

# Cleveland Elementary School

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## 1989-1990 School Accountability Report Card

San Francisco Unified School District

Spring, 1990

### District Mission

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

**Goals** In order to achieve this mission, the Board of Education has adopted the following goals: 1. To improve teaching and learning to enhance student achievement. 2. To improve staff, parent and community participation in the educational process. 3. To maintain school environments that are safe, secure and attractive. 4. To achieve a school district that is fully integrated in all its programs and activities and provides equal opportunity for all students.

**Objectives and Site Plans** For each goal there are a number of measurable objectives. Every school develops a school site plan to achieve each objective.

**Philosophical Tenets** In order to achieve these objectives, the Board has adopted the following set of philosophical tenets. Each staff member working in the District is expected to accept and act in accordance with these tenets:

- All individuals can learn.
- Each individual learns best in a particular way.
- Learning has both cognitive and affective dimensions.
- Parents want their children to attain their fullest potential as learners and to succeed academically.
- All individuals are both potential learners and potential teachers.
- All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- All individuals want to learn and to be recognized for their achievements.
- Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching.
- All individuals are entitled to be treated with respect and dignity.
- All individuals learn in many different ways and at varying rates.
- If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action.

### School Description

Cleveland Elementary School encompasses Kindergarten through 5th grade. There are two Special Education classes and six Bilingual classes as well as six regular classes and two English Language Development (ELD) classes. The computer lab is utilized by Chapter 1 students who score the lowest in reading and/or mathematics. Our students participate in the Perceptual Motor Program, the Performing Arts Workshop and Young Audience Performances. Our teachers participate in ongoing inservice.

|                     |         |                               |        |                    |        |
|---------------------|---------|-------------------------------|--------|--------------------|--------|
| Grade Span:         | K-5     | Student Enrollment:           | 390    | LEP/NEP*:          | 45.1 % |
| Building (sq.ft.):  | 27,000  | Average Daily Attendance:     | 98.9 % | Special Education: | 7.4 %  |
| Yr of Construction: | 1911/66 | Optional Enrollment Requests: | 13.1 % | EDY**:             | 72.8 % |

481-4/16/90 by ICC

\*LEP/NEP: Limited English Proficient or Non English Proficient  
\*\*EDY: Educationally Disadvantaged Youth

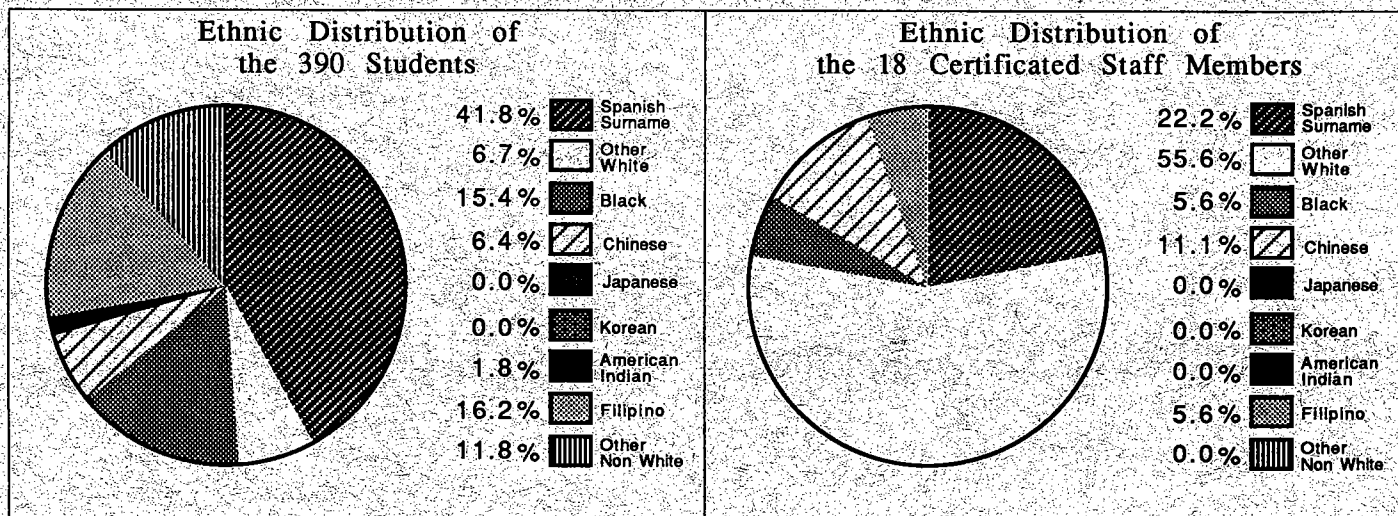
## Counseling and Student Support Services

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. Cleveland has a resource teacher, an ESL teacher, a Speech Therapist, a Resource Specialist, a library technician, a number of paraprofessionals, and an Elementary Advisor funded by Consent Decree monies. We also have a music teacher and a drug abuse program in which third and fourth grades are participants.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1988-89 was 99.1% and the dropout rate was 3.6%. At Cleveland, attendance for the year was 98.9%, excused absences were 6.3%, unexcused absences were 1.1% and the dropout rate was 0.6%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Our average daily attendance is excellent with essentially no dropouts. At our school we call the home of all absent students daily.

## School Data



## Teacher Assignment

Out of 3,772 teachers in the District, only 51 are teaching out of their credentialed areas. At Cleveland, all teachers are teaching in the areas in which they are credentialed. A number of staff have multiple credentials and degrees. We have 6 regular teachers, 6 bilingual teachers, 2 ELD teachers, 2 special education teachers, and 1 program resource teacher.

## Class Size

| Grade Level | Contract Ratios | Contract Goals | District Averages | School Averages |
|-------------|-----------------|----------------|-------------------|-----------------|
| K           | 31.6            | 28             | 28.3              | 30.5            |
| 1           | 26.0            | 24             | 26.5              | 26.5            |
| 2           | 26.0            | 24             | 26.1              | 28.0            |
| 3           | 32.6            | 25             | 26.9              | 28.0            |
| 4           | 32.6            | 30             | 27.7              | 30.0            |
| 5           | 32.6            | 30             | 28.6              | 29.0            |

## Teacher, Staff Training, and Curriculum Improvement Programs

As part of the District's Development Plan, the Department of Instructional Improvement and Staff Development provides professional development opportunities to enable new and experienced teachers to implement the District's core curriculum for all students, to update subject area expertise, and to acquire new instructional strategies. At Cleveland, all staff take part in staff-development sessions, both on and off the site.

A volunteer group of teachers is participating in a planning grant process to write a program to present science at the site. Staff participated in a full staff development day on March 9, 1990.

