

Cleveland Elementary School

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Ms. Helen Duffy, Principal

S.F.U.S.D.

1995-1996 School Accountability Report Card

Fall, 1995

School Description

Cleveland School combines a rigorous, meaning-centered curriculum with an emphasis on meeting the needs of the whole child. Students "learn by doing" in a program which balances skill instruction with hands-on investigation units in science, math and social studies. The school's computer laboratory and classroom computers are used by students to publish their writing for diverse real audiences. Instrumental music and choir are offered for interested students in the upper grades. Additional activities include student government, conflict managers, school and community service activities, peer tutoring, pep squad and after school tutorial. Social skills are developed using TRIBES. Regular journal writing, shared reading and writing, phonics instruction and literature study are part of each classroom's routine.

The Spanish Immersion Program is a special option within the core instructional program. The intensive Immersion Program provides English speakers an opportunity to acquire the Spanish language and literacy as Spanish speakers acquire English.

Parents participate in school governance through the School Site Council and its Advisory Committees. The Parent Teacher Association has several active committees which plan annual events and oversee campaigns to promote student health and welfare and educational enrichment.

Cleveland School is an Optimal Learning Environments Project school. Two members of the district Mathematics Leadership Initiative professional development team are Cleveland teachers.

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.

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; and 6) To increase and expand inter-agency collaboration to better serve our students.

School Priorities

For each goal there are a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the academic achievement of bottom quartile students. 2) Improve mathematics education. 3) Improve staff, parent and community participation in the educational process.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

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| * All individuals can learn. | * Learning can be subdivided into a number of specific, concrete competencies that can be used as a focus for teaching. | * Learning has both cognitive and affective dimensions. | * All individuals learn in many different ways and at varying rates. |
| * All individuals are both potential learners and potential teachers. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * If individuals do not learn, then those assigned to be their teachers should accept responsibility for this failure and should take appropriate remedial action. | * Each individual learns best in a particular way. |
| * All individuals want to learn and to be recognized for their achievements. | | | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * All individuals are entitled to be treated with respect and dignity. | | | |

Grade Span:	K-5	Student Enrollment:	396	LEP/NEP*:	46.7%
Building (sq.ft.):	27,000	Average Daily Attendance:	98.9%	Special Education:	6.8%
Year of Construction:	1911/66	Optional Enrollment Requests:	4.3%	EDY**:	41.7%
Children Center: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Pre-K: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		% Objectives Met***:	69%

Counseling and Student Support Services

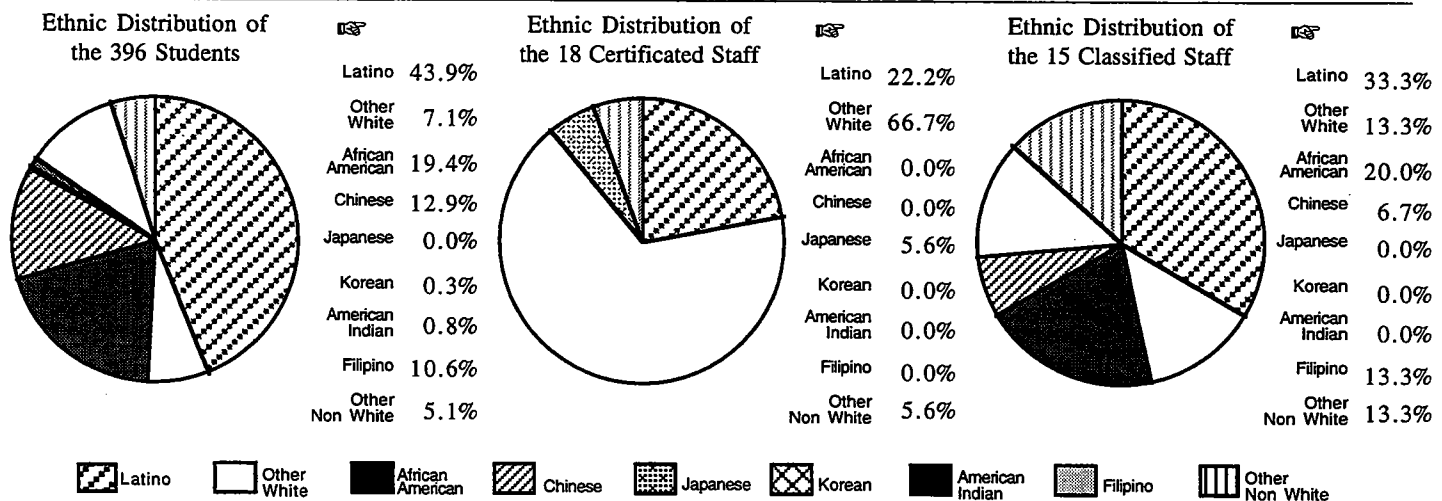
District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Consent Decree funds a Community Relations Specialist Elementary Advisor who works with the principal in assessing student needs, establishing for high risk students site-specific programs such as tutoring, a Student Council, and a Safety Monitor Program. In addition, she is a member of the Student Study Team, works as a liaison for students, and enlists parents. The school also has a Resource Specialist, a Speech Therapist and a Music Specialist. The school works with the tutors from the San Francisco Educational Services, Inc., High Gear Achievers, and the Family Mosaic Project.

The PIP Program assists K-3 students in social development. The Conflict Managers Program trains all students in solving problems peaceably.

Teacher Assignment

Out of 2,305 certificated classroom 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 credentialed teachers in the following areas of specialization: 6 Spanish bilingual, 2 special education, 1 Program Resource teacher, 1 resource specialist and 7 general education teachers, most with language development training.

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. (Based upon previous year's enrollment.)*

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.

*Several District objectives are listed in this document. 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.

Student Attendance and Dropout Rate

The District's K-5 average attendance for 1994-95 was 99.1% and the dropout rate was 1.7%. At Cleveland, attendance for the year was 98.9%, excused absences were 5.5%, unexcused absences were 1.1% and the dropout rate was 3.3%. 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 telephone the homes 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: 1994-95 dropout rate will be reduced from its 1993-94 level.*

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	31.2	28	28.8	30.5	36,000
1	26.0	24	27.2	28.5	50,400
2	26.0	24	27.4	28.7	50,400
3	29.8	25	26.7	30.0	50,400
4	32.2	30	27.5	28.0	54,000
5	32.2	30	28.1	29.0	54,000

** All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional days meet or exceed the state minimum requirement for instructional minutes.

Teacher Evaluation

Administrators, probationary and long term substitute 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

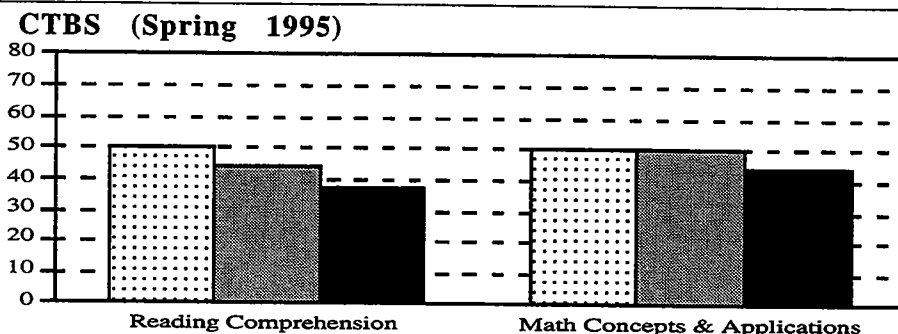
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Cleveland, 33 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Conflict Managers, TRIBES, Caught Being Good, Student Council, Student Advisor, Student Study Team, Student of the Week and Awards Assembly.

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

Student Achievement

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.

CTBS: National
 District
 School



LEP/NEP = 46.7%

Special Education = 6.8%

EDY = 41.7%

GATE & High Potential = 2.8%

Teacher/Staff Professional Development, and Curriculum Improvement

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. Teachers employ techniques learned in the Optimal Learning Environments project to get students deeply and personally involved in writing and literature.

Cleveland teachers established additional bimonthly meetings to plan teaching and curriculum and examine student work to reach our goal of a thinking, meaning-centered curriculum. Training in cooperative learning and hands-on science and math processes is used to improve student outcomes.

Quality of School Instruction and Leadership

The goal of the Cleveland School leadership and staff is to increasingly employ a project-based learning model. We strive to provide children with stimulating experiences that combine systematic instruction with the creation of work that dignifies the students' time and talent and that serves real purposes and talents.

Our Program Quality Review in 1994-95 was a process of reflection and change to ensure that students possess basic math skills and the ability to apply those skills to real-world problems.

Average Salaries, Budget Percentages & Expenditure per Student

1993-94 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$26,521	\$26,660
Mid-range Teacher Salary	\$41,168	\$39,146
Highest Teacher Salary	\$48,152	\$48,106
Principal's Average Salary	\$66,289	**\$60,544
Superintendent's Salary	\$109,669	\$120,000
Expenditure per Student	-	**\$3,163
% of Budget for Teacher Salaries	42.62%	44.5%
% of Budget for Administrators	5.08%	4.1%

* Districts over 20,000 ADA
 ** Elementary Schools Only

Substitute Teachers

During the 1994-95 school year, the Cleveland teacher attendance rate was 96%. The school utilizes 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.

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 1994-95, there was a district-wide adoption of K-8 mathematics instructional materials which will be implemented over a three-year period. During the 1995-96 school year, there will be the traditional curriculum development of an improved K-8 language arts instructional program and adoption of new materials will be considered in 1996-97. We use district provided textbooks and acquire supplementary instructional materials, both books and computer software, to accommodate Spanish-Speaking students and our growing number of Cantonese-Speaking students. The school has a networked computer lab and is upgrading the library. The school presently has a video editing lab with video cameras and other equipment.

School Facilities and Safety

Current Conditions:

A new bungalow adds to the available space for student programs. The main building, constructed in 1911, has recently remodeled restrooms and other improvements, electrical upgrading and lead abatement. A major mural, "Keep Our Ancient Roots Alive" by Susan Cervantes, graces the south face of the building.

Planned Improvements:

Repainting of classrooms, begun in 1995, is expected to be completed in August, 1996. Proposition A funds will be used to improve common areas in the main building.

Needed Improvements:

School staff are seeking funding to install more play equipment and make further exterior improvements.

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

Parent Involvement

Parents actively participate in school governance through the School Site Council, advisory committees and task forces. Our active PTA builds leadership and sponsors workshops and other events for parents and families and assists in the recruitment of parent volunteers for the classrooms and throughout the school. A weekly folder system is used for home-school communication. Computer classes for parents are offered three times a week.

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

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

135 Van Ness Avenue
San Francisco, CA 94102

Attn: Cleveland Elementary School