

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

SFUSD # 521

CA ID # 6040950

El Dorado Elementary School

70 Delta Street, San Francisco, CA 94134

Phone: 415-330-1537

FAX: 415-467-2435

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70 Delta Street, San Francisco, CA 94134

Dr. Maria Manuel, Principal

Phone: 415-330-1537

FAX: 415-467-2435

Enrollment: 326
Grades Served: K-5
email:
sch521@muse.sfusd.edu

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

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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

Every person at El Dorado is an important unique being. Students will have access to a balanced program in the areas of language.

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. There are numerous opportunities for students to celebrate their diverse cultures and backgrounds, and explore special talents and interests while achieving academic growth and success. Some extended learning opportunities are Bay Area Scores; computer, art and writing classes; after school tutorials in reading and math, 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 including students, staff, parents and community 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: Dr. Maria Manuel

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 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
K	57	9	0
1	46	10	0
2	50	11	0
3	63	12	0
4	53	Ungraded Secondary	0
5	57		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	326

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	104	31.9
American Indian or Alaska Native	0	0.0
Asian-American	116	35.6
Filipino-American	33	10.1
Hispanic or Latino	44	13.5
Pacific Islander	13	4.0
White (Not Hispanic)	4	1.2
Other	12	3.7
Total	326	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/24/2003

Date Last Reviewed with Staff: 10/24/2003

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: Bay Area Scores and 21st Century ASP; Student Conflict managers; Student work is regularly and profusely displayed throughout the building; Instructional Reform Facilitator (IRF) 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, Character Education Grant implements the Caring School Community program. El Dorado participated in the Health Realization Institute: Visitation Valley Community Resiliency Project, and CHAMPS.

Suspensions and Expulsions

	School			District		
	2000/01	2001/02	2002/03	2001	2002	2003
Suspensions (number)	1			1,791	1,722	2,428
Suspensions (rate)	0.29%			2.99%	2.94%	4.17%
Expulsions (number)				90	60	47
Expulsions (rate)				.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:

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 had been inspected and deemed functional.

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 has been inspected and is being maintained properly. 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 and have been responded to in a timely manner.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English/language arts and mathematics in grades 2-11, 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/ Language Arts	14	25	25	32	35	38	30	32	35
Mathematics		24	28		34	39		31	35
Science					32	28		30	27
History/ 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/ Language Arts	7		49	21	14		
Mathematics	12		58	16	7		
Science							
History/ 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/ Language Arts	21	28	28	21	29	4	28	
Mathematics	29	26	47	28	28	8	31	
Science								
History/ 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	32	42	27	46	48	45	44	45	43
Mathematics	44	46	39	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	13		45	32	19		
Mathematics	20		68	32	30		

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	26	29	29	26	29	4	31	
Mathematics	39	40	53	33	46	8	44	

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	14.6	10.3	21.1	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	85	95	92	Percentage Tested	94	92	99
Base API Score	506	593	621	Growth API Score	596	609	672
Growth Target	15	10	9	Actual Growth	90	16	51
Statewide Rank	2	3	3				
Similar Schools Rank	1	2	1				

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
African American				African American			
Base API Score	360	436	460	Growth API Score	423	421	553
Growth Target	12	8	7	Actual Growth	63	-15	93
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	660	733	761	Growth API Score	743	776	808
Growth Target	12	8	7	Actual Growth	83	43	47
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		
	2000	2001	2002		From 2000 to 2001	Fr. 2001 to 2002	Fr. 2002 to 2003
Base API Score	489	580	581	Growth API Score	584	566	663
Growth Target	12	8	7	Actual Growth	95	-14	82

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
Recognition for Achievement (Title I)	No	No	No	Eligible for Governor's performance award	No	No	Yes
Identified for Program Improvement (Title 1)	No	No	Yes	Eligible for II/USP	No	***	***
Exited Title 1 Program Improvement	No	No	No	Applied for II/USP Funding	No	***	***
Years Identified for Program Improvement:			1	Received II/USP Funding	No	***	***

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

District: Federal Programs

	2001	2002	2003
Number of Schools Identified for Program Improvement	11	0	14
Percent of Schools Identified for Program Improvement	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+
K	18.00	2			18.00	3			18.00	1	2	
1	19.00	2			16.00	2			16.33	3		
2	19.33	3			17.75	4			15.67	3		
3	17.50	2			19.67	3			18.00	3		
4	33.00			1	32.50		1	1	25.00		2	
5					35.00			1	21.00	1	2	
6												
K-3												
3-4									9.00	1		
4-8												
Other												

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	2001				2002				2003			
	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		
	2001	2002	2003
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

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
Total Number of Teachers	16	17	21
Full Credential (fully credentialed and teaching in subject area)	16	16	21
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	3	3	
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			

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

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 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

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.

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 listed above 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	49,680	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,580	
2	50,400	53,340	
3	50,400	53,340	
4	54,000	54,180	
5	54,000	54,180	
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	\$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

America Reads

Arts Education Collaborative

Beacon Center

City Science

Governor's Initiatives

IASA Title VI

IRISE

Peer Assistance & Review (PAR)

Primary Prevention Program (PIP)

Reading Recovery

21st Century Learning Centers

California Reading & Literacy Project Results