

Cleveland Elementary School

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Dr. Victor Low, Principal

1991-1992 School Accountability Report Card

San Francisco Unified School District

Fall, 1991

District Mission and Goals

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. 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.

The board has adopted detailed objectives to achieve these goals. In subsequent pages, these objectives will be listed. If the objective is shown with a check (✓), the objective has been achieved. No mark at all indicates that the objective has not been achieved.

Philosophical Tenets

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

Teacher/Staff Training, and Curriculum Improvement Programs

Professional development is a part of every school site plan and is a major component of the instructional support departments. The district's professional development program provides training 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. The school has ongoing staff development for both certificated and classified which is planned by the respective constituents. Social Studies/History is the priority area for this school year. Staff instruction began this year with a core group of teachers attending the August District inservice on the History/Social Studies State Framework. A core group of staff is receiving training in shared decision making through participation in the newly formed School Leadership Council. The teaching staff has monthly days set aside for grade level planning. Should submitted grants be funded, the staff will be receiving instructional technology inservice (camcorders, computers, etc.)

School Description

Cleveland Elementary School provides education to Kindergarten through 5th grade students. There are two Special Education classes, six Spanish Bilingual classes staffed with Spanish speaking instructors and six English speaking classes, two which are English Language Development (ELD) classes providing support for limited English speaking students. The school is in the first year of its Spanish Immersion Program (K-2) which concentrates on the preservation of the Spanish language and culture. The school is also in the first year of Jump Start, a special program for Kindergarten students emphasizing small group instruction.

The school has won the Martin Luther King, Jr. Essay Competition for the last three years. The school has special programs such as a computer lab, resource specialist pull-out program serving students with special needs, student management program which concentrates on self-esteem and behavior modification, peer resource program, student council, and student safety monitors. The staff is involved with several experimental projects such as shared decision making and a multi-media center.

Grade Span:	K-5	Student Enrollment:	375	LEP/NEP*:	41.6%
Building (sq.ft.):	27,000	Average Daily Attendance:	99.1%	Special Education:	4.3%
Yr of Construction:	1911/66	Optional Enrollment Requests:	12.8%	EDY**:	48.8%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	0.3%

481-11/1/91 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. Consent Decree funds a Community Relations Specialist Elementary Advisor who works with high risk students by providing among other diverse activities, a student management program concentrating on self esteem and behavior modification. The school also employs a Spanish-speaking Community Liaison worker. Cleveland has an ESL teacher, a Speech Therapist, and a Resource Specialist.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1990-91 was 99.0% and the dropout rate was 1.6%. At Cleveland, attendance for the year was 99.1%, excused absences were 5.4%, unexcused absences were 0.9% and the dropout rate was 0.9%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. At our school we call the home of all absent students daily.

Objective 1f: 1990-91 dropout rate will be reduced from its 1989-90 level.

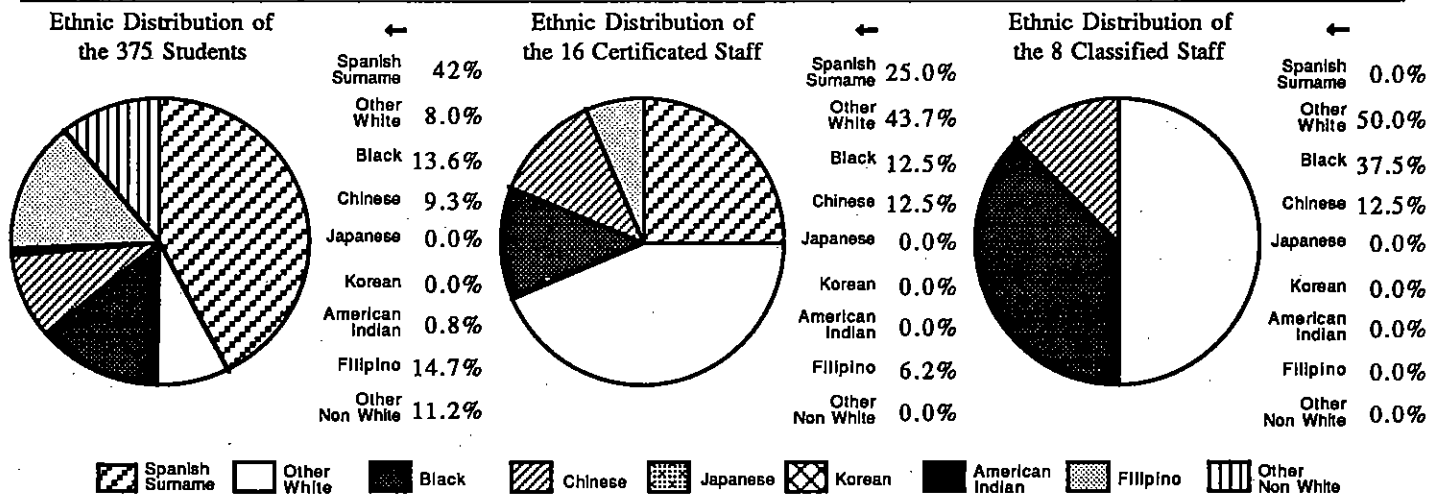
Teacher Assignment

Out of 3,103 certificated teachers in the District's schools, none 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, 1 ESL teacher and 1 program resource teacher.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	27.7	30.0
1	26.0	24	26.3	27.5
2	26.0	24	26.0	25.5
3	29.8	25	27.5	27.5
4	32.2	30	27.3	26.5
5	32.2	30	29.0	27.0

Ethnic Diversity



Objective 4a: 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.

When filling staff vacancies, Cleveland Elementary School gives attention to the goal of making the ethnic diversity of staff reflective of the ethnic makeup of the student population.

Teacher Evaluation

Administrators, probationary teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

The evaluation processes are determined through 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

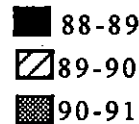
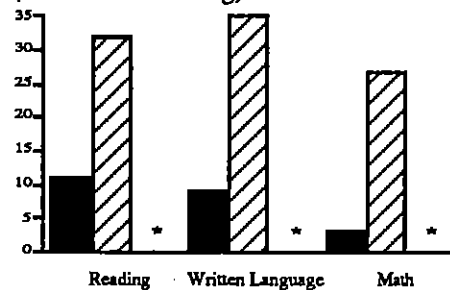
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Cleveland, 15 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Regulations are consistent with the Student Behavior Handbook. Behavior is also addressed by the student management program, Student Council & Monitor Program.

Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.

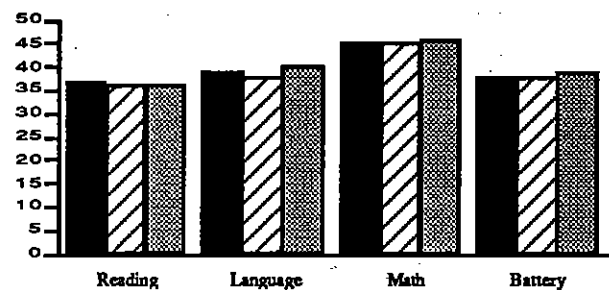
Student Achievement

CAP Scores - 3rd Grade

(Relative Ranking)



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



LEP/NEP = 41.6% Special Education = 4.3% EDY = 48.8% GATE & High Potential = 0.3%

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. CAP was not administered in 1990-91. The Comprehensive Tests of Basic Skills (CTBS) is used by this District to measure individual student progress and proficiency standards.

Objective 1b: 1990-91 CAP scores will be higher than its 1989-90 CAP scores in the three areas tested. * Not administered

Objective 1c: The percentage of students scoring two years below grade level on the 1990-91 CTBS will be smaller than the percentage of students in the same category on the 1989-90 CTBS.

Objective 1d: The 1990-91 average growth in achievement for each ethnic group will be the same or greater than their 1989-90 average growth.

Quality of School Instruction and Leadership

We have enriched the curriculum by providing a computer and photography lab and a perceptual-motor skills program. A multi-media center is planned through which language arts curriculum will be supplemented with student created video and audio tapes. The school staff is presently experimenting with a shared decision making model. The School Leadership Council includes the principal, certificated and classified representatives. Participants are learning a democratic consensus model of governance.

Expenditures and Services Offered

1989-90 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	25,131	25,715
Mid-range Teacher Salary	37,672	39,831
Highest Teacher Salary	46,240	44,960
Principal's Average Salary	61,700	59,843
Superintendent Salary	105,022	110,000
* Districts over 25,000 ADA		

Substitute Teachers

During the Spring of the 1990-91 school year, the Cleveland teacher attendance rate was 97%. When substitute teachers are not available, floating staff cover classes.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle. Each year, textbooks and instructional materials are reviewed and adopted in one or two specific subject areas. In 1991-92, materials will be adopted in English as a second language, foreign language, and modern world history. The state Instructional Materials Fund allocation for the school district this year is \$1.7 million. Currently the average cost of a textbook is \$30. We use the new Houghton Mifflin reading texts. We have adequate numbers of textbooks, but are in need of supplementary instructional materials. We use categorical funds to purchase supplementary materials for our large Spanish speaking population to continue their cognitive growth as they acquire English. Monies which were available last year for special instructional events are not available this year. The school is seeking resources to support special events and is in particular need of parent assistance.

School Facilities and Safety

Current Conditions:

There is an ongoing commitment to improve the appearance of the school site. Last year a 4 panel mural was created and hung near the inside entrance of the school. In addition, parents and students created a "peace quilt" which is displayed at an alternate entrance.

Planned Improvements:

The school is presently exploring the possibility of creating a mural on the external south portion of the building. Teachers are being encouraged to create school wide beautification projects.

Needed Improvements:

The school would like to create a primary grade yard equipped with play equipment (swings, climbing bars, etc.) and would like assistance from the neighborhood in maintaining our school garden.

Objective 3b: The appearance of the school site will be improved



Parent Involvement

Together with parent leaders are developing plans to increase parent participation. Parents interested in volunteering can contact their child's teacher or the school principal. We have an active PTA with members also serving on school committees. The school is presently seeking funding for a "cultural sharing project" in which parents would be funded to video and audiotape presentations of their immigration experience to share with the school. Cultural performances and samples of created products will be shared at a Spring multicultural dinner (Contact school if interested).

Objective 2a: Together with parent leaders from established site committees and organizations, schools will develop plans to increase parent participation.



If you need any further information about our school or if you wish to ask anything about this document, please feel free to call us.

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。

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