

John Yehall Chin Elementary School

350 Broadway, San Francisco CA 94133, Phone (415) 291-7946

Mr. Samuel Louie, Principal

S.F.U.S.D.

1997-1998 School Accountability Report Card

Fall, 1997

School Description

Named after a long time educator and community leader, the John Yehall Chin Elementary School serves Kindergarten through fifth grade students. We have ELD (English Language Development) classes for English speaking and Limited English Speaking students and have Chinese Bilingual classes for Limited English Speaking Cantonese students. The school has plans for a GATE (Gifted and Talented Education) program for the gifted and high potential students. It also has Special Education classes for those students requiring special help.

A strong emphasis is placed on mastering the basic skills -- reading, writing and mathematics. Our instructional program uses the practical approach; students apply learned skills in their daily activities. We have a multi-discipline curriculum, integrating science, social studies, art and music with the core academic subjects.

Our goal is to integrate the technology with textbooks. All classrooms have computers, for use by the students and teacher throughout the day. Our entire school has been wired for the Internet and e-mail. Since all computers are to be on a network, we will be able to communicate with each other throughout the school, as well as with the world.

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 all students in Reading and Language Arts, especially the achievement levels of African American, Latino and ELL students. 2) To develop student, staff, parent and community participation in the educational process. 3) To build a school climate that recognizes the cultural diversity of the school population and promotes self-esteem with equal access for all students.

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 want to learn and to be recognized for their achievements.
- * 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.
- * All individuals are entitled to be treated with respect and dignity.
- * All individuals can learn.
- * All individuals learn in many different ways and at varying rates.
- * Each individual learns best in a particular way.
- * All individuals are both potential learners and potential teachers.
- * Learning has both cognitive and affective dimensions.
- * 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.
- * Parents want their children to attain their fullest potential as learners and to succeed academically.

Grade Span:	K-5	Student Enrollment:	232	LEP/NEP*:	69.0%
Building (sq.ft.):	23,100	Average Daily Attendance:	99.2%	EDY**:	19.8%
Year of Construction:	1914	Optional Enrollment Requests:	25.0%	% of Points Met***:	60%
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. At John Yehall Chin, we feel that counseling and student support services are vital components of our educational program. Our staff is committed to seek and provide student counseling and student support services as needed. We will work together with the parents to provide the necessary services.

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 Chin, attendance for the year was 99.2%, excused absences were 5.5%, unexcused absences were 0.8% and the dropout rate was 0.0%. An important District objective is to reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. It is our policy to check with parents regarding all student absences. We promote good attendance and a low dropout rate.

Teacher Assignment

Out of 2,698 permanent certificated classroom teachers in the District's schools, none are teaching out of their credentialed areas. At John Yehall Chin Elementary School, all teachers are credentialed to teach in their credential areas. Many of our teachers have specialized training. Some of our teachers also hold advanced degrees.

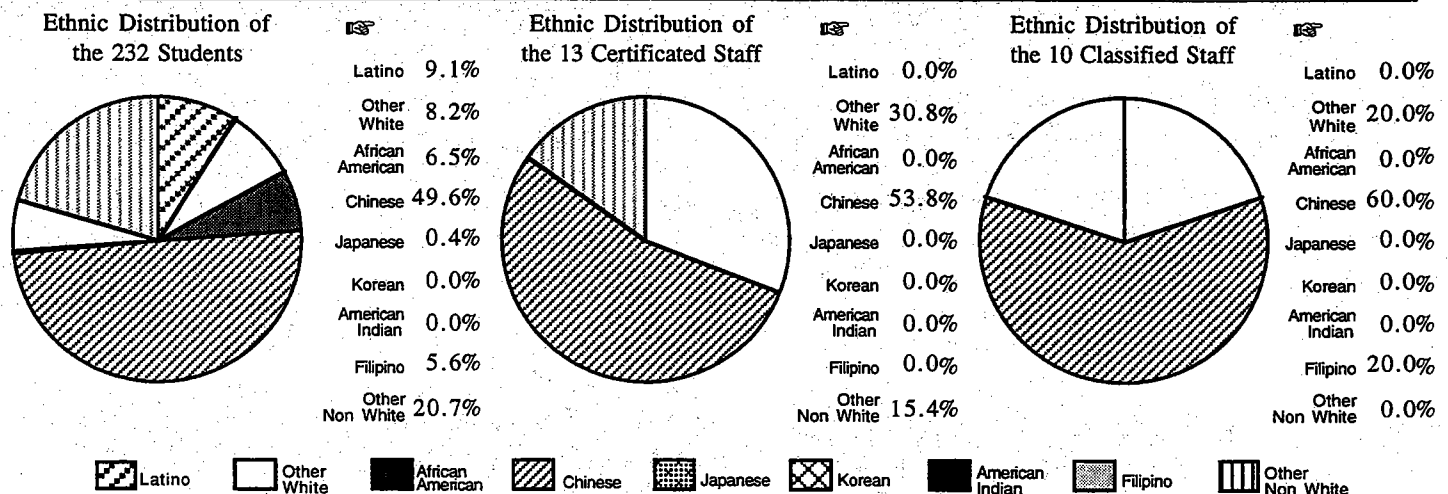
Class Size and Instructional Minutes

Grade Level	Contract Ratios	Contract Goals	District Averages	School Averages	Minutes Per Year**
K	***	28	19.1	19.5	43,200
1	***	24	19.0	19.0	50,400
2	***	24	18.8	19.7	50,400
3	***	25	24.5	25.0	50,400
4	32.2	30	26.6	N/A	54,000
5	32.2	30	27.3	22.5	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-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.)*

*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 Chin, no student was 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: establishment of a "Winner's Circle" program, a "Student of the Week" program, "Good Citizen Tickets" program, etc. At our school, students are recognized for positive achievement and/or behavior.

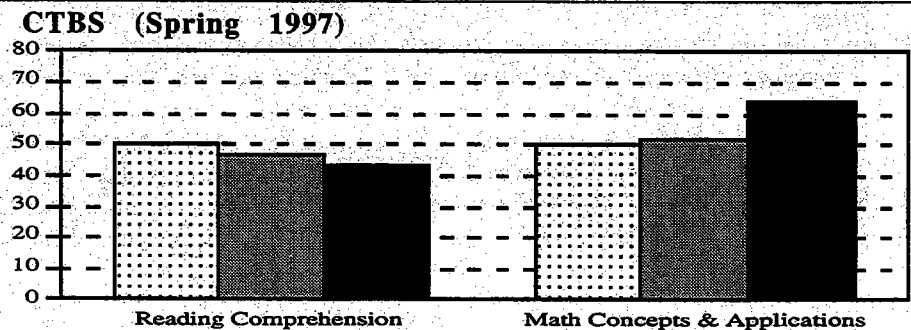
Objective 3a: Schools will reduce the number of suspensions per year to meet district standards. *



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 = 69.0%

Special Education = 12.1%

EDY = 19.8%

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. Our staff attends and participates in all District Staff Development Days to improve our Mathematics and Language Arts curriculum. Some of our teachers serve as instructors at these District workshops. In addition, we have many on-site workshops on various topics, such as use of the computers in the classroom, curriculum improvement, and teaching strategies.

Quality of School Instruction and Leadership

Because our school is small, we are able to give our students more personalized attention. Instruction is in small groups or individualized, geared to the student's needs. We encourage hands-on activities and the use of manipulatives to foster better understanding. Emphasis is placed on understanding and comprehension rather than on rote memory.

We are here for the children. We promote self-esteem. We encourage our students to explore and extend their learning. We want our students to appreciate their cultural heritage and the cultural heritage of other peoples. We are developing caring and responsible citizens.

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

Substitute Teachers

During the 1996-97 school year, the Chin teacher attendance rate was 96%. Our classes are always covered by a credentialed teacher. When a teacher is absent, a substitute teacher or other credential staff is assigned to cover that class.

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. We constantly add books to our library collection in order to meet the needs and interests of our students. We have books in Chinese as well as other languages in our library. Funds are also made available for purchase of supplemental instructional materials.

School Facilities and Safety

Current Conditions:

John Yehall Chin was recently remodeled, converting it back into an elementary school. A new school library, new bathrooms and new offices were added. The dining/multipurpose room was completely remodeled. New furniture was purchased throughout the school.

Planned Improvements:

Improvements to the schoolyard including the installation of basketball and volleyball courts are being planned. A stage and a new public address system in the auditorium is in the works. Computers are in all classrooms. These computers will be networked for the Internet and for e-mail.

Needed Improvements:

Additional improvement in the electrical system need to be done with additional outlets for our computers and other equipment. The windows need to be replaced. Classrooms and hallways need to be repainted. The school yard needs to be repaved.

Parent Involvement

Parent involvement is a major component of our school plan. All parents are urged to take an active role in our school activities. Parents are always welcome to visit the school. We urge parents to volunteer and become a part of our school family. Membership in our Parents Teachers Club is strongly encouraged.

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

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