

# **School Accountability Report Card**

## **School Year 2017-18**

*(Published during 2018-19)*

### **Garfield Elementary School**

**0420 FILBERT ST, SAN FRANCISCO, CA 94133**

**Principal:** Jennifer Sethasang

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**SFUSD School ID #** 562

**Calif.School ID #:** 6041040

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**Superintendent: Vincent Matthews**

**555 Franklin Street, San Francisco, CA 94102**

**Phone: 415-241-6000**

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#### **SARC Contact:**

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP) which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners).

Internet access is available at public libraries and other locations that are publicly accessible.

## About This School

### School Description and Mission Statement

This section provides information about the school's goals and programs.

The Garfield community shares a strong common vision that is clearly articulated to staff, parents and students. Our school vision is that every child will develop positive self-esteem; be a life-long learner; achieve academic, personal and vocational success at all stages of life; and have a strong sense of personal and civic responsibility.

### Student Enrollment By Grade Level (School Year 2017-18)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
<b>K</b>	41
<b>1</b>	37
<b>2</b>	39
<b>3</b>	30
<b>4</b>	35
<b>5</b>	36
<b>6</b>	0
<b>7</b>	0
<b>8</b>	0
<b>Ungraded Elem</b>	0

Grade Level	Enrollment
<b>9</b>	0
<b>10</b>	0
<b>11</b>	0
<b>12</b>	0
<b>Ungraded Sec</b>	0
<b>Total Enrollment</b>	218

### Student Enrollment By Group (School Year 2017-18)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
<b>African American</b>	3.7
<b>American Indian or Alaska Native</b>	0.5
<b>Asian</b>	45
<b>Filipino</b>	2.8
<b>Hispanic or Latino</b>	16.5
<b>Pacific Islander</b>	0.5
<b>White (Not Hispanic)</b>	13.3
<b>Two or More Races</b>	10.1
<b>Socioeconomically Disadvantaged</b>	55.5
<b>English Learners</b>	42.2
<b>Students with Disabilities</b>	11
<b>Foster Youth</b>	

Section A (Conditions of Learning) begins on next page.



## A. Conditions of Learning

### **State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### **Teacher Credentials**

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<b>Teachers</b>	<b>School</b>			<b>District</b>
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2018-19</b>
<b>With Full Credential</b>	16	16	15	3165
<b>Without Full Credential</b>	1	1	1	310
<b>Teaching Outside Subject Area of Competence</b>	1	1	0	91

### **Teacher Misassignments and Vacant Teacher Positions**

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

<b>Indicator</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
<b>Misassignments of Teachers of English Learners</b>	1	0	0
<b>Total Teacher Misassignments</b>	2	1	0
<b>Vacant Teacher Positions</b>	0	0	0

## **Quality, Currency, and Availability of Textbooks and Instructional Materials**

### ***For High Schools (grades 9-12)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

### ***For Elementary and Middle Schools (grades K-8)***

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

**School Facility Good Repair Status**

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

**Overall Summary of School Facility Good Repair Status**

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
<b>Overall Summary</b>	X			
<b>Inspection Date</b>	Spring 2018			

**Additional Comments:**

**School Facility Conditions and Improvements**

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Garfield campus is well-known for being clean, attractive and safe for all students. The school grounds, building and restrooms are in excellent condition. The two school yards were re-surfaced within the last seven years. The entire building was repainted in 2003. There are some rooms where carpets are frayed and require replacement.

Garfield's well-behaved student-body receives continuous compliments from parents and visitors. Students take pride in our school environment and play an active role in maintaining cleanliness and care of school facilities.

Part B (Pupil Outcomes) begins on the next page.

## B. Pupil Outcomes

### **State Priority: Pupil Achievement**

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### **California Assessment of Student Performance and Progress Results for All Students**

<b>Subject</b>	<b>Percent of Students Meeting or Exceeding State Standards</b>					
	<b>School</b>		<b>District</b>		<b>State</b>	
	<b>2016-17</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2017-18</b>
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	50	54	55	55	48	50
<b>Mathematics (grades 3-8 and 11)</b>	58	60	50	50	37	38

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

See Subject - Subgroup results on next pages:

**CAASPP Assessment Results - English Language Arts (ELA)**  
**Grades Three to Eight and Grade Eleven (School Year 2017-18)**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	101	98	97.03	54.08
<b>Male</b>	59	56	94.92	50
<b>Female</b>	42	42	100	59.52
<b>African American</b>	--	--	--	--
<b>American Indian/Alaskan</b>	--	--	--	--
<b>Asian</b>	45	44	97.78	50
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	22	22	100	45.45
<b>Pacific Islander/Hawaiian</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	13	13	100	53.85
<b>Economically Disadvantaged</b>	55	54	98.18	48.15
<b>English Learners</b>	44	43	97.73	46.51
<b>Students with Disabilities</b>	11	10	90.91	20
<b>Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.



**CAASPP Assessment Results - Mathematics**  
**Grades Three to Eight and Grade Eleven (School Year 2017-18)**

<b>Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	101	99	98.02	59.6
<b>Male</b>	59	57	96.61	57.89
<b>Female</b>	42	42	100	61.9
<b>African American</b>	--	--	--	--
<b>American Indian/Alaskan</b>	--	--	--	--
<b>Asian</b>	45	44	97.78	61.36
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	22	22	100	50
<b>Pacific Islander/Hawaiian</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>	13	13	100	61.54
<b>Economically Disadvantaged</b>	55	54	98.18	55.56
<b>English Learners</b>	44	43	97.73	60.47
<b>Students with Disabilities</b>	11	10	90.91	20
<b>Migrant Education Services</b>				
<b>Foster Youth</b>	--	--	--	--

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

### **CAASPP Test Results in Science for All Students**

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

<b>Subject</b>	<b>School</b>		<b>District</b>		<b>State</b>	
	<b>16-17</b>	<b>17-18</b>	<b>16-17</b>	<b>17-18</b>	<b>16-17</b>	<b>17-18</b>
<b>Science (Gr 5,8 and high school)</b>	--	--	--	--	--	--

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administrated operationally during the 2018-19 school year. The California Alternative Assessment (CAA) for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and will be field-tested in 2018-19.

### **Courses for University of California and/or California State University Admission**

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<b>Indicator</b>	<b>Percent</b>
<b>2017-18 Students Enrolled in Courses Required for UC/CSU Admission</b>	
<b>2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission</b>	N/A

### **State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)  
 - Pupil outcomes in the subject area of physical education.

### **California Physical Fitness Test Results (School Year 2017-18)**

<b>Grade Level</b>	<b>Percent of Students Meeting Fitness Standards</b>		
	<b>Four of Six Standards</b>	<b>Five of Six Standards</b>	<b>Six of Six Standards</b>
<b>Grade 5</b>	12.1	18.2	36.4
<b>Grade 7</b>			
<b>Grade 9</b>			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

## C. Engagement

### **State Priority: Pupil Engagement**

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

### **Dropout Rate and Graduation Rate**

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Dropout Rate</b>				7	7.6	13.1	10.7	9.7	9.1
<b>Graduation Rate</b>				84.9	86.5	73.1	82.3	83.8	82.7

### **State Priority: School Climate**

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### **School Safety Plan - Most Recent Year**

This section provides information about the school's comprehensive safety plan.

Every staff member has an assigned role on the Crisis Response Organizational Chart. Emergency procedures, maps and charts are posted in every room. The Crisis Response Team meets quarterly to review and monitor the school overall preparedness. Several teachers have attended district-sponsored workshops. Fire drills are conducted monthly. Earthquake drills are conducted quarterly. There is a school-wide intruder alert signal. All classrooms are equipped with emergency supplies, complete with a comprehensive first-aid kit, energy bars and bottled water. Professional development on emergency procedures occurs annually and are re-visited during faculty meetings. Our Mighty Dragon Program actively promotes kindness and respect for one and all. Major disciplinary problems are rare at Garfield.

### **Suspensions and Expulsions**

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
<b>Suspensions</b>			0.81	1.28	1.6	1.65	3.65	3.65	3.51

<b>Expulsions</b>			0	0.01	0.01	0	0.09	0.09	0.08
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**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):  
 - Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

**Opportunities for Parental Involvement**

This section provides information about opportunities for parents to become involved with school activities.

Parents are encouraged to become active participants in the Parent Teacher Organization, School Site Council and English Learners Advisory Committee. Annually, our Back-to-School Night and two parent-teacher conferences are forums from which parents learn how to support their child's learning. In addition, parents are encouraged to volunteer in the classrooms, assist on field trips, and plan enrichment activities for the classroom and Club Day. Parents can contribute to our career awareness program by sharing their work expertise and personal talents. They can help promote cross-cultural appreciation within the school community by giving presentations or sending information about their cultural backgrounds, values, customs and artifacts in the classrooms.

If you are interested in parental involvement opportunities, please contact the principal at the school:

**Jennifer Sethasang**

**415-291-7924**

Section D (Other SARC Information) begins on next page.

## Section D - Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### **Average Class Size and Class Size Distribution (Elementary)**

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2015-16			Avg Class Size	2016-17			Avg Class Size	2017-18		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	16	2	1		20	1	1		21	1	1	
<b>1</b>	13	2			18	2			18	2		
<b>2</b>	17	2			13	2			17	2		
<b>3</b>	18	2			17	2			15	2		
<b>4</b>	20	1	1		16	2			19	1		
<b>5</b>	27		1		15	2	1		17	2	1	
<b>6</b>												
<b>Other</b>	11	1			9	1			7	1		

### **Academic Counselors and Other Support Staff (School Year 2017-18)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>		----
<b>Library Media Services Staff (Paraprofessional)</b>		----
<b>Psychologist / Social Worker</b>		----
<b>Nurse</b>		----
<b>Speech/Language/Hearing Specialist</b>		----
<b>Resource Specialist (non-teaching)</b>	1	----
<b>Other</b>		----

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil Supplemental</b>	<b>Expenditures Per Pupil Basic</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$5,747	\$188	\$5,558	\$71,563
<b>District</b>	----	----	\$5,558	\$71,563
<b>Percent Difference - School Site and District</b>	----	----	0%	0%
<b>State</b>	----	----	\$7,125	\$80,764
<b>Percent Difference - School Site and State</b>	----	----	-22%	-11%

**Types of Services Funded (Fiscal Year 2017-18)**

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Sources of State and Federal funds received by Garfield include Title 1 and LEP. These categorical funds help support a bilingual student adviser. Gr. K-5 After school Community Enrichment Program. Creative partnerships allows us to provide one-on-one tutoring to students during after school hours through work-study students from the San Francisco Art Institute. Extra-curricular programs include piano lessons through Keyboard Educators; and visual and performing arts residencies are supported by the Elementary Arts Fund, Proposition H funds and Garfield's Parent Teacher Organization.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$45,658	\$47,903
<b>Mid-Range Teacher Salary</b>	\$74,799	\$74,481
<b>Highest Teacher Salary</b>	\$93,655	\$98,269
<b>Average Principal Salary (Elementary)</b>	\$114,693	\$123,495
<b>Average Principal Salary (Middle)</b>	\$121,529	\$129,482
<b>Average Principal Salary (High)</b>	\$124,451	\$142,414
<b>Superintendent Salary</b>	\$310,000	\$271,429
<b>Percent of Budget for Teacher Salaries</b>	30	35
<b>Percent of Budget for Administrative Salaries</b>	7	5

### **Advanced Placement Courses (School Year 2017-18)**

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<b>Subject</b>	<b>Number of AP Classes Offered</b>	<b>Percent of Students in AP Courses</b>
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

### **Professional Development**

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

**End of SARC Document.**