

School Accountability Report Card

School Year 2015-16

(Published during 2016-17)

John Yehall Chin Elementary School

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SFUSD School ID # 872

Calif.School ID #: 6113252

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 like it here because this school is small and you know every student's name!" "We like it here because we don't let politics get in the way of teaching and learning." "We like that JYC students are well-rounded." These are just a few of the testimonials that our parents have told us about our school. Being efficient and productive are the two attributes that we treasure the most here. We fully realize and accept without angst the importance of state mandated assessments. Monthly programs such as the School Spirits Store, and weekly programs such as the School Pride Tickets, the Lily Cai Chinese Cultural Dance Program are just some of the unique programs that our students and families all love.

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	44
1	44
2	44
3	44
4	47
5	52
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	275

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	0.4
American Indian or Alaska Native	0
Asian	89.5
Filipino	2.5
Hispanic or Latino	1.1
Pacific Islander	0.7
White (Not Hispanic)	3.3
Two or More Races	1.1

Socioeconomically Disadvantaged	81.5
English Learners	61.5
Students with Disabilities	5.1
Foster Youth	0.4

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	14	15	14	3384
Without Full Credential	0	0	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.

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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			Broken lock on handicap stall door. Water fountain across from Main Office (next to Room 206) out-of-order
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	SPRING 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.

Every single classroom at our school is equipped with a SMART Interactive White Board & an ELMO Projector. In addition, each classroom teacher has a school laptop that he/she can utilize for lesson planning as well as grading purposes. During the last six school years, we have purchased over 40 brand new PC's for our PC Computer Lab. JYC has also utilized a grant to build a student friendly playground structure, in its sixth year of use. The condition of the school's grounds, building, and restrooms is solid.

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)	72	70	52	53	44	48
Mathematics (grades 3-8 and 11)	87	76	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	44	44	100.00	63.64
Male	21	21	100.00	61.90
Female	23	23	100.00	65.22
African American				
American Indian/Alaskan				
Asian	41	41	100.00	60.98
Filipino				
Hispanic or Latino				
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	--	--	--	--
English Learners	36	36	100.00	55.56
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	47	47	100.00	63.83
Male	31	31	100.00	51.61
Female	16	16	100.00	87.50
African American				
American Indian/Alaskan				
Asian	43	43	100.00	62.79
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander/Hawaiian				
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	14	14	100.00	42.86
English Learners	17	17	100.00	29.41
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	51	51	100.00	82.35
Male	28	28	100.00	78.57
Female	23	23	100.00	86.96
African American				
American Indian/Alaskan				
Asian	45	45	100.00	82.22
Filipino				
Hispanic or Latino	--	--	--	--
Pacific Islander/Hawaiian				
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	22	22	100.00	81.82
English Learners	--	--	--	--
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 - 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	44	44	100.00	86.36
Male	21	21	100.00	90.48
Female	23	23	100.00	82.61
African American				
American Indian/Alaskan				
Asian	41	41	100.00	85.37
Filipino				
Hispanic or Latino				
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	--	--	--	--
English Learners	36	36	100.00	83.33
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	47	47	100.00	74.47
Male	31	31	100.00	70.97
Female	16	16	100.00	81.25
African American				
American Indian/Alaskan				
Asian	43	43	100.00	72.09
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Pacific Islander/Hawaiian				
White	--	--	--	--
Two or More Races				
Economically Disadvantaged	14	14	100.00	50.00
English Learners	17	17	100.00	41.18
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	51	51	100.00	68.63
Male	28	28	100.00	67.86
Female	23	23	100.00	69.57
African American				
American Indian/Alaskan				
Asian	45	45	100.00	66.67
Filipino				
Hispanic or Latino	--	--	--	--
Pacific Islander/Hawaiian				
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	22	22	100.00	77.27
English Learners	--	--	--	--
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 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)	100	100	100	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	51	51	100.00	100.00
Male	28	28	100.00	100.00
Female	23	23	100.00	100.00
African American				
American Indian or Alaska Native				
Asian	45	45	100.00	100.00
Filipino				
Hispanic or Latino	--	--	--	--
Pacific Islander				
White (not Hispanic)	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	22	22	100.00	100.00
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
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	31.4	31.4	21.6
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: 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 our School Safety Plan help us promote positive behavior and high academic expectations for our students. Child abuse reporting and disaster/emergency procedures are enforced. We want to ensure that our school is a safe and secure learning environment for our students. We implement a School Pride Ticket program to help us promote a positive learning environment. Our School Psychologist, Resource Specialist, Speech Technician, Literacy Specialist, and School Social Worker conduct ongoing Student Success Team meetings to discuss strategies and interventions for at-risk students. In the 4th and 5th Grades, we have put together a Multigraded Project Based Accelerated Learning Class to serve the needs of our GATE & high-potential 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	0.00		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.

Parents can get involved in their own unique ways according to their work and life schedules. From volunteering in our classrooms and becoming Room Parents to volunteering from home, we appreciate parental involvement in all ways and fashions. The Parents Teachers Club meets once a month along with our School Site Council and English Language Advisory Committee groups. We communicate with our parents regularly through monthly School Newsletters, Classroom Newsletters

every other week, Student Progress Updates every other week, Report Cards, home visits, in-person conferences, phone conferences, as well as during Parents Teachers Conferences in the Fall and Spring Tri-mesters.

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

Lee, Allen

415-291-7946

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	Not in PI	In PI
First Year of Program Improvement		2006-07
Year in Program Improvement		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	22		2		22		2		33		1	1
1	22		2		22		2		22		2	
2	22		2		22		2		22		1	
3	23		2		22		2		22		2	
4	24		1		32		1		33			1
5	32		1	1	30		1	1	33			2
6												
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.

- Everybody Wins Lunch Time Reading Program -- volunteers
- ExCEL After-school Program, Physical Education Program, After-school Chinese School (in Mandarin), After-school Homework Club, & Building Bridges Mentorship Program -- Chinatown YMCA
- Arts Education Collaborative -- Visual & Performing Arts Dept.
- Beginning Teacher Support & Assessment -- Teaching & Learning Dept.
- Junior Achievement
- Elementary Arts Program -- LEAP / Visual & Performing Arts Dept.
- Chinese Cultural Dance Program -- Lily Cai Dance Company
- Dance in School & Community -- SF Ballet
- Elementary Music Program -- Visual & Performing Arts Dept.
- JiJi Math Program -- MIND Research Institute

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
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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.