

# Fairmount Elementary School

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

Dr. Jack Martin, Principal

## 1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

### 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.

In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 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 achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

#### Philosophical Tenets

In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of these tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

### Teacher/Staff Training, and Curriculum Improvement Programs

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. The Fairmount staff has been involved in a number of school site and district staff development programs to improve student achievement. With the opening of Fairmount's new computer lab for the 1991/92 school year, all staff were inserviced on the operation and use of computers with emphasis on an integrated K - 5 writing program.

Staff development on cooperative learning has been an ongoing process for three years. At the district level teachers have participated in inservice for the new social studies curriculum, bilingual strategies, special education strategies, and city science training in cooperation with the University of California at San Francisco. Poets in the School funded by the San Francisco Education Fund has greatly enriched our language arts program.

Grade Span:	K-5	Student Enrollment:	419	LEP/NEP*:	16.0%
Building (sq.ft.):	40,731	Average Daily Attendance:	98.0%	Special Education:	12.6%
Yr of Construction:	1977	Optional Enrollment Requests:	23.6%	EDY**:	41.3%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	3.6%

537-11/1/91 by ICC

\*LEP/NEP: Limited English Proficient or Non English Proficient  
\*\*EDY: Educationally Disadvantaged Youth

### School Description

Fairmount School is a K - 5 school of 425 students. We are a multi ethnic urban school. Our largest groups are Black (45%) and Hispanic (32%). We are proud of the positive atmosphere of our school, strong academic emphasis, and wide diversity of students.

Besides our regular education classes, we have a Spanish Bilingual class at each grade level: two severely handicapped classes, a learning disabled class, and a GATE program. We take special pride in our K - 5 marine science program, new computer lab, library program, school choir, special friends program for special education students, Get Fresh Crew, and drill team.

"We are very pleased with the many positive developments that have taken place at Fairmount in the past three years," states Fairmount's principal Dr. Jack Martin. "Fairmount's outstanding staff and increased parent and guardian involvement have been the key factors in bringing about the excellent academic growth that has taken place.

This year we have set up a school/home contract in which parents and guardians work nightly with their children for academic success. Ninety five percent of the parents/guardians have signed the contract which will greatly improve academic achievement as well as school/home communication.

## 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 resource teacher, paraprofessionals for each classroom, two outreach consultants, and two elementary advisors. We also have a number of parent volunteers. To best meet the affective and cognitive needs of our students, the staff has received training in conflict management and cooperative learning. Six Spanish Bilingual classes serve our non English speaking and limited English speaking students.

## Teacher Assignment

Out of 3,103 certificated 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

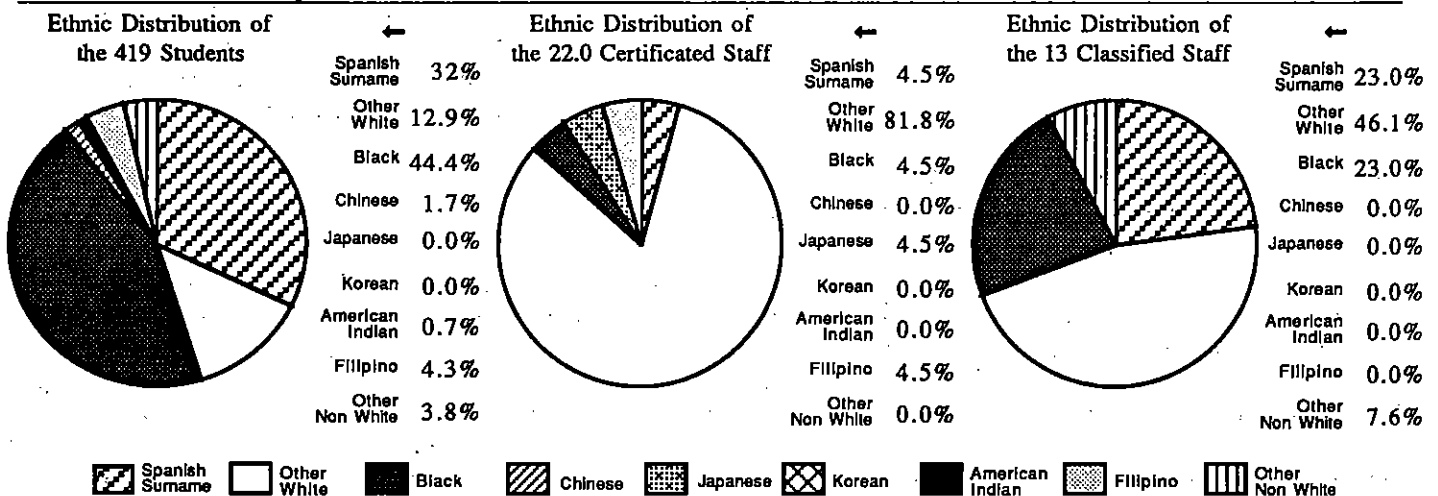
The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Fairmount, attendance for the year was 98.0%, excused absences were 6.7%, unexcused absences were 2.0% and the dropout rate was 0.0%. An important District objective is to reduce dropout rates. Dropouts are 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 outreach consultants 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 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	27.7	30.5
1	26.0	24	26.3	27.3
2	26.0	24	26.0	25.0
3	29.8	25	27.5	26.5
4	32.2	30	27.3	23.6
5	32.2	30	29.0	27.6

## Ethnic Diversity



Objective 4a: When filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

We have successfully recruited an ethnically diverse classified staff but not an ethnically diverse certificated staff. This is a district wide problem requiring some creative recruiting and staffing.

## Teacher Evaluation

Administrators, probationary 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

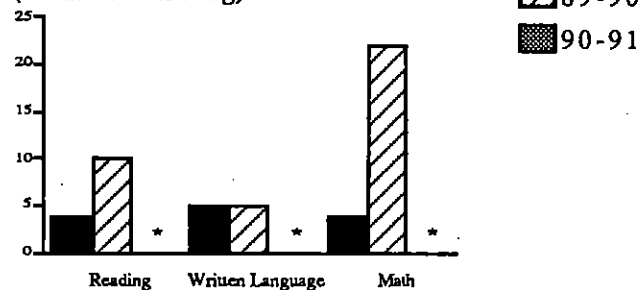
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Fairmount, 6 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: A positive discipline program designed to teach students to set internalized controls is the behavioral philosophy of the school. This approach has greatly reduced negative behavior and set a more positive climate in the classroom for learning.

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

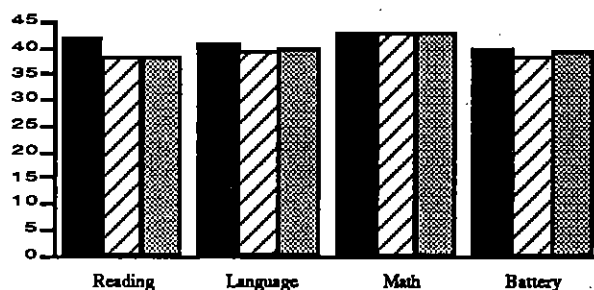
## Student Achievement

### CAP Scores - 3rd Grade

(Relative Ranking)



### CTBS (Combined [K-5] Normal Curve Equivalents)



LEP/NEP = 16.0%      Special Education = 12.6%      EDY = 41.3%      GATE & High Potential = 3.6%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested. \* Not administered

Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.

Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.

## Quality of School Instruction and Leadership

Fairmount meets all district and state mandates of required curriculum. We have had excellent improvement in our CTBS and CAP test results during the past two years 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.

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 Spring of the 1990-91 school year, the Fairmount teacher attendance rate was 95%. When substitute teachers are not available, classes are covered by non-classroom certificated personnel.

## Expenditures and Services Offered

1989-90 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	25,131	25,715
Mid-range Teacher Salary	37,672	39,831
Highest Teacher Salary	46,240	44,960
Principal's Average Salary	61,700	59,843
Superintendent Salary	105,022	110,000
* Districts over 25,000 ADA		

## 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 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. 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 in the 1990/91 school year from Proposition A & B funds. These included San Francisco's first wheelchair accessible play structure, roof and foundation repair, painting, and paving.

### Planned Improvements:

Increased security is planned for our new computer lab. All other major improvements were completed in the 1990/91 school year.

### Needed Improvements:

Fairmount was built in 1977 and does not suffer the serious maintenance problems of older schools.

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 two 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 and would like to have enough volunteers for all classes. Contact is through the PTA or directly to the classroom teacher or principal. Parents are involved in the decision making process as members of the School Site Council, Bilingual Advisory Council, and PTA.

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

*If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.*

*Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.*

*Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa paggapaliwanag ng mga dokumentong ito sa Pilipino.*

*Xin gọi điện thoại cho nhà trường để biết ngày hướng dân và các nghĩa về tài liệu này bằng tiếng Việt.*

*請打電話向學校詢問有關訓練程序日期之中文說明文件。*

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