

School Accountability Report Card

School Year 2001-2002

SFUSD #481

CA ID #6040836

Cleveland Elementary School

455 Athens Street, San Francisco, CA 94112

Dr. John Rubio, Principal

Phone: 415-469-4709

FAX: 415-469-4051

Table of Contents

- Mission & Vision**
 - I. Demographic Information**
 - II. School Safety & Climate for Learning**
 - III. Academic Data**
 - IV. School Completion (secondary schools only)**
 - V. Class Size**
 - VI. Teacher & Staff Information**
 - VII. Curriculum & Instruction**
 - VIII. Post-Secondary Preparation (secondary schools only)**
 - IX. Fiscal & Expenditure Data**
-

Click on section titles above to go directly to a section
or scroll through entire document.

School Accountability Report Card

School Year 2001-2002

SFUSD #481

CA ID# 6040836

Cleveland Elementary School

455 Athens Street, San Francisco, CA 94112

Dr. John Rubio, Principal

Phone: 415-469-4709

FAX: 415-469-4051

Enrollment: 345
Grades Served: K-5

email: sch481@muse.sfusd.edu

Web Site:

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman

Address: 555 Franklin St., San Francisco, CA 94102

Web Site: www.sfusd.edu

SARC Contact: Ritu Khanna, Director
Research, Planning & Accountability

email: rkhanna@muse.sfusd.edu

Phone: 415-241-6454

Fax: 415-241-6035

School Description

Cleveland School combines a rigorous, meaning-centered curriculum with an emphasis on meeting the needs of the whole child. Cleveland has designed and implemented a new school wide literacy program with the goal of dramatically raising the reading performance of all the students. Shared reading, journal writing, phonics instruction, the writing process and literature study take place in every classroom. Students have daily opportunities to deepen and demonstrate understanding of mathematical concepts. Rich Science lessons stimulate our students and develop observation, comparison, and classifying skills. There is writing across all curricular areas.

Additional activities include student government, Conflict Manager and peer tutoring.

Parents participate in school governance through the School Site Council and its Advisory Committees. The Parent Teacher Association has active committees which plan events and oversee campaigns to promote student health and welfare and educational enrichment. The school collaborates with several community based organizations and agencies: Edgewood Family Center, San Francisco Educational Services, Excelsior Partnership Program and the Recreation and Park Department, among others.

Cleveland School is an Optimal Learning Environments Project school. Three Cleveland School teachers participate on the district Mathematics Leadership Initiative professional development team.

Vision Statement

Cleveland Elementary School is committed to providing each student with the knowledge and skills necessary to become a lifelong learner and a contributing participant in a changing world community. A love of reading opens the door to the world. This is why every child must become a fluent reader. Caring and dedicated teachers and staff will provide students with appropriate, challenging and enjoyable work. We will promote cooperation with, and respect for, all persons in the school. People with diverse backgrounds will be honored and the speaking of different languages will be accepted and appreciated. A school environment that is safe, nurturing, and stimulating will be maintained.

Opportunities for Parental Involvement

Contact Person Name: Amani Williams

Contact Person Phone Number: 469-4709

Organized opportunities for parental involvement:

Currently parents assist the school with school activities (e.g. picture day) and morning yard supervision of students. There is a draft plan to use our new parent liaison to schedule parents for regular classroom visits, and a plan for qualified parents to do 1-1 tutoring for their child (or other students) in reading. Parents also assist by serving on our SSC, and parents are forming a new PTA group.

I. Demographic Information

Student Enrollment The percentage of students is the number of students in a racial/ethnic category divided by the school's most recent California Basic Educational Data System (CBEDS) total enrollment.

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	42	12.2
American Indian or Alaska Native	2	0.6
Asian-American	69	20.0
Filipino-American	41	11.9
Hispanic or Latino	178	51.6
Pacific Islander	6	1.7
White (Not Hispanic)	6	1.7
Other	1	0.3

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 4/01/2001

Date Last Reviewed with Staff: 4/01/2001

Key elements of School Safety Plan:

At Cleveland, we have a proactive positive reward system for attendance and behavior. Our elementary advisor works with identified boys and girls in mentoring groups (on a daily basis). For the 2001-2002 school year, we will also be implementing the national Stop and Think Program. In addition, we have up to date and ready to implement procedures in the event of any emergency or natural disaster. Cleveland also has a school nurse for more time than most schools, a mental health consultant, and mental health interns.

School Programs and Practices that Promote a Positive Learning Environment

New for the 2001-2002 school year, we are implementing the Bay Area Scores soccer and writing program. Students practice and play soccer with other area elementary schools three days a week. The same students work with teachers two days a week in writing.

Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)	16	27		1,712	1,935	1,791
Suspensions (rate)	4.5%	7.4%	0.0%	2.8%	3.2%	3.0%
Expulsions (number)				66	57	90
Expulsions (rate)				0.1%	0.1%	0.2%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Cleveland ES, no 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: Programs include the school discipline policy, Conflict Managers Program, Student Advisor Program, Student of the Week and Month, Awards Assemblies, Girls' Socialization Group, and the addition of Victor Valle as our CARE TEAM LEADER.

School Facilities

Safety, cleanliness and adequacy of school facilities.

The school facilities are safe and clean, but are in great need of paint. Most windows need to be replaced as they no longer open and close in a safe manner.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

There is adequate space for learning and reading centers in each classroom, and space for students to play including a large play structure for all students.

Condition of restrooms, floors, walls, roof, plumbing and electrical systems.

Restrooms, floors, and walls all need work to improve their condition. Roof and electrical systems appear to be in good shape.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

The technology infrastructure is in need of improvement and repair. The school also needs to purchase up to date computers for staff members. Due to the age of the school building (and the windows and outside wooden walls) it is difficult to keep the building heated.

Efforts to keep the buildings and grounds clean, free of litter and graffiti, etc.

The school works directly with the outside waste agencies to immediately replace any trash cans which have graffiti. The school district painters also support a graffiti clean school.

Efforts to ensure the school facilities are in good repair and safe for students and staff.

Currently the school principal is working closely with the Facilities and Management Department to determine if the school can receive some assistance in the area of painting.

Success of these efforts.

TBD

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English Language Arts and Mathematics in grades 2-11 and Science and History/Social Science in grades 9-11, and the Stanford Achievement Test, Ninth Edition (Stanford 9), which tests Reading, Language, Mathematics (Grades 2-11), Spelling (Grades 2-8), and Science and History/Social Science (Grades 9-11 only).

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area.

English Language Arts

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Schoolwide

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2			8			37			32
3			37			31			30
4			13			34			33
5			24			28			28
6						28			31
7						33			32
8						30			32

ELA Subgroups (More than 10 Students Per Grade Level with Test Results)

Percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	4	12	9	5	8	8	
3	39	33	52	20	29	53	
4	13	12	9	16	11	18	
5	9	34	9	33	30	11	
6							
7							
8							

ELA Racial/Ethnic groups

(More than 10 Students Per Grade Level with Test Results)

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2								
3								
4								
5								
6								
7								
8								

Stanford 9

Reading and mathematics results from the Stanford 9 test are reported for each grade level as the percentage of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	50	38	31	55	58	54	44	49	51
3	30	32	55	42	45	46	41	44	46
4	31	38	39	43	50	51	41	45	47
5	26	29	38	44	46	47	42	44	45
6	0			45	46	45	44	46	47
7	0			50	50	48	44	46	48
8	0			49	51	48	47	49	50

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	School			District			State		
	1999	2000	2001	1999	2000	2001	1999	2000	2001
2	53	35	53	60	64	60	49	57	58
3	40	47	68	55	61	61	48	56	59
4	41	48	38	51	56	58	44	51	54
5	31	39	52	54	58	60	45	50	54
6				56	58	59	50	55	57
7				54	57	57	45	48	50
8				54	59	57	45	48	49

Subgroups (More than 10 Students Per Grade Level with Test Results)

Data are provided for current year only (if there are more than 10 students in the subgroup per grade level at the school site with test results). These subgroups include: gender, race/ethnicity, English Learners/Non-English Learners, Socioeconomically Disadvantaged /Non-Socioeconomically Disadvantaged, and Migrant Education.

Reading

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	29	33	25	41	34	21	
3	56	53	71	35	48	69	
4	42	37	28	52	40	33	
5	20	50	16	52	45	24	
6							
7							
8							

Mathematics

(Percentage of Students Scoring at or Above the 50th percentile)

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	59	47	63	36	49	64	
3	68	68	83	50	65	77	
4	38	38	32	44	36	43	
5	45	57	32	66	58	41	
6							
7							
8							

California Fitness Test (Percentage of Students Meeting Fitness Standards)

The percentage of students in grades 5, 7, and 9, as appropriate, who scored in the healthy fitness zone on all six fitness standards on the California Fitness Test.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	48.2	62.5	29.2	23.4	24.8	22.0	21.4	22.0	21.0
7				30.1	33.7	26.7	25.2	26.0	24.5

SAT I (Secondary schools only)

The SAT I Reasoning Test, formally known as the Scholastic Assessment Test, is one of the tests available from The College Board that students voluntarily take for college entrance. The SAT I is designed to assess many of the skills that are important to a student's success in college. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5% of the distance between its base API and 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for monetary awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement.

Subgroup APIs and Targets: In addition to a whole-school API, schools also receive API scores for each numerically significant racial/ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are also set for each of the subgroups. Each subgroup must also meet its target for the school to be identified as having met its target.

Percentage Tested: In order to be eligible for awards, elementary and middle schools must have at least 95% of their students in grades 2-8 tested in STAR. High schools must have at least 90% of their students in grades 9-11 tested.

Statewide Rank: Schools receiving an API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: This is a comparison of each school with 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

APE criteria are subject to change as new legislation is enacted into law. More detailed and current information about the API and public school accountability in California can be found at the California Department of Education website at <http://api.cde.ca.gov/> or by speaking with the school principal.

Schoolwide API Note: # indicates that no growth target was assigned in that year.

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Percentage Tested	92	84		Percentage Tested	84	97	
Base API Score	570	574		Growth API Score	574	639	
Growth Target	12	11		Actual Growth	4	65	
Statewide Rank	4	3		Eligible for Awards	No	Yes	
Similar Schools Rank	7	4		Eligible for II/USP			

API Subgroups - Racial/Ethnic Groups

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
African American				African American			
Base API Score	470			Growth API Score			
Growth Target	10			Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Asian-American				Asian-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	506	532		Growth API Score	532	596	
Growth Target	10	9		Actual Growth	26	64	
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	1999	2000	2001		From 1999 to 2000	Fr. 2000 to 2001	Fr. 2001 to 2002
Base API Score	561	563		Growth API Score	563	620	
Growth Target	10	9		Actual Growth	2	57	

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2004, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the California High School Exit Exam.

To be implemented upon approval of the High School Exit Exam process by the California State Board of Education.

Dropout Rate and Graduation

Data reported regarding progress over the most recent three-year period toward reducing dropout rates includes: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate listed in the California Basic Educational Data System (CBEDS). The formula for the one-year dropout rate is: (Grades 9-12 Dropouts/Grades 9-12 Enrollment) multiplied by 100. Graduation rate data will be reported after the California State Board of Education approves a graduation rate formula.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grade	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.0	1			20.0	2			19.0	2		
1	17.0	1			20.0	1			18.3	3		
2	20.0	1			20.0	1			18.0	3		
3	15.0	1			20.0	2			19.0	1		
4	25.0		1		26.0	1		1	31.5		1	1
5	27.0		1		31.0		1		26.5	1		1
6												
K-3	17.0	2			19.6	5						
3-4					9.5	2						
4-8	23.0		1		24.0		1					
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	1999				2000				2001			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
English												
Mathematics												
Science												
Social Science												

Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher.

Grade Level	Percentage of Pupils Participating		
	1999	2000	2001
K	99.3	99.3	99.3
1	99.3	99.3	99.3
2	99.3	99.3	99.3
3	99.3	99.3	99.3

VI. Teacher and Staff Information

Teacher Credential Information

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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

At Cleveland, all teachers are teaching in the areas in which they are credentialed. A number of staff have multiple credentials and degrees. We have credentialed teachers in the following areas of specialization: 8 English Plus, 1 Special Ed., 9 English Only instructors. We also have 1 RSP and a Literacy Coordinator who as part of his duties teaches Lang. Arts for 85 minutes each day.

	1999	2000	2001
Total Number of Teachers	20	22	19
Full Credential (fully credentialed and teaching in subject area)	13	15	18
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	1	8	2
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

Teacher Evaluations

Teacher evaluation procedures and the criteria on which they are based:

San Francisco Unified School District's teacher evaluation system is currently under revision. The District is conducting a pilot in 30 schools of a new evaluation system, based upon the *San Francisco Teaching Standards*, which are a modification of the *California Standards for the Teaching Profession*. This pilot includes teacher self-assessment, professional growth plans and objectives, and guided reflection. There are protocols for pre-observation and post-observation conferences. Administrators are trained in evidence-based observation, focusing on specific areas of teacher practice, as well as in reflective questioning and coaching strategies. All of this is an effort to make teacher evaluation a professional growth-oriented process in the SFUSD. For teachers who are not performing at a satisfactory level, the District has a Peer Assistance & Review (PAR) program whereby those teachers receive up to a year of intensive coaching support to significantly improve practice and remain employed in the SFUSD.

Substitute Teachers

Impact upon program of quality or availability of substitute teachers:

During the 2000-2001 school year, the Cleveland ES teacher attendance rate was 96%. The school utilizes a known, reliable team of substitutes when they are needed. They are critical in supporting teachers by providing them release time for grade-level meetings, school planning and conference attendance.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE.

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. Consent Decree funds a Community Relations Specialist Elementary Advisor. The Conflict Managers Program trains all students in peaceful Conflict Resolution.

The CARE Team provides support for children and their families to develop positive, healthy relationships allowing students to achieve academically at their highest potential. Families are critical partners in the social development and academic achievement of their children. The CARE Team exists to assist that development and achievement.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other (specify)	
Other (specify)	

K-8 school counselors
for grades 6-8 only.

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

Teachers at Cleveland are sent to visit and observe other teachers at schools around San Francisco. Teachers also observe Best Practice videos of district teachers performing model lessons. All teachers participate in district, and out of district, professional development that is paid for by the local school site.

School and district efforts to align the instructional program with the state frameworks and content standards.

Teachers at Cleveland meet every two weeks to plan in grade level groups for at least two late start days per month, and with the school principal. This work is entirely focused on developing classroom curriculum that is based upon state Language Arts and Math standards. Teachers then review student work based on the standards (and the rubrics they have developed). This cycle is ongoing for the school.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

The school leadership team at Cleveland works closely with the school principal to assist in the planning of professional development, and to brainstorm together with the principal on ways to improve our school. This work is often focused on ways of improving the instructional delivery of different aspects of our literacy program.

How the school staff monitors the progress of underperforming students/student groups.

The work of underperforming students is delivered to the principal on a regular basis. These students are targeted for additional tutoring with our school business partner, Macromedia, and for additional weekend assignments and afterschool tutoring.

Supports and interventions that are available to assist special needs students.

There is one-on-one reading support with our RSP teacher, as well as support from our mental health consultant and nurse.

Procedures for assessment of the progress of subgroups such as English Learners, Title I students, and numerically significant API subgroups.

Each subgroup is assessed on a quarterly basis for progress in Reading and Math. This information is then used to create ongoing action plans.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

All students are given access to the same core curriculum materials and support materials.

Summary of overall achievement by subgroups.

Overall, both Reading and Math scores for students have increased significantly. Among our subgroups, both Latino and African American students did not perform as well as other groups of students.

Professional Development

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.

All of Cleveland's staff is engaged in ongoing professional development, many on a leadership level. Four teachers are members of SFUSD's Literacy Implementation team. They are district trainers inservicing teachers in the new Literacy Place/Solares Language Arts program. Eight teachers are members of the City Science team, including two teacher leaders. One teacher is part of the math leadership team and a mentor teacher is on our staff. One teacher who is a RR Specialist supports other primary teachers in developing strategies for early literacy development. Cleveland's primary focus this year is student literacy and we maintain this vision throughout our staff development activities.

Quality and Currency of Textbooks and Other Instructional Materials

Condition of textbooks and other instructional materials. Include information on supply, quality, and currency.

The condition of our textbooks is good. However, we need to purchase additional materials to replace missing items.

School educational technology program.

The technology program will consist of numerous types of K-3 reading software. All teachers will be trained in KidPix/Hyperstudio, the use of digital cameras and internet integration in the classroom.

Additional technology resources.

Every classroom in the school is wired for internet use.

1. Number of Computers Used for Instructionally Related Purposes	40
2. Number of Computers with CD-ROM (must be less than or equal to 1)	27
3. Number of Classrooms with Internet Access	20
4. Number of Classrooms with Wide Area Network (WAN) Access	20

Indicate whether or not textbooks meet state standards and have been adopted by the State Board of Education (SBE).

All textbooks meet state standards and have been adopted by the Board of Education.

Report the ratio of textbooks to pupils.

There is at least one textbook for every child, and numerous additional books in each classroom library.

Instructional Minutes (School Year 2000-2001)

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	43,500
1	50,400	50,700
2	50,400	50,700
3	50,400	50,700
4	54,000	54,300
5	54,000	54,300
6	54,000	
7	54,000	
8	54,000	

Total Number of Minimum Days

Number of days and reasons

In all San Francisco Unified District schools:

- 10 minimum days make time for parent/teacher conferences during Fall and Spring Parent Conference Weeks
- 3 minimum days per year make time for teachers to take part in professional development during Professional Development Institutes

Some schools “bank” additional instructional time to be used for professional development:

Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

Our students are becoming proficient readers and writers. In addition, our students are also practicing controlled communication techniques. All of our students have some experience with technology. All of these areas will foster their work readiness skills.

How the school measures the success of its efforts to prepare students for the work force.

We measure our success of reading and writing readiness through our school district standardized tests and district writing assessments.

How the school makes special efforts to help special student populations in their preparation to enter the work force.

Our special populations teacher makes sure that the specific goals of each special needs student are followed and reached.

VIII. Post Secondary Preparation (Secondary Schools only)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. The table below shows the number of classes offered and the enrollment in various AP and IB classes. The data for fine and performing arts includes AP Art and AP Music, and the data for social Science includes IB Humanities.

Percentage of Pupils Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission (Grades 9-12)

The percentage of pupils enrolled in courses required for UC and/or CSU admission is calculated by dividing the total number of pupils in courses required for UC and/or UC admission (duplicated count) by the total number of pupils in all courses (also a duplicated count) for the most recent year.

Percentage of Graduates Who Have Passed Courses Required for University of California (UC) and California State University (CSU) Admission

The percentage of graduates is the number of graduates who have passed course requirements for UC and/or CSU admission divided by the school's California Basic Educational Data System (CBEDS) total graduates for the most recent year.

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 1999-2000)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher's Salary	\$31,172	\$32,678
Mid-Range Teacher's Salary	\$45,769	\$50,891
Highest Teacher's Salary	\$56,246	\$62,446
Principal's Average Salary	\$74,662	\$82,126
Superintendent's Salary	\$170,000	\$144,995
% of Budget for Teacher's Salaries	38.80	42.90
% of Budget for Administrators	10.10	4.90

Expenditures

SFUSD Total Dollars	SFUSD Dollars per Student (ADA)	State Average for Districts in Same Category Dollars per Student (ADA)	State Average for all Districts Dollars per Student (ADA)
\$346,938,419	\$5,943	\$5,758	\$5,705

Types of Services Funded