

# School Accountability Report Card

## School Year 2002-2003

Published during 2003/2004

SFUSD # 481

CA ID # 6040836

### Cleveland Elementary School

455 Athens Street, San Francisco, CA 94112

Phone: 415-469-4709

FAX: 415-469-4051

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### Cleveland Elementary School

455 Athens Street, San Francisco, CA 94112

Dr. John Rubio, Principal

Phone: 415-469-4709

FAX: 415-469-4051

**Enrollment:** 345  
**Grades Served:** K-5  
**email:**  
[sch481@muse.sfusd.edu](mailto: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  
**Web Site:** [www.sfusd.edu](http://www.sfusd.edu)

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**Notes regarding the source and currency of data:** Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2003. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

### Principal's Introduction

It is my pleasure to welcome you to Cleveland Elementary School. Located in the richly diverse neighborhood of the Excelsior, Cleveland is well known for our two large 3 story murals located on the side of our school building.

You will find a group of creative, energetic and dedicated teachers who will demand hard work from your children, while also providing a caring classroom community.

## School Description

Cleveland Elementary, located in the working class neighborhood of the Excelsior, offers all students an opportunity for a very good education. All of our teachers are high quality instructors who 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. These efforts resulted in higher than school district average scores for the third grade mathematics performance assessment in 2001, higher writing assessment scores for all fourth grade students in the Spring of 2002, and every grade level showing significant (and sometimes higher than the school district) math test score increases for 2003.

Cleveland Elementary School offers more diversity than most schools in San Francisco. We have students from China, India, Vietnam, Germany, the Philippines, the Middle East and many 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 only the best teachers are retained, where each student makes 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:** Brother Clint Sockwell

**Contact Person Phone Number:** 469-4709

Organized opportunities for parental involvement:

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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** Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

### Student Enrollment by Grade Level

| Grade Level         | Enrollment | Grade Level        | Enrollment |
|---------------------|------------|--------------------|------------|
| <b>K</b>            | 52         | <b>9</b>           | 0          |
| <b>1</b>            | 50         | <b>10</b>          | 0          |
| <b>2</b>            | 59         | <b>11</b>          | 0          |
| <b>3</b>            | 66         | <b>12</b>          | 0          |
| <b>4</b>            | 63         | Ungraded Secondary | 0          |
| <b>5</b>            | 55         |                    |            |
| <b>6</b>            | 0          |                    |            |
| <b>7</b>            | 0          |                    |            |
| <b>8</b>            | 0          |                    |            |
| Ungraded Elementary | 0          | Total Enrollment   | 345        |

**Student Enrollment by Ethnic Group** Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

| Racial/Ethnic Category           | Number of Students | Percent of Students |
|----------------------------------|--------------------|---------------------|
| African-American                 | 42                 | 12.2                |
| American Indian or Alaska Native | 1                  | 0.3                 |
| Asian-American                   | 60                 | 17.4                |
| Filipino-American                | 41                 | 11.9                |
| Hispanic or Latino               | 182                | 52.8                |
| Pacific Islander                 | 10                 | 2.9                 |
| White (Not Hispanic)             | 4                  | 1.2                 |
| Other                            | 5                  | 1.4                 |
| Total                            | <b>345</b>         |                     |

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## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:** 11/15/2003

**Date Last Reviewed with Staff:** 11/15/2003

Key elements of School Safety Plan:

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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 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 were trained in the state literacy Cell/Excel program in 2002-2003, and now focus on state LA standards for all students.

All students have the opportunity to play organized games/sports every day with SF State students.

- 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 |       |       |
|-----------------------------|---------|---------|---------|----------|-------|-------|
|                             | 2000/01 | 2001/02 | 2002/03 | 2001     | 2002  | 2003  |
| <b>Suspensions (number)</b> |         |         |         | 1,791    | 1,722 | 2,428 |
| <b>Suspensions (rate)</b>   |         |         |         | 2.99%    | 2.94% | 4.17% |
| <b>Expulsions (number)</b>  |         |         |         | 90       | 60    | 47    |
| <b>Expulsions (rate)</b>    |         |         |         | .15%     | .10%  | .08%  |

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:

No program has been necessary. We simply seek out, and only retain, the best teachers we can find who know how to relate to both relate to all students, and how to not let discipline problems escalate in their classrooms.

We also have students self manage their discipline using our outdoor Peace Paths.

## School Facilities

Safety, cleanliness and adequacy of school facilities.

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

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 (except for one bungalow), 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 now the strongest in the city. We are the only elementary school where all teachers use Outlook in an Exchange environment. All teachers have laptop computers for home and work use. 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, and the school finds outside contractors to improve the condition of the site whenever necessary.

Success of these efforts.

The principal was successful in receiving school district support inasmuch as the entire inside of the school was newly painted. The school has also privately enhanced the site (e.g. concrete work) by use of independent contractors.

### 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, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

#### 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. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

#### CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

| Performance Level          | School |      |      | District |      |      | State |      |      |
|----------------------------|--------|------|------|----------|------|------|-------|------|------|
|                            | 2001   | 2002 | 2003 | 2001     | 2002 | 2003 | 2001  | 2002 | 2003 |
| English/<br>Language Arts  | 19     | 18   | 23   | 32       | 35   | 38   | 30    | 32   | 35   |
| Mathematics                |        | 28   | 43   |          | 34   | 39   |       | 31   | 35   |
| Science                    |        |      |      |          | 32   | 28   |       | 30   | 27   |
| History/<br>Social Science |        |      |      |          | 32   | 32   |       | 28   | 28   |

#### CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

| Performance Level          | African American | American Indian or Alaska Native | Asian American | Filipino American | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|----------------------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|
| English/<br>Language Arts  | 0                |                                  | 50             | 32                | 20                 |                  | 29                   |
| Mathematics                | 10               |                                  | 68             | 48                | 45                 |                  | 50                   |
| Science                    |                  |                                  |                |                   |                    |                  |                      |
| History/<br>Social Science |                  |                                  |                |                   |                    |                  |                      |

## CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

| Performance Level          | Male | Female | English Learners | Socioeconomically Disadvantaged |    | Students with Disabilities |    | Migrant Education Services |
|----------------------------|------|--------|------------------|---------------------------------|----|----------------------------|----|----------------------------|
|                            |      |        |                  | Yes                             | No | Yes                        | No |                            |
| English/<br>Language Arts  | 18   | 28     | 16               | 20                              | 30 | 4                          | 25 |                            |
| Mathematics                | 43   | 43     | 44               | 41                              | 48 | 9                          | 47 |                            |
| Science                    |      |        |                  |                                 |    |                            |    |                            |
| History/<br>Social Science |      |        |                  |                                 |    |                            |    |                            |

## Norm Referenced Test (NRT)

Reading and mathematics results from the Norm Referenced Test adopted by the State Board of Education (this was the Stanford 9 Test up until 2003, but was changed to the California Achievement Test, Sixth Edition, for 2003) are reported as the percent 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. Detailed information regarding results for each grade level can be found at the California Department of Education website at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, asterisks appear in any cell whenever 10 or fewer students had valid test scores.*

### NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

| Subject     | School |      |      | District |      |      | State |      |      |
|-------------|--------|------|------|----------|------|------|-------|------|------|
|             | 2001   | 2002 | 2003 | 2001     | 2002 | 2003 | 2001  | 2002 | 2003 |
| Reading     | 40     | 31   | 26   | 46       | 48   | 45   | 44    | 45   | 43   |
| Mathematics | 51     | 52   | 50   | 60       | 63   | 57   | 53    | 55   | 50   |

### NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

| Subject     | African American | American Indian or Alaska Native | Asian American | Filipino American | Hispanic or Latino | Pacific Islander | White (not Hispanic) |
|-------------|------------------|----------------------------------|----------------|-------------------|--------------------|------------------|----------------------|
| Reading     | 10               |                                  | 47             | 28                | 22                 |                  | 43                   |
| Mathematics | 21               |                                  | 71             | 50                | 55                 |                  | 31                   |

## NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

| Subject     | Male | Female | English Learners | Socioeconomically Disadvantaged |    | Students with Disabilities |    | Migrant Education Services |
|-------------|------|--------|------------------|---------------------------------|----|----------------------------|----|----------------------------|
|             |      |        |                  | Yes                             | No | Yes                        | No |                            |
| Reading     | 19   | 32     | 19               | 25                              | 29 | 9                          | 28 |                            |
| Mathematics | 53   | 48     | 50               | 50                              | 51 | 22                         | 54 |                            |

## California Fitness Test

The percent 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. Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/statetests/pe/pe.html>. *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           | 29.2   | 30.4 | 28.0   | 27.2     | 31.5 | 23.0   | 23.8  | 25.2 | 22.3   |
| 7           |        |      |        | 36.4     | 40.7 | 32.4   | 27.8  | 29.6 | 26.0   |
| 9           |        |      |        | 34.4     | 35.8 | 33.2   | 24.8  | 23.3 | 26.2   |

## 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. There was no money allocated to the II/USP Program in 2002 or 2003.

**Subgroup APIs and Targets:** In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged subgroups.) Growth targets, equal to 80% of the school's target, are also set for each of the subgroups. Each subgroup must meet its target in addition to the schoolwide target being met 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 test at least 95% of their students in grades 2-8 and high schools must test at least 90% of their students in grades 9-11 on STAR.

**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:** Schools also receive a ranking that compares that 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.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education website at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

*"A" means the school scored at or above the statewide performance target of 800.*

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

|                      | API Base Data |      |      |                   | API Growth Data   |                  |                  |
|----------------------|---------------|------|------|-------------------|-------------------|------------------|------------------|
|                      | 2000          | 2001 | 2002 |                   | From 2000 to 2001 | Fr. 2001 to 2002 | Fr. 2002 to 2003 |
| Percentage Tested    | 84            | 97   | 99   | Percentage Tested | 97                | 99               | 99               |
| Base API Score       | 574           | 648  | 625  | Growth API Score  | 639               | 615              | 683              |
| Growth Target        | 11            | 8    | 9    | Actual Growth     | 65                | -33              | 58               |
| Statewide Rank       | 3             | 4    | 3    |                   |                   |                  |                  |
| Similar Schools Rank | 4             | 7    | 2    |                   |                   |                  |                  |

**API Subgroups - Racial/Ethnic Groups** Note: # indicates that no growth target was assigned in that year.

|   | API Base Data |      |      |   | API Growth Data   |                  |                  |
|---|---------------|------|------|---|-------------------|------------------|------------------|
|   | 2000          | 2001 | 2002 |   | From 2000 to 2001 | Fr. 2001 to 2002 | Fr. 2002 to 2003 |
| <b>African American</b>                 |               |      |      | <b>African American</b>                 |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>American Indian or Alaska Native</b> |               |      |      | <b>American Indian or Alaska Native</b> |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>Asian-American</b>                   |               |      |      | <b>Asian-American</b>                   |                   |                  |                  |
| Base API Score                          |               |      | 769  | Growth API Score                        |                   |                  | 788              |
| Growth Target                           |               |      | 7    | Actual Growth                           |                   |                  | 19               |
| <b>Filipino-American</b>                |               |      |      | <b>Filipino-American</b>                |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>Hispanic or Latino</b>               |               |      |      | <b>Hispanic or Latino</b>               |                   |                  |                  |
| Base API Score                          | 532           | 616  | 604  | Growth API Score                        | 596               | 594              | 686              |
| Growth Target                           | 9             | 6    | 7    | Actual Growth                           | 64                | -22              | 82               |
| <b>Pacific Islander</b>                 |               |      |      | <b>Pacific Islander</b>                 |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |
| <b>White (Not Hispanic)</b>             |               |      |      | <b>White (Not Hispanic)</b>             |                   |                  |                  |
| Base API Score                          |               |      |      | Growth API Score                        |                   |                  |                  |
| Growth Target                           |               |      |      | Actual Growth                           |                   |                  |                  |

**API Subgroups - Socioeconomically Disadvantaged**

|                | API Base Data |      |      |                  | API Growth Data   |                  |                  |
|----------------|---------------|------|------|------------------|-------------------|------------------|------------------|
|                | 2000          | 2001 | 2002 |                  | From 2000 to 2001 | Fr. 2001 to 2002 | Fr. 2002 to 2003 |
| Base API Score | 563           | 631  | 612  | Growth API Score | 620               | 599              | 659              |
| Growth Target  | 9             | 6    | 7    | Actual Growth    | 57                | -32              | 47               |

## Awards and Interventions Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year.

### School Programs

| Federal Programs                                    |      |      | California Programs |  |      |      |      |
|---|------|------|---------------------|--|------|------|------|
|   | 2001 | 2002 | 2003                |  | 2001 | 2002 | 2003 |
| <b>Recognition for Achievement (Title I)</b>        | No   | No   | No                  | <b>Eligible for Governor's performance award</b> | Yes  | No   | Yes  |
| <b>Identified for Program Improvement (Title 1)</b> | No   | No   | No                  | <b>Eligible for II/USP</b>                       | No   | ***  | ***  |
| <b>Exited Title 1 Program Improvement</b>           | No   | No   | No                  | <b>Applied for II/USP Funding</b>                | No   | ***  | ***  |
| <b>Years Identified for Program Improvement:</b>    |      |      |                     | <b>Received II/USP Funding</b>                   | No   | ***  | ***  |

\*\*\*The II/USP Program was not funded for the years 2002 or 2003.

### District: Federal Programs

|  | 2001 | 2002 | 2003 |
|--|------|------|------|
| <b>Number of Schools Identified for Program Improvement</b>  | 11   | 0    | 14   |
| <b>Percent of Schools Identified for Program Improvement</b> | 9.5  | 0.0  | 12.3 |



## IV. School Completion (Secondary Schools only)

### California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, 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 CAHSEE.

*These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.*

### Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

## V. Class Size

### Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

| Grade        | 2001  |      |       |     | 2002  |      |       |     | 2003  |      |       |     |
|--------------|-------|------|-------|-----|-------|------|-------|-----|-------|------|-------|-----|
|              | Avg   | 1-20 | 21-32 | 33+ | Avg   | 1-20 | 21-32 | 33+ | Avg   | 1-20 | 21-32 | 33+ |
| <b>K</b>     | 19.00 | 2    |       |     | 17.25 | 4    |       |     | 19.00 | 1    |       |     |
| <b>1</b>     | 18.33 | 3    |       |     | 19.00 | 2    |       |     | 19.33 | 3    |       |     |
| <b>2</b>     | 18.00 | 3    |       |     | 19.00 | 2    |       |     | 18.50 | 2    |       |     |
| <b>3</b>     | 19.00 | 1    |       |     | 18.25 | 4    |       |     | 18.75 | 4    |       |     |
| <b>4</b>     | 31.50 |      | 1     | 1   | 18.00 | 1    | 2     |     | 22.33 | 1    | 2     |     |
| <b>5</b>     | 26.50 | 1    |       | 1   | 28.00 |      | 2     |     | 25.50 |      | 2     |     |
| <b>6</b>     |       |      |       |     |       |      |       |     |       |      |       |     |
| <b>K-3</b>   |       |      |       |     |       |      |       |     |       |      |       |     |
| <b>3-4</b>   |       |      |       |     |       |      |       |     |       |      |       |     |
| <b>4-8</b>   |       |      |       |     |       |      |       |     |       |      |       |     |
| <b>Other</b> |       |      |       |     |       |      |       |     |       |      |       |     |

### 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<br>Subject | 2001 |      |       |     | 2002 |      |       |     | 2003 |      |       |     |
|--------------------------|------|------|-------|-----|------|------|-------|-----|------|------|-------|-----|
|                          | Avg  | 1-20 | 21-32 | 33+ | Avg  | 1-20 | 21-32 | 33+ | Avg  | 1-20 | 21-32 | 33+ |
| <b>English</b>           |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Mathematics</b>       |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Science</b>           |      |      |       |     |      |      |       |     |      |      |       |     |
| <b>Social Science</b>    |      |      |       |     |      |      |       |     |      |      |       |     |

### 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 |      |      |
|-------------|------------------------------------|------|------|
|             | 2001                               | 2002 | 2003 |
| <b>K</b>    | 99.3                               | 99.3 | 99.3 |
| <b>1</b>    | 99.3                               | 99.3 | 99.3 |
| <b>2</b>    | 99.3                               | 99.3 | 99.3 |
| <b>3</b>    | 99.3                               | 99.3 | 99.3 |

## VI. Teacher and Staff Information

### Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

|   | 2001 | 2002 | 2003 |
|---|------|------|------|
| <b>Total Number of Teachers</b>   | 19   | 19   | 19   |
| <b>Full Credential</b><br>(fully credentialed and teaching in subject area)   | 18   | 19   | 18   |
| <b>Teaching Outside Subject Area</b><br>(fully credentialed but teaching outside subject area)                          |      |      |      |
| <b>Emergency Credential</b><br>(includes District Internship, University Internship, Pre-Interns and Emergency Permits) | 2    | 5    | 1    |
| <b>Teachers with Waivers</b><br>(does not have credential and does not qualify for an Emergency Permit)                 |      | 1    |      |

### Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential, and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

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, 1 reading recovery teachers, 1 full time parent liasion and a district provided instructional reform facilitator

### 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      1501-1751 : 3.5     |
|               | 650-901 : 1.5          |             | 501-751 : 1.5      1751-2001 : 4   |
|               | over 901 : 2           |             | 751-1001 : 2      2001-2251 : 4.5  |
|               |                        |             | 1001-1251 : 2.5      over 2251 : 5 |
|               |                        |             | 1251-1501 : 3                      |

Our school site 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 |
|-------------------------------------|--|
|                                     |  |

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## VII. Curriculum and Instruction

### School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

All teachers at Cleveland are given the opportunity 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 weekly to plan in grade level groups for at least 8 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 .

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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.

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The work of underperforming students is delivered to the principal on a regular basis. These students are targeted for additional tutoring with our school volunteers.

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

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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.

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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.

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

Summary of overall achievement by subgroups.

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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. The 2003 scores in math, however, increased for all sub-groups of students at all grade levels.



School educational technology program.

All students work 45 to 60 minutes reading Accelerated Reader program books. This is in the process of changing to a new program/process.

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. The school has a new server with Exchange.

|   |    |
|---|----|
| 1. Number of Computers Used for Instructionally Related Purposes                      | 75 |
| 2. Number of Computers listed above with CD-ROM<br>(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<br>1 through 8 | State<br>Requirement | Instructional Minutes<br>Offered by Cleveland ES |  |
|----------------------------|----------------------|--|--|
| K                          | 36,000               | 44,280   | State Requirement for High School: 64,800<br>Instructional Minutes offered:<br>9<br>10<br>11<br>12 |
| 1                          | 50,400               | 52,380   |  |
| 2                          | 50,400               | 55,080   |  |
| 3                          | 50,400               | 55,080   |  |
| 4                          | 54,000               | 57,780   |  |
| 5                          | 54,000               | 57,780   |  |
| 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.

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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.

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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.

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

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## 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                         | \$40,310  | \$35,980                                     |
| Mid-Range Teacher Salary                         | \$57,384  | \$57,139                                     |
| Highest Teacher Salary                           | \$70,407  | \$73,953                                     |
| Average Principal Salary (Elementary)            | \$78,053  | \$100,810                                    |
| Average Principal Salary (Middle)                | \$84,418  |  |
| Average Principal Salary (Secondary)             | \$86,104  |  |
| Superintendent Salary                            | \$212,760 | \$171,096                                    |
| Percentage of Budget for Teachers' Salaries      | 35.94 %   | 43.28 %                                      |
| Percentage of Budget for Administrative Payrolls | 4.83 %    | 5.20 %                                       |

### 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)       |
| \$407,572,743 | \$7,313                   | \$6,770                                      | \$6,719                         |

## **Types of Services Funded**

Junior Achievement

Reading Recovery

21st Century Learning Centers