

School Accountability Report Card

School Year 2016-17

(Published during 2017-18)

Glen Park Elementary School

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Calif.School ID #: 6041073

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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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.

We believe social justice is an action which involves all stakeholders. Our Glen Park School community is responsible for preparing students to succeed in the 21st Century. Every individual will acknowledge, accept, and promise to keep our commitment to ensure social justice and high achievement for all students. Through equitable access to knowledge and opportunities to learn, engaged students will become joyful, lifelong learners and productive citizens.

Student Enrollment By Grade Level (School Year 2016-17)

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

Grade Level	Enrollment
K	64
1	62
2	59
3	62
4	56
5	49
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	352

Student Enrollment By Group (School Year 2016-17)

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
African American	11.1
American Indian or Alaska Native	0
Asian	2.8
Filipino	4.3
Hispanic or Latino	49.1
Pacific Islander	0
White (Not Hispanic)	23.6
Two or More Races	5.4
Socioeconomically Disadvantaged	61.6
English Learners	36.1
Students with Disabilities	14.2
Foster Youth	1.4

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/>.

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	24	22	3357
Without Full Credential	1	1	3	284
Teaching Outside Subject Area of Competence	0	0	0	125

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.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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 10, 2017 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 2017-2018, 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 10, 2017 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			1st Floor Boy's Toilets: Broken lock on Handicap stall at restroom by Playground
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>
Overall Summary		X		
Inspection Date	FALL 2017			

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.

All school facility are in good conditions.

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

Subject	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	16	28	53	55	48	48
Mathematics (grades 3-8 and 11)	21	35	49	50	36	37

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 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	162	95.86	27.78
Male	84	80	95.24	22.5
Female	85	82	96.47	32.93
African American	25	24	96	12.5
American Indian/Alaskan				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	85	97.7	23.53
Pacific Islander/Hawaiian				
White	28	25	89.29	60
Two or More Races	12	11	91.67	36.36
Economically Disadvantaged	120	117	97.5	15.38
English Learners	65	63	96.92	19.05
Students with Disabilities	34	30	88.24	30
Migrant Education Services				
Foster Youth	--	--	--	--

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 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	169	160	94.67	35
Male	84	79	94.05	34.18
Female	85	81	95.29	35.8
African American	25	23	92	21.74
American Indian/Alaskan				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	85	97.7	25.88
Pacific Islander/Hawaiian				
White	28	24	85.71	70.83
Two or More Races	12	11	91.67	63.64
Economically Disadvantaged	120	116	96.67	25
English Learners	65	63	96.92	20.63
Students with Disabilities	34	28	82.35	50
Migrant Education Services				
Foster Youth	--	--	--	--

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).

Subject	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Science (Gr 5,8 and 10)	37	21	--	58	57	--	56	54	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA) in grades five, eight, and ten.

Scores are not shown 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.

The 2016-17 data are not available. CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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/>.

Indicator	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	16.3	49	28.6
Grade 7			
Grade 9			

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

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.

The key elements of Glen Park's School Safety Plan are to:

- ° Ensure a safe, secure school and learning environment relative to cleanliness, management of the facility and student behavior consistent with state requirements
- ° Implement tobacco, drug and violence prevention programs
- ° Provide student and parent support and education programs
- ° Provide professional development in conflict management, health education and crisis management
- ° Implement the agreed classroom behavior plan and consequences
- ° Provide interventions through a team consisting of Principal, Learning Support professional, Elementary Advisor, Literacy Specialists, Parent Liaison, School Nurse.

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.

Glen Park School is seeking parents who want to be authentically involved in the school community. Two way communication with parents is crucial in keeping our community well informed. The communications are through students' daily planners, Connections - school newsletters, teacher newsletters, frequent contacts, and School-Home-Student Learning Compacts.

Elected School Site Council and English Learner Advisory Committee members help govern, advise and monitor the School Academic Plan.

In addition to workshops, parents are encouraged to be involved in classroom and school activities and functions.

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

Jean Robertson

415-469-4713

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.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2006-07
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	----	43
Percent of Schools Currently in Program Improvement	----	69%

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	2014-15			Avg Class Size	2015-16			Avg Class Size	2016-17		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	2		21	2	1		21	1	2	
1	21	1	2		19	3			21	2	1	
2	21	1	1		17	3	1		18	3		
3	19	3			21	1	1		20	2	1	
4	22		2		18	3			28		2	
5	20	1	2		20	1	1		24		2	
6												
Other	21		1		13	2			6	2		

Academic Counselors and Other Support Staff (School Year 2016-17)

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
Academic Counselor		
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	3	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,414	\$197	\$5,218	\$73,395
District	----	----	\$5,218	\$73,395
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$6,574	\$74,476
Percent Difference - School Site and State	----	----	-21%	-3%

Types of Services Funded (Fiscal Year 2016-17)

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

- Technology Literacy Program
- Library Media Literacy Program
- Literacy Support Program
- Academic Volunteer & Mentor Service
- After School Learning
- America Reads

Arts Education Collaborative
 Beginning Teacher Support & Assessment (BTSA)
 Conflict Resolution Program
 Junior Achievement
 Reading is Fundamental
 Reading First
 WAMU Partnership

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,631	\$47,808
Mid-Range Teacher Salary	\$69,913	\$73,555
Highest Teacher Salary	\$87,660	\$95,850
Average Principal Salary (Elementary)	\$107,156	\$120,448
Average Principal Salary (Middle)	\$113,292	\$125,592
Average Principal Salary (High)	\$116,399	\$138,175
Superintendent Salary	\$310,000	\$264,457
Percent of Budget for Teacher Salaries	29	35
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2016-17)

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/>.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
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.