

School Accountability Report Card

School Year 2015-16

(Published during 2016-17)

Longfellow Elementary School

0755 MORSE ST, SAN FRANCISCO, CA 94112

Principal: **Aleman, Alicia**

Phone: **415-469-4730**

Fax: **415-469-4068**

SFUSD School ID # **691**

Calif.School ID #: **6041362**

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Interim Superintendent: Myong Leigh

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: www.sfusd.edu

SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

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.

Longfellow Elementary School, located in the Outer Mission District of San Francisco, is 139 years old. The motto at Longfellow is, 'Together We Can Make a Difference.' Teachers, parents and the school community work together to provide the academic and social skills to assure the success of all students. Staff and parents are committed to creating an environment that values lifelong learning, cultural awareness and social responsibility. The educational and visual and performing arts programs recognize and foster the uniqueness of each child. The sense of family and belonging encourages respect among all members of the community and engenders love for and pride in Longfellow. We believe that together we are capable of making a difference for children, their families and our community.

Longfellow's teachers, staff, parents and students equally share the responsibility of creating a safe, nurturing environment that promotes academically successful, emotionally intelligent, globally aware, life-long learners who think critically and express themselves artistically. Our goal is to nurture confident, open-minded, independently thinking well-balanced inquirers for global responsibility and educate for human greatness.

Student Enrollment By Grade Level (School Year 2015-16)

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

Grade Level	Enrollment
K	85
1	84
2	84
3	106
4	109
5	102
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	570

Student Enrollment By Group (School Year 2015-16)

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	4.2
American Indian or Alaska Native	0.2
Asian	23.2
Filipino	21.9
Hispanic or Latino	41.2
Pacific Islander	1.6
White (Not Hispanic)	0.5
Two or More Races	1.8
Socioeconomically Disadvantaged	79.6
English Learners	56.5
Students with Disabilities	9.1
Foster Youth	0.2

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/>.

<i>Teachers</i>	<i>School</i>			<i>District</i>
	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2016-17</i>
With Full Credential	32	35	33	3384
Without Full Credential	0	1	1	169
Teaching Outside Subject Area of Competence	0	0	0	149

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.

<i>Indicator</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2015-16

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are 39 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

See table on next page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	100	
All Schools in District	92	8
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	95	5

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 September 27, 2016 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 2016-2017, 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 September 27, 2016 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			Fountain next to Room 209 has low flow on one side.
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

WO - Work Order. DM - Deferred Maintenance.

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 2016			

Additional Comments: Facilities will schedule repair of deficiency

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.

Longfellow School is adequately protected and safe. The building is cleaned and well maintained by two custodians who also keep the grounds litter free and alert administrators to any potential safety hazards. The upper and lower yards are adequate. There are 24 average sized classrooms and two smaller than average classrooms, a cafeteria, an auditorium, library, literacy center and offices. Lighting, heating, cooling and noise negation are in good condition. The fire alarm system works well. SFUSD facilities maintenance department makes necessary repairs and paints any graffiti. In 2005-2006, many improvements were made at Longfellow in order to comply with ADA standards. New handicapped accessible ramps, exterior and classroom doors were installed and two brand new bathrooms were added.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	42	38	52	53	44	48
Mathematics (grades 3-8 and 11)	40	36	47	49	34	36

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 Grade Level / Subject / Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade: 03

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	112	110	98.21	28.44
Male	60	60	100.00	21.67
Female	52	50	96.15	36.73
African American	--	--	--	--
American Indian/Alaskan				
Asian	22	22	100.00	50.00
Filipino	22	22	100.00	36.36
Hispanic or Latino	55	53	96.36	20.75
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	29	28	96.55	14.81
English Learners	62	61	98.39	24.59
Students with Disabilities	--	--	--	--
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 - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	108	98.18	37.96
Male	48	47	97.92	34.04
Female	62	61	98.39	40.98
African American	--	--	--	--
American Indian/Alaskan				
Asian	26	26	100.00	69.23
Filipino	20	20	100.00	50.00
Hispanic or Latino	53	51	96.23	19.61
Pacific Islander/Hawaiian	--	--	--	--
White				
Two or More Races	--	--	--	--
Economically Disadvantaged	51	51	100.00	27.45
English Learners	51	51	100.00	15.69
Students with Disabilities	13	13	100.00	
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 - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	104	99.05	48.08
Male	59	58	98.31	44.83
Female	46	46	100.00	52.17
African American	--	--	--	--
American Indian/Alaskan	--	--	--	--
Asian	28	27	96.43	70.37
Filipino	33	33	100.00	54.55
Hispanic or Latino	31	31	100.00	35.48
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	46	46	100.00	39.13
English Learners	50	50	100.00	32.00
Students with Disabilities	12	12	100.00	8.33
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

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade: 03

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	112	110	98.21	33.94
Male	60	60	100.00	35.00
Female	52	50	96.15	32.65
African American	--	--	--	--
American Indian/Alaskan				
Asian	22	22	100.00	61.90
Filipino	22	22	100.00	59.09
Hispanic or Latino	55	53	96.36	18.87
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	29	28	96.55	10.71
English Learners	62	61	98.39	25.00
Students with Disabilities	--	--	--	--
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 Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	108	98.18	33.33
Male	48	47	97.92	36.17
Female	62	61	98.39	31.15
African American	--	--	--	--
American Indian/Alaskan				
Asian	26	26	100.00	65.38
Filipino	20	20	100.00	45.00
Hispanic or Latino	53	51	96.23	17.65
Pacific Islander/Hawaiian	--	--	--	--
White				
Two or More Races	--	--	--	--
Economically Disadvantaged	51	51	100.00	21.57
English Learners	51	51	100.00	13.73
Students with Disabilities	13	13	100.00	
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 Assessment Results - Mathematics

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	105	104	99.05	39.42
Male	59	58	98.31	37.93
Female	46	46	100.00	41.30
African American	--	--	--	--
American Indian/Alaskan	--	--	--	--
Asian	28	27	96.43	70.37
Filipino	33	33	100.00	48.48
Hispanic or Latino	31	31	100.00	12.90
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	46	46	100.00	23.91
English Learners	50	50	100.00	22.00
Students with Disabilities	12	12	100.00	8.33
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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Gr 5,8 and 10)	44	45	42	62	58	57	60	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.

California Standards Test by Student Groups in Science (School Year 2015-16)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Science assessments include CSTs, CMA and CAPA in grades 5, 8 and 10.

Group	Total Enrollment	Number of Students With Valid Scores	Percent of Students With Valid Scores	Percent Proficient or Advanced
All Students at the School	105	102	97.14	42.16
Male	59	59	100.00	44.07
Female	46	43	93.48	39.53
African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	28	100.00	60.71
Filipino	33	31	93.94	48.39
Hispanic or Latino	31	31	100.00	32.26
Pacific Islander	--	--	--	--
White (not Hispanic)	--	--	--	--
Two or More Races				
Economically Disadvantaged	46	43	93.48	32.56
English Learners	50	49	98.00	20.41
Students with Disabilities	12	10	83.33	10.00
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	34.6	26	8.7
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: 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 Emergency Response Plans are improved and updated by the Emergency Response Team. There are regular emergency drill practice days. We have implemented tobacco, drug, and violence prevention programs mandated by PREVENTION EDUCATION funds. The school reports and documents all school site incidents. Teachers guide students in conflict resolution strategies and good exercise and nutrition practices, including a schoolwide "Healthy Snack" program. The Playworks coach organizes recess and lunchtime games and an after-school program. Longfellow promotes a positive attitude toward school and learning through student-centered bulletin boards, educational assemblies, student performances, parent education and training. The SST and CST meet weekly to exchange ideas on assisting students.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions	0.00	0.48	0.81	1.53	1.58	1.28	4.36	3.80	3.65
Expulsions	0.00	0.00		0.01	0.01	0.01	0.10	0.09	0.09

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.

The PTA has monthly morning and evening meetings with interpreters available in Spanish and Chinese. Parent Advisory Committees analyze current conditions and assessment results, make program recommendations, and review implementation of programs and activities in the Academic Plan and Budget. Parents complete an annual survey to assess student and program needs and effectiveness. The weekly Wednesday folders communicate information to parents in English,

Spanish and Chinese. Staff presents an orientation to parents of incoming kindergarteners in April and the week before school starts. Parents volunteer in the classroom, office, yard and on field trips. The PTA organizes two Family Garden and Cleanup Days and the Spring Carnival with over 100 parents volunteering at each event.

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

Aleman, Alicia

415-469-4730

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 2016-17)

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	2010-2011	2006-07
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	----	84
Percent of Title 1 Schools Currently in Program Improvement	----	79%

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	2012-13			Avg Class Size	2013-14			Avg Class Size	2014-15		
		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	19	4	1		21	2	2		21	1	3	
1	21		5		20	4	1		21	1	3	
2	21	1	3		21	2	3		20	3	2	
3	21	1	5		19	2	4		19	3	3	
4	31		3		30		2		29		2	
5	25	1	3		25	1	5		25	1	5	
6												
Other												

Academic Counselors and Other Support Staff (School Year 2015-16)

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 - 13.6, Librarians - 27.5, Nurses - 55.8, Psychologists/Social Workers - 169.4 and Resource Specialists - 130.5. 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)	0.8	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$5,252	\$265	\$4,987	\$65,238
District	----	----	\$4,987	\$65,238
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,677	\$75,837
Percent Difference - School Site and State	----	----	-12%	-14%

Types of Services Funded (Fiscal Year 2015-16)

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

Categorical funds provide for a paraprofessional who assists in Spanish bilingual classrooms; a Literacy Specialist who provides reading instruction and support for individuals, small groups; and a Community Relations Specialist who coordinates schoolwide community activities and parent training workshops. Special funding provides a part time LSP who facilitates support groups and Coordinated Service Team meetings, and manages cases of students with diverse needs. Supplemental programs include after-school EXCEL program, tutorial classes, homework lab, a sports program and Pilipino Education Partnership. Other funding sources are used for dance, music and art consultants, for the Playworks program, and computer teacher for the new lab. We receive fundamental dance lessons from the SF Ballet for third graders at no cost to the school.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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	\$41,380	\$45,092
Mid-Range Teacher Salary	\$66,584	\$71,627
Highest Teacher Salary	\$83,576	\$93,288
Average Principal Salary (Elementary)	\$99,735	\$115,631
Average Principal Salary (Middle)	\$104,512	\$120,915
Average Principal Salary (High)	\$108,727	\$132,029
Superintendent Salary	\$282,800	\$249,537
Percent of Budget for Teacher Salaries	30	37
Percent of Budget for Administrative Salaries	6	5

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.