

# School Accountability Report Card

## School Year 2003-2004

Published during 2004/2005

SFUSD # 867

CA ID #6041701

### Visitacion Valley Elementary School

55 Schwerin Street, San Francisco, CA 94134

Phone: 415-469-4796

FAX: 415-469-4099

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### Visitacion Valley Elementary School

55 Schwerin Street, San Francisco, CA 94134

Mr. Vincent Chao, Principal

Phone: 415-469-4796

FAX: 415-469-4099

**Enrollment:** 423  
**Grades Served:** K-5  
**email:**  
[sch867@muse.sfusd.edu](mailto:sch867@muse.sfusd.edu)

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

#### SAN FRANCISCO UNIFIED SCHOOL DISTRICT

**Superintendent:** Dr. Arlene Ackerman  
**Address:** 555 Franklin St., San Francisco, CA 94102  
**Web Site:** [www.sfusd.edu](http://www.sfusd.edu)

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**Notes regarding the source and currency of data:** Data included in this SARC are consistent with State Board of Education guidelines which are available at the California Department of Education website, <http://www.cde.ca.gov/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

Visitacion Valley ES is a neighborhood school with a very diverse student population. Because the neighborhood itself is going through metamorphosis in the recent years, "Little Vis" has become a Rising Star. The 1936 building has just been renovated, with all the classrooms wired to an internet server, providing the school with state-of-the-art technology. An excellent faculty and support staff have supported our students in improving their STAR test scores - ranked 9 of 10 among similar schools in California in the past 4 years. We also embraced the philosophy that all students could be successful and will achieve. And they are! In 2003-'04, Vis Valley ES was honored as a State Title I Achieving School. At "Little Vis", we celebrate diversity year-round through the curriculum as well as multicultural assemblies and mural painting. Our linguistic sensitivity gives a warm welcome to our new immigrant English Learners.

#### School Description

Vis Valley ES is a School Wide Title I Project School with culturally diverse students and staff. Limited English Proficient students attend English plus Chinese and English Language Development classes. We have a Interagency Coordinated Care Program (case management) for at risk students. The staff is trained to implement the district reading program. We provide an after school multilingual tutorial, homework assistance and recreational program supervised by the YMCA staff. We have a Science Night, 5 Family Math Nights, Spelling Bee, Junior Olympics, multicultural assemblies, food drives for the needy and participate in the Vis Valley Neighborhood Day and other events. Students learn self-discipline and leadership through the Conflict Resolution Program, the kickball team and the Safety Patrol. Gifted students participate in various academic projects designed to stimulate critical thinking.

The visual, performing arts and poetry writing are emphasized K-5 this year. Other service learning projects that help build resiliency are the Junior Librarians, conflict managers and Cafeteria Monitors. A financially self-supporting model school General Store, run by students, helps them learn and use math, language arts, and social skills in real world situations. All classrooms have 2-6 networked computers with Internet access. Teachers are trained in using technology to enhance students' learning of the core curriculum. This year, staff of the MANCOR Foundation volunteer to teach computer literacy in all classrooms.

### **Vision Statement**

The vision of Visitacion Valley Elementary School is to promote excellence by establishing high expectations for all students and adults emphasizing:

1. Intellectual Growth
2. Creativity
3. Self-Discipline
4. Self Esteem
5. Working Cooperatively
6. Multicultural Appreciation
7. Linguistic Sensitivity
8. Academic Success For All

### **Opportunities for Parental Involvement**

**Contact Person Name:** Vincent Chao

**Contact Person Phone Number:** (415) 469-4799

Organized opportunities for parental involvement:

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Parents and grandparents help teachers in classrooms, on field trips and with special projects. Parents are encouraged to read with their children for 20 minutes daily. Parents are encouraged to attend conferences to increase student achievement and parent involvement and reduce the dropout rate. Parent representatives participate in the planning process through the SSC, SAC, ELAC and GATE Councils. The PTA is in charge of fundraising. Meetings are translated when needed. Weekly 2nd Cup of Coffee or Tea in the Parents' Resource Room offer opportunities for parents to meet, network and discuss school issues. In Sept/Oct 2003, the PTA helped raise over \$5,000 to subsidize the SFA Reading Program & the GATE and Computer Enrichment projects.

## I. Demographic Information

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

### Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
<b>K</b>	60	<b>9</b>	0
<b>1</b>	75	<b>10</b>	0
<b>2</b>	69	<b>11</b>	0
<b>3</b>	77	<b>12</b>	0
<b>4</b>	73	Ungraded Secondary	0
<b>5</b>	69		
<b>6</b>	0		
<b>7</b>	0		
<b>8</b>	0		
Ungraded Elementary	0	Total Enrollment	423

**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	66	15.6
American Indian or Alaska Native	1	0.2
Asian-American	211	49.9
Filipino-American	66	15.6
Hispanic or Latino	39	9.2
Pacific Islander	29	6.9
White (Not Hispanic)	2	0.5
Other	9	2.1
Total	<b>423</b>	

## II. School Safety and Climate for Learning

### School Safety Plan

**Date of Last Review/Update:** 10/25/2001

**Date Last Reviewed with Staff:** 10/25/2001

Key elements of School Safety Plan:

The School Safety Plan includes updating and documenting our emergency response procedures and materials, continuing to refine and consistently implement the School Wide Responsibility (Behavior) Plan, providing at least 20 hours of district health mandated curriculum focusing on Conflict Resolution and drug refusal skills, training all staff in Conflict Resolution. It also calls for reinstating School Spirit activities, and increasing integration activities between the Chinese Bilingual and the General Ed/EL classes. A schoolwide emergency/disaster plan has been developed and the whole school community is notified of evacuation, student release and other safety features.

### School Programs and Practices that Promote a Positive Learning Environment

All students at VVES have equal access to the Core Curriculum and to all learning resources. At grade level meetings, teachers analyze student data and coordinate curriculum, as well as plan for differentiating instruction and integration activities among classes. We promote a positive learning environment by facilitating classroom and schoolwide Service Learning projects such as the recess Conflict Managers and the school General Store workers. Students in the Safety Patrol and Junior Librarian programs also contribute to our school community's positive learning environment. Student achievement is highlighted in the classroom and hallway displays and the Honor Roll lists and photos for outstanding citizenship and academics. Students' good citizenship in the playgrounds is often regarded with ice cream parties, donated by Double Rainbow Ice Cream.

### Suspensions and Expulsions

	School			District		
	2001/02	2002/03	2003/04	2001/02	2002/03	2003/04
<b>Suspensions (number)</b>	2	0	1	1,722	2,428	2,645
<b>Suspensions (rate)</b>	0.45%	0.00%	0.24%	2.94%	4.17%	4.58%
<b>Expulsions (number)</b>			0	60	47	39
<b>Expulsions (rate)</b>			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 Academic Plan to achieve the District's objective to reduce the number of suspensions:

Preventive & intervention programs for behavior counseling services, conflict managers, citizenship honor roll, yard behavior enhancement awards, drug prevention & career awareness, anger management workshops, group play therapy, TRIBES Project... Teachers will be trained to deal with students holistically.

## School Facilities

51,400 sq. ft. Built: 1936

Safety, cleanliness and adequacy of school facilities.

The school building was rehabilitated in 1998-99: new paint indoors, new lighting, furniture, plumbing, handicap accessible, centrally regulated heating. All asbestos has been removed and the fire alarm system has been replaced.

Degree to which school buildings and grounds provide adequate space for teaching and learning (classroom space, playground space, staff space).

Two new bungalows are used as 4th grade classrooms. The lower playground has a new play structure. The auditorium is used for student performances as well as for the EXCEL after school program administered jointly by the YMCA and school staff. Staff members have a lounge and workroom with a full kitchen. All 20 classrooms meet the legal size requirements.

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

All restrooms and plumbing have been renovated and are handicap accessible. The roof is only 8 years old, the floors are well maintained and all the lights are new and fluorescent and the electrical system updated.

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.

This facility is suitable as a learning environment. The old fire alarm system was replaced in 2000 and all the classrooms, library, offices and teacher workroom are networked with internet access via a T1 connection, through an L.A.N.

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

To keep the building grounds clean and free of litter, several garbage cans are placed in the playgrounds. Teachers organize litter patrols and teach lessons on cleanliness to their classes. We have also painted several murals on the walls of the school to reduce graffiti.

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

Major renovations were completed in 1999-2000. Staff and administration request regular maintenance work from the district.

Success of these efforts.

Our efforts have been quite successful, and a clear improvement from 10 years ago. Although still existing occasionally, incidents of graffiti and vandalism have decreased by 90%. Grounds are usually kept litter free and indoor floors are always very clean.

District Maintenance and Repair

The District maintenance staff works to complete all repairs necessary to keep schools in good repair and working order. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

In 2004-05, the maintenance staff has set all ADA and Williams Case work orders as its highest priority.

District Cleaning Process and Schedule

The Facilities Building & Grounds Department has adopted cleaning standards for all schools within the district. A summary of these standards is available for review at each school office and is maintained and updated at the Department office. The principal at each school site works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

District Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides state

matching funds on a dollar-for-dollar basis, to assist districts with expenditures for major repair or replacement of existing school building components. Typical repair and/or replacement projects include roofs, plumbing, heating, electrical systems, painting (interior & exterior), window replacement, flooring systems and paving of play yards.

For the 2004-05 school year the District has budgeted \$9,648,940 which represents a 3% contribution from the Unrestricted General Fund to cover ongoing and major maintenance, with 1/2 of 1% designated for Fund 14 (Deferred Maintenance).

#### District Deferred Maintenance Projects

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For 2004-05 the governing board will be asked to approve the repair or replacement of 8 roofs, painting of two schools, paving in approximately six (6) play yards, complete replacement of four (4) school clock/bell systems, replacement of one window system and various electrical upgrades (including two exterior lighting projects) at one middle and one high school.

#### District New School Construction Projects

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For the 2004-05 school year the school district completed construction on one new elementary school and commenced the construction of a second new elementary school.

The first new school project is the Bessie Carmichael Elementary School that was completed and occupied in October, 2004. The school itself is built on a 1.4-acre site with 22 school age classrooms (K-5) and 3 Pre-school classrooms. This new school construction was a \$22.6M project which utilized leveraged real estate; State Leroy Green funds (Fund 35); Mello-Roos funds (Fund 36); City of San Francisco MOU funds (Fund 40) and Developer Fees (Fund 25).

The second new school constructed in the 2004-05 school year is the Dianne Feinstein Elementary School. This project consists of 26 classrooms, a new library and multi-purpose room. The facility is being constructed to accommodate up to 500 K-8 students. Dianne Feinstein is a \$21.4M project which will utilize State Leroy Greene funds (Fund 35); Mello-Roos funds (Fund 36); Proposition A - General Obligation Bond (Fund 38). This school will be ready for occupancy in Fall of 2006.

### 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	27	39	36	35	38	40	32	35	36
Mathematics	34	46	45	34	39	40	31	35	34
Science			14	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	14		53	31	24	5	
Mathematics	12		72	30	24	5	
Science			22				
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	31	41	41	37	31	20	37	
Mathematics	47	44	56	46	42	13	47	
Science	22	8	14	13			16	
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		<b>39</b>	<b>36</b>		45	46		43	43
Mathematics		<b>57</b>	<b>57</b>		57	58		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	<b>29</b>		<b>48</b>	<b>22</b>	<b>34</b>	<b>15</b>	
Mathematics	<b>24</b>		<b>82</b>	<b>36</b>	<b>43</b>	<b>16</b>	

## 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	
<b>Reading</b>	35	37	39	36	34	13	37	
<b>Mathematics</b>	55	59	66	57	56	27	59	

## 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
<b>5</b>	<b>18.8</b>	<b>25.0</b>	<b>12.1</b>	26.3	30.0	22.7	24.8	26.7	22.9
<b>7</b>				38.1	42.6	33.8	29.1	31.3	27.0
<b>9</b>				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
<b>Percentage Tested</b>	99	99	100	<b>Percentage Tested</b>	99	100	98
<b>Base API Score</b>	673	689	742	<b>Growth API Score</b>	689	739	738
<b>Growth Target</b>	6	6	3	<b>Actual Growth</b>	16	50	-4
<b>Statewide Rank</b>	5	5	6				
<b>Similar Schools Rank</b>	8	6	9				

**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
<b>African American</b>				<b>African American</b>			
<b>Base API Score</b>	479	549		<b>Growth API Score</b>	528		
<b>Growth Target</b>	5	5		<b>Actual Growth</b>	49		
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Asian-American</b>				<b>Asian-American</b>			
<b>Base API Score</b>	808	790	839	<b>Growth API Score</b>	803	834	848
<b>Growth Target</b>	A	5	A	<b>Actual Growth</b>	-5	44	9
<b>Filipino-American</b>				<b>Filipino-American</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			689
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			
<b>White (Not Hispanic)</b>				<b>White (Not Hispanic)</b>			
<b>Base API Score</b>				<b>Growth API Score</b>			
<b>Growth Target</b>				<b>Actual Growth</b>			

**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
<b>Base API Score</b>	666	681	742	<b>Growth API Score</b>	685	739	734
<b>Growth Target</b>	5	5	2	<b>Actual Growth</b>	19	58	-8

## 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

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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.

	<b>School</b>	<b>District</b>
<b>Year Identified for Program Improvement</b>		
<b>Year in Program Improvement</b>		
<b>Year Exited Program Improvement</b>		
<b>Number of Schools Currently in Program Improvement</b>		33
<b>Percent of Schools Identified for Program Improvement</b>		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
<b>All Students</b>		Yes	Yes		Yes	Yes
Subgroups						
<b>All Students</b>		Yes	Yes		Yes	Yes
<b>African American (not of Hispanic origin)</b>		N/A	N/A		No	Yes
<b>American Indian or Alaska Native</b>		N/A	N/A		Yes	Yes
<b>Asian</b>		Yes	Yes		Yes	Yes
<b>Filipino</b>		N/A	N/A		Yes	Yes
<b>Hispanic or Latino</b>		N/A	N/A		Yes	Yes
<b>Pacific Islander</b>		N/A	N/A		Yes	Yes
<b>White (not of Hispanic origin)</b>		N/A	N/A		Yes	Yes
<b>Socioeconomically Disadvantaged</b>		Yes	Yes		Yes	Yes
<b>English Language Learners</b>		Yes	Yes		Yes	Yes
<b>Students with Disabilities</b>		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+
<b>K</b>	19.0	3			19.7	3			20.0	3		
<b>1</b>	19.3	4			18.3	4			18.5	4		
<b>2</b>	19.5	4			19.8	4			17.3	4		
<b>3</b>	20.5	3	1		20.8	3	1		19.3	4		
<b>4</b>	32.0		1	1	32.5		1	1	26.3		3	
<b>5</b>	33.0			2	36.5			2	33.0			1
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>												
<b>4-8</b>												
<b>Other</b>												

### Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms for each range of students by grade level as reported by CBEDS.

Grades 6 - 12 Subject	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
<b>English</b>												
<b>Mathematics</b>												
<b>Science</b>												
<b>Social Science</b>												

### Class Size Reduction

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades 1 through 3. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. 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
<b>K</b>	99.3	99.3	99.3
<b>1</b>	99.3	99.3	99.3
<b>2</b>	99.3	99.3	99.3
<b>3</b>	99.3	99.3	99.3

## VI. Teacher and Staff Information

### 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: 95.0**

<b>SFUSD:</b>	<b>All schools</b>	<b>High-poverty schools</b>	<b>Low-poverty schools</b>
	<b>70.5</b>	<b>75.1</b>	<b>60.1</b>

**NOTE: The statistics above do not accurately reflect whether SFUSD’s teaching staff is “highly qualified.”**

**NCLB requires that all teachers teaching core academic classes must be designated as “highly qualified” by the end of the 2005-2006 school year. All teachers employed by SFUSD currently meet two of the three NCLB “highly qualified” criteria. An extensive assessment of SFUSD teachers’ core academic competency—the third criteria—is currently underway. By Fall 2006 we anticipate that all SFUSD teachers will meet NCLB’s highly qualified requirements.**

### 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.

	<b>2002</b>	<b>2003</b>	<b>2004</b>
<b>Total Number of Teachers</b>	22	23	21
<b>Teachers with Full Credential</b> (fully credentialed and teaching in subject area)	22	21	20
<b>Teaching Outside Subject Area</b> (fully credentialed but teaching outside subject area)			0
<b>Teachers in Alternative Routes to Certification</b> (district and university internship)	0	0	0
<b>Pre-Internship</b>	0	1	0
<b>Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)	4	1	1
<b>Teachers with Waivers</b> (do not have credential and do not qualify for Emergency Permit)	0	0	0

### 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.  
 All our teachers are assigned in their credentialed areas, Bilingual and ELD classrooms.

### 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.

	2001/2002	2002/2003	2003/2004
<b>Misassignments of Teachers of English Learners</b>			<b>0</b>
<b>Total Misassignments of Any Other Teachers</b>			<b>0</b>

### Teacher Education Level

Data reported are the percent of teachers by education level.

	School	District
<b>Doctorate</b>		1.3
<b>Master’s Degree plus 30 or more semester hours</b>		0.1
<b>Master’s Degree</b>	14.3	23.5
<b>Bachelor’s Degree plus 30 or more semester hours</b>	81	61.3
<b>Bachelor’s Degree</b>	4.8	13.4
<b>Less than Bachelor’s Degree</b>		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
<b>Vacant Teacher Positions</b>			<b>1</b>

### 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:

We have a pool of qualified substitute teachers to call on.

## 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

We have a P/T reading facilitator, community outreach worker, and an Elementary Advisor. Services coordinated by the Interagency Coordinated Care team are the Student Success Team, presentations on health, drug and HIV prevention, Conflict Resolution training, Honor Roll, and tutoring by paraprofessionals and trained Americorps staff. Parents may request services such as therapy and self esteem building workshops. Our after school program, managed by the YMCA, provides multilingual academic support and recreation for 100 students. Our staff can speak the major home languages of our students. Most notices to be sent home are translated into Spanish, Chinese, and Tagalog. Many teachers can provide first aid & CPR.

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 adopted Reading and math series meet the differentiated academic needs of all our students in Reading. All students are assessed regularly and placed in learning groups based on their mastery level. Struggling 1st - 3rd graders get regular individualized tutoring by our trained tutors, as an early intervention component. Teachers are formally trained to implement the reading series. The onsite reading facilitator provides ongoing support by providing regular staff development. Some of our teachers team-teach Math, grouping students by their ability, based on the CAT-6 & CST test scores as well as pretest scores. The grouping is fluid and students may move from one group to the other one depending on their progress. One teacher is designated “Math teacher-leader” and brings back onsite new strategies to share with the faculty.

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

Teachers meet and correlate the reading curriculum to the state framework and content standards. They also meet regularly by grade-level to plan together, to review student work in language arts & math using standard based rubrics and analyze student progress.

Every classroom teacher analyzes his/her students’ CAT-6 & CST scores and other assessment results. Based on the analysis, the teacher develops an action plan for the school year, based on the standards. Differentiated instructional strategies are used to help every child progress toward the standards. Ongoing assessment is done via portfolios, the use of rubrics, districtwide standardized assessment tools, teacher observation, learning logs, teacher-made tests, etc.

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 UBC building leadership team and the Principal sets the agenda for staff meetings and onsite professional development workshops. Teacher Leaders for various subject areas attend district provided in-services and in turn train or share their learning with colleagues back at school. The Reading Facilitator observes all the classrooms regularly during the Reading period and provides teachers with the needed support: modeling, recommendations of strategies, peer-coaching, etc.

The principal visits classrooms regularly and makes recommendations, formally and informally. He may recommend peer visitations or specific professional development based on observed needs. The principal is the advisor to all the teachers for their annual professional development plan.

Teacher leaders usually “chair” their grade-level meetings and provide guidance to their colleagues as well as support.

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

After identifying underperforming students through the CAT-6 & CST and other assessment results, their progress is monitored using student portfolios, teacher observation log, the L.A.R.L.A.R. / L.P.A.C. for EL students, the IEP for special needs students. The S.S.T. is a commonly used tool for brainstorming for intervention strategies and monitoring progress every 6 weeks or so. Quarterly progress report cards, regular reading and writing assessment also help monitor the progress of underperforming and other students.

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

Teachers are familiar with and use differentiated instructional strategies to meet the individual needs of students. Part-time instructional assistants are available for individualized or small group tutoring within the classrooms. Many of these assistants are bilingual in Chinese, Spanish or Tagalog, and provide additional help to English Learners in their home language. The R.S.P. and Speech Therapist work with children with exceptional needs, following recommendations from their I.E.P.’s. Assisted by a 1/2 time paraprofessional, this program has been successful in meeting the needs of the latter students in the least restrictive environment, their own regular classrooms. Visitacion Valley ES offers a K-4 program in Chinese bilingual education (transitional model) and all other classes are taught by teachers with CLAD credentials and trained in ELD methodologies.

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

The school receives a Data Analysis Disk (district generated), updated each Fall, with all disaggregated group and individual information in it. Under the leadership of the Principal, this information is analyzed and used in designing and implementing individual student's program.

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 following services are available to support special needs students:

1. Mainstream RSP services for students with I.E.P.'s and intervention activities for other high-risk students. The RSP and paraprofessional work with these children in class and/or via a pull-out format.
2. Struggling 1st through 3rd grade readers will receive extra individualized or small group tutoring for 20-30 minutes 2 to 3 times weekly.
3. GATE and High Potential students meet weekly for about 90 minutes with a faculty sponsor to work on challenging & stimulating independent projects in Technology & Science
4. A transitional model of bilingual ed and paraprofessionals speaking the English Learners' home language, provide support for our EL children.

Summary of overall achievement by subgroups.

The overall STAR scores soared by over 50 points in 2002-'03, and all subgroups made significant progress. In 2003-'04, all subgroups have maintained the gain in test scores, especially the ELL students in both Math and Language Arts. However, the 4th grade Writing performance has dropped by 20% and like in other district schools, there is still an achievement gap for AA and L students. The 2004-'05 school Academic Plan focusses on improving Writing schoolwide and closing the achievement gap especially in Math.

## 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.

To meet the needs of all our students, professional development has been provided by various SFUSD departments, scheduled during professional development days and staff meetings: implementation of the reading series, District and grade level academic standards. Our teachers participate in workshops such as: Health Education, Education Technology, "BEST" schoolwide behavior modification, Math, Writing in various genres, and differentiation of instruction.

## Quality and Currency of Textbooks and Other Instructional Materials

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

Students have adequate textbooks and instructional materials, often supplemented by workbooks purchased with categorical funds. The district has almost doubled the allocations for supplies since 2000-01. The quality and currency of our instructional supplies is adequate.

The superintendent has also offered to provide all students with the appropriate textbooks and all teachers with necessary Teacher's Manuals. Every teacher receives a \$200 gift certificate for extra classroom supplies.

School educational technology program.

Currently we are looking at setting standards for 1st -5th grade classrooms - a minimum of 20 minutes a week of computer use per student. 4th -5th grade classrooms to do webquests - paper assignments where students use computers to answer questions. This is a resource based activity. Staff from the MANCOR Foundation volunteer to teach computer literacy to students in every classroom.

Additional technology resources.

We have at least two CD-ROMS of software per classroom, a scanner, a digital camera, an LCD projector, a digital camcorder and an administrative laptop all currently in use. There are over 70 computers in use in classrooms.

1. Number of Computers Used for Instructionally Related Purposes	78
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	20
4. Number of Classrooms with Wide Area Network (WAN) Access	

## 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.

### Availability of Textbooks/Materials

Core Curriculum Areas	1:1	Fewer books than students
Reading/Language Arts	X	<b>SCIENCE: Elementary schools currently use a kit-based science curriculum that was adopted in 1994. Schools have sufficient sets of science kits for each grade level. To supplement the kits and meet the demands of the science test for 5th grade, the district purchased new 4th &amp; 5th grade materials in 2004. We will adopt new K-5 science materials and provide them district-wide following the State adoption in 2006.</b> <b>HEALTH: Class sets are provided</b>
Mathematics	X	
Science		
History/Social Science	X	
Foreign Language	NA	
Health		
Science Laboratory Equipment (Grades 9-12)	NA	

## Instructional Minutes (School Year 2003-2004)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Vis Valley ES	
K	36,000	42,700	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	52,780	
2	50,400	52,780	
3	50,400	52,780	
4	54,000	54,480	
5	54,000	54,480	
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:

3 Professional Development Days in 2004-'05

Some schools “bank” additional instructional time to be used for professional development.

Banked minutes at this school:

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5 extra minutes are added to the daily instructional time in order to make up for the 10 minimum days for parent conferences and professional development.

## Degree to Which Students Are Prepared to Enter Workforce

How the school's instructional programs foster the acquisition and growth of work readiness skills on the part of the school's students.

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The school General Store, run by 4th & 5th graders under the supervision of a staff member, provides many work readiness skills to about 15 selected “student staff”. The latter applied for the job, got interviewed, then selected and trained: good work habits, how to interact with customers & supervisors, etc.

“Junior Achievement” provides VVES with volunteers one day a year to go over with every class the curriculum about businesses and the private sector. Occasionally, selected students are invited to conducted tours of corporate offices downtown.

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

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An attitude survey is being developed to measure among student the effects of these activities in preparing them for the work force.

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

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N/A

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## **VIII. Post Secondary Preparation (secondary schools only)**

### **Advanced Placement/International Baccalaureate Courses Offered**

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. 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

Vis Valley ES

Marin Headlands Partnership  
Urban High School after-school tutors  
21st Century Learning Centers  
Arts Education Collaborative  
IRISE  
Junior Achievement  
Success for All