

School Accountability Report Card

School Year 2001-2002

SFUSD #481

CA ID #6040836

Cleveland Elementary School

455 Athens Street, San Francisco, CA 94112

Phone: 415-469-4709

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455 Athens Street, San Francisco, CA 94112

Dr. John Rubio, Principal

Phone: 415-469-4709

FAX: 415-469-4051

Enrollment: 330
Grades Served: K-5
email:
sch481@muse.sfusd.edu

School web site can be accessed through the SFUSD home page.

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
Address: 555 Franklin St., San Francisco, CA 94102
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All narrative was collected from schools in the fall of 2002 and represents the current program.

School Description

Cleveland Elementary offers all students an opportunity for a good education in the working class neighborhood of the Excelsior. All teachers work hard at providing a standards based curriculum with rigorous expectations, while also training our young students in social skills that all children need to be successful in life. All classrooms offer large classroom libraries for students to utilize, and all students are given reading to do with parents every weekend.

In addition to literacy, the entire teaching staff at Cleveland works very hard in the areas of math and science improvement. In 2000-2001, these efforts resulted in higher than school district average scores for the third grade mathematics performance assessment, and higher writing assessment scores for all fourth grade students in the Spring of 2002.

Cleveland Elementary School offers more diversity than most schools. We have students from China (including Hong Kong), India, Vietnam, Germany, the Philippines, the Middle East and a number of Latin countries. The teachers at Cleveland surround our amazing students with rich literature and numerous approaches for students to become effective readers and writers.

Cleveland Elementary is a school in transition. The building, located in the Excelsior area, was built in 1910. With school district and parental support, Cleveland is on a fast track to improvements in literacy, mathematics, science and technology. These improvements include recent work on the school site facility.

Vision Statement

Cleveland Elementary School is a place where each student will make great academic and social skill improvements every year, where teachers are in a continual cycle of improvement, and where every parent is involved in their child's education.

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. fundraising) 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 have just formed 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.

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	48	9	0
1	55	10	0
2	59	11	0
3	58	12	0
4	51	Ungraded Secondary	0
5	59		
6	0		
7	0		
8	0	Total Enrollment	330
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	43	13.0
American Indian or Alaska Native	1	0.3
Asian-American	68	20.6
Filipino-American	33	10.0
Hispanic or Latino	168	50.9
Pacific Islander	10	3.0
White (Not Hispanic)	4	1.2
Other	3	0.9
Total	330	

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 Systems (CBEDS) total enrollment.

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 11/15/2002

Date Last Reviewed with Staff: 11/15/2002

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. In the 2001-2002 school year, we implemented 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 available for student counseling.

School Programs and Practices that Promote a Positive Learning Environment

- All teachers are training in the state literacy Cell/Excel program.
- All teachers and students are participating in the national model “Stop and Think” social skills program.
- 4th and 5th grade boys and girls have the opportunity to participate in the Bay Area Scores Soccer and Poetry Program. Boys and girls play organized soccer and work with a writing teacher to write poetry.

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)	27			1,935	1,791	1,722
Suspensions (rate)	7.4%	0.0%	0.0%	3.2%	3.0%	2.9%
Expulsions (number)						
Expulsions (rate)						

In order to provide a healthy climate, we have regulations consistent with the Student Behavior handbook. Students are suspended for violations of those regulations. The following programs have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions:

The Stop and Think program.

School Facilities

Safety, cleanliness and adequacy of school facilities.

The school facilities are safe and clean, and have just been painted. 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.

The building is in fairly good condition.

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.

The school principal continually monitors the facilities for upkeep and improvement.

Success of these efforts.

The principal was successful in receiving school district support inasmuch as the entire inside of the school was newly painted.

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). *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

The tables in this section report the percentage of students achieving at the proficient or advanced level (meeting or exceeding the state standard.)

CST - Schoolwide - English Language Arts

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	8	10	n/a	37	33	n/a	32	32
3	n/a	37	18	n/a	31	37	n/a	30	34
4	n/a	13	34	n/a	34	39	n/a	33	36
5	n/a	24	16	n/a	28	32	n/a	28	31
6	n/a			n/a	28	30	n/a	31	30
7	n/a			n/a	33	33	n/a	32	33
8	n/a			n/a	30	32	n/a	32	32
9	n/a			n/a	33	37	n/a	28	33
10	n/a			n/a	35	39	n/a	31	33
11	n/a			n/a	35	38	n/a	29	31

CST - Schoolwide - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	n/a	n/a	33	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	21	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	30	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	28	n/a	n/a	32	n/a	n/a	29
6	n/a	n/a		n/a	n/a	35	n/a	n/a	32
7	n/a	n/a		n/a	n/a	32	n/a	n/a	29
8	n/a	n/a		n/a	n/a	36	n/a	n/a	26
9	n/a	n/a		n/a	n/a	29	n/a	n/a	22
10	n/a	n/a		n/a	n/a	32	n/a	n/a	21
11	n/a	n/a		n/a	n/a	27	n/a	n/a	18

CST - Schoolwide - Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	42	n/a	n/a	33
10	n/a	n/a		n/a	n/a	32	n/a	n/a	31
11	n/a	n/a		n/a	n/a	27	n/a	n/a	28

CST - Schoolwide - Social Science

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
9	n/a	n/a		n/a	n/a	28	n/a	n/a	24
10	n/a	n/a		n/a	n/a	27	n/a	n/a	24
11	n/a	n/a		n/a	n/a	36	n/a	n/a	32

California Standards Test - Subgroups

CST - Subgroups - English Language Arts

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	9	10	7	14	4	17	
3	15	21	14	25	18	18	
4	41	26	42	24	28	56	
5	17	15	4	23	17	8	
6							
7							
8							
9							
10							
11							

CST - Subgroups - Mathematics

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	32	34	30	38	20	50	
3	19	23	23	19	22	18	
4	40	16	44	11	23	56	
5	33	24	22	31	28	25	
6							
7							
8							
9							
10							
11							

CST - Racial/Ethnic groups - Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

CST - Racial/Ethnic groups - Social Science

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
9								
10								
11								

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.

Stanford 9 - Reading

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	38	31	25	58	54	55	49	51	53
3	32	55	30	45	46	50	44	46	47
4	38	39	41	50	51	53	45	47	49
5	29	38	28	46	47	51	44	45	46
6				46	45	49	46	47	48
7				50	48	49	46	48	48
8				51	48	49	49	50	49
9				42	40	40	35	35	34
10				39	37	40	34	34	34
11				43	40	41	36	37	37

Stanford 9 - Mathematics

Grade Level	School			District			State		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	35	53	58	64	60	64	57	58	62
3	47	68	43	61	61	61	56	59	62
4	48	38	55	56	58	61	51	54	58
5	39	52	51	58	60	63	50	54	57
6				58	59	62	55	57	60
7				57	57	58	48	50	52
8				59	57	59	48	49	50
9				67	65	66	51	51	52
10				60	59	65	46	45	46
11				64	60	63	47	46	47

Stanford 9 - Subgroups

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.

Stanford 9 - Subgroups - Reading

Grade Level	Male	Female	English Learners	Not-English Learners	Socio-economically Disadvantaged	Not Socio-economically Disadvantaged	Migrant Education Services
2	27	24	15	38	17	33	
3	26	33	20	45	30		
4	45	37	50	29	37	55	
5	29	27	14	37	31	20	
6							
7							
8							
9							
10							
11							

Stanford 9 - Racial/Ethnic groups - Mathematics

Grade Level	African American	American Indian or Alaska Native	Asian American	Filipino American	Hispanic or Latino	Pacific Islander	White (not Hispanic)	Other
2			62		80			
3					34			
4					64			
5					36			
6								
7								
8								
9								
10								
11								

Local Assessment

(Percentage of Students Meeting or Exceeding the District Standard)

Grade Level	Reading			Writing			Mathematics		
	2000	2001	2002	2000	2001	2002	2000	2001	2002
K									
2									
3							80.4%	78.4%	92.2%
4				42.9%	33.3%	41.3%			
5									
6									
7									
8									
9									
10									
11									

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. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

Grade Level	School			District			State		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
5	0.0	0.0	0.0	14.4	17.1	11.9	22.2	23.4	21.5
7				24.0	25.8	22.3	25.9	27.3	25.0
9				21.1	20.5	21.6	22.7	21.0	24.6

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	84	97	84	Percentage Tested	97	99	570
Base API Score	574	648	574	Growth API Score	639	615	12
Growth Target	11	8	4	Actual Growth	65	-33	4
Statewide Rank	3	4	No	Eligible for Awards	Yes		7
Similar Schools Rank	4	7		Eligible for II/USP			470

API Subgroups - Racial/Ethnic Groups 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
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	616	Growth API Score	532	596	594
Growth Target	10	9	6	Actual Growth	26	64	-22
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	631	Growth API Score	563	620	599
Growth Target	10	9	6	Actual Growth	2	57	-32

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	NO	YES	NO	Recognition for Achievement (Title I)			
Eligible for II/USP	NO	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	NO	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	NO	NO	***				

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	2000				2001				2002			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	20.00	2			19.00	2			17.25	4		
1	20.00	1			18.33	3			19.00	2		
2	20.00	1			18.00	3			19.00	2		
3	20.00	2			19.00	1			18.25	4		
4	26.00	1		1	31.50		1	1	18.00	1	2	
5	31.00		1		26.50	1		1	28.00		2	
6												
K-3	20.00	2			19.00	2			17.25	4		
3-4	20.00	1			18.33	3			19.00	2		
4-8	20.00	1			18.00	3			19.00	2		
Other	20.00	2			19.00	1			18.25	4		

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	2000				2001				2002			
	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		
	2000	2001	2002
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.

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 teacher, 2 reading recovery teachers, 1 elementary advisor and a district provided instructional reform facilitator

	2000	2001	2002
Total Number of Teachers	22	19	19
Full Credential (fully credentialed and teaching in subject area)	15	18	19
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	8	2	5
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			1

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 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:

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.

Elementary: 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.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i>	Students : Counselors	<i>High</i>	Students : Counselors
	0-650 : 1		0-501 : 1
	650-901 : 1.5		501-751 : 1.5
	over 901 : 2		751-1001 : 2
			1001-1251 : 2.5
			1251-1501 : 3
			1501-1751 : 3.5
			1751-2001 : 4
			2001-2251 : 4.5
			over 2251 : 5

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

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

(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 6 hours 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.

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

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.

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

Summary of overall achievement by subgroups.

The 2001 scores increase were mostly due to the achievement scores of the Asian student population. In 2002, those scores did not increase as significantly as in 2001, and the second and third grade scores decreased dramatically from 2001.

Professional Development

Number of Staff Development Days: 1999-2000 = 3 2000-2001 = 3 2001-2002 = 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 full days for professional development during the academic year.

Additionally, in 2001/2002 there were five weeks of centrally coordinated Professional Development Institutes. these week-long, afterschool/Saturday institutes offered professional development in standards, best practices, assessment and diversity.

All of Cleveland's staff is engaged in ongoing professional development. Teachers meet for 90 minutes every week to focus on state standards, review student work and share teaching strategies. In addition, all teachers are training in the State Cell/Xcell Literacy Program.

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.

All students work 45 to 60 minutes reading Accelerated Reader program books.

Additional technology resources.

Every teacher and support staff member at Cleveland has a new laptop computer and printer. Every classroom in the school is wired for internet use.

1. Number of Computers Used for Instructionally Related Purposes	75
2. Number of Computers with CD-ROM (must be less than or equal to 1)	75
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 1 through 8	State Requirement	Instructional Minutes Offered by Cleveland ES	
K	36,000	43,980	State Requirement for High School: 64,800
1	50,400	51,495	Instructional Minutes offered:
2	50,400	51,495	9
3	50,400	51,495	10
4	54,000	54,900	11
5	54,000	54,900	12
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

Any additional minimum days at this school and reasons:

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

Banked minutes at this school:

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 believe their preparation is directly linked to their success in reading and writing. 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 2000-2001)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$38,000	\$35,490
Mid-Range Teacher Salary	\$52,048	\$56,244
Highest Teacher Salary	\$64,326	\$69,568
Average Principal Salary (Elementary)	\$81,972	\$93,094
Average Principal Salary (Middle)	\$87,235	
Average Principal Salary (Secondary)	92134	
Superintendent Salary	197000	160607
Percentage of Budget for Teachers' Salaries	37.93	42.73
Percentage of Budget for Administrative Payrolls	10.26	5.00

Expenditures (Fiscal Year 2000-2001)

District		State Average for Districts in Same Category	State Average for all Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$369,469,996	\$6,457	\$6,412	\$6,360

Types of Services Funded