

# Cesar Chavez Elementary School

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

Ms. Pilar Mejia, 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.

### School Description

Cesar Chavez, in the heart of the Mission District, has a population rich in cultural and linguistic diversity.

An energetic, caring staff works together to create a school that nurtures social, emotional and academic growth. As part of the school restructuring process, students are challenged to address environmental and social issues using science, math, technology, social studies, and the humanities.

We are a Magnet School that focuses on Science, Technology and Foreign Language Development. We have Chinese, Spanish, American Sign Language, and English programs. Some classrooms are multi-aged in order to create an environment in which students can develop at their own pace and learn from each other.

Parents are an important part of the Cesar Chavez team. They participate in the decision making process, help in the classroom, or help with fundraising. Parents also work on special activities such as Black History, Chinese New Year, Festival de las Americas, Women's History, and Deaf Culture. Cesar Chavez School is a diverse community of life-long learners which integrates academic skills with personal growth and enables all to reach full potential as globally responsible individuals.

### 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. The staff participates in goal-setting and planning curriculum. Teachers are in collegial study groups in order to improve the learning environment. The staff has had training in TRIBES and Cooperative Learning Structures to assure that students work in supportive peer groups that improve their self-esteem, promote responsible behavior, and increase academic achievement. Teachers have also attended various workshops on math, science, diversity and culture. Some teachers are learning to facilitate student generated curriculum. Some teachers are in the Developmentally Appropriate Practices training. We are all currently in the district sponsored Whole Language Literacy Project which teaches us about how children learn to read and write.

Grade Span:	K-5	Student Enrollment:	501	LEP/NEP*:	57.7%
Building (sq.ft.):	55,506	Average Daily Attendance:	100.0%	Special Education:	8.4%
Yr of Construction:	1926/74	Optional Enrollment Requests:	40.9%	EDY**:	54.1%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		GATE:	2.4%

603-1/1/95 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. 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, five one-day-weekly mental health consultants are at the site. A library program and computer lab program are managed by full-time personnel. We have after school programs which include math, science, homework tutoring, and sports. We have paraprofessionals who work in the lab and in the classrooms. There are many volunteers from local middle and high schools, from businesses, as well as two full time Americorp workers.

## Teacher Assignment

Out of 3,115 certificated teachers in the District's schools, none are teaching out of their credentialed areas. At 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.

## Student Attendance and Dropout Rate

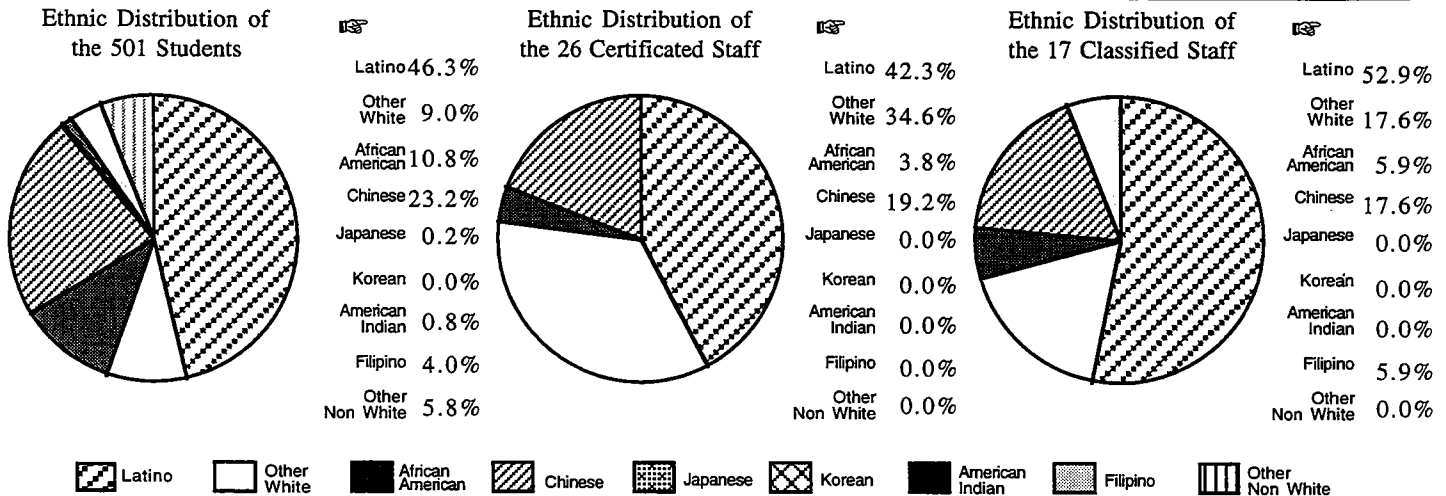
The District's K-5 average attendance for 1993-94 was 98.6% and the dropout rate was 1.7%. At Cesar Chavez, attendance for the year was 100.0%, excused absences were 4.8%, unexcused absences were 0.9% and the dropout rate was 10.0%. An important District objective is to reduce dropout rates. Dropouts 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.

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	27.5
1	26.0	24	27.4	29.0
2	26.0	24	27.2	27.0
3	29.8	25	27.4	24.0
4	32.2	30	26.6	26.4
5	32.2	30	28.4	19.5

## 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.

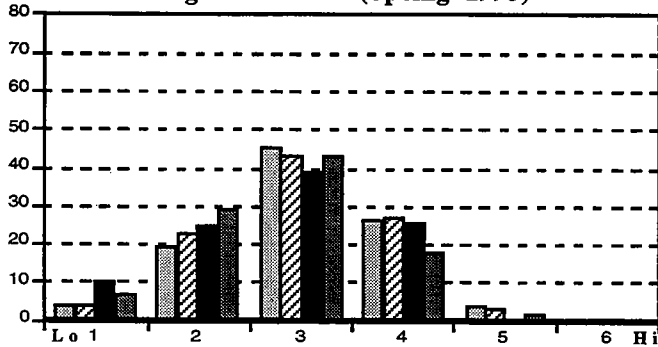
The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

## Student 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)

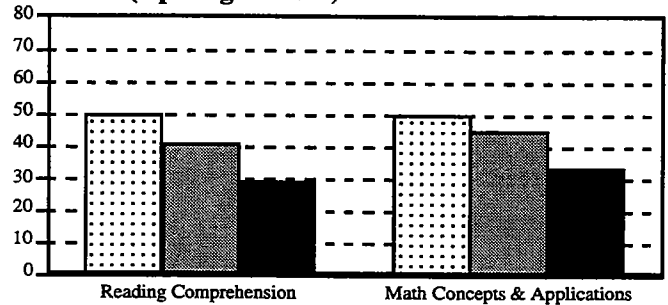


## Student Behavior

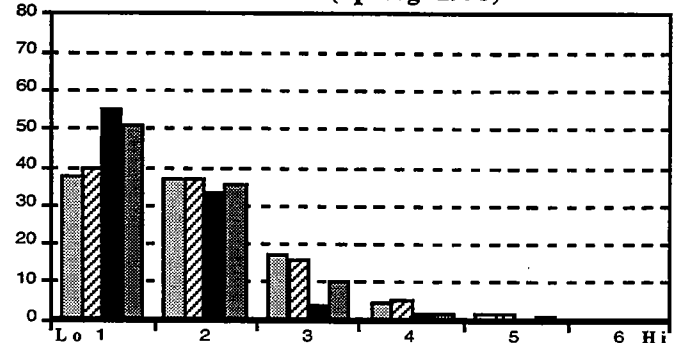
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Cesar Chavez, 10 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: A schoolwide positive discipline program is in place. A Conflict Resolution Program is helping teach problem solving skills. Students are trained as Conflict Managers and we have a Student Council which helps improve the school climate.

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)



LEP/NEP = 57.7%

Special Education = 8.4%

EDY = 54.1%

GATE & High Potential = 2.4%

## 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

### 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

## Substitute Teachers

During the 1993-94 school year, the Cesar Chavez teacher attendance rate was 92%.

## 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. 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:

We have a PC Computer Lab with a Novell Network System which unifies the 30 computers in the lab and the computers in the classrooms. We are also very proud of the mural on the Shotwell Street side of our building and will soon have one on the yard side. The school yard has been resurfaced and the students' bathrooms were completely remodeled.

### Planned Improvements:

Library, classroom and auditorium remodeling

### 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. Our Parent Liaisons speak Spanish, Chinese, and American Sign Language. They are helping to involve more parents. 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 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。*

**San Francisco Unified School District**

135 Van Ness Avenue  
San Francisco, CA 94102

Attn: Cesar Chavez Elementary School