

# El Dorado Elementary School

70 Delta Street, San Francisco CA 94134, Phone (415) 330-1537

**Ms. Mae Threadgill, Principal**

S.F.U.S.D.

*1996-1997 School Accountability Report Card*

Fall, 1996

## School Description

El Dorado School is noted for its wonderful academic climate. Students, faculty, parents and staff work harmoniously for the well being of all students.

The student body and faculty have an ethnic composition that is closely reflective of the SFUSD school district population. The positive attitude of the staff coupled with staff development opportunities directed toward meeting student needs make this an ideal school. A School Planning and Management Team consisting of parents, teachers and all of the stakeholders assist with curriculum and program development to support "whole student" experience. El Dorado is a Comer Project School. There is an Ole Program and an "I RISE" class at El Dorado School.

A strong academic program supported by programs that recognize the importance of the "whole child" is what makes El Dorado "shine"!

Extra curricular programs - Stamp Club, Student Greeting Card Business

Successful Programs - Science, Joan Walters Partnership

Community Service - Jump Rope for Heart, Red Cross and Multiple Sclerosis, Reading

Funding - Federal and State

## 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) Use Benchmarks to ensure continuity of curriculum from grade to grade. 2) Teacher training and professional development for teachers in technology. 3) Modify and assess behavior plan.

## Philosophical Tenets

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

- |  |   |  |  |
|--|---|--|--|
| * 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:	349	LEP/NEP*:	34.4%
Building (sq.ft.):	30,300	Average Daily Attendance:	98.3%	EDY**:	37.2%
Year of Construction:	1953	Optional Enrollment Requests:	15.8%	% 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 checked="" type="checkbox"/> No <input 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. Elementary Advisor, 1 MEPI Tutor, 5 paraprofessionals, 5 volunteers, After-school Tutorial, translators, a Resource Specialist who works with identified students with special needs, Instrumental Music, Speech, Vision, ESL Teacher, Great Books, First aid and CPR.

## 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 El Dorado, attendance for the year was 98.3%, excused absences were 5.1%, unexcused absences were 1.7% and the dropout rate was 3.1%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Teachers call home regularly and make home visits.

## Teacher Assignment

Out of 2,663 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. At El Dorado, all teachers are teaching in the areas in which they are credentialed.

Objective 1o: 1995-96 dropout rate will be reduced from its 1994-95 level.\*

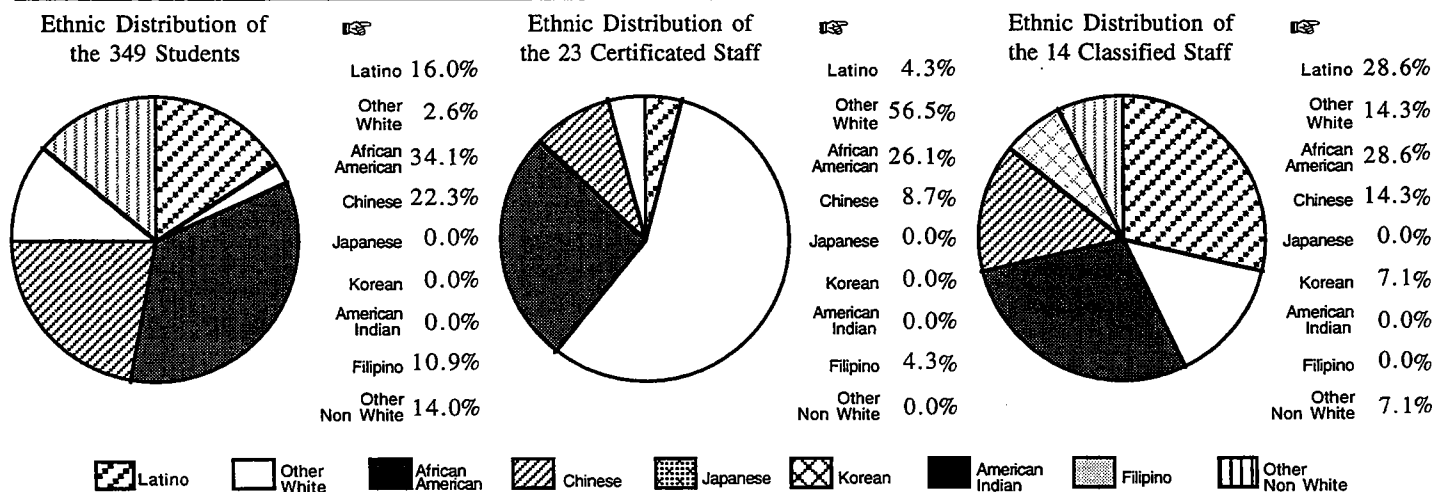
## Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	18.7	43,200
1	***	24	19.0	17.5	50,400
2	***	24	18.8	19.3	50,400
3	***	25	24.5	22.0	50,400
4	32.2	30	26.6	22.3	54,000
5	32.2	30	27.3	32.0	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.

\*\*\* 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.

## 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.)\*

\*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.

## 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 El Dorado, 8 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: Elementary Advisor trained in Conflict Resolution. Kickball league, PTA awards, traffic squad, school monitors, self-esteem, Stamp Club, school photographers & cheerleaders are activities/events that promote accepted student behavior.

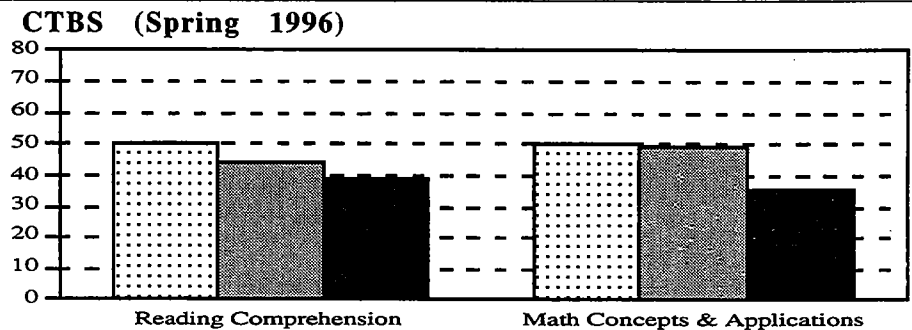
Objective 3a: Schools will reduce the number of suspensions per year to meet district standards.\*



## 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 = 34.4%

Special Education = 12.0%

EDY = 37.2%

GATE & High Potential = 0.9%

## 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. The total faculty participated in the following staff development opportunities: Standard English Proficiency, Special Staff Development - Open Court, Poets in the school, AIMS, Special Projects - Oceans Week, Restructuring, I.R.I.S.E., Eyes On The Prize, Technology Training, Early Literacy, Scholastic Reading Program. All of these programs will be of great assistance to Special Needs Students.

## Quality of School Instruction and Leadership

The State Frameworks and the SFUSD Core Curriculum are the under-girding for the instructional program at El Dorado School. The use of student recognition, many opportunities for performing before a group, whether it be a large or small group, Sustained Silent Reading, Reading Buddies, Journals, Reading Recovery, public speaking, GATE, and ESL enhance student learning.

Two Grade Level Coordinators meet with the faculty to discuss curriculum and to make suggestions for school-wide improvement. The school newspaper, a school calendar of events, and monthly bulletins keep parents informed.

## Substitute Teachers

During the 1995-96 school year, the El Dorado teacher attendance rate was 95%.

## 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

## 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. Consent Decree, SCE, LEP, EIA monies are used for additional instructional materials. English - Carousel of Ideas.

At Risk Students: Open Court Phonics, computer software, S.R.A., Scoring High  
GATE - Great Books.

All material are used as supplemental to the District adopted materials. They are used in small group instruction.

## School Facilities and Safety

### Current Conditions:

New bathroom facilities, hallways retiled and two classrooms retiled.

### Planned Improvements:

none

### Needed Improvements:

Resurface yards, add physical fitness course to yard, space for Sensory Motor Skill Development, sandbox for kindergarten children that can be covered when not in use, paint interior of school, complete all work orders, more cafeteria tables, landscape around school and gardening service, new desks and chairs for the students, more books for the library.

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



## Parent Involvement

Parents are encouraged to visit the school. Procedure: stop in office to obtain a pass. For visits combined with an explanation of programs, parents are requested to make an appointment.

Events: "School Partnership," "Back to School Night/ International Potluck dinner," Awards Night, Science Fair, Day time assemblies, Special Academics Meeting/ Workshop, S.A.C., P.T.A., Kickball games, Halloween Parade, Lion Dance, 50 school volunteers.

Prospective volunteers contact the office and & directed to the Volunteer coordinator. All faculty & staff recruit volunteers. Over 50 parents have volunteered this year.

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 телефон.

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

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San Francisco, CA 94102

Attn: El Dorado Elementary School