

# Cleveland Elementary School

455 Athens Street, San Francisco CA 94112, Phone (415) 469-4709  
Dr. Victor Low, Principal

## 1992-1993 School Accountability Report Card

San Francisco Unified School District

Fall, 1992

### 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.

Each school has a set of 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. Staff development for certificated and classified is planned by the Curriculum Committee. Staff instruction began during the summer with selected teachers and paraprofessionals attending a Restructuring Retreat and a Health Education Retreat. The teaching staff has monthly days set aside for grade level planning. A core group of staff receives on-site training in shared decision-making through participation in the School Leadership Council. Selected members of the staff are receiving training on the application of technology in the curriculum (camcorders, video editing). The staff holds a yearly off-site weekend retreat in Mill Valley. Selected members are involved with such programs as City Science and Title VII. Staff also attend conferences as CABE and CUE.

### School Description

We are committed at Cleveland Elementary School to restructure the environment so that students will be prepared for living and working in California's multilingual/cultural region, in an economy dependent on technologically literate citizens.

The School provides Kindergarten through 5th grade education. We have six Spanish Bilingual classes staffed with Spanish Bilingual/multicultural teachers and six English speaking classes, three which are English Language Development (ELD) classes providing academic support for limited English speaking students. We also have two Special Education classes.

Preparing for California's future, we are in the third year of our Spanish Immersion Program (K-3) which focuses on the preservation of the Spanish language and Latino culture, and provides English speakers an opportunity to acquire a second language. This is the second year of Jump Start, a program for Kindergarten students emphasizing small group teaching.

This is our second year of implementing restructuring concentrating on four areas: shared decision making, technology in the curriculum, authentic assessment and community networking. We are also concerned about School Climate and are implementing activities to improve the overall health of our school members.

Grade Span:	K-5	Student Enrollment:	374	LEP/NEP*:	39.0%
Building (sq.ft.):	27,000	Average Daily Attendance:	99.1%	Special Education:	5.9%
Yr of Construction:	1911/66	Optional Enrollment Requests:	12.8%	EDY**:	44.1%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	1.6%

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

## Counseling and Student Support Services

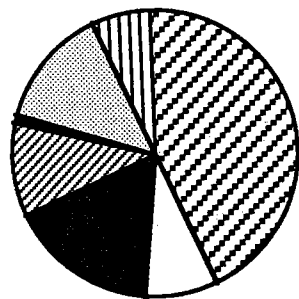
District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Consent Decree funds a Community Relations Specialist Elementary Advisor who works with high risk students by providing among other diverse activities, a student management program concentrating on self esteem and behavior modification. The Community Relations Specialist also works with the site principal in establishing a Student Council as well as a Safety Monitor Program. In addition, she is actively involved on the Student Study Team, in the Student Talent Show which is held twice a year, African American History month and helps organize a major fundraiser to assist the entire student body. The school also has a Speech Therapist, and a Resource Specialist. The school works with the tutors from the San Francisco Educational Services, Inc. and has established liaison with the Family Mosaic Project.

## Teacher Assignment

Out of 3,042 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 Spanish bilingual/bicultural teachers, 2 ELD teachers, 2 special education teachers, and 1 program resource teacher. In our two-way Spanish/English Immersion Program, most of our staff have the skills to teach content areas in the student's native language.

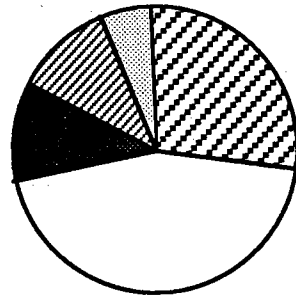
## Ethnic Diversity

Ethnic Distribution of the 374 Students



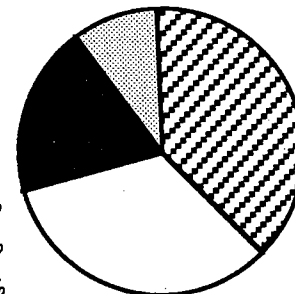
Spanish Surname 43.6%  
 Other White 8.0%  
 Black 17.1%  
 Chinese 10.4%  
 Japanese 0.0%  
 Korean 0.0%  
 American Indian 0.8%  
 Filipino 13.4%  
 Other Non White 6.7%

Ethnic Distribution of the 18 Certificated Staff



Spanish Surname 27.8%  
 Other White 44.4%  
 Black 11.1%  
 Chinese 11.1%  
 Japanese 0.0%  
 Korean 0.0%  
 American Indian 0.0%  
 Filipino 5.6%  
 Other Non White 0.0%

Ethnic Distribution of the 21 Classified Staff



Spanish Surname 38.1%  
 Other White 33.3%  
 Black 19.0%  
 Chinese 0.0%  
 Japanese 0.0%  
 Korean 0.0%  
 American Indian 0.0%  
 Filipino 9.5%  
 Other Non White 0.0%

Spanish Surname Other White Black Chinese Japanese Korean American Indian Filipino Other Non White

**Objective 4a: Each school will have no more than 45 percent of its students from any one racial/ethnic group, and at least four racial/ethnic groups will be represented.**

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. This includes language and cultural diversity. Over the last few years the staff has become more ethnically, linguistically and culturally diverse.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1991-92 was 99.0% and the dropout rate was 1.9%. At Cleveland, attendance for the year was 99.1%, excused absences were 5.8%, unexcused absences were 0.9% and the dropout rate was 0.7%. 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. A procedure of home contact has been set up for students who are consistently absent without a valid excuse. This involves the secretary, classroom teacher, Elementary Advisor and the principal. Students with more than three unexcused absences are given truancy letters with a notification to the Student Attendance Review Board.

**Objective 1m: 1991-92 dropout rate will be reduced from its 1990-91 level.**

## Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	31.3	20.0
1	26.0	24	26.5	12.0
2	26.0	24	26.0	22.0
3	29.8	25	29.3	133.0
4	32.2	30	27.7	22.0
5	32.2	30	29.0	23.0

## 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, 14 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 addressed by the student management program, Student Council & Monitor Program. A committee of the School's Council, School Climate Committee, addresses discipline.

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



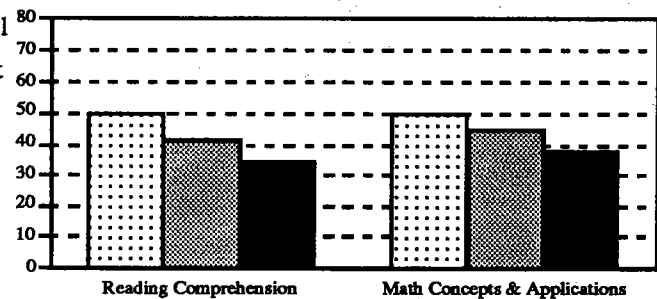
## Student Achievement

### CAP Scores

The California Assessment Program (CAP) tests for Grades 4 and 5 are currently being developed by the California State Department of Education. In Spring 1993 Grade 4 students will be tested in English-Language Arts (Reading and Writing) and in Mathematics. Grade 5 students will take trial tests in Science and History/Social Science.



### CTBS



LEP/NEP = 39.0%

Special Education = 5.9%

EDY = 44.1%

GATE & High Potential = 1.6%

The California Assessment Program (CAP) is a state mandated annual test. It is currently being revised with trial tests being given at grades 4,5,8, and 10. Portions of the comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

In 1991-92, 24 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1e; Desegregation, Tenets, and Site Plan: 4a, - 4g. GROUP B: College Preparation, and Graduation: 1f, - 1j; Attendance and Drop-out Prevention: 1k, - 1m; Parent Participation, School Environment and School Portfolio Assessment: 2a, 3a, 3b, 4h. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Criteria for meeting the objectives were: 0 - 6, NOT MET; 7 - 11, PARTIALLY MET and 12 -13, FULLY MET. Cleveland has successfully met 10 out of 13 objectives.

## Quality of School Instruction and Leadership

We stress that both staff and students need to acquire skills for effective, democratic leadership to participate in a highly interactive society. The Leadership Council is experimenting with a democratic consensus model of governance. This is the first year that the Leadership Council will have a student observer. The quality of instruction is assessed by the Curriculum Committee which is piloting portfolio assessment supplementing test scores/report cards. The curriculum is enriched by providing a computer and photo lab, and a video editing center. We plan to supplement language arts curriculum with student created video at the school's Video Faire in Spring.

## Substitute Teachers

During the Spring of the 1991-92 school year, the Cleveland teacher attendance rate was 93%. The school pulls on a known, reliable team of substitutes when they are needed. Substitutes follow teacher lesson plans to ensure continuity in instruction.

## Expenditures and Services Offered

1990-91 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	26,587	26,136
Mid-range Teacher Salary	39,614	40,394
Highest Teacher Salary	50,275	47,162
Principal's Average Salary	64,128	60,942
Superintendent Salary	112,047	116,000
* Districts over 25,000 ADA		

## **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 were 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. This year we will be purchasing library materials which are Spanish Bilingual for our large Spanish speaking population to continue their cognitive growth as they acquire English, and to reinforce their native language. The school is seeking resources to support special events and is in particular need of parent assistance and participation in this endeavor and in every aspect of the school's program. The curriculum emphasis this school year is on the new ESL SFUSD Board adopted material with inservice training.

## **School Facilities and Safety**

### **Current Conditions:**

We are committed to improving site appearance. Parents/staff participated in a community paint marathon at the beginning of the school year. Percita Eyes, mural project, is creating a mural on the exterior south side of the school building.

### **Planned Improvements:**

Teachers are encouraged to create school beautification projects.

### **Needed Improvements:**

The school desires to create a primary grade yard equipped with play equipment.

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



## **Parent Involvement**

Together with parent leaders we 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 and have parent members on school committees. Parents are participating in a video project which initially taught them how to use video equipment and in which they created footage reflecting their culture. This year we are planning that parents create a video discussing parenting skills to address the issues experienced at home. Cultural performances and samples of products will be shared at the Cleveland Video Festival (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 paggapaliwanag ng mga dokumentong ito sa Pilipino.*

*Xin goi diên thoai cho nhà trường để biết ngày hướng dẫn và cắt nghĩa về 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。*

**San Francisco Unified School District**  
135 Van Ness Avenue  
San Francisco, CA 94102  
Attn: Cleveland Elementary School

NON PROFIT  
ORG.  
**PAID**  
San Francisco, CA  
Permit NO. 3966