

School Accountability Report Card

School Year 2001-2002

SFUSD #872

CA ID #6113252

John Yehall Chin Elementary School

350 Broadway, San Francisco, CA 94133

Phone: 415-291-7946

FAX: 415-291-7943

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 #872

CA ID# 6113252

John Yehall Chin Elementary School

350 Broadway, San Francisco, CA 94133

Mr. Allen Lee, Principal

Phone: 415-291-7946

FAX: 415-291-7943

Enrollment: 237
Grades Served: K-5
email:
sch872@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
Web Site: www.sfusd.edu

SARC Contact: Ritu Khanna, Director
Research, Planning & Accountability
email: sarc@muse.sfusd.edu
Phone: 415-241-6454
Fax: 415-241-6035

All narrative was collected from schools in the fall of 2002 and represents the current program.

School Description

John Yehall Chin Elementary School, located on Broadway Street at the gateway to San Francisco's Financial District, is proud to bear the name of one of the City's most revered educators and community leaders.

Because our school is small, JYC is able to give students personalized instruction. Instruction, whether in small groups or whole-class, is always geared toward the students' unique needs. Our school encourages hands-on activities and the efficient use of manipulatives to foster deeper understanding. JYC further encourages its students to extend their learning and to appreciate all cultural heritages. Science, social studies, art, and music are all interwoven into our core multidisciplinary curriculum. JYC expects that its students master basic skills in reading, writing, and mathematics. Our on-line classroom computers and our PC & Mac computer lab allow our students to access the Internet for research and communication purposes.

Vision Statement

We are here for the children.

Our goal is to produce literate and responsible leaders of the 21st century. JYC students will value diversity, care for the environment, and last but certainly not least, display concern for the well-being of others.

Opportunities for Parental Involvement

Contact Person Name: Allen A. Lee

Contact Person Phone Number: (415) 291-7946

Organized opportunities for parental involvement:

We have an active and comprehensive parent involvement program. The Parents Teachers Club meets once a month along with our SSC, SAC, and ELAC groups. In addition, parents volunteer in the classrooms, assist on field trips, and plan other school related activities. John Yehall Chin communicates regularly with all of our parents through newsletters as well as written notes.

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	39	9	0
1	35	10	0
2	37	11	0
3	40	12	0
4	35	Ungraded Secondary	0
5	51		
6	0		
7	0		
8	0	Total Enrollment	237
Ungraded Elementary	0	Adult	0

Student Enrollment by Ethnic Group

Racial/Ethnic Category	Number of Students	Percentage of Students
African-American	4	1.7
American Indian or Alaska Native	0	0.0
Asian-American	207	87.3
Filipino-American	8	3.4
Hispanic or Latino	9	3.8
Pacific Islander	1	0.4
White (Not Hispanic)	4	1.7
Other	4	1.7
Total	237	

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: 8/21/2002

Date Last Reviewed with Staff: 8/22/2002

Key elements of School Safety Plan:

The key elements of our School Safety Plan help us promote positive behavior and high academic expectations for our students. Child abuse reporting and disaster/emergency procedures are posted and enforced. We want to ensure that our school is a safe and secure learning environment for our students.

School Programs and Practices that Promote a Positive Learning Environment

Our school implements a Student of the Week program, a School Pride Ticket program, and a Good Citizens Ticket program to help us promote a positive learning environment. In addition, our staff regularly attends professional development that specifically addresses the promotion of a positive learning classroom environment. Our School Psychologist and Resource Specialist conduct ongoing Student Success Team meetings on a weekly basis to discuss strategies and interventions for at-risk students. In the 4th and 5th grade, we have put together a Multigraded Project Based Accelerated Learning class in order to extend learning opportunities for our GATE identified students as well as our students with high potential.

Suspensions and Expulsions

	School			District		
	1999/2000	2000/01	2001/02	2000	2001	2002
Suspensions (number)						
Suspensions (rate)						
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:

establishment of a weekly "Student of the Week" program, "Good Citizen Tickets" program, and "School Pride Tickets" program, etc. At our school, students are recognized for positive achievement and/or behavior.

School Facilities

Safety, cleanliness and adequacy of school facilities.

John Yehall Chin takes pride in its clean and orderly campus. The principal and custodian check the building daily to keep our environment conducive to learning. Necessary repairs on campus are reported immediately to the school district.

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, auditorium, and cafeteria. Yard space is adequate considering the location of our school.

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

The school is in good condition and any/all necessary repairs are reported immediately.

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.

John Yehall Chin provides its students a suitable learning environment. Our technology infrastructure needs to be updated and overhauled. The fire alarm system is adequate.

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

The entire school community works collaboratively to keep our campus clean and well maintained.

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

Daily inspection by our custodian helps to ensure that our campus is in good repair and safe for students and staff. Annual district team maintenance also plays a role in the upkeep of our grounds.

Success of these efforts.

In general, these efforts have been successful and we are satisfied with the results.

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	35	29	n/a	37	33	n/a	32	32
3	n/a	44	51	n/a	31	37	n/a	30	34
4	n/a	32	32	n/a	34	39	n/a	33	36
5	n/a	28	38	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	53	n/a	n/a	43	n/a	n/a	43
3	n/a	n/a	69	n/a	n/a	41	n/a	n/a	38
4	n/a	n/a	53	n/a	n/a	36	n/a	n/a	37
5	n/a	n/a	40	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	37	28	40	25	40	
3	59	45	42	88	47	71	
4	38	29	29	50	30	50	
5	24	50	32	54	41	17	
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	53	53	59	20	63	30	
3	76	64	65	88	69	71	
4	69	43	54	50	53	50	
5	38	42	41	38	41	33	
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	67	62	35	58	54	55	49	51	53
3	31	59	56	45	46	50	44	46	47
4	32	51	58	50	51	53	45	47	49
5	29	44	48	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	67	86	68	64	60	64	57	58	62
3	71	76	97	61	61	61	56	59	62
4	79	60	77	56	58	61	51	54	58
5	57	75	71	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	42	34		35	36	
3	53	58	45		50		
4	69	50	54		56		
5	33	60	45	54	57		
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			73					
3			97					
4			73					
5			76					
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							?	86.1%	94.9%
4				66.7%	40.9%	35.3%			
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	30.0	33.3	26.1	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	80	96		Percentage Tested	96	100	
Base API Score	722	745		Growth API Score	749	782	
Growth Target	4	3		Actual Growth	27	37	
Statewide Rank	7	7		Eligible for Awards	Yes		
Similar Schools Rank	10	9		Eligible for II/USP			

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				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		744	745	Growth API Score		748	781
Growth Target		3	2	Actual Growth		4	36
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		713	747	Growth API Score		751	780
Growth Target		3	2	Actual Growth		38	33

API Based Awards and Interventions Programs

California Programs				Federal Programs			
	2000	2001	2002		2000	2001	2002
Eligible for Governor's performance award		YES	YES	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			16.00	2			19.50	2		
1	18.50	2			20.00	2			17.00	2		
2	19.50	2			19.00	2			18.50	2		
3	19.00	2			20.00	2			20.00	2		
4	30.00		1		28.00		2		30.00		1	
5									27.50		2	
6												
K-3	20.00	2			16.00	2			19.50	2		
3-4	18.50	2			20.00	2			17.00	2		
4-8	19.50	2			19.00	2			18.50	2		
Other	19.00	2			20.00	2			20.00	2		

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 John Yehall Chin Elementary School, all teachers are qualified to teach in their credential areas. Many of our teachers have specialized training. Some of our teachers also hold advanced degrees.

	2000	2001	2002
Total Number of Teachers	12	12	12
Full Credential (fully credentialed and teaching in subject area)	8	10	12
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	5	2	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:

Our classes are always covered by a credentialed teacher. When a teacher is absent, a substitute teacher or other credentialed staff is assigned to cover that class.

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

At John Yehall Chin, we feel that counseling and student support services are vital components of our educational program. Our staff is committed to seek and provide student counseling and student support services as needed. We will work together with the parents as well as other agencies to provide the necessary services.

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 professional development for all staff. In addition, the school site provides additional professional development that will further improvement.

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

Our instructional program correlationally aligns with the state frameworks and content standards. John Yehall Chin teachers plan together in grade level teams to develop standards-based units of study. The staff always review student work in relation to the standards. Our teachers have identified benchmarks in order to assess student progress toward standards throughout the school year.

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

All teachers are members of the school leadership team and we meet regularly to plan strategies in order to implement a high-quality instructional program aligned with the state instructional standards. We support our staff through classroom visitations, observations, and evaluations. We also collaboratively plan lessons/units with our staff.

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

Underperforming students and student groups are monitored and identified through test data analysis and individual teacher referrals. Their progress is monitored by the classroom teachers, additional support staff, and the Student Success Team.

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

All John Yehall Chin students have equal access to the core curriculum. Individual needs are met through the use of differentiated instruction.

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

Annually, John Yehall Chin receives disaggregated test data from the district. As a team, the staff analyze the data in order to further support the academic programs of our various 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.

Special needs students have the services of a part time RSP teacher and a part time RSP paraprofessional. Their IEP's are developed and implemented by the IEP team. GATE and ELL students also receive support that is tailored to their unique needs.

Summary of overall achievement by subgroups.

JYC's various subgroups are all achieving at a high level, evidenced by our school assessment data.

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.

Our staff attends and participates in all District Staff Development Days to improve our Mathematics and Language Arts instructional curriculum. Some of our teachers serve as facilitators at these workshops. In addition, we have many on-site workshops on various educationally related topics such as use of the computers in the classroom, curriculum improvement, teaching strategies, etc.

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 fine. John Yehall Chin always strives to obtain additional supplies and resources for its students and staff.

School educational technology program.

John Yehall Chin has an excellent technology program that includes a resource teacher, a PC & Mac lab, as well as classroom computers. All of our computers are networked and Internet ready.

Additional technology resources.

We are always trying to obtain more donated technology from surrounding businesses. Our goal, through grant writing and donations, is to supply each classroom with at least 2 brand new PC's and to supply each classroom teacher with a PC laptop.

1. Number of Computers Used for Instructionally Related Purposes	100
2. Number of Computers with CD-ROM (must be less than or equal to 1)	100
3. Number of Classrooms with Internet Access	12
4. Number of Classrooms with Wide Area Network (WAN) Access	12

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

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

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 Chin ES	
K	36,000	50,660	State Requirement for High School: 64,800
1	50,400	50,660	Instructional Minutes offered:
2	50,400	50,660	9
3	50,400	54,000	10
4	54,000	54,000	11
5	54,000	54,000	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:

We “bank” 5 additional instructional minutes a day from August to mid-April. This “banked” time will be utilized for professional development throughout the year.

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.

John Yehall Chin encourages the development of positive interpersonal skills as well as proficiency in reading, mathematics, and writing skills, all of which are paramount to the growth of our students.

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

John Yehall Chin always seeks feedback from the middle schools and high schools to ensure that we are doing what we can to prepare our students for the future. We also encourage students and parents to keep us informed of their future progress in college as well as in the work force.

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

John Yehall Chin students are assigned various classroom jobs and responsibilities that will enable them to achieve competency in developing academic and social independence. Our Volunteer Reading Program further bridges the gap between the working environment and the school environment.

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
Arts Education Collaborative
Bay Area Writing Project (BAWP)
Beacon Center
Beginning Teacher Support & Assessment (BTSA)
California Reading & Literacy Project--RESULTS
City Science
Intern Program
Junior Achievement
Reading is Fundamental
Everybody Wins Reading Program