

El Dorado Elementary School

70 Delta St., San Francisco, CA 94134, Phone (415) 467-6050

Mae Threadgill, Principal

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

El Dorado School is noted for its wonderful academic climate. Students, faculty, parents and staff work harmoniously for the well being of all students.

The student body and faculty have an ethnic composition that is closely reflective of the SFUSD school district population. The positive attitude of the staff coupled with staff development opportunities directed toward meeting student needs make this an ideal school.

Three teacher coordinators assist with curriculum and program development to support the "whole student" learner. Student successes are celebrated daily.

A strong academic program supported by programs that recognize the importance of the "whole child" are what makes El Dorado "shine"!

Grade Span:	K-5	Student Enrollment:	320	LEP/NEP*:	26.6 %
Building (sq.ft.):	30,300	Average Daily Attendance:	99.2 %	Special Education:	15.0 %
Yr of Construction:	1953	Optional Enrollment Requests:	14.1 %	EDY**:	55.4 %

521-4/16/90 by ICC

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

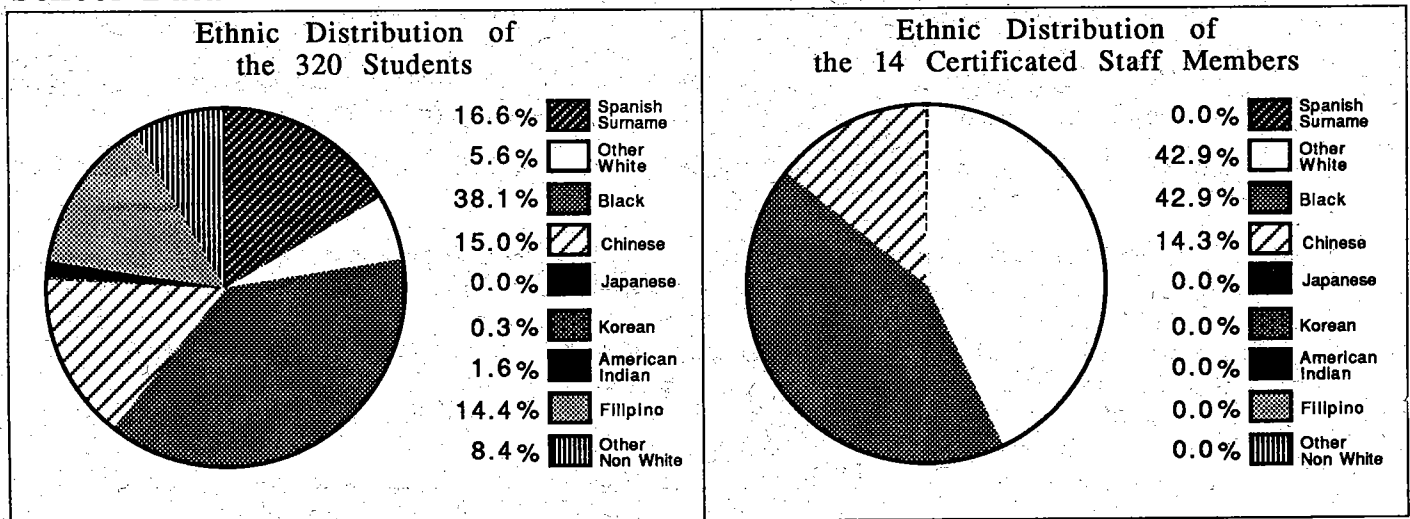
Counseling and Student Support Services

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. Premise: Self esteem plays a major role in increasing academic achievement. Because of this premise, the following district and supplementary support services are provided: Self-Esteem, "Families Working Together", Elementary Advisor, 2 MEPI Tutors, 13 paraprofessionals, 5 volunteers, After-school Tutorial, translators, Resource Specialists, Instrumental Music, Speech, Vision, ESL Teacher, teacher training-TESA, Bay Area Writing Project, Great Books, LDC/LH Equals Math, First aid and CPR.

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 El Dorado, attendance for the year was 99.2%, excused absences were 5.0%, unexcused absences were 0.8% and the dropout rate was 0.8%. 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. Teachers and paraprofessionals telephone homes to verify absences. Awards for attendance are given at Awards Assemblies. Parents and students are informed of the rules governing attendance.

School Data



Teacher Assignment

Out of 3,772 teachers in the District, only 51 are teaching out of their credentialed areas. At El Dorado, all teachers are teaching in the areas in which they are credentialed.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.6	28	28.3	32.5
1	26.0	24	26.5	28.0
2	26.0	24	26.1	28.0
3	32.6	25	26.9	23.0
4	32.6	30	27.7	31.0
5	32.6	30	28.6	29.5

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. We believe that all students have strengths and can learn.

The total faculty participated in the following staff development opportunities: Great Books, Bay Area Writing Project, TESA, Equals math, Math Leadership workshop and LDC Training. All of these programs will be of great assistance to Special Needs Students.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated every year. Tenured teachers are evaluated every other year.

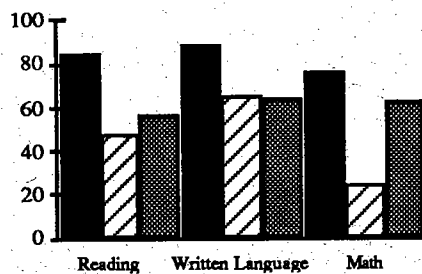
The evaluation processes are consistent with contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

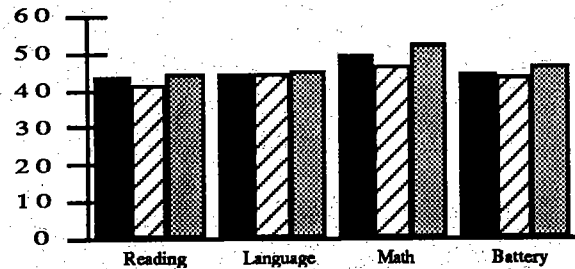
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at El Dorado, 12 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Elementary Advisor trained in Conflict Resolution. Kickball league, PTA awards, traffic squad, school monitors, self-esteem, Stamp Club, school photographers and cheerleaders are activities/events that promote accepted student behavior.

Student Achievement

CAP Scores - 3rd Grade
(Relative Ranking)



CTBS (Combined [K-5] Normal Curve Equivalents)



LEP/NEP = 26.6% Special Education = 15.0% EDY = 55.4% GATE & High Potential = 3.4%

The California Assessment Program (CAP) is a state mandated annual test which measures how well students as a group are mastering the State Curriculum at different grade levels. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards. C.A.P. Scaled scores in all three areas have increased over the 1988 scores. The Written Language and Mathematics scores are just above the state average.

Quality of School Instruction and Leadership

The State Frameworks are the SFUSD Core Curriculum are the under-girding for the instructional program at El Dorado School. The use of student recognition, many opportunities for performing before a group, whether it be a large or small group, Sustained Silent Reading, Journals and public speaking enhance student learning.

Three Grade Level Coordinators meet with the faculty to discuss curriculum and to make suggestions for school-wide improvement. The coordinators meet with the principal once a month to discuss curriculum and faculty concerns. The coordinators act as an advisory team to the principal. The faculty council and the PTA are other advisory sources.

Substitute Teachers

During the fall of 1989, the El Dorado teacher attendance rate was 96.7%. Substitute teachers covered 90.9% of the absences. The other 9.1% were covered by distributing students to all teachers in the school with the exception of kindergarten teachers. Students receive assistance from the classroom teacher, the paraprofessional, and the circulating paraprofessional.

Expenditures and Services Offered

In 1989-90, the District spent \$619,479 at El Dorado. Additionally, the District supervised the expenditure of \$380,590 in special grant funds for a total of \$1,000,069 to operate the school for a year. This works out to \$3,125 per student per year. Categorical Funding: Computer Laboratory, paraprofessionals, translators, Benjamin Franklin Stamp Club sponsor, lunchtime library program. Consent Decree: Elementary Advisor, After-school tutorial, additional paraprofessional time. Additional Funding: SF Education Fund, Consent Decree, PG&E Grant, MEPI and PTA fundraisers. MEPI: After-school computer program and 2 tutors. PTA: Science Fair.

Textbooks and Instructional Materials

Each subject area of the core curriculum is revised on a seven year cycle with the development of a district curriculum guide and the adoption of a textbook program. The curriculum cycle also includes staff training, program implementation, and program monitoring activities.

School Site Textbook/Material Allocations

For the 1989-90 school year, the amount of State and District funds allocated for each student is \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. Limited English - Carousel of Ideas.

At Risk Students : Open Court Phonics, computer software, S.R.A., Scoring High.

GATE - Great Books.

All material are used as supplemental to the District adopted materials. They are used in small group instruction.

School Facilities and Safety

Recent Improvements:

The exterior of the school was painted, new telephone/intercom system installed and the floor in Room 11 was retiled.

Planned Improvements:

None

Needed Improvements:

Resurface yards, add physical fitness course to yard, space for Sensory Motor Skill Development, sandbox for kindergarten children that can be covered when not in use, paint interior of school, complete all work orders, more cafeteria tables, landscape around school and gardening service.

Parent Involvement

Parent are encouraged to visit the school. Procedure : stop in office to obtain a pass. For visits combined with an explanation of programs, parents are requested to make an appointment.

Events : "Families Working Together", "Back To School Night/International Potluck Dinner", Awards Night, Science Fair, Day time assemblies, Special Academics Meeting/Workshop, S.A.C., P.T.A., Kickball games, Halloween Parade, Lion Dance.

Prospective volunteers contact the office and are directed to the Volunteer Coordinator. All faculty and staff recruit volunteers.

Si Ud. necesita información en español acerca de este documento, llame a la escuela para obtener las fechas en las cuales habrán reuniones en español.

Pakisuyong tumawag sa paaralan para sa mga petsa ng mga pulong tungkol sa pagpapaliwanag ng mga dokumentong ito sa Pilipino.

Xin gọi điện thoại cho nhà trường để biết ngày hướng dẫn và các nghĩa vụ tài liệu này bằng tiếng Việt.

請打電話向學校詢問有關訓練程序日期之中文說明文件。

If you need any further information about our school or if you wish to ask anything about this report card, please feel free to call us. We will be happy to help you in any way we can.

San Francisco Unified School District

135 Van Ness Avenue
San Francisco, CA 94102

Attn: El Dorado Elementary School

NON PROFIT ORG.

U.S. POSTAGE

P A I D

San Francisco, CA
Permit NO. 3966