School Accountability Report Card
School Year 2017-18
(Published during 2018-19)

Edwin & Anita Lee Newcomer Elementary School

0657 MERCHANT ST, SAN FRANCISCO, CA 94111

Principal: Victor Tam

Phone: 415-291-7918   **Fax:** 415-291-7965

SFUSD School ID # 476   **Calif.School ID #:** 6089569

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Vincent Matthews

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.

School Description and Mission Statement

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

School Description CEC is a K-5 school that serves newly arrived Chinese-speaking students who are non-English proficient. Students attend CEC for one year before they are reassigned to "regular" District schools. All students receive intensive English Language Development, Chinese Language Arts, bilingual instruction in the core subjects, computer literacy, and extended learning activities in health and safety education, fieldtrips, dance, art and music. Our ExCEL afterschool program is focused on extending the academic instruction and supplementing it with various enrichment opportunities. An active School Site Council provides guidance in school decisions.

Mission Statement: The Chinese Education Center is a public elementary school focused on meeting the unique needs of new Chinese immigrant students and families. Our goal is to prepare limited-English proficient students for regular school programs within one academic year and to acculturate newcomer families for life in America. We do whatever is necessary to support the ongoing and changing needs of the students and families within a positive, nurturing, and academic environment.

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

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

Grade Level	Enrollment
K	4
1	13
2	9
3	10
4	16
5	7
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	59

Student Enrollment By Group (School Year 2017-18)

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

Group	Percent of Total Enrollment
African American	
American Indian or Alaska Native	
Asian	81.4
Filipino	
Hispanic or Latino	
Pacific Islander	
White (Not Hispanic)	
Two or More Races	1.7
Socioeconomically Disadvantaged	89.8
English Learners	88.1
Students with Disabilities	
Foster Youth	

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	7	7	6	3165
Without Full Credential	0	0	0	310
Teaching Outside Subject Area of Competence	0	1	0	91

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

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

For Elementary and Middle Schools (grades K-8)

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

For complete lists of adopted textbooks, go to:
http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm

School Facility Good Repair Status

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

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

Overall Summary of School Facility Good Repair Status

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

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Inspection Date	Fall 2018			

Additional Comments:

School Facility Conditions and Improvements

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

The CEC school building was modernized through the Proposition A bond measure. Extensive renovations were completed in January 2009. Renovations included real walls for the classrooms on the second floor, semi-enclosed classrooms on the first floor, built-in cabinets in the classrooms, new bathroom fixtures, a new air conditioning system, new stairwells and elevator. Most of all, the building was made accessible in accordance with ADA requirements. The campus is well maintained by the custodian, staff and students. The school community appreciates all the improvements that have made the learning environment more attractive and joyful for the students.

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

	Percent of Students Meeting or Exceeding State Standards					
	School		District		State	
Subject	**2016-17**	**2017-18**	**2016-17**	**2017-18**	**2016-17**	**2017-18**
English Language Arts/Literacy (grades 3-8 and 11)	0	0	55	55	48	50
Mathematics (grades 3-8 and 11)	0	7	50	50	37	38

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

See Subject - Subgroup results on next pages:

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

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	3	5	0
Male	30	2	6.67	0
Female	30	1	3.33	0
African American				
American Indian/Alaskan				
Asian	29	3	10.34	0
Filipino				
Hispanic or Latino				
Pacific Islander/Hawaiian				
White				
Two or More Races				
Economically Disadvantaged	45	3	6.67	0
English Learners	39	3	7.69	0
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 precentages. The achievement level percentages are calculated using students with scores.

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

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	60	60	100	6.67
Male	30	30	100	6.67
Female	30	30	100	6.67
African American				
American Indian/Alaskan				
Asian	29	29	100	0
Filipino				
Hispanic or Latino				
Pacific Islander/Hawaiian				
White				
Two or More Races				
Economically Disadvantaged	45	45	100	4.44
English Learners	40	40	100	5
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 precentages. 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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Gr 5,8 and high school)	--	--	--	--	--	--

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

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

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

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

State Priority: Other Pupil Outcomes

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	13.3	46.7	33.3
Grade 7			
Grade 9			

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

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

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

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan - Most Recent Year

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

The School Site Emergency Operations Plan was established in accordance with the SFUSD 's Standardized Emergency Management System in August, 2009. The Site Emergency Response Team, with clearly defined roles and responsibilities, is responsible for coordinating emergency response by all staff and students at the school site.   We conduct monthly fire, earthquake and evacuation drills. An Emergency Evacuation Plan is posted in every room in the school. Each classroom has a first aid box, a flashlight, and copies of students' emergency cards. Each student also has an emergency bag of bottled water and dried food. There are additional emergency supplies stored in the yard and the office. We follow District directions in providing support and maintaining documentations for students with medical conditions. All school stakeholders are informed of the School Emergency Operations Plan.

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.

	School			District			State		
Subject	*15-16*	*16-17*	*17-18*	*15-16*	*16-17*	*17-18*	*15-16*	*16-17*	*17-18*
Suspensions				1.28	1.6	1.65	3.65	3.65	3.51
Expulsions				0.01	0.01	0	0.09	0.09	0.08

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.

All parents are invited to join the SSC and the ELAC. Elected representatives assist with developing and monitoring the School's Balanced Scorecard. On Back to School Night, parents and guardians participate in a general assembly for an overview of the school Balanced Scorecard, Parent Handbook, and school rules. This presentation is followed with classrooms visits.   All Parent/Teacher Conferences have 100% parent attendance. At the beginning of the year, parents and guardians complete a parent workshop survey that identifies the kinds of workshops they would like to have offered by the school. Based on the survey, workshops on effective parenting, learning support, home literacy, health and safety are scheduled monthly and conducted in Chinese or translation is provided. A home reading program promotes daily family reading. A weekly bilingual newsletter informs parents about upcoming activities. All school events, including SSC meetings, are well attended by enthusiastic parents and members of the Chinatown community.

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

Victor Tam   **415-291-7918**

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

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

Average Class Size and Class Size Distribution (Elementary)

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

Grade Level	Avg Class Size	2015-16 Number of Classrooms			Avg Class Size	2016-17 Number of Classrooms			Avg Class Size	2017-18 Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22		1						9	2		
1												
2	15	1			15	1			8	1		
3	9	1			15	1						
4	13	1							14	1		
5	18	1			20	1			20	1		
6												
Other					13	2						

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

This table displays a comparison of the school's per pupil expeditures 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	$5,747	$188	$5,558	$71,563
District	----	----	$5,558	$71,563
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$7,125	$80,764
Percent Difference - School Site and State	----	----	-22%	-11%

Types of Services Funded (Fiscal Year 2017-18)

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

All budget allocations are aligned with the activities written in the School Balanced Scorecard to meet targeted goals. Given a limited budget, the majority of the categorical funds are spent on Instructional Aides' Salaries and Substitute Days to provide additional learning opportunities and afterschool tutorial for targeted students. The EXCEL afterschool grant provides afterschool tutorial and enrichment for targeted students daily. Other funding sources such as the ELAP grant and Prop H allocation will pay for salaries, fieldtrips, a dance program and instructional materials. Community support through volunteer services and monetary donations help to increase resources for improving student achievement and to make-up for services that have been reduced or compromised due to Federal and State budget cuts.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

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

Advanced Placement Courses (School Year 2017-18)

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

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

Professional Development

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

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

End of SARC Document.