

Fairmount Elementary School

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

Dr. John Martin, Principal

1993-1994 School Accountability Report Card

San Francisco Unified School District

Fall, 1993

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.

Each school has a set of 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. N/A indicates that the objective is not applicable to the school. 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.

School Description

Fairmount School is a K - 5 school of 420 students. We are a multi ethnic urban school. Our largest groups are African American (40%) and Hispanic (40%). 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 hands on science program, computer lab, library program, school choir, special friends program for special education students drill team, and basketball team.

"We are very pleased with the many positive developments that have taken place at Fairmount in the past five 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.

We have established 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.

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 four years. At the district level teachers have participated in inservice for the 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 a Chapter 2 Grant, has greatly enriched our language arts program.

Grade Span:	K-5	Student Enrollment:	412	LEP/NEP*:	20.1%
Building (sq.ft.):	40,731	Average Daily Attendance:	98.3%	Special Education:	13.6%
Yr of Construction:	1977	Optional Enrollment Requests:	28.6%	EDY**:	46.6%
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%

537-1/1/94 by Planning, Research, and Information Systems

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

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 most classrooms, 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 3,058 certificated 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

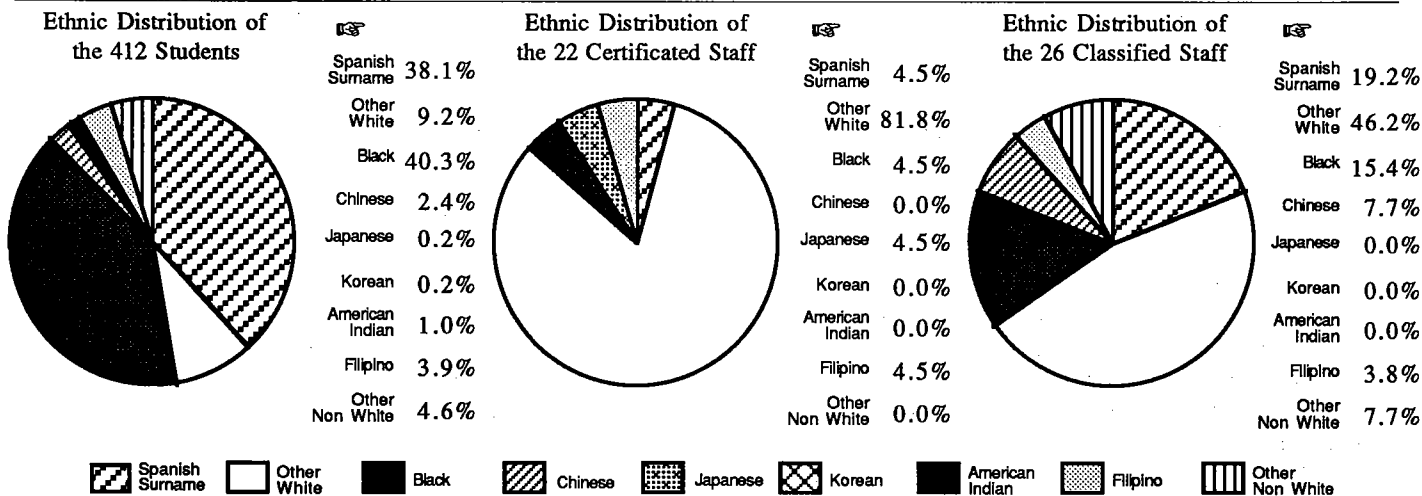
The District's K-5 average attendance for 1992-93 was 99.2% and the dropout rate was 1.8%. At Fairmount, attendance for the year was 98.3%, excused absences were 7.1%, unexcused absences were 1.7% and the dropout rate was not available. An important District objective is to reduce dropout rates. Dropouts 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 1o: 1992-93 dropout rate will be reduced from its 1991-92 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	30.1	29.0
1	26.0	24	27.0	24.7
2	26.0	24	25.9	25.7
3	29.8	25	27.9	28.5
4	32.2	30	27.4	29.0
5	32.2	30	28.9	27.3

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.

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, 1 student was 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.

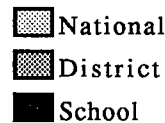
Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.



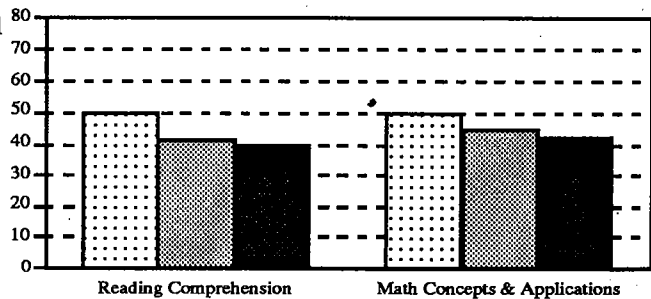
Student Achievement

CLAS Scores - Spring 1993

The California Learning Assessment System (CLAS) is administered in English-Language Arts (Reading and Writing) and in Mathematics to Grade 4 students and in Science and History/Social Science to Grade 5 students. Results from the Spring 1993 CLAS administration were not available from the California Department of Education at the time of this publication.



CTBS



LEP/NEP = 20.1%

Special Education = 13.6%

EDY = 46.6%

GATE & High Potential = 3.6%

The California Learning Assessment System (CLAS) is a state mandated annual test. It is currently being administered each Spring at Grades 4,5,8, and 10. Portions of the Comprehensive Tests of Basic Skills (CTBS) are also used by this District to measure individual student progress and proficiency standards

In 1992-93, 31 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1f; Desegregation, Tenets, and Site Plan: 4a, - 4h. GROUP B: College Preparation, and Graduation: 1g-1l,1p,1q; Attendance and Drop-out Prevention: 1m, - 1o; Parent Participation, School Environment and School Portfolio Assessment: 2a,2b,2c,3a,3b,4i. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Fairmount has successfully met 70% of its objectives.

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.

Expenditures and Services Offered

1991-92 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	26,139	26,136
Mid-range Teacher Salary	40,628	41,286
Highest Teacher Salary	51,103	47,162
Principal's Average Salary	65,164	61,573
Superintendent Salary	107,492	120,000
* Districts over 20,000 ADA		

Substitute Teachers

During the Spring of the 1992-93 school year, the Fairmount teacher attendance rate was 97%.

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 1992-93, materials were 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 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. 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.

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 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 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 goi diên thoai cho nhà trường để biết ngày hướng dân và cát 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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