

# Cesar Chavez Elementary School

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Ms. Pilar Mejia, Principal

F.U.S.D.

## 1997-1998 School Accountability Report Card

Fall, 1997

### 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. Students learn about themselves, their families and about the world using reading and writing skills. They are also challenged to address environmental and social issues through science, math, technology, and social studies. All students have access to a PC computer lab and to classroom computers which are all networked. Service learning is also integrated into the curriculum.

Cesar Chavez School is proud to have Chinese, Spanish, and American Sign Language bilingual classes as well as an African Centered and Multi-Cultural department. A majority of 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, Dia de la Raza, Women's History, and Deaf Culture celebrations.

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.

### 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) To improve teaching and learning to enhance the academic achievement of all students. 2) To improve staff, parent/caregiver, and community participation in the educational process. 3) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students and promotes a higher level of consciousness so that they can be in control of their destiny. 4) The Language Academy will begin demonstration programs at several sites throughout the city.

### Philosophical Tenets

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

- \* All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity.
- \* All individuals are entitled to be treated with respect and dignity.
- \* Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success.
- \* All individuals want to learn and to be recognized for their achievements.
- \* All individuals can learn.
- \* All individuals learn in many different ways and at varying rates.
- \* Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards.
- \* Each individual learns best in a particular way.
- \* Parents want their children to attain their fullest potential as learners and to succeed academically.
- \* All individuals are both potential learners and potential teachers.
- \* Learning has both cognitive and affective dimensions.

Grade Span:	K-5	Student Enrollment:	542	LEP/NEP*:	69.4%
Building (sq.ft.):	49,100	Average Daily Attendance:	98.3%	EDY**:	29.9%
Year of Construction:	1926	Optional Enrollment Requests:	27.7%	% of Points Met***:	61%
Children Center/Childcare: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Title I / State Pre-K Program: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Student Uniforms: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	

\*LEP/NEP: Limited English Proficient or Non English Proficient

\*\*EDY: Educationally Disadvantaged Youth

\*\*\*% of Points Met Refers to the set of District objectives to achieve District goals.

## 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 the student advisor supports students on a daily basis. A speech therapy and resource specialist program is offered as well. Mental health consultants assist staff in setting up a nurturing learning environment. Our Technology resource teacher helps teachers integrate technology into the curriculum. We have after school programs which include computer and homework tutoring, sports and theater. We have paraprofessionals who work in the lab and in the classrooms. There are volunteers from middle and high schools, from businesses, as well as two full time Americorp workers. Our Healthy Start program provides extra support for families. This includes referrals to needed services and workshops such as evening computer training in our computer lab.

## Teacher Assignment

Out of 2,698 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. At Cesar Chavez School we have teachers qualified in Spanish, Chinese, Ebonics and American Sign Language. All teachers are qualified to teach English, including sheltered English. We also have teachers qualified in Special Education. Teachers share expertise through mentorship programs, team teaching, peer coaching and collegial study groups. Staff expertise includes: Language, Social Studies, Science, Math, Fine Arts, and African Centered and Multi-Cultural Education.

## Student Attendance and Dropout Rate

The District's elementary average attendance for 1996-97 was 99.1% and the dropout rate was 1.7%. At Chavez, attendance for the year was 98.3%, excused absences were 4.4%, unexcused absences were 1.7% and the dropout rate was 6.9%. 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 Cesar Chavez School student attendance is carefully monitored on a daily basis by the teachers and the student advisor. Follow up calls are made in English, Vietnamese, Spanish, and Chinese. The Student Study Team and the Healthy Start program members offer support services when needed to assure that all students attend school.

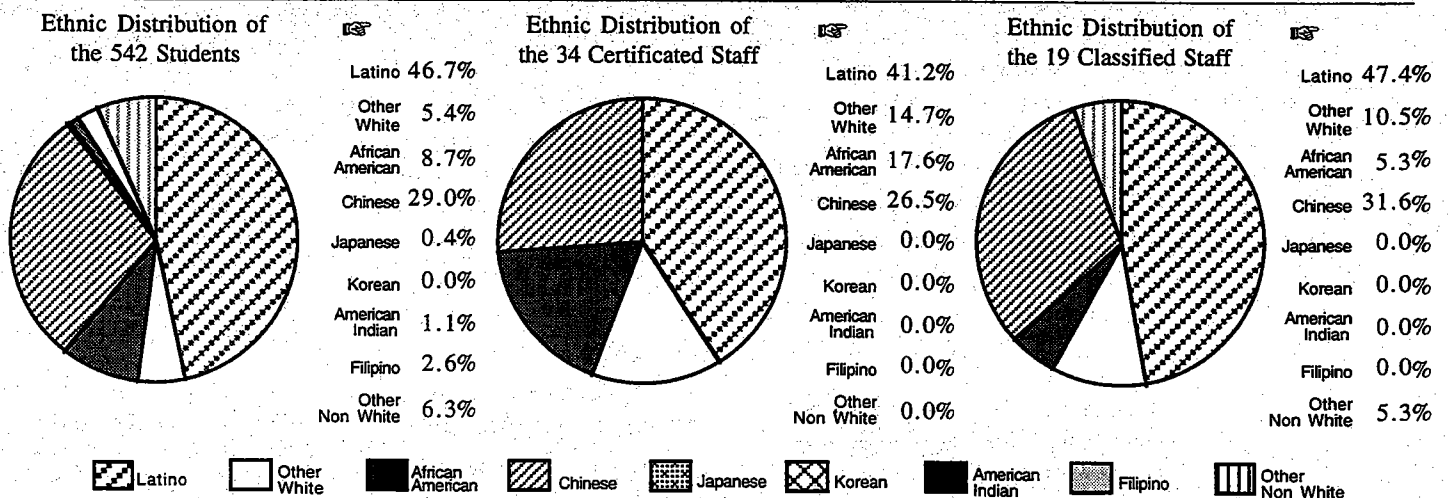
## Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	19.7	43,200
1	***	24	19.0	20.0	50,400
2	***	24	18.8	19.5	50,400
3	***	25	24.5	18.5	50,400
4	32.2	30	26.6	22.7	54,000
5	32.2	30	27.3	23.0	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-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

## Ethnic Diversity



Objective 4a (subpart): 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.)\*

Cesar Chavez School is committed to assuring that the staff reflects the ethnic and linguistic population of the students. Bilingual and Bicultural teachers enrich the education of all students.

\*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 Chavez, 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: A Conflict Resolution Program helps teach problem solving skills. The Care Team (which includes Mental Health Consultants) and Student Study Team (which include teachers and support staff) assist teachers and students to resolve problems.

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

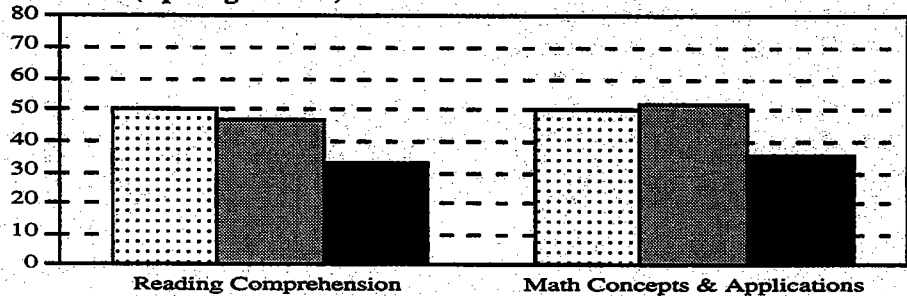


## Student Achievement

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

CTBS (Spring 1997)



LEP/NEP = 69.4%      Special Education = 9.0%      EDY = 29.9%      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, use data to plan instructional improvement strategies, and to acquire new instructional strategies for continuous instructional improvement. Leadership development across content areas is facilitated centrally and multiple professional development institutes engage educators and parents in instructional leadership development. At Cesar Chavez the staff participates in goal-setting and planning. We have learned Cooperative Learning Structures so students can work in supportive peer groups that improve their self-esteem and increase academic achievement. All teachers engage in professional development. We have teacher leaders in: Developmentally Appropriate Practices, IRISE African centered education, Optimal Learning Environments, Project 2061, Bay Area Writing Project as well as math, technology and culture. Teachers observe each other's classrooms and help each other grow professionally.

## Quality of School Instruction and Leadership

The quality of instruction at Cesar Chavez is high because of an enthusiastic, dedicated staff. Staff members pride themselves with a 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. We have very high expectations and use assessment to improve the program. Students are expected to publish their own stories and projects using technology. Various groupings for effective instruction are in place. The staff engages in professional development and is accountable for continuous improvement. The principal is a leader of leaders at this site.

## Substitute Teachers

During the 1996-97 school year, the Chavez teacher attendance rate was 97%.

## Average Salaries, Budget Percentages and Expenditure Per Student

1995-96 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$27,916	\$28,016
Mid-range Teacher Salary	\$44,063	\$43,296
Highest Teacher Salary	\$51,460	\$50,552
Principal's Average Salary	\$69,378	**\$65,864
Superintendent's Salary	\$115,378	\$136,000
Expenditure per Student	-	**\$3,364
% of Budget for Teacher Salaries	43.03%	40.58%
% of Budget for Administrators	5.17%	3.86%

\* 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. In 1996-97, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics and science are being implemented. Basic textbook selection is consistent with District-mandated materials. Classrooms are also filled with quality literature as well as books about science. The library includes trade books and resource materials including six computers with CD Rom which is used for research. Hands on Science and Math materials are available to all students. Software is chosen with all students' needs in mind and the technology available also includes video and XAP camaras, scanners, and other multi-media capabilities. We extend the walls of the classroom by use of our garden and other community resources such as the Mission Science Workshop.

## **School Facilities and Safety**

### ***Current Conditions:***

We have a PC computer Lab with a Network which unifies the 30 computers in the lab and the computers in the classrooms. We are also very proud of our outstanding murals which are SF landmarks. New windows were installed; we have new drinking fountains; and several classrooms were remodeled.

### ***Planned Improvements:***

### ***Needed Improvements:***

Acoustics and lighting in the auditorium; painting.

## **Parent Involvement**

Cesar Chavez staff is fortunate to have parents from: the Western Addition, Chinatown, and the Mission District. We believe that parents are children's most important teachers. Parents are part of our decision making structure and meetings are conducted in English, Spanish, and Chinese. The PARENT NEWSLETTER is published every week in these three languages. Our Parent Advocates help to involve more parents. Parents are always welcome at Cesar Chavez to visit classes and volunteer. Our Healthy Start grant provides support services for parents. Through our Families Building Literacy Program, parents are also involved in curriculum development.

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。

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## **San Francisco Unified School District**

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