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. More information about SARC requirements is available on the SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about the school, parents and community members should contact the school principal or the 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], 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 (e.g. the California State Library). Access to the Internet at libraries and other locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

For further information regarding the data elements and terms used in the SARC, see the 2012-13 Academic Performance Index Reports Information Guide located on the CDE API Web page at http://www.cde.ca.gov/ta/ac/ap/.
School Description and Mission Statement

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

New Traditions is a school committed to multiculturalism, diversity, creative arts and the development of our students into responsible, active participants in the world. New Traditions encourages creativity and independent learning. We have a tradition of providing schoolwide music and arts programs which are crucial elements that contribute to our students' academic success. We stress cooperation and independent learning, reinforcing an atmosphere of friendship and mutual support with schoolwide projects.

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 Association, School Site Council, Arts and Music Committees. In addition, parents can volunteer in the classrooms, assist on field trips, or supervise playground activities.

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

MARIA LUZ AGUDELO 415-750-8490
Section III - Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); The California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades 2 through 11; science in grades 5, 8 and 9-11; and history-social science in grades 8 and 10-11. The CAPA includes ELA, mathematics, and science in grades 2-11, and for science for grades 5, 8 and 10. The CAPA is given to those students with significant cognitive disabilities which prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades 3-11, math for grades 3-7, Algebra I and Geometry; science in grades 5 and 8, and Life Science in grade 10. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percents of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) results web site at http://star.cde.ca.gov.

Note: 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.

STAR Results for All Students - Three-Year Comparison

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>School 10-11</th>
<th>School 11-12</th>
<th>School 12-13</th>
<th>District 10-11</th>
<th>District 11-12</th>
<th>District 12-13</th>
<th>State 10-11</th>
<th>State 11-12</th>
<th>State 12-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>English-Language Arts</td>
<td>62</td>
<td>61</td>
<td>73</td>
<td>56</td>
<td>59</td>
<td>59</td>
<td>54</td>
<td>56</td>
<td>55</td>
</tr>
<tr>
<td>Mathematics</td>
<td>69</td>
<td>74</td>
<td>77</td>
<td>54</td>
<td>56</td>
<td>56</td>
<td>49</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Science</td>
<td>54</td>
<td>64</td>
<td>65</td>
<td>60</td>
<td>61</td>
<td>60</td>
<td>57</td>
<td>60</td>
<td>59</td>
</tr>
<tr>
<td>History-Social Science</td>
<td></td>
<td></td>
<td></td>
<td>52</td>
<td>53</td>
<td>51</td>
<td>48</td>
<td>49</td>
<td>49</td>
</tr>
</tbody>
</table>
**Standardized Testing Reporting Results by Student Group - Most Recent Year**

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.

<table>
<thead>
<tr>
<th>Group</th>
<th>English-Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>History-Social Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students in LEA</td>
<td>59</td>
<td>56</td>
<td>61</td>
<td>51</td>
</tr>
<tr>
<td>All Students at the School</td>
<td>73</td>
<td>77</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>65</td>
<td>76</td>
<td>83</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>81</td>
<td>77</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>47</td>
<td>53</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>48</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>86</td>
<td>89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td>94</td>
<td>94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>53</td>
<td>55</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>19</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>33</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Receiving Migrant Education Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**California Physical Fitness Test Results (School Year 2012-13)**

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed info regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE web site at: [http://www.cde.ca.gov/ta/tg/pf/](http://www.cde.ca.gov/ta/tg/pf/).

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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Four of Six Standards</th>
<th>Five of Six Standards</th>
<th>Six of Six Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>26.9</td>
<td>19.2</td>
<td>15.4</td>
</tr>
<tr>
<td>Grade 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grade 9</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section IV (Accountability) begins on next page.
Section IV - Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ap/.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar school rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

<table>
<thead>
<tr>
<th>API Rank</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>6</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Similar Schools</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
</tbody>
</table>

API Growth by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: Results for numerically significant student groups only. 'N/D' means no data available. 'B' means school didn't have a valid API base. 'C' means school had significant demographic changes.

<table>
<thead>
<tr>
<th>Group</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students at the School</td>
<td>34</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>-27</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>11</td>
<td>22</td>
<td>-3</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**API Growth by Student Group - 2013 Growth Comparison**

This table displays by student group the Growth API at the school, LEA, and state level.

<table>
<thead>
<tr>
<th>Group</th>
<th>2013 Growth API</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
</tr>
<tr>
<td>All Students at the School</td>
<td>873</td>
</tr>
<tr>
<td>African American</td>
<td>745</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>874</td>
</tr>
<tr>
<td>Filipino</td>
<td>804</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>760</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>952</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>985</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>761</td>
</tr>
<tr>
<td>English Learners</td>
<td>694</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>607</td>
</tr>
</tbody>
</table>

**Adequate Yearly Progress**

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

1. Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
2. Percent proficient on the state's standards-based assessments in ELA and mathematics
3. API as an additional indicator
4. Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at http://www.cde.ca.gov/ta/ac/ay.

**AYP Overall and by Criteria (2012-13)**

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

<table>
<thead>
<tr>
<th>AYP Criteria</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Participation Rate - English-Language Arts</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Participation Rate - Mathematics</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Percent Proficient - English-Language Arts</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Percent Proficient - Mathematics</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>API</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>N/A</td>
<td>No</td>
</tr>
</tbody>
</table>
Section V - School Climate

**Student Enrollment By Grade Level (School Year 2012-13)**
This table displays the number of students enrolled in each grade level at the school.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>43</td>
</tr>
<tr>
<td>1</td>
<td>36</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>39</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Ungraded Elem</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Ungraded Sec</td>
<td>0</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>234</td>
</tr>
</tbody>
</table>

**Student Enrollment By Group (School Year 2012-13)**
This table displays the percent of students enrolled at the school who are identified as being in a particular group.

<table>
<thead>
<tr>
<th>Group</th>
<th>Percent of Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>15.8</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>1.3</td>
</tr>
<tr>
<td>Asian</td>
<td>5.6</td>
</tr>
<tr>
<td>Filipino</td>
<td>2.6</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>13.7</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>White (Not Hispanic)</td>
<td>36.8</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>6.4</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>38.9</td>
</tr>
<tr>
<td>English Learners</td>
<td>9.8</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>6.8</td>
</tr>
</tbody>
</table>
**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).

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Avg Class Size</th>
<th>2010-11</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>2012-13</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
<td>Number of Classrooms</td>
<td>Avg Class Size</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1-20</td>
<td>21-32</td>
<td>33+</td>
<td>1-20</td>
<td>21-32</td>
<td>33+</td>
<td>1-20</td>
<td>21-32</td>
<td>33+</td>
<td>1-20</td>
<td>21-32</td>
<td>33+</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>21</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>21.5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>21</td>
<td>1</td>
<td>1</td>
<td>2011-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>17.5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>17.7</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>2</td>
<td>1</td>
<td>2011-12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>22</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>22</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>3</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>3</td>
<td>21</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>27</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>20</td>
<td>1</td>
<td>1</td>
<td></td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>18</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>25</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
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</tbody>
</table>

This table shows the average class size and the number of classrooms in each size category for different grade levels.
School Safety Plan (School Year 2012-13)
This section provides information about the school's comprehensive safety plan.

The school has implemented for the past five years a positive schoolwide behavior plan (BEST) based on three key elements: Respect, Responsibility and Safety. We have also adopted the Caring School Community program which encourages students participation in solving problems and builds a strong buddy system among younger and older students. Disaster procedures, routine and emergency plans are regularly revised. Anti-slur policy posted and enforced. Procedures for safe exit and entry of students and school employees and a safe and orderly environment conducive to learning is in place. We are also using "The Bully Free Classroom" curriculum and the SFUSD health curriculum to build the students' social skills. The school has undergone ADA reconstruction which includes upgrading to ensure that the building meets safety and access regulations.

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.

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rate</td>
<td>2010-11</td>
<td>2011-12</td>
</tr>
<tr>
<td>Suspensions</td>
<td>2.6</td>
<td>0.4</td>
</tr>
<tr>
<td>Expulsions</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Section VI (School Facilities) begins on next page.
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.

During the past five years, the school has had several construction projects such as painting of the interior and exterior of the building, the installation of new windows and new linoleum floor. In cooperation with USF, new games for the students were outlined in the yard. The school has undergone ADA upgrades for access and safety. This year we finished the first stage of the greening plan which includes greening areas in three yards.

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.

<table>
<thead>
<tr>
<th>Item Inspected</th>
<th>Repair Status</th>
<th>Repair Needed and Action Taken or Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems: Gas Leaks, Mechanical/HVAC, Sewer</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Interior: Interior Surfaces</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Cleanliness: Overall and Pest Infestation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td>X</td>
<td>Ceiling Light out-of-order in various room</td>
</tr>
<tr>
<td>Restrooms/Sinks/Fountains</td>
<td>X</td>
<td>Broken mirror in the 1st floor boy toilet</td>
</tr>
<tr>
<td>Safety: Fire and Hazardous Materials</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Structural: Damage, Roofs</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>External: School Grounds, Windows, Doors</td>
<td>X</td>
<td>Damaged (wooden) retaining wall at the playground is tilted &amp; unstable. Ready to fall. Damaged plaster at the building joint to the yard wall at the upper yard basketball court.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Item Inspected</th>
<th>Facility Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exemplary</td>
</tr>
<tr>
<td>Overall Summary</td>
<td>X</td>
</tr>
</tbody>
</table>

Additional Comments

Facilities will schedule repair of deficiencies
Section VII (Teachers) begins on next page.
**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/](http://dq.cde.ca.gov/dataquest/).

<table>
<thead>
<tr>
<th>Teachers</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-11</td>
<td>2011-12</td>
</tr>
<tr>
<td>With Full Credential</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Without Full Credential</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching Outside Subject Area of Competence</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>2011-12</th>
<th>2012-13</th>
<th>2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misassignments of Teachers of English Learners</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Teacher Misassignments</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Vacant Teacher Positions</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2012-13**

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/](http://www.cde.ca.gov/nclb/sr/tq/).

<table>
<thead>
<tr>
<th>Location of Classes</th>
<th>Taught by NCLB Compliant Teachers</th>
<th>Taught by non-NCLB Compliant Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>All Schools in District</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>High-Poverty Schools in District</td>
<td>85</td>
<td>15</td>
</tr>
<tr>
<td>Low-Poverty Schools in District</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Academic Counselors and Other Support Staff (School Year 2012-13)**

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. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<table>
<thead>
<tr>
<th>Title</th>
<th>Number of FTE Assigned to School</th>
<th>Average Number of Students per Academic Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Counselor</td>
<td>0</td>
<td>----</td>
</tr>
<tr>
<td>Library Media Teacher (Librarian)</td>
<td>0</td>
<td>----</td>
</tr>
<tr>
<td>Library Media Services Staff (Paraprofessional)</td>
<td></td>
<td>----</td>
</tr>
<tr>
<td>Psychologist / Social Worker</td>
<td>0</td>
<td>----</td>
</tr>
<tr>
<td>Nurse</td>
<td></td>
<td>----</td>
</tr>
<tr>
<td>Speech/Language/Hearing Specialist</td>
<td></td>
<td>----</td>
</tr>
<tr>
<td>Resource Specialist (non-teaching)</td>
<td>0</td>
<td>----</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>----</td>
</tr>
</tbody>
</table>
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 8, 2013 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 2013-2014, 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 8, 2013 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

Section X (School Finances) begins on next page.
Section X - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

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/.

![Expenditures Table]

Types of Services Funded (Fiscal Year 2012-13)

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

The arts integration into the curriculum program is made possible in part by contributions from the PTA. We also have a part time school social worker and a librarian.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

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/.

![Salary Table]
Section XI - School Completion and Postsecondary Preparation

Not Applicable.
Section XII - Instructional Planning and Scheduling

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.