

School Accountability Report Card

School Year 2003-2004

Published during 2004/2005

SFUSD #872

CA ID #6113252

John Yehall Chin Elementary School

350 Broadway, San Francisco, CA 94133

Phone: 415-291-7946

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John Yehall Chin Elementary School
350 Broadway, San Francisco, CA 94133
Mr. Allen Lee, Principal

Phone: 415-291-7946

FAX: 415-291-7943

Enrollment: 222
Grades Served: K-5
email:
sch872@muse.sfusd.edu

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

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Dr. Arlene Ackerman
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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

"We like it here because this school is small and you all know the names of all the students." "We like it here because the adults don't let politics get in the way of teaching and learning." These are just some of the testimonials that we hear uttered on a daily basis here at John Yehall Chin Elementary School.

Being efficient and productive are the two characteristics that we treasure the most here. We fully realize and accept without angst the importance of state mandated assessments.

Intrigued? Come check out this best kept secret in town!

School Description

John Yehall Chin Elementary School, located on Broadway Street at the gateway to San Francisco's Financial District, is proud to bear the name of one of the City's most revered educators and community leaders.

Because our school is small, JYC is able to give students personalized instruction. Instruction, whether in small groups or whole-class, is always geared toward the students' unique needs. Our school encourages hands-on activities and the efficient use of manipulatives to foster deeper understanding. JYC further encourages its students to extend their learning and to appreciate all cultural heritages. Science, social studies, art, and music are all interwoven into our core multidisciplinary curriculum. JYC expects that its students master basic skills in reading, writing, and mathematics. Our on-line classroom computers and our PC & Mac computer lab allow our students to access the Internet for research and communication purposes.

Vision Statement

We are here for the children.

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

Opportunities for Parental Involvement

Contact Person Name: Allen A. Lee

Contact Person Phone Number: (415) 291-7946

Organized opportunities for parental involvement:

We have an active and comprehensive parent involvement program. The Parents Teachers Club meets once a month along with our SSC, SAC, and ELAC groups. In addition, parents volunteer in the classrooms, assist on field trips, and plan other school related activities. John Yehall Chin communicates regularly with all of our parents through newsletters as well as written notes.

I. Demographic Information

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

Student Enrollment by Grade Level

Grade Level	Enrollment	Grade Level	Enrollment
K	33	9	0
1	29	10	0
2	40	11	0
3	40	12	0
4	40	Ungraded Secondary	0
5	40		
6	0		
7	0		
8	0		
Ungraded Elementary	0	Total Enrollment	222

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	3	1.4
American Indian or Alaska Native	0	0.0
Asian-American	203	91.4
Filipino-American	6	2.7
Hispanic or Latino	1	0.5
Pacific Islander	2	0.9
White (Not Hispanic)	1	0.5
Other	6	2.7
Total	222	

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update: 8/21/2002

Date Last Reviewed with Staff: 8/22/2002

Key elements of School Safety Plan:

The key elements of our School Safety Plan help us promote positive behavior and high academic expectations for our students. Child abuse reporting and disaster/emergency procedures are posted and enforced. We want to ensure that our school is a safe and secure learning environment for our students.

School Programs and Practices that Promote a Positive Learning Environment

Our school implements a Student of the Week program, a School Pride Ticket program, and a Good Citizens Ticket program to help us promote a positive learning environment. In addition, our staff regularly attends professional development that specifically addresses the promotion of a positive learning classroom environment. Our School Psychologist and Resource Specialist conduct ongoing Student Success Team meetings on a weekly basis to discuss strategies and interventions for at-risk students. In the 4th and 5th grade, we have put together a Multigraded Project Based Accelerated Learning class in order to extend learning opportunities for our GATE identified students as well as our students with high potential.

Suspensions and Expulsions

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

Establishment of a weekly "Student of the Week" program, "Good Citizen Tickets" program, and "School Pride Tickets" program, etc. At our school, students are recognized for positive achievement and/or behavior.

School Facilities

Safety, cleanliness and adequacy of school facilities.

John Yehall Chin takes pride in its clean and orderly campus. The principal and custodian check the building daily to keep our environment conducive to learning. Necessary repairs on campus are reported immediately to the school district.

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

There is adequate space for all classrooms, library, auditorium, and cafeteria. Yard space is adequate considering the location of our school.

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

The school is in good condition and any/all necessary repairs are reported immediately.

Suitability of the facility as a learning environment including, but not limited to, lighting, heating, cooling and noise negation; the condition of the school's fire alarm system; and the condition of the school's technology infrastructure.

John Yehall Chin provides its students a suitable learning environment. Our technology infrastructure needs to be updated and overhauled. The fire alarm system is adequate.

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

The entire school community works collaboratively to keep our campus clean and well maintained.

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

Daily inspection by our custodian helps to ensure that our campus is in good repair and safe for students and staff. Annual district team maintenance also plays a role in the upkeep of our grounds.

Success of these efforts.

In general, these efforts have been successful and we are satisfied with the results.

III. Academic Data

California Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English/language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test which tests reading, language and mathematics in Grades 2-11, spelling in Grades 2-8, and science in Grades 9-11.

California Standards Tests (CST)

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). Students scoring at the Proficient or Advanced level have met state standards in that content area. Detailed information regarding results for each grade and proficiency level can be found at the California Department of Education website at <http://star.cde.ca.gov> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2002	2003	2004	2002	2003	2004	2002	2003	2004
English/ Language Arts	38	52	56	35	38	40	32	35	36
Mathematics	53	74	87	34	39	40	31	35	34
Science			39	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			60				
Mathematics			89				
Science			38				
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	56	56	52	54	67		59	
Mathematics	85	89	88	88	79		87	
Science	29	48	12	31			45	
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	49	41	45	48	45	46	45	43	43
Mathematics	78	77	90	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			48				
Mathematics			92				

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	38	51	39	43	54	47		
Mathematics	91	90	90	91	88	91		

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	33.3	42.9	22.2	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	96	100	100	Percentage Tested	100	100	100
Base API Score	745	763	832	Growth API Score	782	826	862
Growth Target	3	2	A	Actual Growth	37	63	30
Statewide Rank	7	8	9				
Similar Schools Rank	9	10	10				

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	745	767	845	Growth API Score	781	838	877
Growth Target	2	2	A	Actual Growth	36	71	32
Filipino-American				Filipino-American			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
Pacific Islander				Pacific Islander			
Base API Score				Growth API Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
Base API Score				Growth API Score			
Growth Target				Actual Growth			

API Subgroups - Socioeconomically Disadvantaged

	API Base Data				API Growth Data		
	2001	2002	2003		From 2001 to 2002	Fr. 2002 to 2003	Fr. 2003 to 2004
Base API Score	747	764	833	Growth API Score	780	827	856
Growth Target	2	2	A	Actual Growth	33	63	23

Awards and Interventions Programs

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

Federal Intervention Program

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

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

Adequate Yearly Progress (AYP)

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

Overall	School			District		
	2002	2003	2004	2002	2003	2004
All Students		Yes	Yes		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	Yes		Yes	Yes
Filipino		N/A	N/A		Yes	Yes
Hispanic or Latino		N/A	N/A		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	N/A		No	Yes

IV. School Completion (Secondary Schools only)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam to receive a high school diploma. The School Accountability Report Card for that year will report the percentage of students completing grade 12 who successfully complete the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include:

- grade 9-12 enrollment
- the number of dropouts, and
- the one-year dropout rate as reported by CBEDS

The formula for the one-year dropout rate is (Grades 9-12 dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2002				2003				2004			
	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+	Avg	1-20	21-32	33+
K	19.5	2			15.5	2			20.0	1		
1	17.0	2			20.0	2			14.5	2		
2	18.5	2			17.5	2			20.0	2		
3	20.0	2			19.0	2			20.0	2		
4	30.0		1		25.5		2		26.5		2	
5	27.5		2		28.0		1		27.0		1	
6												
K-3												
3-4												
4-8												
Other												

Average Teaching Load and Teaching Load Distribution

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

Grades 6 - 12 Subject	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	12	13	11
Teachers with Full Credential (fully credentialed and teaching in subject area)	12	13	11
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		
Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	1		
Teachers with Waivers (do not have credential and do not qualify for Emergency Permit)			

Professional Qualifications of Teachers

It is the goal of the district that every teacher hold either a California credential or an Intern credential and be highly qualified as defined by the No Child Left Behind legislation. The district has reduced the number of teachers working without a credential by over 70% since 2001.

At John Yehall Chin Elementary School, all teachers are qualified to teach in their credential areas. Many of our teachers have specialized training. Some of our teachers also hold advanced degrees.

Teacher 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	9.1	23.5
Bachelor's Degree plus 30 or more semester hours	81.8	61.3
Bachelor's Degree	9.1	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:

Our classes are always covered by a credentialed teacher. When a teacher is absent, a substitute teacher or other credentialed staff is assigned to cover that class.

Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also 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	1501-1751 : 3.5
650-901 : 1.5	501-751 : 1.5	1751-2001 : 4
over 901 : 2	751-1001 : 2	2001-2251 : 4.5
	1001-1251 : 2.5	over 2251 : 5
	1251-1501 : 3	

At John Yehall Chin, we feel that counseling and student support services are vital components of our educational program. Our staff is committed to seek and provide student counseling and student support services as needed. We will work together with the parents as well as other agencies to provide the necessary services.

Staff Category	FTE
Counselor	
Librarian	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (Non-Teaching)	
Other	

(K-8 school counselors for grades 6-8 only.)

Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person working 100% of full time. Two staff persons working 50% of full time also equals one FTE. The ratio of pupils per academic counselor is enrollment as reported in the most recent California Basic Educational Data System (CBEDS) data collection divided by the number of academic counselors.

Number of Academic Counselors (FTE)	Ratio of Pupils per Academic Counselor

VII. Curriculum and Instruction

School Instruction and Leadership

Curriculum improvement programs and opportunities for improvement.

The district provides professional development for all staff. In addition, the school site provides additional professional development that will further improvement.

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

Our instructional program correlationally aligns with the state frameworks and content standards. John Yehall Chin teachers plan together in grade level teams to develop standards-based units of study. The staff always review student work in relation to the standards. Our teachers have identified benchmarks in order to assess student progress toward standards throughout the school year.

School leadership team at the school site, its role in ensuring the quality of the instructional program and support of teachers in improving instruction .

All teachers are members of the school leadership team and we meet regularly to plan strategies in order to implement a high-quality instructional program aligned with the state instructional standards. We support our staff through classroom visitations, observations, and evaluations. We also collaboratively plan lessons/units with our staff.

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

Underperforming students and student groups are monitored and identified through test data analysis and individual teacher referrals. Their progress is monitored by the classroom teachers, additional support staff, and the Student Success Team.

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

All John Yehall Chin students have equal access to the core curriculum. Individual needs are met through the use of differentiated instruction.

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

Annually, John Yehall Chin receives disaggregated test data from the district. As a team, the staff analyze the data in order to further support the academic programs of our various subgroups.

Efforts to ensure equal access to the core curriculum for all students, including students with lower skills, English Learners, and the placement of individuals with exceptional needs in the least restrictive environment.

Special needs students have the services of a part time RSP teacher and a part time RSP paraprofessional. Their IEP's are developed and implemented by the IEP team. GATE and ELL students also receive support that is tailored to their unique needs.

Summary of overall achievement by subgroups.

JYC's various subgroups are all achieving at a high level, evidenced by our school assessment data.

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.

Our staff attends and participates in all District Staff Development Days to improve our Mathematics and Language Arts instructional curriculum. Some of our teachers serve as facilitators at these workshops. In addition, we have many on-site workshops on various educationally related topics such as use of the computers in the classroom, curriculum improvement, teaching strategies, etc.

Quality and Currency of Textbooks and Other Instructional Materials

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

The condition of our textbooks is fine. John Yehall Chin always strives to obtain additional supplies and resources for its students and staff.

School educational technology program.

John Yehall Chin has an excellent technology program that includes a resource teacher, a PC & Mac lab, as well as classroom computers. All of our computers are networked and Internet ready.

Additional technology resources.

We are always trying to obtain more donated technology from surrounding businesses. Our goal, through grant writing and donations, is to supply each classroom with at least 2 brand new PC's and to supply each classroom teacher with a PC laptop.

1. Number of Computers Used for Instructionally Related Purposes	100
2. Number of Computers listed above with CD-ROM (must be less than or equal to #1)	100
3. Number of Classrooms with Internet Access	12
4. Number of Classrooms with Wide Area Network (WAN) Access	12

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 2003-2004)

Grade Level 1 through 8	State Requirement	Instructional Minutes Offered by Chin ES	
K	36,000	52,575	State Requirement for High School: 64,800 Instructional Minutes offered: 9 10 11 12
1	50,400	52,575	
2	50,400	52,575	
3	50,400	55,125	
4	54,000	55,125	
5	54,000	55,125	
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.

John Yehall Chin encourages the development of positive interpersonal skills as well as proficiency in reading, mathematics, and writing skills, all of which are paramount to the growth of our students.

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

John Yehall Chin always seeks feedback from the middle schools and high schools to ensure that we are doing what we can to prepare our students for the future. We also encourage students and parents to keep us informed of their future progress in college as well as in the work force.

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

John Yehall Chin students are assigned various classroom jobs and responsibilities that will enable them to achieve competency in developing academic and social independence. Our Volunteer Reading Program further bridges the gap between the working environment and the school environment.

VIII. Post Secondary Preparation (secondary schools only)

Advanced Placement/International Baccalaureate Courses Offered

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

Chin ES

Academic Volunteer & Mentor Service
After School Learning
Arts Education Collaborative
Beacon Center
Beginning Teacher Support and Assessment
City Science
Junior Achievement
Reading is Fundamental
Science & Health Education Partnership
UCSF Center for Science Outreach