

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

SFUSD #481

CA ID #6040836

Cleveland Elementary School

455 Athens Street, San Francisco, CA 94112

Phone: 415-469-4709

FAX: 415-469-4051

Table of Contents

Mission & Vision

- I. Demographic Information
 - II. School Safety & Climate for Learning
 - III. Academic Data
 - IV. School Completion (secondary schools only)
 - V. Class Size
 - VI. Teacher & Staff Information
 - VII. Curriculum & Instruction
 - VIII. Post-Secondary Preparation (secondary schools only)
 - IX. Fiscal & Expenditure Data
-

Click on section titles above to go directly to a section or scroll through entire document.

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455 Athens Street, San Francisco, CA 94112

Dr. John Rubio, Principal

Phone: 415-469-4709

FAX: 415-469-4051

Enrollment: 326
Grades Served: K-5
email:
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

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

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/ta/ac/sa/definitions04.asp>. Most data presented in this report were collected from the 2003-04 school year or from the two preceding years. The narrative was collected from schools in the Fall of 2004. Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2002-03.

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 its two large 3 story murals located on the side of our school building.

At Cleveland, you will find a group of creative, energetic and dedicated teachers who will demand hard work from your children while also providing a very 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, 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 that is always improving. The building, located in the Excelsior area, was built in 1910.

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 encouraged to be 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:

Currently, parents assist the school with school activities (e.g. yearly carnival) 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
K	43	9	0
1	54	10	0
2	47	11	0
3	58	12	0
4	65	Ungraded Secondary	0
5	59		
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	35	10.7
American Indian or Alaska Native	1	0.3
Asian-American	61	18.7
Filipino-American	44	13.5
Hispanic or Latino	167	51.2
Pacific Islander	9	2.8
White (Not Hispanic)	4	1.2
Other	5	1.5
Total	326	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 9/26/2004

Date Last Reviewed with Staff: 9/26/2004

Key elements of School Safety Plan:

Our school establishes a crisis response and emergency preparation team with clearly defined roles and responsibilities annually. Our school community follows District procedures in carrying out monthly fire, earthquake and evacuation drills. Each classroom has a First Aid box, a flashlight, and a copy of students' emergency cards. There are First Aid supplies in the office and in the yard. The office also has walkie-talkies and a cell phone. The SFUSD Emergency Procedure Guide and an Evacuation Plan are posted in every room. In an emergency, students and staff will go to a District designated place for temporary shelter. Our students and families participate in workshops such as Pedestrian Safety, Fire Prevention at Home, I Elect To Be Drug Free, that are presented by the Chinatown Child Development Center, and the Fire and Police Department. All stakeholders have been informed of our emergency plan.

School Programs and Practices that Promote a Positive Learning Environment

We promote active learning with verbal and written praise, award certificates, stickers, stars, charts, special treats and other incentives. Students are recognized for outstanding achievement in scholarship, citizenship and attendance at the end of each report card period. All families participate in the daily Home Reading Program and classes with over 90% participation will be awarded with an ice cream party. Active parents and volunteers are invited to special fieldtrips and events. We also recognize our parent and community volunteers and the staff for their dedication and outstanding work at the End of Year Celebration.

Suspensions and Expulsions

	School			District		
	2001/02	2002/03	2003/04	2002	2003	2004
Suspensions (number)		0	0	1,722	2,428	2,645
Suspensions (rate)	0.00%	0.00%	0.00%	2.94%	4.17%	4.58%
Expulsions (number)	0	0	0	60	47	39
Expulsions (rate)	0.00%	0.00%	0.00%	.10%	.08%	.07%

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:

CEC staff works actively and cooperatively to promote and enforce the CEC code of conduct: respect, responsibility, courtesy, honesty, and safety. Discipline problems are addressed in a timely manner, which includes counseling, parent conference, home visits, and other intervention strategies. On Back to School Night, the principal and teachers review the key topics of the Parent/Student Handbook to parents/guardians. The principal conducts a school orientation for all new families throughout the year. The elementary advisor provides on-going support for all students and their families on behavioral and academic issues. SST provides targeted support and resources for identified students.

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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	18	23	16	35	38	40	32	35	36
Mathematics	28	43	24	34	39	40	31	35	34
Science			5	32	28	27	30	27	25
History/ Social Science				32	32	35	28	28	29

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	9		45	15	8		
Mathematics	9		50	30	22		
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	13	19	6	13	24	17		
Mathematics	22	27	27	23	28	27		
Science	6	4		5	8	7		
History/ Social Science								

Norm Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, 6th Edition (CAT-6), the current NRT adopted by the State Board of Education, are reported for each grade level 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. The CAT-6 was adopted in 2003; therefore, no data are reported for 2002. 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 when the number of students tested is 10 or less.*

NRT - All Students

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

Subject	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
Reading	31	26	22	48	45	46	45	43	43
Mathematics	52	50	37	63	57	58	55	50	51

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	6		55	18	17		
Mathematics	19		61	41	35		

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	18	26	15	20	26	0	24	
Mathematics	37	38	30	36	40	0	41	

California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education website at <http://www.cde.ca.gov/ta/tg/pf/> *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	7.8	4.2	11.1	26.3	30.0	22.7	24.8	26.7	22.9
7				38.1	42.6	33.8	29.1	31.3	27.0
9				22.9	24.2	21.7	26.3	25.3	27.2

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. The growth target for a school at or above 800 is to remain at or above 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 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 for the school to be eligible for awards.

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 a base 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/ta/ac/ap/> 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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Percentage Tested	97	99	99	Percentage Tested	99	99	100
Base API Score	648	625	666	Growth API Score	615	683	604
Growth Target	8	9	7	Actual Growth	-33	58	-62
Statewide Rank	4	3	3				
Similar Schools Rank	7	2	3				

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

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
African American				African American			
Base API Score				Growth API Score			494
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		769	798	Growth API Score		788	
Growth Target		7	2	Actual Growth		19	
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	616	604	671	Growth API Score	594	686	567
Growth Target	6	7	6	Actual Growth	-22	82	-104
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		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score	631	612	638	Growth API Score	599	659	586
Growth Target	6	7	6	Actual Growth	-32	47	-52

Awards and Interventions Programs

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this report. Therefore, there are currently no data available to report.

Federal Intervention Program

Schools receiving Title I funding enter federal Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools advance to the next level of intervention with each additional year that they do not make AYP. Information about PI, including a list of all PI schools, can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

	School	District
Year Identified for Program Improvement		
Year in Program Improvement		
Year Exited Program Improvement		
Number of Schools Currently in Program Improvement		33
Percent of Schools Identified for Program Improvement		29.7%

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act requires that all students perform at or above the proficient level on the State's standards based assessment by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. A "yes" in the following table displaying Overall AYP Status indicates that AYP was met for all students and all subgroups, or that exception criteria were met, or that an appeal of the school's or district's AYP status was approved. Additional data by subgroup show whether all groups of students in the school and district made the annual measurable objectives for the percent proficient or above and the participation rate required under AYP. Detailed information about AYP can be found at the California Department of Education website at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking to the school principal.

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students		No	No		Yes	Yes
Subgroups						
All Students		No	Yes		Yes	Yes
African American (not of Hispanic origin)		N/A	N/A		No	Yes
American Indian or Alaska Native		N/A	N/A		Yes	Yes
Asian		N/A	N/A		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		No	No		Yes	Yes
Pacific Islander		N/A	N/A		Yes	Yes
White (not of Hispanic origin)		N/A	N/A		Yes	Yes
Socioeconomically Disadvantaged		No	No		Yes	Yes
English Language Learners		Yes	No		Yes	Yes
Students with Disabilities		N/A	N/A		No	Yes

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	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	17.3	4			19.0	1			19.5	2		
1	19.0	2			19.3	3			19.0	3		
2	19.0	2			18.5	2			18.5	2		
3	18.3	4			18.8	4			17.3	3		
4	18.0	1	2		22.3	1	2		31.0		2	
5	28.0		2		25.5		2		20.7	1	2	
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	2002				2003				2004			
	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. Data reported are the number of students in each grade level that are in a class size reduction classroom.

Grade Level	Percentage of Pupils Participating		
	2002	2003	2004
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

Academic Courses Not Taught by NCLB Compliant Teachers

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects are to be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have:

1. a bachelor’s degree,
2. a state credential or an Intern Certificate/Credential for no more than three years, and
3. demonstrated subject matter competence for each core subject to be taught by the teacher.

More information on teacher qualifications required under NCLB can be found at the California Department of Education’s website at <http://www.cde.ca.gov/nclb/sr/tq/> .

Percent of classes in core content areas not taught by NCLB compliant teachers as above:

This school:

SFUSD: All schools High-poverty schools Low-poverty schools

Teacher Credentials

Data reported are the number of teachers (full- and part-time) as reported by CBEDS. Each teacher is 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.

	2002	2003	2004
Total Number of Teachers	19	19	19
Teachers with Full Credential (fully credentialed and teaching in subject area)	19	18	17
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)			
Pre-Internship	1		
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	4	1	2
Teachers with Waivers (do not have credential and do not qualify for 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: 7 English Plus, 1 Special Ed., 8 English Only instructors. We also have 1 RSP teacher, 1 reading recovery teacher, 1 full time parent liaison and a district provided instructional reform facilitator.

Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential, or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold.

	2002	2003	2004
Misassignments of Teachers of English Learners			
Total Misassignments of Any Teachers			

Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
Doctorate		1.3
Master's Degree plus 30 or more semester hours		0.1
Master's Degree	10.5	23.5
Bachelor's Degree plus 30 or more semester hours	73.7	61.3
Bachelor's Degree	15.8	13.4
Less than Bachelor's Degree		0.2

Vacant Teacher Positions

Data reported are the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.

	2002	2003	2004
Vacant Teacher Positions			

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 has conducted 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 equal one FTE.

Elementary: District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards.

Middle/High: The District staffing ratio for counselors in middle and high schools is based on enrollment and is computed as follows:

<i>Middle</i> Students: Counselors		<i>High</i> Students: Counselors	
0-650	: 1	0-501	: 1
650-901	: 1.5	501-751	: 1.5
over 901	: 2	751-1001	: 2
		1001-1251	: 2.5
		1251-1501	: 3
		1501-1751	: 3.5
		1751-2001	: 4
		2001-2251	: 4.5
		over 2251	: 5

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

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 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 .

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.

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.

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.

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.

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.

The score increases back in 2001 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. The 2003 scores in math, however, increased for all sub-groups of students at all grade levels. In 2004, our scores fluctuated down. In 2005, we expect them to all increase.

Professional Development

Number of Staff Development Days: 2001-2002 = 3 2002-2003 = 3 2003-2004 = 3

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school has three full days for professional development during the academic year.

For 2003/2004 there are three weeks of centrally coordinated Professional Development Institutes. These week-long, afterschool/Saturday institutes offer professional development in standards, best practices, assessment and diversity. A week-long institute in August offered professional development to all new teachers.

Additional opportunities on special topics designed to ensure standards based instruction are offered by various district departments. All teachers are expected to maintain an individual professional growth plan that is approved by their professional advisor and is aligned with identified professional and school areas of need.

All of Cleveland's staff is engaged in ongoing professional development. Teachers meet for two hours every week to focus on state standards, review student work and share teaching strategies.

Quality and Currency of Textbooks and Other Instructional Materials

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

The condition of our textbooks is good.

School educational technology program.

All students work 45 to 60 minutes reading using reading and math software.

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 that uses MS Exchange.

1. Number of Computers Used for Instructionally Related Purposes	75
2. Number of Computers listed above with CD-ROM (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

Availability of Sufficient Standards-Aligned Textbooks and Other Instructional Materials

The availability of sufficient state-adopted (grades K-8) and standards-aligned (grades K-12) textbooks and other instructional materials for each pupil, including English learners, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education in the core curriculum areas of reading/language arts, mathematics, science, history-social science, foreign language, and health (for grades K-12, inclusive); and science laboratory equipment (for grades 9-12, inclusive), as appropriate.

Core Curriculum Areas	Availability of Textbooks/Materials	
	1:1	Fewer books than students
Reading/Language Arts		
Mathematics		
Science		
History/Social Science		
Foreign Language		
Health		
Science Laboratory Equipment (Grades 9-12)		

Instructional Minutes (School Year 2002-2003)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Cleveland ES	
K	36,000	54,400	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	54,400	
2	50,400	54,300	
3	50,400	54,300	
4	54,000	57,000	
5	54,000	57,000	
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 in grades K through 8:

- 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.

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.

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.

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

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. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission (a duplicated count) by the total number of students enrolled in all courses (also a duplicated count).

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 2002-2003)

	SFUSD	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,310	\$36,856
Mid-Range Teacher Salary	\$55,213	\$58,263
Highest Teacher Salary	\$70,407	\$72,665
Average Principal Salary (Elementary)	\$89,885	\$94,774
Average Principal Salary (Middle)	\$94,152	\$98,934
Average Principal Salary (Secondary)	\$98,209	\$106,858
Superintendent Salary	\$219,143	\$177,295
Percentage of Budget for Teachers' Salaries	36.9 %	41.6 %
Percentage of Budget for Administrative Payrolls	5.2 %	5.1 %

Expenditures (Fiscal Year 2002-2003)

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)
\$413,093,628	\$7,485	\$6,882	\$6,822

Types of Services Funded

Cleveland ES

21st Century Learning Centers

Junior Achievement

Reading Recovery