

School Accountability Report Card

School Year 2002-2003

Published during 2003/2004

SFUSD # 872

CA ID # 6113252

John Yehall Chin Elementary School

350 Broadway, San Francisco, CA 94133

Phone: 415-291-7946

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350 Broadway, San Francisco, CA 94133

Mr. Allen Lee, Principal

Phone: 415-291-7946

FAX: 415-291-7943

Enrollment: 223
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
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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

“We like it here because this school is small and you all know the names of all the students.” “We like it here because the adults don't let politics get in the way of teaching and learning.” These are just some of the testimonials that we hear uttered on a daily basis here at John Yehall Chin Elementary School. Being efficient and productive are the two characteristics that we treasure the most here. We fully realize and accept without angst the importance of state mandated assessments. Intrigued? Come check out this best kept secret in town!

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 mission is to provide students with the basic academic tools and social skills to meet the next level of education and beyond. We will provide a safe and nurturing environment for our students. Our goal is to produce literate, enthused, self-assured, responsible leaders of the 21st century. JYC students will value diversity in a multicultural society, care for the environment, and last but certainly not least, display concern for the well-being of all people.

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 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	31	9	0
1	41	10	0
2	33	11	0
3	39	12	0
4	41	Ungraded Secondary	0
5	38		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	223

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	1	0.4
American Indian or Alaska Native	0	0.0
Asian-American	199	89.2
Filipino-American	7	3.1
Hispanic or Latino	5	2.2
Pacific Islander	2	0.9
White (Not Hispanic)	3	1.3
Other	6	2.7
Total	223	

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		
	2000/01	2001/02	2002/03	2001	2002	2003
Suspensions (number)				1,791	1,722	2,428
Suspensions (rate)				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:

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, 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	35	38	52	32	35	38	30	32	35
Mathematics		53	74		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			55				
Mathematics			78				
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	46	56	42	54	40	6	57	
Mathematics	73	74	73	75	65	31	79	
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	54	49	41	46	48	45	44	45	43
Mathematics	74	78	77	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			42				
Mathematics			82				

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	30	51	34	42	35	13	45	
Mathematics	76	79	76	80	63	38	82	

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	26.3	27.3	25.0	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	80	96	100	Percentage Tested	96	100	100
Base API Score	722	745	763	Growth API Score	749	782	826
Growth Target	4	3	2	Actual Growth	27	37	63
Statewide Rank	7	7	8				
Similar Schools Rank	10	9	10				

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				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	767	Growth API Score	748	781	838
Growth Target	3	2	2	Actual Growth	4	36	71
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	713	747	764	Growth API Score	751	780	827
Growth Target	3	2	2	Actual Growth	38	33	63

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	Yes	Yes	Yes
Identified for Program Improvement (Title 1)	No	No	No	Eligible for II/USP	No	***	***
Exited Title 1 Program Improvement	No	No	No	Applied for II/USP Funding	No	***	***
Years Identified for Program Improvement:				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	16.00	2			19.50	2			15.50	2		
1	20.00	2			17.00	2			20.00	2		
2	19.00	2			18.50	2			17.50	2		
3	20.00	2			20.00	2			19.00	2		
4	28.00		2		30.00		1		25.50		2	
5					27.50		2		28.00		1	
6												
K-3												
3-4												
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	12	12	13
Full Credential (fully credentialed and teaching in subject area)	10	12	13
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	2	3	
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 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.

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 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

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.

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 listed above 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	52,505	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	52,505	
2	50,400	52,505	
3	50,400	55,025	
4	54,000	55,025	
5	54,000	55,025	
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	\$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

Arts Education Collaborative

Bay Area Writing Project (BAWP)

City Science

San Francisco Education Fund