

El Dorado Elementary School

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

Ms. Mae Threadgill, Principal

U.S.D.

1998-99 School Accountability Report Card

Fall, 1998

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 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, Reading Recovery Program and "I RISE" classes at El Dorado School.

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

Extra curricular programs - Stamp Club, Student Greeting Card Business, student store, Project M.U.R.A.L.S., Multicultural Garden, Library Grant

Successful Programs - Science Fair, Joan Walters Partnership, science Enrichment Lab, Buddy Reading,

Community Service - Jump Rope for Heart, Red Cross _Multiple Sclerosis, United Way

Funding - Federal and State, Consent Decree

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 is 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 develop and apply instructional strategies to better meet the needs of all El Dorado students, particularly ELL, African American, Latino students in reading and writing. 2) To increase the involvement of community/parents in the school educational planning process. 3) Training for staff to understand the foundations of using Tribes to build community and enhance team learning. Training for parents and teachers in technology.

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:	349	LEP/NEP ¹ :	39%
Building (sq.ft.):	30,300	Average Daily Attendance:	98.5	EDY ² :	37.5%
Year of Construction:	1953	Optional Enrollment Requests:	26.4%	% of Points Met ³ :	33.17%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

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, School Clerk, 5 paraprofessionals, 25 volunteers, After-school Tutorial, translators, 1 School Psychologist, 1 Comer Psychologist, two Psychologists from USF, Two Reading Recovery Teachers, Technology Resource Teacher, 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

Dropout rate 1995-96 = 3.1% 1996-97 = .8% 1997-98 = 3.1%

The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At El Dorado ES, attendance for the year was 98.5%, excused absences were 4.6%, unexcused absences were 1.5%, and the dropout rate was 3.1%. An important District objective is to further 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.

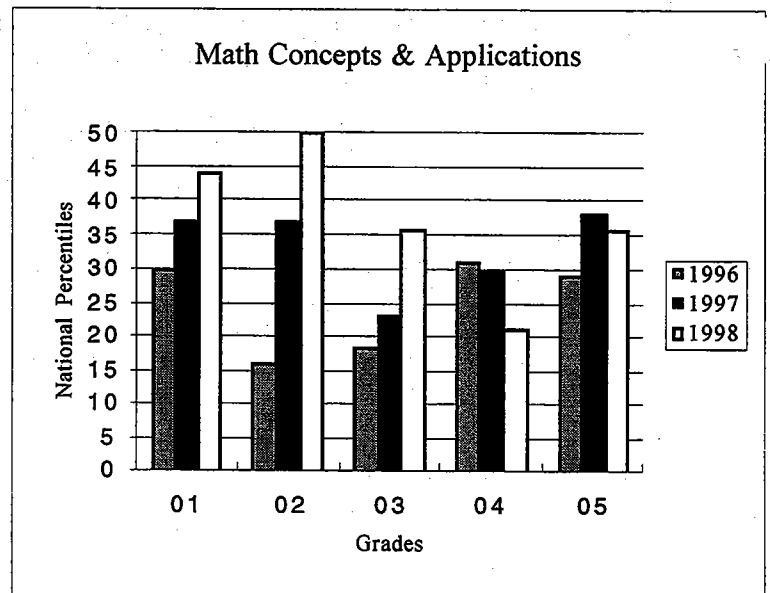
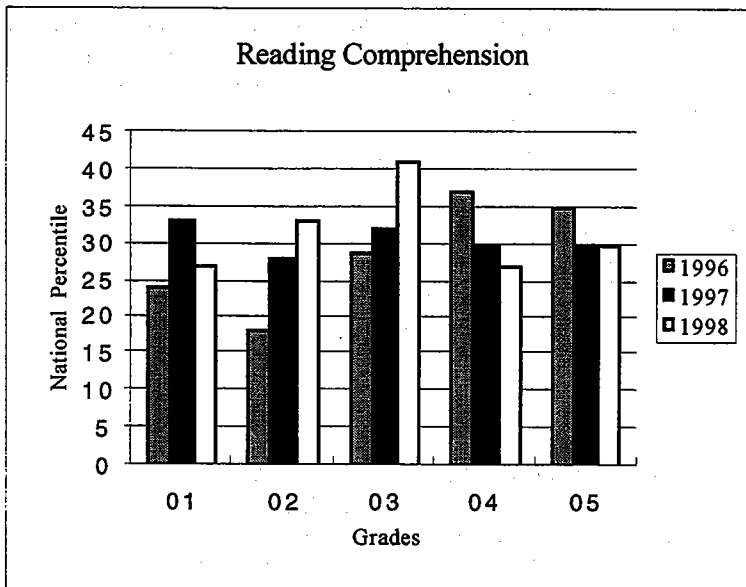
Student Achievement

CTBS (Spring 1996 - Spring 1998)

District K-5 Average National Percentiles

	1996	1997	1998
Reading	38	42	46
Math	48	53	58

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



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
349 Students	32.1	0.3	27.8	8.3	0.0	0.0	15.5	14.3	1.7
18 Certificated	22.2	0.0	11.1	11.1	0.0	0.0	5.6	0.0	50.0
4 Classified	25.0	0.0	0.0	0.0	0.0	0.0	50.0	0.0	25.0
12 Paraprofessional	50.0	0.0	25.0	0.0	0.0	0.0	16.7	0.0	8.3

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

	1995-96	1996-97	1997-98
School Suspension rates:	2.3%	6.5%	1.4%
District Expulsion rates:	.18%	.14%	.09%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at El Dorado ES, 5 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 and cheerleaders are activities/events that promote accepted student behavior. Students are evaluated on an individual basis.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update content area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

The total faculty participated in the following staff development opportunities: Standard English Proficiency, Special Staff Development - Open Court, AIMS, Special Projects - Oceans Week, Comer 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 students with special needs.

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, Journals and public speaking Open Court, Great Books, GATE, and ESL enhance student learning.

Three Grade Level Coordinators meet with the faculty to discuss curriculum and to make suggestions for school-wide improvement. The school newspaper, Scoop, and the weekly bulletins keep parents informed.

Substitute Teachers

During the 1997-98 school year, the El Dorado ES teacher attendance rate was 97%.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. At El Dorado, all teachers are teaching in the areas in which they are credentialed.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1996	1997	1998	
K	**	28	18.88	18.7	20.0	18.7	43,200
1	**	24	19.30	17.5	19.3	18.3	50,400
2	**	24	18.92	19.3	17.3	18.3	50,400
3	**	25	20.79	22.0	23.0	20.0	50,400
4	32.2	30	25.54	22.3	20.7	23.3	54,000
5	32.2	30	26.65	32.0	29.5	32.0	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Average Salaries, Budget Percentages & Expenditure per Student

1996-97 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher Salary	\$28,707	\$29,448
Mid-range Teacher Salary	\$44,725	\$42,379
Highest Teacher Salary	\$53,449	\$52,080
Principal's Average Salary	\$71,817	**\$66,556
Superintendent's Salary	\$122,416	\$142,800
Expenditure per Student	-	**\$4,249
% of Budget for Teacher Salaries	43.33%	42.35%
% of Budget for Administrators	4.88%	4.41%

* 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 1997-98, 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.

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.

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 are directed to the Volunteer coordinator. All faculty and staff recruit volunteers. More than 50 parents have volunteered to help in the school this year.

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: El Dorado Elementary School