

# Cesar Chavez Elementary School

825 Shotwell Street, San Francisco CA 94110, Phone (415) 695-5765

Ms. Pilar Mejia, Principal

## 1993-1994 School Accountability Report Card

San Francisco Unified School District

Fall, 1993

### 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. N/A indicates that the objective is not applicable to the school. 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.

### School Description

Cesar Chavez, in the heart of San Francisco's Mission District, has a student population rich in cultural and linguistic diversity, serving over 580 students.

An energetic, caring staff works together to create a school that facilitates social, emotional and academic growth. We believe that given enough time in a positive environment with developmentally appropriate meaning-centered curriculum and supportive parental and community involvement, all children can learn.

As part of the school restructuring process, students are challenged to address real environmental and social issues using science, math, technology, social studies, and the humanities. We are a Magnet school that focuses on Science and Foreign Language Development through the use of technology. We have Chinese, Spanish, American Sign Language, and English classes.

Parents are an important part of the Cesar Chavez team. They participate in the restructuring process, run the Parents' Forum carry out fundraising activities, and volunteer daily in the classroom. Parents also participate in special celebrations such as Black History, Chinese New Year, Festival de las Americas, Women's History, and Deaf Culture.

### 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. At Cesar Chavez site-based staff development has been the norm. Staff retreats serve as the foundation for goal-setting and planning in terms of curricular alignment and improvement. Cesar Chavez school is in stage 3 of district-making Restructuring (improving the learning environment) and has had a series of inservices to implement the restructuring process. To expand and continue our training in TRIBES, the entire staff will be trained in Cooperative Learning Structures in order to assure that students work in supportive classroom peer groups that improve their self-esteem, promote responsible behavior, and increase academic achievement. Teachers have also attended various workshops on math and science and Project 2061 is being implemented in about half of the classrooms.

|                                                                                      |         |                                                                            |       |                    |       |
|--------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------------|-------|--------------------|-------|
| Grade Span:                                                                          | K-5     | Student Enrollment:                                                        | 518   | LEP/NEP*:          | 58.1% |
| Building (sq.ft.):                                                                   | 55,506  | Average Daily Attendance:                                                  | 99.3% | Special Education: | 8.3%  |
| Yr of Construction:                                                                  | 1926/74 | Optional Enrollment Requests:                                              | 41.9% | EDY**:             | 55.6% |
| Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |         | Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |       | GATE:              | 3.1%  |

## 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. At Cesar Chavez student advisors support students with selective interventions on a daily basis. A speech therapy and resource specialist program is offered as well. A Science Resource Teacher on site works with global planning, assisting in integrating curriculum and implementing the science program, in addition to working directly with students. In addition, a one-day-weekly social worker is at the site. A library program and computer lab program are managed by full-time personnel.

## Student Attendance and Dropout Rate

The District's K-5 average attendance for 1992-93 was 99.2% and the dropout rate was 1.8%. At Cesar Chavez, attendance for the year was 99.3%, excused absences were 5.2%, unexcused absences were 0.7% and the dropout rate was 10%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Student attendance is carefully monitored on a daily basis with computer-aided tracking and a system providing for phone calls to the homes of absentees, such calls being made either in English or the appropriate language.

## Teacher Assignment

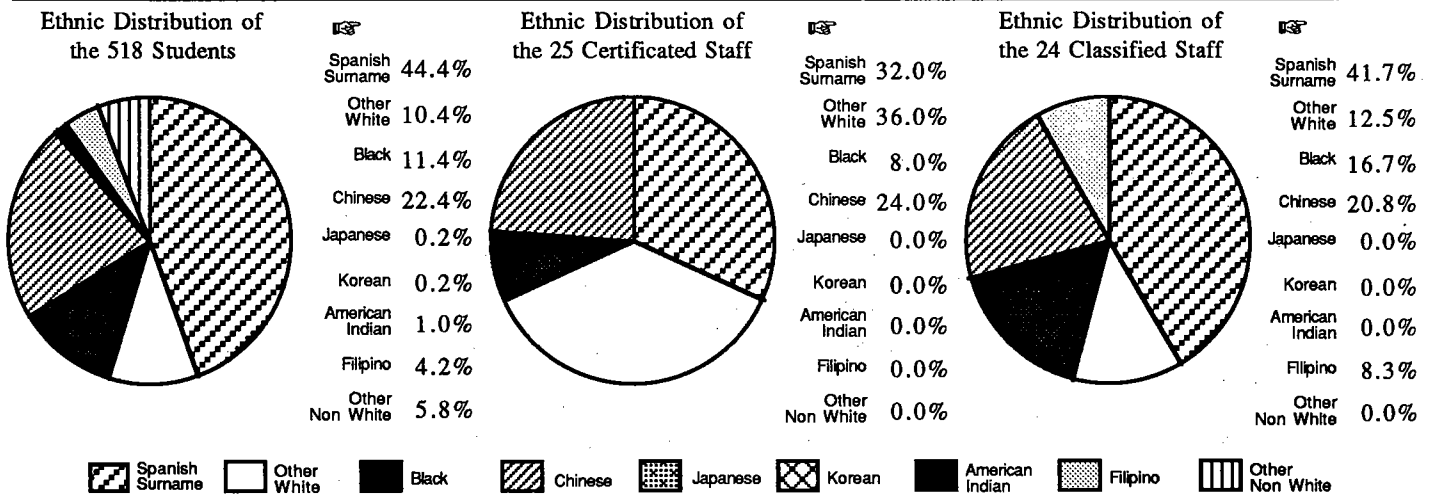
Out of 3,058 certificated teachers in the District's schools, none are teaching out of their credentialed areas. At Cesar Chavez, a creative grouping of children into fluid and flexible groups for targeted instruction utilizes each teacher's expertise for maximum teaching effectiveness and student success.

Objective 1o: 1992-93 dropout rate will be reduced from its 1991-92 level.

## Class Size

| Grade Level | Contract Ratios | Contract Goals | District Averages | School Averages |
|-------------|-----------------|----------------|-------------------|-----------------|
| K           | 31.2            | 28             | 30.1              | 23.0            |
| 1           | 26.0            | 24             | 27.0              | 28.8            |
| 2           | 26.0            | 24             | 25.9              | 24.0            |
| 3           | 29.8            | 25             | 27.9              | 25.3            |
| 4           | 32.2            | 30             | 27.4              | 27.0            |
| 5           | 32.2            | 30             | 28.9              | 26.0            |

## Ethnic Diversity



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.

## 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 Cesar Chavez, 2 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: A schoolwide positive discipline program jointly developed by school site staff and parents is firmly in place. A Conflict Resolution Program is helping teach problem solving skills.

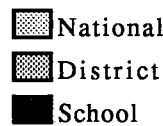
*Objective 3a: Schools will provide interventions which result in the reduction of the number of suspensions and expulsions.*



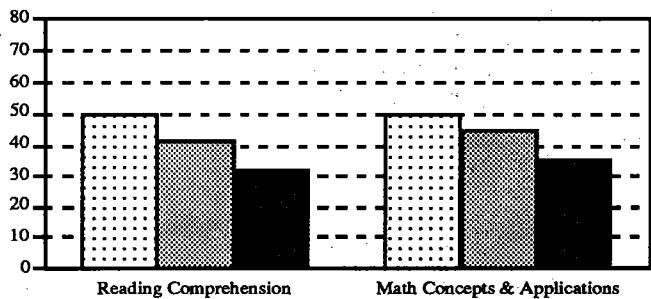
## Student Achievement

### CLAS Scores - Spring 1993

The California Learning Assessment System (CLAS) is administered in English-Language Arts (Reading and Writing) and in Mathematics to Grade 4 students and in Science and History/Social Science to Grade 5 students. Results from the Spring 1993 CLAS administration were not available from the California Department of Education at the time of this publication.



### CTBS



LEP/NEP = 58.1%      Special Education = 8.3%      EDY = 55.6%      GATE & High Potential = 3.1%

The California Learning Assessment System (CLAS) is a state mandated annual test. It is currently being administered each Spring at Grades 4,5,8, and 10. Portions of the Comprehensive Tests of Basic Skills (CTBS) are also used by this District to measure individual student progress and proficiency standards

In 1992-93, 31 Districtwide Common Expectations were reported in two groups based on applicable objectives. GROUP A: Standardized Testing for all students: 1a, - 1f; Desegregation, Tenets, and Site Plan: 4a, - 4h. GROUP B: College Preparation, and Graduation: 1g-1l,1p,1q; Attendance and Drop-out Prevention: 1m, - 1o; Parent Participation, School Environment and School Portfolio Assessment: 2a,2b,2c,3a,3b,4i. For partially met and fully met, four and eight of the successfully accomplished objectives respectively must have come from Group A. Cesar Chavez has successfully met 56% of its objectives.

## Quality of School Instruction and Leadership

The quality of instruction at Cesar Chavez is high because of an enthusiastic, dedicated staff who are professionally aware. Cesar Chavez staff members pride themselves with the uniquely high amount of site-based decision making which takes place within the school setting. Teachers develop plans to work collaboratively on everything from budget issues to curricular decisions. The Principal is a leader of leaders at the site. Necessary groupings for effective instruction are in place and students are learning. Collaborative planning time is generated by the administrator.

## Expenditures and Services Offered

| 1991-92 SALARY COMPARISON  |         |         |
|----------------------------|---------|---------|
|                            | * STATE | SFUSD   |
| Beginning Teacher Salary   | 26,139  | 26,136  |
| Mid-range Teacher Salary   | 40,628  | 41,286  |
| Highest Teacher Salary     | 51,103  | 47,162  |
| Principal's Average Salary | 65,164  | 61,573  |
| Superintendent Salary      | 107,492 | 120,000 |

\* Districts over 20,000 ADA

## Substitute Teachers

During the Spring of the 1992-93 school year, the Cesar Chavez teacher attendance rate was 95%.

## 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 1992-93, 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. Basic textbook selection is consistent with District-mandated materials. In addition, 5% of special funded project monies is spent on materials earmarked for special needs students. A large library collection funded by District and grant monies exists for all students. Computer lab access is available to all students, and software is chosen with all students' needs in mind.

## School Facilities and Safety

### Current Conditions:

Our Computer Lab has a Velan Networking System which unifies the 16 computers in the lab. We are also very proud of the mural on the Shotwell Street side of our building. The school yard has been resurfaced and the students' bathrooms were completely remodeled. We had tremendous support on the District-wide Paint Day.

### Planned Improvements:

New windows and blinds.

### Needed Improvements:

Furniture  
Faculty bathrooms

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



## Parent Involvement

Cesar Chavez staff is fortunate to be able to count on assistance from parents in three communities: the Hayes Valley, Chinatown, and Mission District. We believe that parents are children's most important teachers. Meetings are conducted in English, Spanish, and Chinese with special simultaneous translation equipment. The PARENT NEWSLETTER is published in three languages. A federal EVEN START GRANT targets PreK-2 parents and students learning together for student success. Parents are always welcome at Cesar Chavez to visit classes and volunteer.

*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 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。*

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