

Cesar Chavez Elementary School

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Dr. Lance Tagomori, Principal

S.F.U.S.D.

2000-2001 School Accountability Report Card

Fall 2000

School Description

Cesar Chavez, in the heart of the Mission District, has a population rich in cultural and linguistic diversity. An energetic, caring staff works together to create a school that nurtures social, emotional and academic growth.

Students learn about themselves, their families and about the world using reading and writing skills. They are also challenged to address environmental and social issues through science, math, technology, and social studies. All students have access to a PC computer lab and to classroom computers which are all networked. Service learning is also integrated into the curriculum. Cesar Chavez School is proud to have Chinese, Spanish, and American Sign Language bilingual classes as well as IRISE/ELD classes.

Parents are an important part of the Cesar Chavez team. They participate in the decision making process, help in the classroom, or help with fundraising. Parents also work on special activities such as Black History, Chinese New Year, Dia de la Raza, Women's History, and Deaf Culture celebrations.

Cesar Chavez School is a diverse community of life-long learners which integrates academic skills with personal growth and enables all to reach full potential as globally responsible individuals.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified its individual school priorities:

A To increase each student's reading comprehension by more than one year's growth per year of instruction.

B To continue developing each student's narrative writing abilities with an emphasis on purpose setting and narrative text structures.

C Continue building each student's abilities in math reasoning and problem solving.

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.

Philosophical Tenets

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

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|---|--|---|
| * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * All individuals are entitled to be treated with respect and dignity. | * 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. |
| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | |
| * 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 learn in many different ways and at varying rates. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| | * Each individual learns best in a particular way. | |
| | * All individuals are both potential learners and potential teachers. | |
| | * Learning has both cognitive and affective dimensions. | |

Grade Span:	K-5	Student Enrollment:	468	LEP/NEP (ELL) ¹ :	76.3%
Building (sq.ft.):	49,100	Average Daily Attendance:	94.40%	EDY ² :	57.9%
Year of Construction:	1926	Optional Enrollment Requests:	49.4%	% of Points Met ³ :	72%
Children Center/Childcare:	No	Title I/State Pre-K Program:	Yes	Student Uniforms:	No

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD 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. At Cesar Chavez the student advisor supports students on a daily basis. A speech therapy and resource specialist program is offered as well. Mental health consultants assist staff in setting up a nurturing learning environment. Our Technology resource teacher helps teachers integrate technology into the curriculum. We have after school programs which include computer and homework tutoring, sports and theater. We have paraprofessionals who work in the lab and in the classrooms. There are volunteers from middle and high schools, from businesses, as well as two full time Americorp workers. Our Healthy Start program provides extra support for families. This includes referrals to needed services and workshops such as evening computer training in our computer lab.

Student Attendance and Dropout Rate

Dropout rate 1997-98 = 7.7% 1998-99 = 8.9% 1999-00 = 4.3%

The District's K-5 average attendance for 1999-2000 was 95.1% and the dropout rate was 1.3%. At Chavez ES, attendance for the year was 94.4%, excused absences were 3.3%, unexcused absences were 2.3%, and the dropout rate was 4.3%. 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. At Cesar Chavez School student attendance is carefully monitored on a daily basis by the teachers and the student advisor. Follow up calls are made in English, Vietnamese, Spanish, and Chinese. The Student Study Team and the Healthy Start program members offer support services when needed to assure that all students attend school.

Student Achievement

SAT9 (Spring 1998, 1999 & 2000)

	1998	1999	2000
Reading	43	44	48
Math	52	54	59

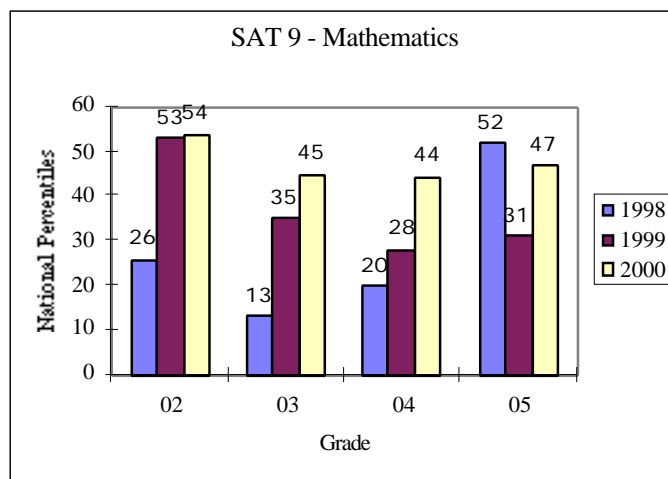
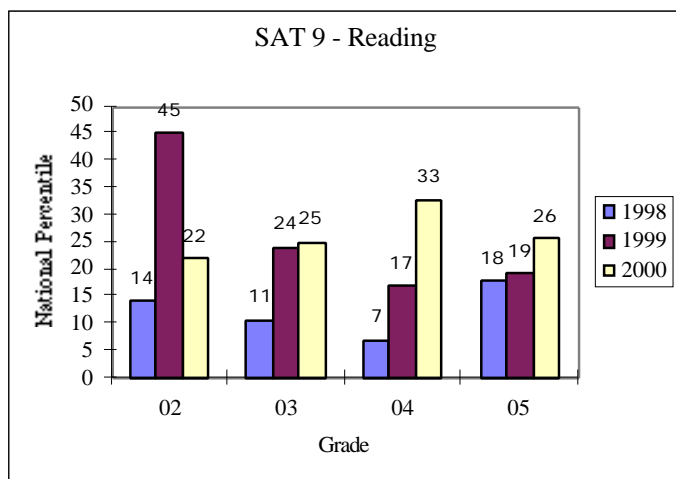
*Unmatched performance data

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

Academic Performance Index

	Statewide	Similar Schools
2000 Rank	2	3

Details about the API program including an explanation of the nature and purpose of the various components can be found on the web at "www.cde.ca.gov/psaa/api"



Ethnic/Gender Diversity

Ethnic/Gender Representation (Percents)

	Total	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%	Male%	Female%
Students	468	5.1	0.9	24.1	3.2	0.0	0.0	60.0	3.4	3.0	52.6	47.4
Certificated	31	9.7	0.0	22.6	0.0	0.0	0.0	32.3	6.5	29.0	22.6	77.4
Classified	2	0.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	50.0	0.0	100.0
Paraprofessional	22	4.5	0.0	22.7	4.5	0.0	0.0	50.0	4.5	13.6	22.7	77.3

Cesar Chavez School is committed to assuring that the staff reflects the ethnic and linguistic population of the students. Bilingual and Bicultural teachers enrich the education of all students.

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

School Suspension rates: 1997-98 1998-99 1999-2000
 1.3% .6% 1.5%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Chavez ES, 8 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 Conflict Resolution Program helps teach problem solving skills. The Student Study Team (which include teachers and support staff) assist teachers and students resolve problems.

(SFUSD Expulsion Rate: 97-98 .09% 98-99 .11% 99-00 .09%)

Teacher Assignment

Out of 3,279 teachers in the District, 162 are teaching with emergency credentials and 55 with program waivers.

We have teachers qualified in Spanish, Chinese, and American Sign Language and in Special Education. All teachers are qualified to teach English, including sheltered English. Staff expertise includes: Language, Social Studies, Science, Math, Fine Arts, and Multi-Cultural Education.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1998	1999	2000	
K	**	20.00	18.59	18.5	18.8	19.3	43,200
01	**	20.00	19.01	19.9	19.0	18.7	50,400
02	**	20.00	18.69	19.2	17.0	19.0	50,400
03	**	20.00	18.63	19.5	17.4	19.4	50,400
04	32.20	30.00	25.51	19.3	21.5	23.0	54,000
05	32.20	30.00	27.09	22.0	26.7	27.3	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.

Teacher/Staff Professional Development and Curriculum Improvement

Number of Staff Development Days: 1998-99 = 8 1999-2000 = 3 2000-2001 = 3

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 subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three days for site-determined professional development.

At Cesar Chavez the staff participates in goal-setting and planning. We have learned Cooperative Learning Structures so students can work in supportive peer groups that improve their self-esteem and increase academic achievement. All teachers engage in professional development. We have teacher leaders in: Early literacy development, writing, math problem-solving strategies, and technology. Teachers observe each other's classrooms and help each other grow professionally.

Quality of School Instruction and Leadership

The quality of instruction at Cesar Chavez is high because of an enthusiastic, dedicated staff. Staff members pride themselves with a uniquely high amount of site-based decision making which takes place within the school setting. Teachers develop plans to work collaboratively on everything from budget issues to curricular decisions. We have very high expectations and use assessment to improve the program. Students are expected to publish their own stories and projects using technology. Various groupings for effective instruction are in place. The staff engages in professional development and is accountable for continuous improvement. The principal is a leader of leaders at this site.

Substitute Teachers

During the 1999-2000 school year, the Chavez ES teacher attendance rate was 94%.

Average Salaries, Budget Percentages & Expenditure per Student

1998-99 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$38,000	\$31,172
Mid-Range Teacher's Salary	\$49,481	\$49,262
Highest Teacher's Salary	\$59,895	\$56,246
Principal's Average Salary	\$78,145	\$71,326 **
Superintendent's Salary	\$137,350	\$199,800
Expenditure per Student		\$4,179 **
% of Budget for Teacher's Salaries	43.71%	42.09%
% of Budget for Administrators	4.84%	5.09%
* Districts over 19,999 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 and in 1999-2000 there was an adoption for K-8 History/Social Science. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

Basic textbook selection is consistent with District-mandated materials. Classrooms are also filled with quality literature as well as books about science. The library includes trade books and resource materials including six computers with CD Rom which is used for research. Hands on Science and Math materials are available to all students. Software is chosen with all students' needs in mind and the technology available also includes video and XAP cameras, scanners, and other multi-media capabilities. We extend the walls of the classroom by use of our garden and other community resources such as the Mission Science Workshop.

School Facilities and Safety

Current Conditions

We have a PC computer Lab with a Network which unifies the 30 computers in the lab and the computers in the classrooms. We are also very proud of our outstanding murals which are SF landmarks. New windows were installed; we have new drinking fountains; and several classrooms were remodeled.

Planned Improvements

Needed Improvements

Acoustics and lighting in the auditorium; interior and exterior painting; additional furniture for students; white boards for classrooms.

Parent/Community Involvement

Cesar Chavez staff is fortunate to have parents from: The Western Addition, Chinatown, and the Mission District. We believe that parents are children's most important teachers. Parents are part of our decision making structure and meetings are conducted in English, Spanish, and Chinese. The "Family Connections" parent newsletter is published every week in these three languages. Our Parent Advocates help to involve more parents. Parents are always welcome at Cesar Chavez to visit classes and volunteer. Through our Families Building Literacy Program, parents are also involved in curriculum development.

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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