

School Accountability Report Card

School Year 2001-2002

SFUSD #521

CA ID # 6040950

El Dorado Elementary School
70 Delta Street, San Francisco, CA 94134

Phone: 415-330-1537

FAX: 415-467-2435

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.

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CA ID# 6040950

El Dorado Elementary School

70 Delta Street, San Francisco, CA 94134

Dr. Maria Manuel, Principal

Phone: 415-330-1537

FAX: 415-467-2435

Enrollment: 349
Grades Served: K-5
email:
sch521@muse.sfusd.edu

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

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
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All narrative was collected from schools in the fall of 2002 and represents the current program.

School Description

El Dorado Elementary School is located in Visitation Valley. Each member of the El Dorado staff shares in the belief that all children can learn. Members of the school community work together to create an environment that is focused on the success of each student, both academically and socially. The School Site Council, consisting of community members, parents, teachers, paraprofessionals, and school administration, assists with curriculum and program development. Student Council, El Dorado Choir, and instrumental music programs. El Dorado is an excellent learning environment that provides students with an academic background that will serve them well throughout their lives.

Vision Statement

All stakeholders of El Dorado School are dedicated to providing a respectful environment in which students explore and develop the knowledge and skills needed to function as responsible citizens in our society.

Opportunities for Parental Involvement

Contact Person Name: Ms. L. Gaines, Parent Liaison

Contact Person Phone Number: 415-330-1537

Organized opportunities for parental involvement:

Parents are welcome to visit the school and are encouraged to participate in the PTA, the School Site Council, or as school volunteers. Parents are invited to attend special events such as the International Potluck, Family Literacy Night, and Family Math Night. A home-school communication envelope is coordinated by the Parent Liaison and provides current news and information. Parents interested in any of the school programs are urged to contact the Parent Liaison by calling the school office. Spanish and Chinese translation is available for all meetings and events.

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	54	9	0
1	55	10	0
2	64	11	0
3	65	12	0
4	59	Ungraded Secondary	0
5	52		
6	0		
7	0		
8	0	Total Enrollment	349
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	113	32.4
American Indian or Alaska Native	0	0.0
Asian-American	127	36.4
Filipino-American	27	7.7
Hispanic or Latino	57	16.3
Pacific Islander	12	3.4
White (Not Hispanic)	5	1.4
Other	8	2.3
Total	349	

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: 12/3/2002

Date Last Reviewed with Staff: 12/3/2002

Key elements of School Safety Plan:

All members of the El Dorado community strive to maintain an orderly and safe learning environment. Parents and staff work to improve emergency preparedness. A Student Advisor supervises the school safety patrol. A Police Department community outreach officer visits the school to promote and support student safety and appropriate conduct.

School Programs and Practices that Promote a Positive Learning Environment

Student Council Elections and Events; El Dorado Kickball League; After School Extended Learning Programs; Student Conflict managers; Student work is regularly and profusely displayed throughout the building; Literacy and Math peer coaches to support teaching staff; PIP Program to provide mental health services to students; Student Advisor provides support for school wide behavior program; schoolwide positive behavior program; Teachers utilize a variety of teaching methods and strategies in order to meet the needs of all learners; SDC students are mainstreamed in regular education; Reading buddies provide cross grade level experiences for students. Fifth grade students experience a program that will transition them into middle school.

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)		1		1,935	1,791	1,722
Suspensions (rate)	0.0%	0.3%	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:

Students are provided with opportunities to develop appropriate communication and social skills through activities such as Student Council, Safety Patrol, and classroom experiences. The Student Advisor works with students with behavior challenges.

School Facilities

Safety, cleanliness and adequacy of school facilities.

El Dorado School is kept clean and is well-maintained. Due to the limited size of the building, all usable space is used for school programs and functions.

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

There are two small play yards for grades 1-5. There is a separate kindergarten yard with a permanent structure. The yard space seems adequate given the physical limitations of an urban school site. All available space in the building is utilized for teaching, learning, meeting on a daily basis.

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

Interior walls in the halls and stairways are in need of painting. The heating system in the building needs to be inspected.

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.

On the whole, the buildings appear to be in adequate condition. The plumbing and electrical systems seem to be functioning. The older wing of the school has new windows. The heating system in the school needs inspection and maintenance. The technology infrastructure is less than adequate to provide all students at the school with computer experience.

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

Two custodians maintain and inspect the building on a daily basis. The entire school community works to keep the grounds well-maintained and free of litter.

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

All repair requests are submitted to the School District.

Success of these efforts.

All repair requests are processed by the School District.

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	24	29	n/a	37	33	n/a	32	32
3	n/a	10	22	n/a	31	37	n/a	30	34
4	n/a	12	24	n/a	34	39	n/a	33	36
5	n/a	14	22	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	36	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	16	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	25	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	16	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	20	39	33	24	5	44	
3	26	19	39	14	17	30	
4	15	31	27	22	26	20	
5	13	36	33	14	21	22	
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	40	32	48	20	14	50	
3	22	12	28	11	9	29	
4	13	34	43	10	27	18	
5	11	22	25	10	14	20	
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	19	41	60	58	54	55	49	51	53
3	25	29	39	45	46	50	44	46	47
4	18	32	33	50	51	53	45	47	49
5	30	28	32	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	26	25	55	64	60	64	57	58	62
3	29	50	38	61	61	61	56	59	62
4	27	45	47	56	58	61	51	54	58
5	29	55	42	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	48	71	61	58	40	70	
3	52	30	61	29	26	59	
4	27	37	43	24	32	36	
5	29	38	50	22	26	50	
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			82					
3	4		85					
4	27		83					
5			81		50			
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							62.0%	59.2%	62.2%
4				54.2%	33.9%	36.2%			
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	22.0	33.3	13.8	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	85	95	85	Percentage Tested	94	92	566
Base API Score	506	593	506	Growth API Score	596	609	12
Growth Target	15	10	-60	Actual Growth	90	16	4
Statewide Rank	2	3	No	Eligible for Awards	No		4
Similar Schools Rank	1	2		Eligible for II/USP			414

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	414	360	436	Growth API Score	360	423	421
Growth Target	10	12	8	Actual Growth	-54	63	-15
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	723	660	733	Growth API Score	660	743	776
Growth Target	10	12	8	Actual Growth	-63	83	43
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
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	555	489	580	Growth API Score	489	584	566
Growth Target	10	12	8	Actual Growth	-66	95	-14

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award	NO	NO	NO	Recognition for Achievement (Title I)			
Eligible for II/USP	YES	NO	***	Identified for Program Improvement (Title 1)			
Applied for II/USP \$	YES	NO	***	Exited Title 1 Program Improvement			
Received II/USP \$	YES	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			18.00	2			18.00	3		
1	18.00	2			19.00	2			16.00	2		
2	18.00	3			19.33	3			17.75	4		
3	18.50	2			17.50	2			19.67	3		
4	30.00		1		33.00			1	32.50		1	1
5	33.00			1					35.00			1
6												
K-3	20.00	2			18.00	2			18.00	3		
3-4	18.00	2			19.00	2			16.00	2		
4-8	18.00	3			19.33	3			17.75	4		
Other	18.50	2			17.50	2			19.67	3		

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 El Dorado, all teachers are teaching in the areas in which they are credentialed.

	2000	2001	2002
Total Number of Teachers	16	16	17
Full Credential (fully credentialed and teaching in subject area)	13	16	16
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	2	3	3
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:

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

School staff, as well as the Student Advisor and the Parent Liaison strive to provide students and families with access and information regarding support services. Teachers communicate with parents regularly both by telephone and in writing. Home visits are made when appropriate. Currently on staff are the school clerk, five Paraprofessionals, several school volunteers and a Literacy Specialist. A Resource Specialist works with identified students with special needs. There are two Extended Learning Programs at El Dorado: Bay Area Scores (writing and soccer) and the 21st Century After School Program. The district provides a Learning Support Consultant to assist teachers with intervention strategies to enhance the academic performance of all students.

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.

The District provides staff development on a variety of topics related to enhancing teaching and student achievement. On-site staff development is provided to support new curriculum and identified areas of need. The SSC, PTA, and the UBC are forums for review and improvement of curriculum.

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

Teachers have aligned the Open Court Curriculum to the language arts content standards. All students are formally assessed three times each school year using Reading Results. Math is assessed using the Math Steps program. Reading and math portfolios are maintained and reviewed throughout the year. Analysis of student test score data has led to the identification of focus content clusters in reading and math.

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

Teachers meet regularly with reading and math peer coaches in order to plan and implement programs and practices that support student achievement based on Best Practices and State Standards. Grade level planning occurs each month in order to implement a standards based program of instruction. All teachers work collaboratively to evaluate assessment data and plan strategies for implementing an effective academic program.

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

Students in the lower quartiles are identified through data analysis and monitored through classroom interventions and modifications. SST meetings are conducted regularly to assess and monitor the needs of identified students.

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

Students with special needs will be smoothly transitioned into the mainstream environment. At grade level meetings, plans for mainstreaming will occur. Students utilizing special education services have access to the core curriculum with modifications to meet their individual learning needs. Paraprofessionals provide adaptations and alternative learning experiences to those students identified as requiring RSP services or SST intervention.

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

District wide and school site assessments provide data for analysis of student progress. Teachers coordinate the assessment of ELLs using the 2001 ELD state assessment, and ongoing assessment during the school year. After school extended learning programs have been put in place to serve the academic and social needs of students in the targeted subgroups.

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.

Classroom interventions, SST referrals, classroom support through RSP programs, individualized instruction with a paraprofessional, and assistance from the Student Advisor. Teachers develop and/or modify activities and instruction for small groups based on data analysis and observed student need. Student progress is monitored and modified through the SST process and the RSP program.

Summary of overall achievement by subgroups.

95% of all students were assessed using standardized tests.
El Dorado exceeded the 2000-2001 API growth target by 90 points.

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.

In the past, the total faculty participated in the following staff development opportunities: Standard English Proficiency, Special Staff Development - Open Court, AIMS, Special Projects - Oceans Week, Comer I.R.I.S.E., Eyes On The Prize, Technology Training, Early Literacy, Scholastic Reading Program. All of these programs will be of great assistance to students with special needs.

Quality and Currency of Textbooks and Other Instructional Materials

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

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum and improvement cycle and District priorities. In addition to SFUSD curriculum adoptions, the following programs have been implemented to supplement curriculum and address student needs: Open Court, Math Steps, Reading Results, and Touch Math.

School educational technology program.

There is no computer lab in the school at this time. However, there is at least one computer and printer in each classroom for student use. Some classrooms have new iMACs and internet access is limited. The El Dorado Technology Team is developing a web page for the school.

Additional technology resources.

A computer class is currently offered for a small group of students through the Extended Learning Programs.

1. Number of Computers Used for Instructionally Related Purposes	28
2. Number of Computers with CD-ROM (must be less than or equal to 1)	28
3. Number of Classrooms with Internet Access	0
4. Number of Classrooms with Wide Area Network (WAN) Access	0

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 1 through 8	State Requirement	Instructional Minutes Offered by El Dorado ES	
K	36,000	49,620	State Requirement for High School: 64,800
1	50,400	50,520	Instructional Minutes offered:
2	50,400	50,520	9
3	50,400	50,520	10
4	54,000	54,120	11
5	54,000	54,120	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:

None.

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

Banked minutes at this school:

Five minutes at the end of the day.

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.

All students at El Dorado are expected to learn and follow all school rules and procedures. Students participate in a variety of activities that expose them to adults working in a variety of professions and occupations.

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

Evaluation of programs done through SSC monitoring provides information regarding the success of social skills and leadership experiences.

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

All students have equal access to these activities.

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

After School Learning
Beginning Teacher Support & Assessment (BTSA)
City Science
Governor's Initiatives: (list)
I.R.I.S.E.
NSF--Urban Systemic Program (Priority 6)
21st Century Learning Centers
Open Court
MathSteps
Phonographix