

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

SFUSD #603

CA ID #6041149

Cesar Chavez Elementary School

825 Shotwell Street, San Francisco, CA 94110

Phone: 415-695-5765

FAX: 415-695-5843

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825 Shotwell Street, San Francisco, CA 94110

Dr. Lance Tagomori, Principal

Phone: 415-695-5765

FAX: 415-695-5843

Enrollment: 372
Grades Served: K-5
email:
sch603@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

As the principal of Cesar Chavez School, I welcome visitors and community members to tour our campus. Our school community strives for excellence in academic achievement, respect for diversity, strength in character and personal growth. We focus on a rigorous academic program of reading, writing, math, and science. Our dedicated, caring staff works collaboratively to provide a safe, nurturing learning environment.

School Description

Cesar Chavez, in the heart of the Mission District, has a population rich in cultural and linguistic diversity. An energetic, caring staff works together to create a school that nurtures social, emotional and academic growth. Beginning in the Fall of 2002, students wear school uniforms.

Students learn about themselves, their families and about the world using reading and writing skills. They are also challenged to address environmental and social issues through science, math, technology, and social studies. All students have access to a PC computer lab and to classroom computers which are all networked. Service learning is also integrated into the curriculum. Cesar Chavez School is proud to have Chinese, Spanish, and American Sign Language bilingual classes as well as ELD classes.

Parents are an important part of the Cesar Chavez team. They participate in the decision making process, help in the classroom, or help with fundraising. Parents also work on special activities such as Black History, Chinese New Year, Dia de la Raza, Women's History, and Deaf Culture celebrations.

Cesar Chavez School is a diverse community of lifelong learners which integrates academic skills with personal growth and enables all to reach full potential as globally responsible individuals.

Vision Statement

Cesar Chavez is a community of lifelong learners. We incorporate and integrate academic skills, knowledge of subjects, leadership development and appreciation of our rich diversity. We are committed to the spirit, philosophy and actions of Cesar Chavez. We empower our students as independent learners and critical thinkers to enable each youngster to reach full potential as leaders and scholars in our school and our communities.

Opportunities for Parental Involvement

Contact Person Name: Marta Madrigal

Contact Person Phone Number: 415-695-5765

Organized opportunities for parental involvement:

Parents are encouraged to volunteer in the classroom, join the Parent Organization, School Site Council, Bilingual Advisory Committee, School Advisory Committee, and Pre K Advisory Committee. They are also encouraged to participate in field trips and other schoolwide cultural activities.

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	55	9	0
1	60	10	0
2	58	11	0
3	59	12	0
4	58	Ungraded Secondary	0
5	82		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	372

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	9	2.4
American Indian or Alaska Native	6	1.6
Asian-American	40	10.8
Filipino-American	8	2.2
Hispanic or Latino	294	79.0
Pacific Islander	1	0.3
White (Not Hispanic)	7	1.9
Other	7	1.9
Total	372	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 10/1/2004

Date Last Reviewed with Staff: 10/2/2004

Key elements of School Safety Plan:

The school has an organized Safety Committee composed of parents, staff and community members. The Committee meets monthly to ensure the safety of students and staff. Disaster Drills are practiced once per quarter and fire drills are practiced once per month. Teachers and staff are trained in Positive Behavior Support to promote a cohesive school community for all students. The school and classrooms are neat and orderly which promotes a positive learning environment for students.

School Programs and Practices that Promote a Positive Learning Environment

- School Garden Education Program
- PC Computer Lab and Classroom Technology Program
- After School Extended Learning Program
- Schoolwide beautification days
- Safety Committee (parents and staff)
- Student Advisor works with students and parents to promote positive home-school communication.

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:

A Conflict Resolution Program helps teach problem solving skills. The Student Study Team, which includes teachers and support staff, assists teachers and students to resolve problems.

School Facilities

Safety, cleanliness and adequacy of school facilities.

The school maintains a safe, clean and orderly learning environment for students and staff. The facilities department has been working at the school to make the necessary changes in facilities (interior painting of classrooms and hallways, white boards in each classroom).

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, parent center, computer lab, afterschool program, auditorium and cafeteria. Yard space is adequate for an urban school of 500 students.

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

Restrooms could use updating. There are frequent clogs in the drain system in the girls' restroom. The electrical system is adequate for our use of technology.

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.

Our school has a suitable learning environment. Parking for staff continues to be a challenge; teachers and other staff must move their cars every hour of the school day.

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

Daily inspection by the principal and day custodian has helped to maintain a clean, safe learning environment for students and staff.

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

Daily inspection by the principal and day custodian has helped to maintain a clean, safe learning environment for students and staff.

Success of these efforts.

The site inspections were successful. The District has met emergency repair needs 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		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	16	15	22	35	38	40	32	35	36
Mathematics	23	24	32	34	39	40	31	35	34
Science			7	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			54		17		
Mathematics			71		25		
Science			9		4		
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	18	27	15	19	31	3	25	
Mathematics	26	38	29	31	36	13	35	
Science	3	12		7	7		8	
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	26	18	19	48	45	46	45	43	43
Mathematics	42	35	38	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			46		15		
Mathematics			79		33		

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	14	24	15	19	19	3	21	
Mathematics	36	40	34	35	47	6	43	

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	23.0	31.4	15.4	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	93	96	99	Percentage Tested	96	99	97
Base API Score	606	579	596	Growth API Score	567	605	665
Growth Target	10	11	10	Actual Growth	-39	26	69
Statewide Rank	3	2	1				
Similar Schools Rank	5	2	1				

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			
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	719	747	756	Growth API Score	758	760	
Growth Target	8	9	8	Actual Growth	39	13	
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score	544	488	544	Growth API Score	461	553	640
Growth Target	8	9	8	Actual Growth	-83	65	96
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	596	566	601	Growth API Score	550	613	654
Growth Target	8	9	8	Actual Growth	-46	47	53

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	2003-2004	
Year in Program Improvement	Year 2	
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		Yes	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		Yes	N/A		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		No	Yes		Yes	Yes
Pacific Islander		N/A	N/A		Yes	Yes
White (not of Hispanic origin)		N/A	N/A		Yes	Yes
Socioeconomically Disadvantaged		Yes	Yes		Yes	Yes
English Language Learners		Yes	Yes		Yes	Yes
Students with Disabilities		N/A	No		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	19.0	3			18.7	3			18.3	3		
1	16.0	4			19.7	3			19.3	3		
2	18.3	3			19.7	3			15.0	4		
3	17.8	4			19.7	3			19.0	3		
4	21.6	1	4		18.3	1	2		26.0		1	
5	23.3	1	2		21.8		4		24.7		3	
6												
K-3					6.0	1						
3-4	7.0	1			5.0	1			6.0	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	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	27	25	24
Teachers with Full Credential (fully credentialed and teaching in subject area)	26	23	24
Teaching Outside Subject Area (fully credentialed but teaching outside subject area)			
Teachers in Alternative Routes to Certification (district and university internship)	1		
Pre-Internship	1	1	
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	5	1	
Teachers with Waivers (do not have credential and do not qualify for Emergency Permit)	2		

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.

We have teachers qualified in Spanish, Chinese, and American Sign Language and in Special Education. All teachers are qualified to teach English, including sheltered English. Staff expertise includes: Language, Social Studies, Science, Math, Fine Arts, and Multicultural Education.

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	8.3	23.5
Bachelor's Degree plus 30 or more semester hours	66.7	61.3
Bachelor's Degree	25	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:

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

At Cesar Chavez the student advisor supports students on a daily basis. A speech therapy and resource specialist program is offered as well. Mental health consultants assist staff in setting up a nurturing learning environment. Our Technology resource teacher helps teachers integrate technology into the curriculum. We have after school programs which include computer and homework tutoring, sports and theater. We have paraprofessionals who work in the lab and in the classrooms. There are volunteers from middle and high schools, from businesses, as well as several SFSU tutors. This includes referrals to needed services and workshops such as evening computer training in our computer lab.

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 SSC, ELAC, SAC, and Pre K Advisory Committees assist in monitoring opportunities for curriculum improvement.

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

All staff were trained and participated in the use of standards-based instruction for students. Teachers meet weekly in grade level meetings to help monitor student progress toward grade level standards.

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's Curriculum Team (one teacher per grade level) and Administrative Team (support staff) meet at least once per week to ensure the quality of the instructional program.

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

Targeted students participate in the after school program, are recommended for summer school and work in small instructional groups with our literacy paraprofessionals.

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

Teachers ensure that students have access to the core curriculum. ELL students are placed with teachers who are specially trained in SDAIE and ELD to provide students with appropriate instruction and support.

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

Data analysis of subgroup reports from CST, CAT/6, SABE/2, IWA, Brigrance, ABC, LALAR, and CELDT are used to assess the progress of ELL students.

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.

The inclusion facilitator and resource specialist work with students to support the academic and emotional needs of special needs students.

Summary of overall achievement by subgroups.

Our school has exceeded API growth targets for the past three academic years. Chinese, Latino and Socially Disadvantaged students have made significant gains on the CST test (Grades 2-5).

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.

At Cesar Chavez the staff participates in goal-setting and planning. We are currently involved in the Reading First Initiative that provides professional development, and coaching support to teachers in literacy. We have learned Positive Behavior Support so the entire school community can work toward improving students' self-esteem while increasing academic achievement. All teachers engage in professional development. We have teacher leaders in: Early literacy development, writing, math problem-solving strategies, and technology. Teachers observe each other's classrooms and help each other grow professionally.

Quality and Currency of Textbooks and Other Instructional Materials

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

The District textbook adoptions meet the basic needs of our students. Title 1, SBCP, Block Grant and General Fund allocations are used to purchase supplemental supplies and instructional materials.

School educational technology program.

The school's technology program is facilitated by the technology teacher paid by Consent Decree funds. Staff professional development and technology classes for students are part of her responsibilities.

Additional technology resources.

We have a computer lab of 30 networked computers, computer work stations in each of the 29 classrooms, and an automated library catalog system.

1. Number of Computers Used for Instructionally Related Purposes	70
2. Number of Computers listed above with CD-ROM (must be less than or equal to #1)	70
3. Number of Classrooms with Internet Access	28
4. Number of Classrooms with Wide Area Network (WAN) Access	28

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 Chavez ES	
K	36,000	50,850	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	50,850	
2	50,400	53,400	
3	50,400	54,300	
4	54,000	54,300	
5	54,000	54,300	
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 school fosters the acquisition and growth of work readiness skills on the part of students by providing them with access to an education of reading, writing, computing, problem-solving, art and music appreciation, physical fitness and the ability to get along with one another.

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

Our school works with the middle schools in the City to ensure proper articulation between the 5th grades and Middle School levels.

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

Target students with special needs are given special jobs around the school to foster independence and citizenship.

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

Chavez ES

21st Century Learning Centers
After School Learning
Reading First Initiative