

Fairmount Elementary School

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Ms. Linda Luevano, Principal

U.S.D.

1998-99 School Accountability Report Card

Fall, 1998

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 is a GALEF and Language Academy school. We offer a two way Spanish immersion program (K-5) focusing on language maintenance, cultural appreciation and offering English speakers an opportunity to acquire a second language. We have two 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 staff collaborates with the following support services: U.C. Berkeley, Partners in School Innovation, The Signature Learning Project and Coordinated Services.

Staff is TRIBES trained in effective instructional design to promote community building and appropriate problem solving strategies. Classrooms weave literature and the arts into high interest and meaning-based thematic units of study. This year Fairmount families continue to receive computer training. Upon completion of the training, computers are placed in the homes. We offer two after school programs: High Gear, and Fairmount After School program (AFS). In the fall of 1999 there will be an on site Pre-K.

An outstanding staff and increased family 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 our 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 is 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 the language arts and literacy achievement of all students especially African American, Latino, ELL students to the 50th NCE by spring, 1999 and special education by 2000. 2) To improve mathematical achievement of all students especially African American, Latino, and ELL students to the 50th NCE by spring 1999, and for special education students by 2000. 3) Increase the percentage of African American, Latino, and ELL students' families who are involved in the Fairmount community. 4) To engage the school staff in professional development to gain deeper understanding of content and performance standards.

Philosophical Tenets

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

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| <ul style="list-style-type: none"> * 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. | <ul style="list-style-type: none"> * 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. | <ul style="list-style-type: none"> * 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:	357	LEP/NEP ¹ :	32.2%
Building (sq.ft.):	60,000	Average Daily Attendance:	98.1	EDY ² :	35.9%
Year of Construction:	1977	Optional Enrollment Requests:	35.3%	% of Points Met ³ :	50.4%
Children Center/Childcare:	Yes	Title I/State Pre-K Program:	Yes	Student Uniforms:	Yes

¹ LEP/NEP: Limited English Proficient or Non English Proficient

² EDY: Educationally Disadvantaged Youth

³ % 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 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, "Fun With Books" noontime reading, Lunch time Computer Lab and Keyboard/Piano Class. Intern play therapists provide services for identified students.

Student Attendance and Dropout Rate

Dropout rate 1995-96 = .5% 1996-97 = .2% 1997-98 = 0%

The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Fairmount ES, attendance for the year was 98.1%, excused absences were 6.3%, unexcused absences were 1.9%, and the dropout rate was 0%. An important District objective is to further 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.

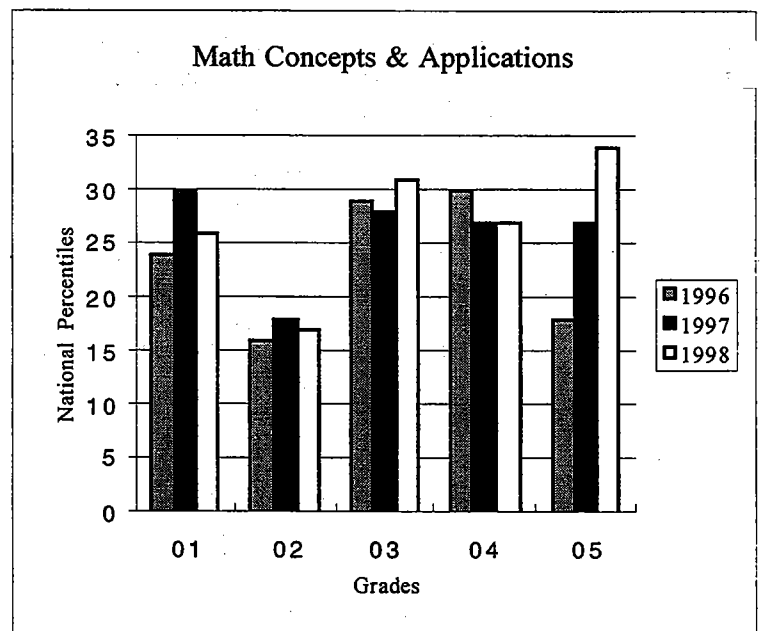
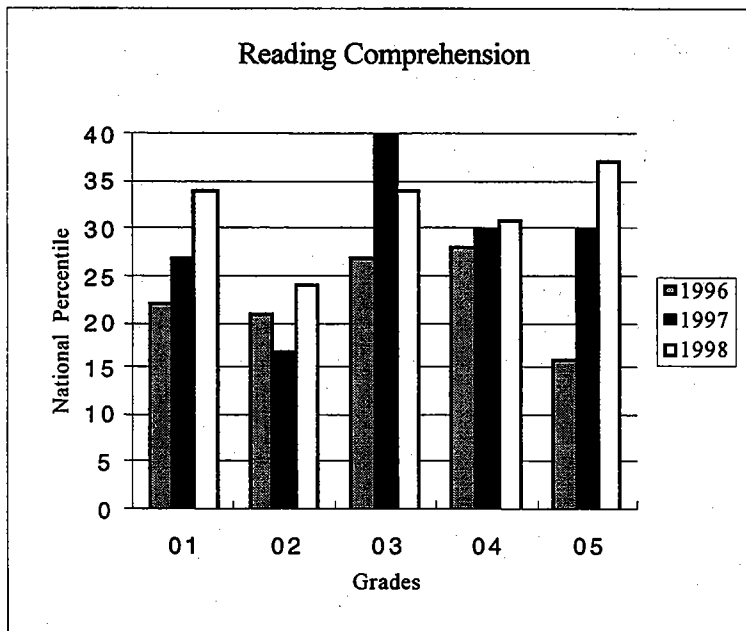
Student Achievement

CTBS (Spring 1996 - Spring 1998)

District K-5 Average National Percentiles

	1996	1997	1998
Reading	38	42	46
Math	48	53	58

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



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
357 Students	26.9	0.8	3.1	5.0	0.0	0.0	48.2	6.4	9.5
23 Certificated	13.0	0.0	0.0	0.0	4.3	0.0	21.7	4.3	56.5
3 Classified	0.0	0.0	0.0	0.0	0.0	0.0	33.3	0.0	66.7
17 Paraprofessional	11.8	0.0	5.9	0.0	0.0	0.0	41.2	0.0	41.2

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

	1995-96	1996-97	1997-98
School Suspension rates:	1.3%	1.9%	1.1%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Fairmount ES, 4 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 a personal and schoolwide responsibility and respect.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update content area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. 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, 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 district and state mandates of required curriculum. We have improved our CTBS test results and 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, Bilingual Advisory Council, School Improvement Council,

Substitute Teachers

During the 1997-98 school year, the Fairmount ES teacher attendance rate was 97%.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. All but one teacher 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.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	19.7	20.0	19.7	43,200
1	**	24	19.30	18.3	18.7	19.3	50,400
2	**	24	18.92	18.0	18.7	19.0	50,400
3	**	25	20.79	20.7	20.0	17.0	50,400
4	32.2	30	25.54	22.0	18.8	22.0	54,000
5	32.2	30	26.65	24.7	28.0	25.0	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Average Salaries, Budget Percentages & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

* 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. In 1997-98, 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

Continued upgrade of 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 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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