbished. Additional bathroom installed in S-I class.

### ***Planned Improvements:***

Upgrade technology in computer lab and classrooms.

### ***Needed Improvements:***

All carpeted areas need to be replaced with linoleum.  
Fresh paint in the interiors of buildings.  
Landscaping on upper and lower yards.

## **Parent Involvement**

Families participate in the PTA, schoolsite council and volunteer programs. 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 family educationals will focus on how to make connections in literacy and math. A Community Liaison will outreach to the Community. Parent mentors will assist in the computer based training at the school and CBO labs in the Mission and Bay View/Hunters Point districts. Fairmount staff regards parents as highly valued resources.

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 телефон.

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