

Cleveland Elementary School

455 Athens Street, San Francisco CA 94112, Phone (415) 469-4709

Ms. Helen Duffy, Principal

1994-1995 School Accountability Report Card

San Francisco Unified School District

Fall, 1994

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 the academic achievement of all students. 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 build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students. 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program. 6) To increase and expand inter-agency collaboration to better serve our 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. 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. Several of our staff are participants in the Optimal Learning Environments project. These teachers work to implement wholistic instruction that builds upon students' interests and addresses specific difficulties students may have in learning to read and write. These teachers employ specific techniques to get students deeply and personally involved in writing and reading. Teachers meet in grade-level circuits to plan team teaching and curriculum approaches, to examine student work and decide upon changes to reach our goal of a thinking, meaning-centered curriculum. One focus this year is on the use of portfolios to assess student progress in language arts. As a part of the restructuring effort, planning also takes place in school-wide committees of staff and parents organized to improve specific areas of school life and school climate.

School Description

Preparing for California's future, Cleveland School offers a Spanish Immersion Program (K-5) which focuses on the preservation of the Spanish language and Latino culture, & provides English speakers an opportunity to acquire a second language. The Spanish Immersion Program is a special option within an instructional program that includes language arts, mathematics, social studies, science and physical education, music and art in all classrooms. We are committed to a restructuring process so that students will be prepared to live and work in California's multicultural future, an economy dependent on technologically literate citizens. We have four focus areas: Language Arts, Science, Restructuring and addressing students' special needs.

The school is involved in a multi-year process of re-examining and implementing improvements in our instructional program with the goal of providing a thinking, meaning-centered curriculum in all areas. A computer writing lab is used for students to publish their writing for audiences within the school or for sending messages elsewhere using telecommunications.

We have a continuum of seven Spanish Bilingual classes staffed with Spanish Bilingual/multi-cultural teachers and eight English speaking classes. Four teachers have special certification in English Language Development. We have two special education classes. We are a Whole Language and Literacy project school and most of our teachers are implementing the Optimal Learning Environments program.

Grade Span:	K-5	Student Enrollment:	386	LEP/NEP*:	47.2%
Building (sq.ft.):	27,000	Average Daily Attendance:	98.2%	Special Education:	8.3%
Yr of Construction:	1911/66	Optional Enrollment Requests:	22.0%	EDY**:	48.4%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		GATE:	3.6%

481-1/1/95 by Planning, Research, and Information Systems

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

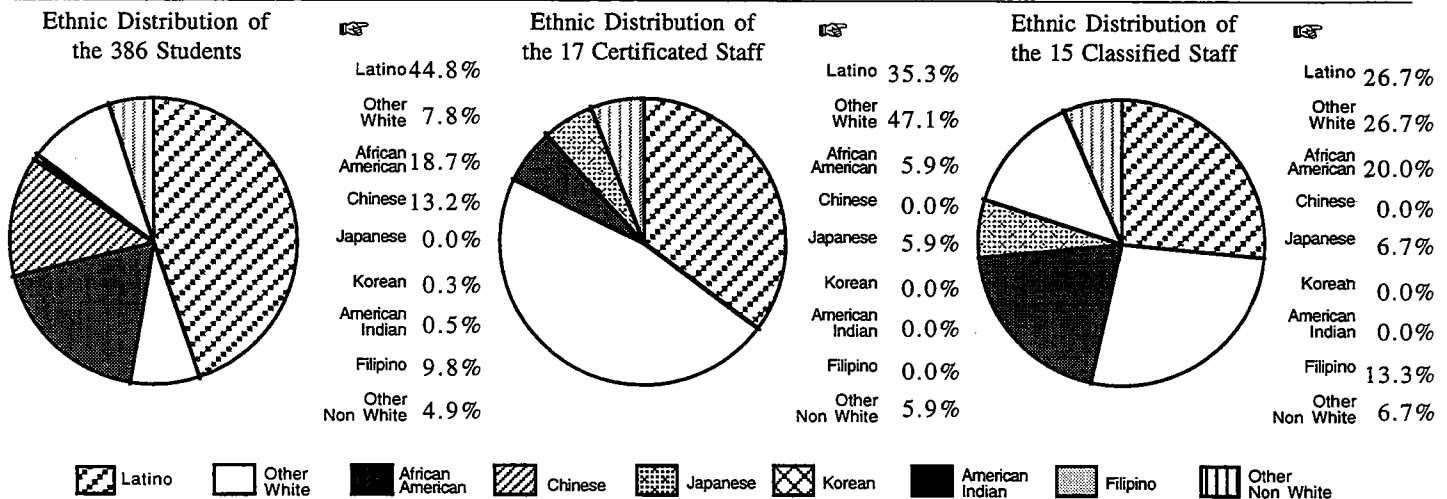
Counseling and Student Support Services

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 the principal in assessing student needs, establishing for high risk students site-specific programs such as tutoring, a Student Council, a Safety Monitor Program. In addition, she is a member of the Student Study Team, works as a liaison for students, mediates student crises, and enlists parents. The school also has a Speech Therapist, and a Music Specialist. The school works with the tutors from the San Francisco Educational Services, Inc. and has established liaison with the Family Mosaic Project. The school will have on-site services from PIP providing play therapy for high risk primary grade children.

Teacher Assignment

Out of 3,115 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



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, we give attention to making the ethnic diversity of staff reflective of the student population. This includes language & cultural diversity. We have become more ethnically, linguistically and culturally diverse. We are in need of Cantonese Speaking personnel to accommodate our increasing Cantonese LEP/NEP population.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1993-94 was 98.6% and the dropout rate was 1.7%. At Cleveland, attendance for the year was 98.2%, excused absences were 5.8%, unexcused absences were 0.9% and the dropout rate was 1.1%. 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 1o: 1993-94 dropout rate will be reduced from its 1992-93 level.

Class Size

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages
K	31.2	28	29.0	31.0
1	26.0	24	27.4	28.0
2	26.0	24	27.2	28.0
3	29.8	25	27.4	28.0
4	32.2	30	26.6	28.5
5	32.2	30	28.4	30.5

Teacher Evaluation

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

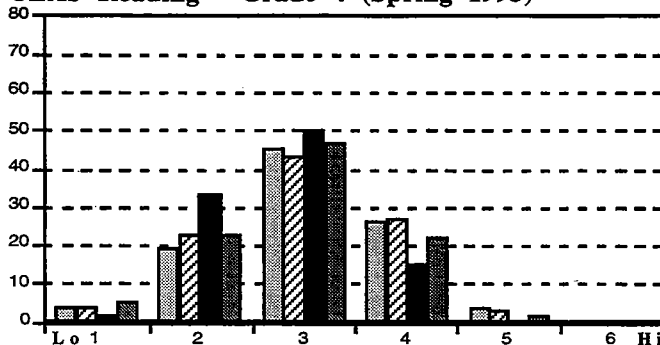
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Achievement

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.

CLAS: CTBS:

CLAS Reading - Grade 4 (Spring 1993)



LEP/NEP = 47.2%

Special Education = 8.3%

Quality of School Instruction and Leadership

The Curriculum Committee develops criteria, process & content for evaluating student progress & peer critiquing assessment. It's Elementary is used by the school staff in implementing change. The Council plans, implements, monitors process of restructuring. A Master Calendar is formulated with regularly scheduled meetings for planning. District personnel inservice staff. We have grade level sharing, peer & partner reading &/or Reading Buddies. We are exploring "Family Reading" & Tribes. A team is being trained in using the computer for writing. The Leadership Council is experimenting with a democratic consensus model of governance which includes student representation.

Substitute Teachers

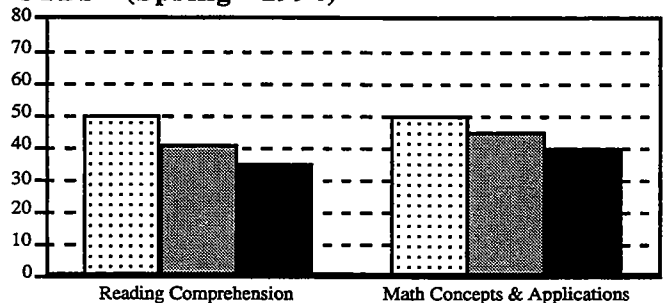
During the 1993-94 school year, the Cleveland teacher attendance rate was 93%. The school pulls on a known, reliable team of substitutes when they are needed. They are critical in supporting teachers by providing them release time for grade-level meetings, school planning and conference attendance.

Student Behavior

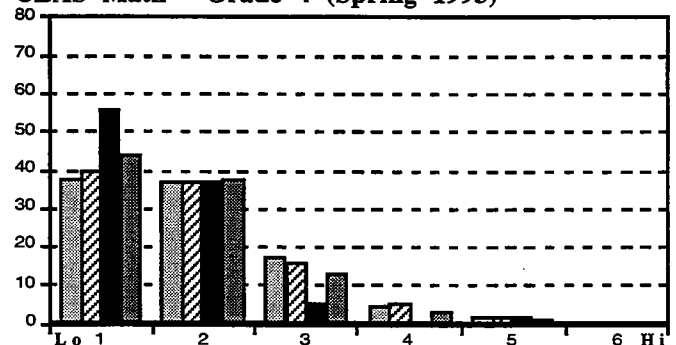
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Cleveland, 16 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: In Fall, the staff will have drafted a handbook defining roles/responsibilities/school policy including an adopted disciplinary policy with consequences/awards known & enforced by the school. A schoolwide homework policy will be established.

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

CTBS (Spring 1994)



CLAS Math - Grade 4 (Spring 1993)



EDY = 48.4%

GATE & High Potential = 3.6%

Expenditures and Services Offered

1992-93 SALARY COMPARISON

	* STATE	SFUSD
Beginning Teacher Salary	25,963	26,136
Mid-range Teacher Salary	40,787	38,378
Highest Teacher Salary	50,783	47,162
Principal's Average Salary	65,360	**59,033
Superintendent's Salary	108,046	120,000
Expenditure per Student	-	3,220
% of Budget for Teacher Salaries	43.9%	44.9%
% of Budget for Administrators	5.0%	3.7%

* Districts over 20,000 ADA

** Elementary Schools Only

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 1993-94, there was a district-wide adoption of K-8 science instructional materials which have been implemented over a two-year period. During the 1995-96 school year, there will be the adoption and beginning implementation of a new K-8 mathematics instructional program. We use district provided textbooks, but are in need of supplementary instructional materials, both books and computer software, to accommodate Spanish-Speaking students and our growing Cantonese-Speaking students. We plan to purchase computer software which will network our computers to deliver an instructional program for Chapter 1 students with peer tutoring from non-Chapter 1 students in our computer lab. The school is exploring ways to staff the library and to upgrade the technology in the library. Grant money from foundations is used to purchase video equipment and training. The school presently has an video editing lab with video cameras and other equipment.

School Facilities and Safety

Current Conditions:

We are committed to improving site appearance. Percita Eyes, mural project, has created a mural on the exterior south side of the school building. A second mural is in the planning stages with funding the only obstacle.

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 principal. We have an active PTA & have parents on school committees. Parents completed a video about parenting skills addressing the issues experienced at home. Parent training is being explored on "Family Reading"; the goal is incorporating Family Reading as part of the monthly parent meetings. The Curriculum Committee is exploring development of a more participative parent involvement program. The school is exploring the involvement of parents on the School Leadership Council.

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 gọi diên thoai cho nhà trường để biết ngày hướng dân 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

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San Francisco, CA 94102

Attn: Cleveland Elementary School