

# Cleveland Elementary School

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Dr. Victor Low, Principal

## 1990-1991 School Accountability Report Card

San Francisco Unified School District

Fall, 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. In order to achieve each goal, schools will develop, implement, and evaluate plans:

- to insure that every counselor will meet with his or her counselees at least once every school year. (Secondary schools only)
- to insure that its 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested.
- to reduce the percentage of its students which score two years below the Grade Equivalency on the Total Battery Score compared to the percentage of students in the same category on the 1990-91 CTBS.
- to insure that the 1990-91 average growth in grade equivalency for each ethnic group will be the same or higher than the 1989-90 average growth.
- to increase 1990-91 in-class attendance over the 1989-90 level. (Secondary schools only)
- to reduce its 1990-91 dropout rate from its 1989-90 level.
- together with parent leaders from established site committees and organizations to increase parent participation during the 1990-91 school year.
- which provide interventions which result in the reduction of the number of suspensions and expulsions.
- to improve the appearance of the school site.
- to insure that when filling staff vacancies, each school and department shall give attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

**Philosophical Tenets** In order to achieve these objectives, the Board has adopted a set of philosophical tenets. For a copy of the philosophical school tenets see the 1989-90 School Accountability Report Card or the Student Handbook.

### 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:	379	LEP/NEP*:	43.8%
Building (sq.ft.):	27,000	Average Daily Attendance:	99.2%	Special Education:	6.3%
Yr of Construction:	1911/66	Optional Enrollment Requests:	13.2%	EDY**:	53.3%

481-11/1/90 by ICC

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

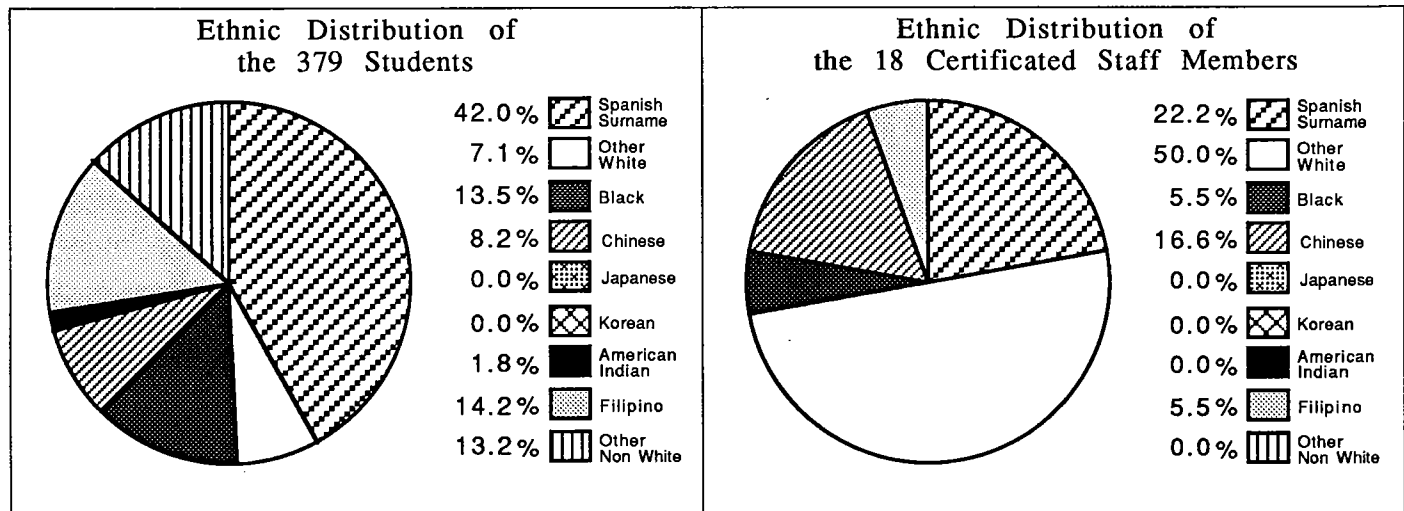
## Counseling and Student Support Services

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 1989-90 was 98.9% and the dropout rate was 1.6%. At Cleveland, attendance for the year was 99.2%, excused absences were 5.9%, unexcused absences were 0.8% and the dropout rate was 2.1%. 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 3,739 teachers in the District, only 13 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	31.4	28	26.7	29.5
1	26.0	24	26.4	26.0
2	26.0	24	26.0	27.5
3	30.0	25	27.3	29.5
4	32.4	30	28.8	28.3
5	32.4	30	28.5	28.0

## 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.

## 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.

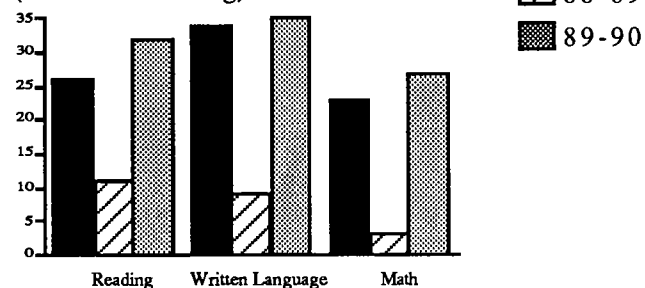
## Student Behavior

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Cleveland, 1 student was 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: 1) Student Management Program for at-risk students, 2) formation of Student Council to plan school activities, and 3) establishment of Student Monitor Program to enforce school rules.

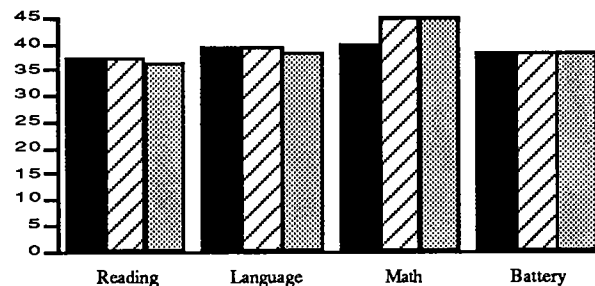
## Student Achievement

### CAP Scores - 3rd Grade

(Relative Ranking)



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



LEP/NEP = 43.8%

Special Education = 6.3%

EDY = 53.3%

GATE & High Potential = 0.5%

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. Cleveland students claimed all 3 prizes in the Dr. Martin Luther King Jr. essay contest. Achievement scores for African American students have improved comparing '88-'89 scores with '87-'88. Generally, however, achievement scores are low.

## Quality of School Instruction and Leadership

Cleveland School teachers present an instructional program consistent with that adopted by the District. In addition, we have enriched the curriculum by providing a computer lab, a perceptual motor program, and visiting artists through the Performing Arts Workshop. The students enrolled in the Special Education classes are main-streamed when, and as, appropriate. A Faculty Council exists which represents staff and provides invaluable input to the shared decision making process. The Elementary Advisor has assumed responsibility for the Student Council which meets regularly.

## Expenditures and Services Offered

In 1990-91, the District has allocated \$787,881 at Cleveland from the general fund. Additionally, the District is supervising the expenditure of \$406,057 in special grant funds for a total of \$1,193,938 to operate the school for a year. This works out to \$3,150 per student per year.

In the District, the starting salary for teachers is \$31,767, the mid-range is \$50,821 and the highest is \$57,320. At the elementary school level, the average salary for principals is \$72,162. The superintendent's salary is \$132,130 (all salaries include benefits). Districtwide, 61.6% of the general fund goes to teachers' salaries/benefits and 6.2% goes to administrative salaries/benefits.

## Substitute Teachers

During the Spring of the 1989-90 school year, the Cleveland teacher attendance rate was 89.4%. Substitute teachers covered 100.0% of the absences.

## 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 past school year (1989-90), the amount of State and District funds allocated for each student was \$11 for Elementary Schools, \$8 for Middle Schools, and \$21 for High Schools. The allocated amount is determined in November of each year. We use the new Houghton Mifflin reading texts. We have adequate instructional materials except for reading workbooks. We used categorical funds to purchase supplementary materials for our large Spanish speaking population to continue their cognitive growth as they acquire English.

## School Facilities and Safety

### Recent Improvements:

Cleveland School receives normal services from the SFUSD Maintenance and Operations Division. The school yard was just resurfaced. A new porch was constructed for the bungalows. There are new door locks and new telephones.

### Planned Improvements:

Under Proposition A, plans are being made to do the window sashes this summer as well as begin exterior painting.

### Needed Improvements:

We are working with SFUSD Maintenance and Operations Division to add additional lighting to the front of our school, as well as to the bungalows, to increase visibility and enhance the facade to make parents feel welcome and safe. Also, contacts have been made to trim trees to avoid potential harm to parents who attend our evening PTA functions.

## Parent Involvement

We have an active PTA that provides funds to the school. Our Site Committee (Bilingual, Chapter 1, SI) meets periodically and is involved in program, hiring, and budget decisions. Parents are invited to visit school at any time, but particularly during Open House night and on the occasion of other school-wide functions which include Parent Workshops, Book Fair, Cinco de Mayo, and our Halloween Bake Sale. We have a part-time, Spanish-speaking parent coordinator. We visit the Sunnydale community through attending meetings at the Sunnydale Recreation Center.

*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 paggapaliwanag ng mga dukumentong 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.

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