

# School Accountability Report Card

## School Year 2004-05

*(Published during 2005-06)*

### El Dorado Elementary School

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#### Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) template are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/sa/definitions05.asp>

Most data presented in this report were collected from the 2004-05 school year or from the two preceding years (2002-03 and 2003-04). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2003-04. Single-year column headings refer to the school year ending in that particular year. When no year is specified, data are from the most recent school year for which data are available.

More information about SARC requirements is available at the CDE Web site at <http://www.cde.ca.gov/ta/ac/sa/>, including a SARC Preparation Guide at <http://www.cde.ca.gov/ta/ac/sa/guide.asp> and Frequently Asked Questions at <http://www.cde.ca.gov/ta/ac/sa/questions.asp>.

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### El Dorado Elementary School

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## **Section I - General Information**

### **Principal's Introduction**

El Dorado is an extremely diverse school where teachers, students and parents come together to ensure the achievement of all students. We promote the importance of learning positive social interactions in addition to academics. We are respectful of all the members of our diverse community and nurture the idea of individual responsibility. Our PTA works with the staff to support and encourage classroom learning. We have a growing visual and performing arts program guided by professional musicians and artists that helps to round out the learning opportunities of the students. We understand that our parents and extended families are essential in the success of their child's education.

### **School Description**

We are located adjacent to picturesque John McLaren Park, in Visitation Valley. Our talented staff are committed to providing the most respectful and nurturing learning environment possible for each child. Members of the school community work together to create an environment that is focused on the success of each student, both academically and socially. We understand that children learn in different ways and we vary our teaching strategies to ensure learning for all students. We provide numerous opportunities for students to celebrate their diverse cultures and backgrounds and explore special talents and interests while achieving academic growth and success. Our comprehensive curriculum stresses academic excellence. We offer students extended learning opportunities that allow them to explore areas of learning beyond academics and include expanded visual and performing arts experiences with professional artists and musicians, after school tutorials in reading and math, Bay Area Scores (soccer and poetry), Student Council, science partnerships with UCSF and Conservation Connection, and an instrumental music program. El Dorado has a respectful learning environment that provides students with an academic background that will serve them well beyond our walls.

### **School Vision**

All stakeholders of El Dorado School including students, staff, parents and community are dedicated to providing a respectful environment in which students explore and develop the knowledge and skills needed to function as responsible citizens in our society. We will continually work to build and maintain partnerships with families. We encourage each learner to achieve at their highest potential while becoming critical independent thinkers that apply their knowledge to enrich the lives of our community.

### **Opportunities For Parental Involvement**

Parents are welcome to visit the school and are encouraged to participate in the PTA, the School Site Council, or as school volunteers. Parents can volunteer in the classrooms, assist on field trips, provide library support, help to beautify the school, plan enrichment activities and supervise playground activities. Parents are invited to attend special events such as Read Across America Day, Family Literacy Night, Science Night and Family Math Night. A home-school communication newsletter is coordinated by the Parent Liaison and provides current news and information. Parents interested in any of the school programs are urged to contact the Parent Liaison by calling the school office. Spanish and Chinese translation is available for all meetings and events.

## Section II - Demographic Information

### Student Enrollment By Grade Level

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

Grade Level	Enrollment
<b>K</b>	54
<b>1</b>	55
<b>2</b>	51
<b>3</b>	54
<b>4</b>	54
<b>5</b>	57
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	325

### Student Enrollment By Racial and Ethnic Subgroups

Data reported are the number and percent of students in each racial and ethnic subgroup as reported by the California Basic Educational Data System (CBEDS).

Racial and Ethnic Subgroup	Number of Students	Percent of Students
<b>African American</b>	94	28.9
<b>American Indian or Alaska Native</b>	1	0.3
<b>Asian</b>	98	30.2
<b>Filpino</b>	38	11.7
<b>Hispanic or Latino</b>	46	14.2
<b>Pacific Islander</b>	24	7.4
<b>White (Not Hispanic)</b>	9	2.8
<b>Multiple or No Response</b>	15	4.6

## Section III - School Safety and Climate for Learning

### School Safety Plan

Information about the currency and contents of the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	12/20/2005
<b>Date Last Reviewed with Staff</b>	2/6/2006

### Key Elements of School Safety Plan

All members of the El Dorado community strive to maintain an orderly and safe learning environment. Students regularly practice fire and earthquake drills. There is a written school safety plan on file that is revisited yearly by the staff. Parents and staff work to improve emergency preparedness. A Student Advisor, nurse and Coordinated Services Team supervises the school safety plan. Regular visits by the Fire Department and Police Department help to build community outreach to promote and support student safety and appropriate conduct. All visitors to the school must check in and out and obtain a visitors pass.

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

El Dorado focuses on creating a nurturing, safe, positive school environment through the implementation of Champs and Caring School Communities, school-wide positive behavior programs. Each child is treated individually, looking and capitalizing on students' strengths. We offer an RSP and Gate program. Teachers utilize a variety of teaching methods and strategies in order to meet the needs of all learners; SDC students are mainstreamed in regular education and reading buddies provide cross grade level experiences for students.

### Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that resulted in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year.

	School			District		
	2002/03	2003/04	2004/05	2002/03	2003/04	2004/05
<b>Number of Suspensions</b>	0	1	0	2,428	2,645	2710
<b>Rate of Suspensions</b>	0%	0.32%	0%	4.17%	4.58%	4.74%
<b>Number of Expulsions</b>	0	0	0	47	39	19
<b>Rate of Expulsions</b>	0%	0%	0%	.08%	.07%	.03%

### Efforts to Reduce Suspensions

In order to provide a safe and nurturing school climate, we have school-wide rules that are consistent with the District's Student-Behavior handbook. Students are suspended for infractions that violate these rules. Students that do have behavioral issues are referred to the Student Success Team and every effort is made to promote and support respectful student behavior. The Learning Support consultant and the Elementary Advisor work with students and their families to provide opportunities to develop appropriate communication and social skills.

## Section IV - School Facilities

### School Facility Conditions - General Information

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior & exterior)	X		
Interior Surfaces (walls,floors & ceilings)	X		
Hazardous Materials (interior & exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior & exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		
Other	X		

## Section V - Academic Data

### **Standardized Testing and Reporting (STAR)**

Through the California Standardized Testing and Reporting (STAR) program, students in grades 2 through 11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) and a norm-referenced test (NRT). The CST tests English-language arts and mathematics in grades 2 through 11, science in grades 5, 9, 10, and 11, and history-social science in grades 8, 10, and 11. Prior to 2005, the NRT tested reading/language arts and mathematics in grades 2 through 11, spelling in grades 2 through 8, and science in grades 9 through 11. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only, and no longer tests science in any grade.

### **California Standards Test (CST)**

The California Standards Tests (CST) 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 state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site 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 standards).

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
English-Language Arts	25	29	31	38	40	45	35	36	40
Mathematics	28	38	42	39	40	46	35	34	38
Science		17	11	28	27	30	27	25	27
History-Social Science				32	35	40	28	29	32

### **CST - Racial and Ethnic Subgroups**

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	African American	America Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English-Language Arts	21		51	39	22	7	*
Mathematics	26		77	39	28	13	*
Science	0		18	*	*	*	*
History-Social Science							

## CST - Subgroups

Data reported are the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	30	32	32	31	4	*
Mathematics	49	35	58	41	7	*
Science	8	13	7	12	*	
History-Social Science						

## Norm-Referenced Test (NRT)

Reading and mathematics results from the California Achievement Test, Sixth Edition (CAT/6), the current norm-referenced test (NRT) adopted by the State Board of Education, are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Beginning in 2005, the NRT tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site 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.*

## NRT - All Students

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

Subject	School			District			State		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Reading	27	30	29	45	46	43	43	43	41
Mathematics	39	45	57	57	58	59	50	51	52

## NRT - Racial and Ethnic Subgroups

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

Subject	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading	12		37	*	*	*	
Mathematics	38		84	*	*	*	

## NRT - Subgroups

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

Subject	Male	Female	English Learners	Economically Disadvantaged	Students with Disabilities	Migrant Education Services
English-Language Arts	23	36	33	32	*	
Mathematics	62	52	73	61	*	

## California Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. Detailed information regarding the California Physical Fitness Test may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
Grade 5	9.1	10.0	8.0	30.3	33.4	27.3	24.5	26.7	22.3
Grade 7				40.8	44.6	37.1	28.8	30.9	26.8
Grade 9				29.0	30.0	28.0	26.7	25.8	27.5

## Academic Performance Index

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 percent of the distance between its API Base 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.

**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 students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

**Percent Tested:** To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (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 CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/> or by speaking with the school principal.

## API - Schoolwide

Data reported are API Base and Growth scores, growth targets, statewide and similar schools ranks, and percent tested

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	92	99	100	Percent Tested	99	100	100
API Base Score	621	662	699	API Base Score	672	689	694
Growth Target	9	7	5	Growth Target	51	27	-5
Statewide Rank	3	3	4				
Similar Schools Rank	1	1	4				

## API - Racial and Ethnic Subgroups

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
<b>African American</b>				<b>African American</b>			
Percent Tested	460	534	587	Percent Tested	553	564	592
API Base Score	7	6	4	API Base Score	93	30	5
<b>American Indian or Alaska Native</b>				<b>American Indian or Alaska Native</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Asian</b>				<b>Asian</b>			
Percent Tested	761	813	835	Percent Tested	808	838	810
API Base Score	7	A	A	API Base Score	47	25	-25
<b>Filipino</b>				<b>Filipino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Hispanic or Latino</b>				<b>Hispanic or Latino</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>Pacific Islander</b>				<b>Pacific Islander</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			
<b>White (not Hispanic)</b>				<b>White (not Hispanic)</b>			
Percent Tested				Percent Tested			
API Base Score				API Base Score			

## API - Socioeconomically Disadvantaged Subgroup

API Base Data				API Growth Data			
	2003	2004	2005		2002 to 2003	2003 to 2004	2004 to 2005
Percent Tested	581	658	711	Percent Tested	663	704	685
API Base Score	7	6	4	API Base Score	82	46	-26

## State Award and Intervention 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.

## Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## AYP All Criteria - Schoolwide

Data reported indicate whether all AYP criteria were met for all students in a school or a district, or that exception (safe harbor) criteria were met, or that an appeal of the school's or district's AYP status was approved.

Schoolwide	School			District		
	2003	2004	2005	2003	2004	2005
All Students	No	Yes	Yes	Yes	Yes	No

## AYP Participation Rates and Proficiency Levels - Schoolwide and Subgroups

Data reported indicate whether AYP criteria for both the minimum participation rates and the percent proficient or above were met in a school or a district. *Note: "N/A" means that the student group is not numerically significant.*

Schoolwide and Subgroups	School			District		
	2003	2004	2005	2003	2004	2005
All Students	Yes	Yes	Yes	Yes	Yes	Yes
African American	No	Yes	Yes	No	Yes	No
American Indian or Alaska Native	N/A	N/A	N/A	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes	Yes	Yes
Filipino	N/A	N/A	N/A	Yes	Yes	Yes
Hispanic or Latino	N/A	N/A	N/A	Yes	Yes	Yes
Pacific Islander	N/A	N/A	N/A	Yes	Yes	Yes
White (not Hispanic)	N/A	N/A	N/A	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes	Yes	Yes
Students with Disabilities	N/A	N/A	N/A	No	Yes	No

## **Federal Intervention Program**

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make Adequate Yearly Progress (AYP) for two consecutive years. After entering PI, schools and districts 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 and districts, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by contacting the district office or speaking with the school principal.

	<b>School</b>	<b>District</b>
<b>First Year of Program Improvement Implementation</b>		
<b>Year in Program Improvement (Implementation Level)</b>		
<b>Year Exited Program Improvement</b>	2004-2005	
<b>Number of Schools Currently in Program Improvement</b>	----	30
<b>Percent of Schools Currently in Program Improvement</b>	----	26.79 %

## Section VII - Class Size

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

Grade Level	Avg Class Size	2003			Avg Class Size	2004			Avg Class Size	2005		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	18.0	1	2		17.3	3			18.0	3		
<b>1</b>	16.3	3			18.7	3			18.0	3		
<b>2</b>	15.7	3			14.3	4			16.7	3		
<b>3</b>	18.0	3			16.0	3			16.7	3		
<b>4</b>	25.0		2		19.7	1	2		24.0		2	
<b>5</b>	21.0	1	2		21.0	1	1		26.5		2	
<b>6</b>												
<b>K-3</b>												
<b>3-4</b>	9.0	1										
<b>4-8</b>												
<b>Other</b>												

### Class Size Reduction Participation

Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom. Shown is the overall district average for all schools with K-3 enrollment.

Grade Level	Percent of Students Participating		
	2003	2004	2005
<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

## Section VIII - Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left Behind (NCLB) compliant teachers. For a district, the data reported are the percent of all classes in core academic subjects taught by NCLB compliant teachers in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

	Percent of Classes In Core Academic Subjects Taught By NCLB Compliant Teachers
<b>This School</b>	6.3
<b>All Schools in District</b>	28.5
<b>High-Poverty Schools in District</b>	16.1
<b>Low-Poverty Schools in District</b>	14.4

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

	2003	2004	2005
<b>Total Teachers</b>	21	21	22
<b>Teachers with Full Credential</b>	21	20	22
<b>Teachers Teaching Outside Subject Area</b> (Full credential teaching outside subject area)	0	0	0
<b>Teachers in Alternative Routes to Certification</b> (District and university internships)	0	0	0
<b>Pre-Internship</b>	0	0	0
<b>Teachers with Emergency Permits</b> (Not qualified for credential/internship but meets minimum reqs)	0	1	0
<b>Teachers with Waivers</b> (No credential and doesn't qualify for Emergency Permit)	0	0	0

### Teacher Misassignments

Data reported are the number of placements of a certificated employee in a teaching or services position, including positions that involve teaching English learners, 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. *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0

## **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. For the 2005-06 school year, the most currently available data are reported.

	2004	2005	2006
<b>Vacant Teacher Positions</b>	0	1	0

## **Teacher Education Level**

Data reported are the percent of teachers by education level, as reported by CBEDS.

	School	District
<b>Doctorate</b>	4.6	1.3
<b>Master's Degree plus 30 or more semester hours</b>	0.0	0.6
<b>Master's Degree</b>	22.7	23.1
<b>Bachelor's Degree plus 30 or more semester hours</b>	63.6	62.4
<b>Bachelor's Degree</b>	9.1	12.5
<b>Less than Bachelor's Degree</b>	0.0	0.2

## **Teacher Evaluations**

**Information about the procedures and criteria for teacher evaluations.**

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 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**

**Information about the availability of qualified substitute teachers and the impact of any difficulties in this area on the instructional program at the school.**

## **Counselors and Other Support Staff**

School staff, as well as the Student Advisor, Parent Liaison and Learning Support Consultant strive to provide students and families with access and information regarding support services. Teachers communicate with parents regularly both by telephone and in writing. Home visits are made when appropriate. Currently on staff are the school clerk, two Paraprofessionals, several school volunteers and a Librarian/Literacy Specialist. A Resource Specialist works with identified students with special needs. There are two Extended Learning Programs at El Dorado: Bay Area Scores (writing and soccer) and the Excel After School Program. The district provides a Learning Support Consultant to assist teachers with intervention strategies to enhance the academic performance of all students.

### **Counselors and other Support Staff (con't)**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

<b>Title</b>	<b>FTE</b>
<b>Counselor</b>	
<b>Librarian</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

### **Academic Counselors**

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

<b>Number of Academic Counselors (FTE)</b>	<b>Ratio of Students Per Academic Counselor</b>

## **Section IX - Curriculum and Instruction**

### **School Instruction and Leadership**

#### **Curriculum improvement programs and opportunities for improvement.**

The District provides staff development on a variety of topics related to enhancing teaching and student achievement. Onsite staff development is provided to support new curriculum and identified areas of need. The SSC, PTA, and the UBC are forums for review and improvement of curriculum.

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

Teachers have aligned the Houghton Mifflin Curriculum to the language arts content standards. All students are formally assessed throughout each school year using Scoe end of theme tests and Reading Results. Math is assessed using the district end of unit tests. Reading and math portfolios are maintained and reviewed throughout the year. Analysis of student test score data has led to the identification of focal standards and focal students. Strategies are chosen and goals set and observed during eight week cycles of inquiry.

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

Teachers meet regularly with the principal, IRF and H.M. reading coaches in order to plan and implement programs and practices that support student achievement based on Best Practices and State Standards. Grade level planning occurs each month in order to implement a standards based program of instruction. All teachers work collaboratively to evaluate assessment data and plan strategies for implementing an effective academic program.

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

Students in the lower quartiles are identified through data analysis and monitored through classroom interventions and modifications as well as grade level planning sessions. SST meetings are conducted regularly to assess and monitor the needs of identified students.

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

Classroom interventions, SST referrals, classroom support through RSP programs, individualized instruction with a paraprofessional, and assistance from the Student Advisor. Teachers develop and/or modify activities and instruction for small groups based on data analysis and observed student need. Student progress is monitored and modified through the SST process and the RSP program.

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

District wide and school site assessments provide data for analysis of student progress. Teachers coordinate the assessment of ELLs using the CELDT state assessment, and ongoing assessment during the school year. After school extended learning programs have been put in place to serve the academic and social needs of students in the targeted 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.**

Students with special needs will be smoothly transitioned into the mainstream environment. At grade level meetings, plans for mainstreaming will occur. Students utilizing special education services have access to the core curriculum with modifications to meet their individual learning needs. Paraprofessionals provide adaptations and alternative learning experiences to those students identified as requiring RSP services or SST intervention.

### Summary of overall achievement by subgroups.

95% of all students were assessed using standardized tests. El Dorado exceeded the 2003-2004 API growth target by 37 points.

### Professional Development

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 2004/05 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.

In the past, the total faculty participated in the following staff development opportunities: Houghton Mifflin Curriculum, Adria Klein (Interactive Writing), The Focused Approach (ELD), ELD training for new curriculum, Bay Area Writing Project, Champs and Caring School Communities. All of these programs will be of great assistance to students with special needs.

### Quality and Currency of Textbooks and Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school 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, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials.

Grade Level / Core Curriculum Areas		Currency and Quality of Textbooks and Instructional Materials	
K	Reading/Language Arts	Textbook Not Specified	Good
K	Mathematics	Textbook Not Specified	Good
K	History/Social Studies	Textbook Not Specified	Good
K	Science	Textbook Not Specified	Good
1	Reading/Language Arts	Textbook Not Specified	Good
1	Mathematics	Textbook Not Specified	Good
1	History/Social Studies	Textbook Not Specified	Good
1	Science	Textbook Not Specified	Good
2	Reading/Language Arts	Textbook Not Specified	Good
2	Mathematics	Textbook Not Specified	Good
2	History/Social Studies	Textbook Not Specified	Good
2	Science	Textbook Not Specified	Good
3	Reading/Language Arts	Textbook Not Specified	Good

3	Mathematics	Textbook Not Specified	Good
3	History/Social Studies	Textbook Not Specified	Good
3	Science	Textbook Not Specified	Good
4	Reading/Language Arts	Textbook Not Specified	Good
4	Mathematics	Textbook Not Specified	Good
4	History/Social Studies	Textbook Not Specified	Good
4	Science	Textbook Not Specified	Good
5	Reading/Language Arts	Textbook Not Specified	Good
5	Mathematics	Textbook Not Specified	Good
5	History/Social Studies	Textbook Not Specified	Good
5	Science	Textbook Not Specified	Good

### **Availability of Sufficient Textbooks and Instructional Materials**

Information about the availability of sufficient standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 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 (kindergarten through grade 12); and science laboratory equipment (grades 9 through 12), as appropriate. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board.

<b>Core Curriculum Areas</b>	<b>Availability of Textbooks and Instructional Materials</b>
<b>Reading/Language Arts</b>	Sufficient Materials Available
<b>Mathematics</b>	Sufficient Materials Available
<b>Science</b>	Sufficient Materials Available
<b>History-Social Science</b>	Sufficient Materials Available
<b>Foreign Language</b>	Sufficient Materials Available
<b>Health</b>	Sufficient Materials Available
<b>Science Laboratory Equipment (Gr 9-12)</b>	Sufficient Materials Available

### **Technology**

#### **School educational technology program.**

There is no computer lab in the school at this time. However, there are at least two computers and a printer in each classroom for student use. All classrooms have new eMACs and internet access is extended to almost all classrooms. The El Dorado Technology Team is developing a web page for the school.

#### **Additional technology resources.**

<b>Computers</b>	
<b>Number of Computers</b>	28
<b>Number of Classrooms with Internet</b>	4

## **Instructional Minutes**

Data reported compare the number of instructional minutes offered at the school to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	Requirement
K	50700	36,000
1	51650	50,400
2	53350	50,400
3	53350	50,400
4	54250	54,000
5	54250	54,000
6		54,000
7		54,000
8		54,000
9		64,800
10		64,800
11		64,800
12		64,800

## **Total Number of Minimum Days**

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.

High schools do not have minimum days because they do not have regularly scheduled parent/teacher conferences. Conferences are arranged by request of the parent/guardian or the school.

### **Any additional minimum days at this school and reasons:**

None.

### **Some schools "bank" additional minutes for professional development:**

No Text Submitted.

## Section XI - Fiscal and Expenditure Data

### **Teacher and Administrative Salaries (Fiscal Year 2003-04)**

Data reported are the district salaries for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. Data are also reported for teacher and administrative salaries as a percent of a district's budget. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0304.asp>. *Note: County offices of education are not required to report average salaries and expenditures. The CDE's School Fiscal Services Division does not calculate statewide average salary and expenditure information for county offices of education.*

Category	District Amount	State Average For Districts In Same Category
<b>Beginning Teacher Salary</b>	\$40,310	\$37,061
<b>Mid-Range Teacher Salary</b>	\$55,213	\$58,294
<b>Highest Teacher Salary</b>	\$70,407	\$72,876
<b>Average Principal Salary (Elementary)</b>	\$89,885	\$94,471
<b>Average Principal Salary (Middle)</b>	\$94,152	\$98,940
<b>Average Principal Salary (High)</b>	\$98,209	\$107,418
<b>Superintendent Salary</b>	\$223,525	\$179,061
<b>Percent of Budget for Teacher Salaries</b>	34.8 %	41.4 %
<b>Percent of Budget for Administrative Salaries</b>	5.0 %	5.1 %

### **District Expenditures (Fiscal Year 2003-04)**

Data reported are the total dollars expended in the district and the dollars expended per student at the district compared to the state average for all districts and for districts of the same type and size. Detailed information regarding expenditures may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/>. *Note: County offices of education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for county offices of education.*

District Total Dollars	District Dollars per Student (ADA)	State Average For Districts In Same Category - Dollars per Student (ADA)	State Average For All Districts - Dollars per Student (ADA)
\$392,286,240	\$7,560	\$6,987	\$6,919

### **Types of Services Funded**

Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

21st Century Learning Centers

America Reads

Arts Education Collaborative

Bay Area Writing Project (BAWP)

Beacon Center

Beginning Teacher Support & Assessment (BTSA)

City Science

Environmental Education Initiative

Governor's Initiatives

IASA Title VI

IRISE

Peer Assistance & Review (PAR)

Primary Prevention Program (PIP)

Reading is Fundamental

Community Partnership with SFSU, Lowell High School