

Cleveland Elementary School

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Ms. Helen Duffy, Principal

S.F.U.S.D.

1996-1997 School Accountability Report Card

Fall, 1996

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. The computer program is used by students to publish their writing for diverse audiences. Journal writing, shared reading and writing, phonics instruction and literature study are part of each classroom's routine. An after school academy supports students in strengthening reading, writing and math skills. Additional activities include student government, Conflict Managers, community service activities and peer tutoring. The Spanish Immersion Program is an 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 active committees which plan events and oversee campaigns to promote student health and welfare and educational enrichment. The school collaborates with several community based organizations and agencies: High Gear Achievers, Edgewood Family Center, San Francisco Educational Services and the Recreation and Park Department among others. Cleveland School is an Optimal Learning Environments Project school. Three Cleveland School Teachers participate on the district Mathematics Leadership Initiative professional development team.

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) Maintain school environments that are safe, secure and attractive. 2) Improve the academic achievement and study skills of bottom quartile students. 3) Increase parent/family involvement. 4) Complete implementation of a K-5 immersion program, providing a high level of biliteracy for participating students across socio-economic and ethnic groups.

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. | | * 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. | * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | | * 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:	378	LEP/NEP*:	45.0%
Building (sq.ft.):	27,500	Average Daily Attendance:	98.8%	EDY**:	42.3%
Year of Construction:	1911	Optional Enrollment Requests:	14.3%	% Objectives Met***:	73%
Children Center/Childcare: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Title I / State Pre-K Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Student Uniforms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

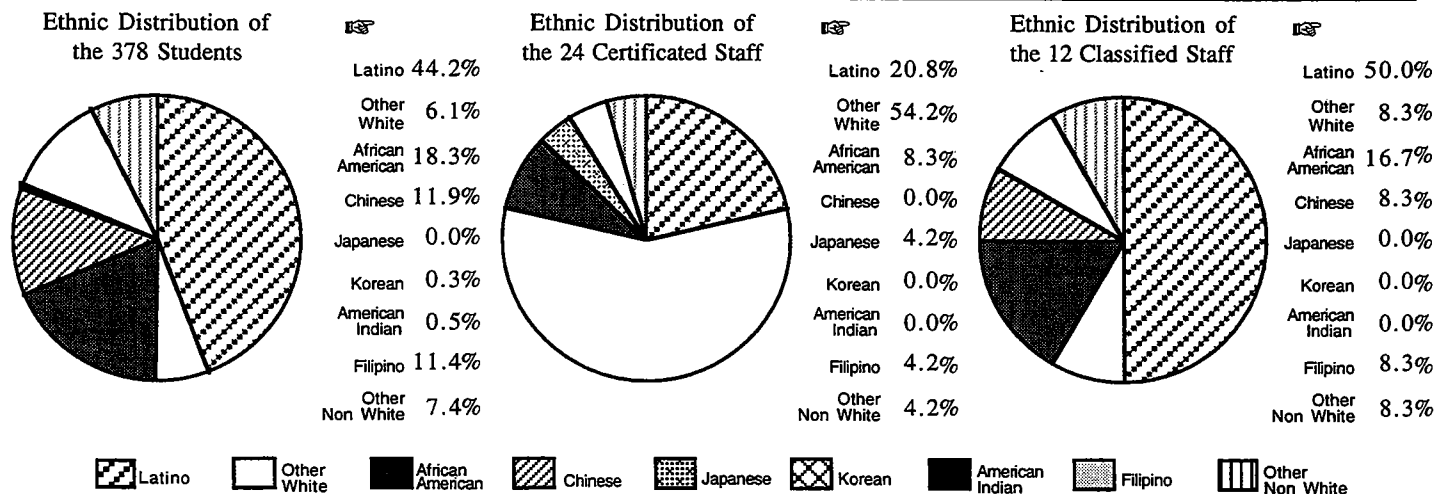
Counseling and Student Support Services

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. 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 2,663 permanent 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 Technology Resource teacher, 1 Resource Specialist, two Reading Recovery/Literacy Support teachers 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 elementary average attendance for 1995-96 was 99.1% and the dropout rate was 1.7%. At Cleveland, attendance for the year was 98.8%, excused absences were 4.8%, unexcused absences were 1.2% and the dropout rate was 4.9%. 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: 1995-96 dropout rate will be reduced from its 1994-95 level.*

Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	20.0	43,200
1	***	24	19.0	20.0	50,400
2	***	24	18.8	18.5	50,400
3	***	25	24.5	22.0	50,400
4	32.2	30	26.6	29.5	54,000
5	32.2	30	27.3	25.5	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.

*** Grades K-2 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program; Grade 3 class size goal of 25 set according to the Educational Equity Act of 1996.

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

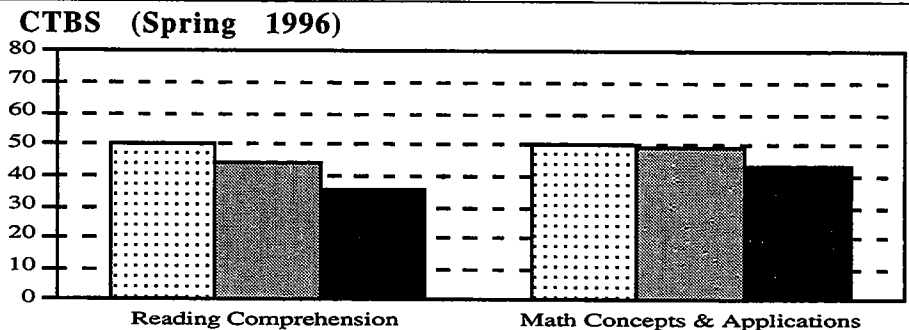
In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year, at Cleveland, 48 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Programs include the schoolwide discipline policy, Home/School Learning Compact, Conflict Managers Program, TRIBES, student government, the Student Advisor program, the Student Study Team, Student of the Week and an Awards Assembly.

Objective 3a: Schools will reduce the number of suspensions per year to meet district standards.*

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 = 45.0%

Special Education = 5.0%

EDY = 42.3%

GATE & High Potential = 1.1%

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 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 for continuous instructional improvement. Recent, broadly used staff development programs include Optimal Learning Environments, the Literacy Collaborative and the Math Implementation Initiative. Assistants and volunteers are trained to use specific strategies to foster independence in reading.

The staff is piloting a scope and sequence for second language acquisition and developing math standards for the school. Portfolio assessment training involves the review of student work.

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 audiences.

Our Program Quality Review in 1995-96 began the 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 and Expenditure Per Student

1994-95 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,337	\$27,194
Mid-range Teacher Salary	\$42,801	\$41,976
Highest Teacher Salary	\$49,804	\$49,069
Principal's Average Salary	\$67,179	**\$64,213
Superintendent's Salary	\$111,308	\$129,600
Expenditure per Student	-	**\$3,325
% of Budget for Teacher Salaries	43.67%	41.12%
% of Budget for Administrators	5.22%	3.70%

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

Substitute Teachers

During the 1995-96 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 and District priorities. 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 was 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 supplement district provided textbooks with instructional materials, children's literature and software. Materials are provided in English and Spanish. We are expanding our small collection of Chinese language literature in the library. A collection of leveled readers and big books is maintained in the Reading Resource Room for use by all staff and the after school tutorial program. Computer instruction is provided in the lab and in classrooms, many of which are networked. The video camera and editing lab are used by the technology resource teacher and student teams to create instructional video and record student work.

School Facilities and Safety

Current Conditions:

All classrooms have been recently repainted. A major mural, "Keep Our Ancient Roots Alive" by Susan Cervantes, graces the south face of the building.

Planned Improvements:

Proposition A funds will be used to improve common areas in the main building. A play structure and a new bungalow are planned.

Needed Improvements:

Window replacement.

*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 as classroom helpers, field trip chaperones and reading tutors. Parent volunteers are being provided with a three-session workshop in strategies for developing literacy. A weekly folder system is used for home-school communication. Computer classes for parents are offered twice 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