

School Accountability Report Card

School Year 2001-2002

SFUSD #603

CA ID #6041149

Cesar Chavez Elementary School
825 Shotwell Street, San Francisco, CA 94110
Dr. Lance Tagomori, Principal

Phone: 415-695-5765

FAX: 415-695-5843

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 #603

CA ID# 6041149

Cesar Chavez Elementary School

825 Shotwell Street, San Francisco, CA 94110

Dr. Lance Tagomori, Principal

Phone: 415-695-5765

FAX: 415-695-5843

Enrollment: 468
Grades Served: Pre K-5

email: sch603@muse.sfusd.edu

Web Site:
www.sfusd.edu/schwww/sch603

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

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. Beginning in the Spring of 2002, students wear school uniforms.

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 lifelong learners which integrates academic skills with personal growth and enables all to reach full potential as globally responsible individuals.

Vision Statement

Cesar Chavez is a community of lifelong learners. We incorporate and integrate academic skills, knowledge of subjects, leadership development and appreciation of our rich diversity. We are committed to the spirit, philosophy and actions of Cesar Chavez. We empower our students as independent learners and critical thinkers to enable each youngster to reach full potential as leaders and scholars in our school and our communities.

Opportunities for Parental Involvement

Contact Person Name: Saul Anaya

Contact Person Phone Number: 415-695-5765

Organized opportunities for parental involvement:

Parents are encouraged to volunteer in the classroom, join the Parent Organization, School Site Council, Bilingual Advisory Committee, School Advisory Committee, and Pre K Advisory Committee. They are also encouraged to participate in field trips and other schoolwide cultural activities.

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	24	5.1
American Indian or Alaska Native	4	0.9
Asian-American	129	27.6
Filipino-American	15	3.2
Hispanic or Latino	281	60.0
Pacific Islander	0	
White (Not Hispanic)	14	3.0
Other	1	0.2

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/1/2001

Date Last Reviewed with Staff: 10/2/2001

Key elements of School Safety Plan:

The school has an organized Safety Committee composed of parents, staff and community members. The Committee meets monthly to ensure the safety of students and staff. Disaster Drills are practiced once per quarter and fire drills are practiced once per month. Teachers and staff are trained in TRIBES to promote positive behavior by all students. The school and classrooms are neat and orderly which promotes a positive learning environment for students.

School Programs and Practices that Promote a Positive Learning Environment

- TRIBES expectations and training provided to all staff.
- School-wide beautification days
- Safety Committee (parents and staff)
- Student Advisor works with students and parents to promote positive home-school communication.

Suspensions and Expulsions

	School			District		
	1999	2000	2001	1999	2000	2001
Suspensions (number)	3	8	4	1,712	1,935	1,791
Suspensions (rate)	0.6%	1.6%	0.9%	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 Chavez 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: A Conflict Resolution Program helps teach problem solving skills. The Student Study Team, which includes teachers and support staff, assists teachers and students to resolve problems.

School Facilities

Safety, cleanliness and adequacy of school facilities.

The school maintains a safe, clean and orderly learning environment for students and staff. The facilities department has been working at the school to make the necessary changes in facilities (interior painting of classrooms and hallways, white boards in each classroom).

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 all classrooms, library, parent center, computer lab, afterschool program, auditorium and cafeteria. Yard space is adequate for an urban school of 500 students.

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

Restrooms could use updating. There are frequent clogs in the drain system in the girls restroom. The electrical system is adequate for our use of technology.

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.

Our school has a suitable learning environment. Parking for staff continues to be a challenge; teachers and other staff must move their cars every hour of the school day.

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

Daily inspection by the principal and day custodian has helped to maintain a clean, safe learning environment for students and staff.

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

Daily inspection by the principal and day custodian has helped to maintain a clean, safe learning environment for students and staff.

Success of these efforts.

The site inspections were successful. The District has met emergency repair needs in a timely manner.

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			26			37			32
3			9			31			30
4			28			34			33
5			10			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	11	36	22		22		
3	5	12	8		3		
4	28	27	22	44	26		
5	7	14	10	12	11	8	
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	43	10	40	55	58	54	44	49	51
3	20	26	20	42	45	46	41	44	46
4	10	32	33	43	50	51	41	45	47
5	14	19	28	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	32	60	48	60	64	60	49	57	58
3	28	42	40	55	61	61	48	56	59
4	31	42	52	51	56	58	44	51	54
5	32	41	53	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	24	50	33		38		
3	18	23	18	31	11	47	
4	34	32	27	50	30		
5	21	36	30	24	28	33	
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	50	47	48		51		
3	33	46	42	33	33	61	
4	54	50	52	53	46		
5	49	58	53	52	52	58	
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	10.0	12.0	8.3	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	72	75		Percentage Tested	75	93	
Base API Score	484	540		Growth API Score	540	594	
Growth Target	16	13		Actual Growth	56	54	
Statewide Rank	2	2		Eligible for Awards	No	No	
Similar Schools Rank	1	3		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				Growth API Score			
Growth Target				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	625	674		Growth API Score	674	727	
Growth Target	13	10		Actual Growth	49	53	
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	396	455		Growth API Score	455	518	
Growth Target	13	10		Actual Growth	59	63	
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	475	528		Growth API Score	528	580	
Growth Target	13	10		Actual Growth	53	52	

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	18.0	1			15.0	1						
1	20.0	1			17.0	1			18.5	4		
2					16.5	4			19.0	3		
3	20.0	1			16.0	1			19.0	3		
4	22.8	1	3		27.0		1		23.0	1	2	
5					25.5		2		27.0		2	
6												
K-3	19.6	11			17.0	8						
3-4	20.0	1			19.0	4						
4-8	22.8	1	3		19.0	1	2					
Other					7.0	1						

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.

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.

	1999	2000	2001
Total Number of Teachers	30	30	28
Full Credential (fully credentialed and teaching in subject area)	25	21	24
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)	6	9	5
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	1	3	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 Chavez ES teacher attendance rate was 97%.

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. 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.

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.

The SSC, BAC, SAC, and Pre K Advisory Committees assist in monitoring opportunities for curriculum improvement.

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

All staff were trained and participated in the use of standards-based instruction for students. Teachers meet weekly in grade level meetings to help monitor student progress toward grade level standards.

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's Curriculum Team (one teacher per grade level) and Administrative Team (support staff) meet at least once per week to ensure the quality of the instructional program.

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

Targeted students participate in the after school program, are recommended for summer school and work in small instructional groups with our literacy paraprofessionals.

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

The inclusion facilitator and resource specialist work with students to support the academic and emotional needs of special needs students.

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

Data analysis of subgroup reports from SAT/9, SABE/2, IWA, Brigance, ABC, LALAR, CELDT, and MPA are used to assess the progress of ELL students.

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.

Teachers ensure that students have access to the core curriculum. ELL students are placed with teachers who are specially trained in SDAIE and ELD to provide students with appropriate instruction and support.

Summary of overall achievement by subgroups.

Our school has exceeded API growth targets for the past three academic years. Chinese, Latino and Socially Disadvantaged students have made significant gains on the SAT/9 test (Grades 2-5).

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.

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 and Currency of Textbooks and Other Instructional Materials

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

The District textbook adoptions meet the basic needs of our students. Title 1, SBCP, Block Grant and General Fund allocations are used to purchase supplemental supplies and instructional materials.

School educational technology program.

The school's technology program is facilitated by the technology teacher paid by Consent Decree funds. Staff professional development and technology classes for students are part of her responsibilities.

Additional technology resources.

We have a computer lab of 30 networked computers, computer work stations in each of the 29 classrooms, and an automated library catalog system.

1. Number of Computers Used for Instructionally Related Purposes	70
2. Number of Computers with CD-ROM (must be less than or equal to 1)	70
3. Number of Classrooms with Internet Access	28
4. Number of Classrooms with Wide Area Network (WAN) Access	28

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

YES

Report the ratio of textbooks to pupils.

1:1

Instructional Minutes (School Year 2000-2001)

Grade Level	State Requirement	Instructional Minutes Offered by this School
K	36,000	50,850
1	50,400	50,850
2	50,400	50,850
3	50,400	50,850
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 school fosters the acquisition and growth of work readiness skills on the part of students by providing them with access to an education of reading, writing, computing, problem-solving, art and music appreciation, physical fitness and the ability to get along with one another.

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

Our school works with the middle schools in the City to ensure proper articulation between the 5th grades and Middle School levels.

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

Target students with special needs are given special jobs around the school to foster independence and citizenship.

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

After School Learning

Arts Education Collaborative

Beginning Teacher Support & Assessment (BTSA)

Galef--Different Ways of Knowing

I.R.I.S.E.

NSF--Urban Systemic Program (Priority 6)

Technology Literacy Grants