

# **School Accountability Report Card**

## **School Year 2018-19**

*(Published during 2019-20)*

<b>Alice Fong Yu Alternative School</b>			
1541 12TH AV, SAN FRANCISCO, CA 94122			
Principal:	Liana Szeto		
Phone:	415-759-2764	Fax:	415-242-2507
SFUSD School ID #	485	Calif.School ID #:	6113245

<b>SAN FRANCISCO UNIFIED SCHOOL DISTRICT</b>	
Superintendent: Vincent Matthews	
555 Franklin Street, San Francisco, CA 94102	
Phone: 415-241-6000	Web Site: <a href="http://www.sfusd.edu">www.sfusd.edu</a>
<hr/>	
<b>SARC Contact:</b>	
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.

Alice Fong Yu Alternative School (AFY) is the Nation's first Chinese immersion public school. The school is ested on a quiet hillside in the Inner Sunset neighborhood. We offer a rigorous Chinese language immersion instructional program from kindergarten through eighth grade. The school is named after San Francisco's first Chinese American teacher, Ms. Alice Fong Yu. The students at AFY have the unique opportunity to acquire Cantonese (K-8) and Mandarin (6-8) in a supportive and nurturing environment, with a strong focus on high academic achievement and student leadership. Our mission is to prepare our students to become caring, responsible, and competent citizens with Chinese bilingual skills and global perspectives. Also, it is our goal to prepare our students to be responsible stewards of the environment by making informed choices about their consumption of the Earth's valuable natural resources.

### **Student Enrollment By Grade Level (School Year 2018-19)**

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

<i>Grade Level</i>	<i>Enrollment</i>
K	65
1	66
2	66
3	66
4	65
5	66
6	66
7	65
8	65
Ungraded Elem	0

<i>Grade Level</i>	<i>Enrollment</i>
9	0
10	0
11	0
12	0
Ungraded Sec	0
<b>Total Enrollment</b>	<b>590</b>

### **Student Enrollment By Group (School Year 2018-19)**

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

<i>Group</i>	<i>Percent of Total Enrollment</i>
African American	7.5
American Indian or Alaska Native	0.8
Asian	60.8
Filipino	3.2
Hispanic or Latino	6.9
Pacific Islander	0.3
White (Not Hispanic)	4.2
Two or More Races	10

Socioeconomically Disadvantaged	35.4
English Learners	17.8
Students with Disabilities	5.9
Foster Youth	
Homeless	

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>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2019-20</i>
With Full Credential	29	32	28	2747
Without Full Credential	1	2	2	345
Teaching Outside Subject Area of Competence	0	0	4	145

### **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>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	4
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 29, 2019 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 29, 2019 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			- Multipurpose Room: Various ceiling lights out at multipurpose room.
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.

<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 2019			

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.

Our school facilities are in good condition. The original building was upgraded in the late nineties, and the middle school facilities were completed in 2000. In addition, the elementary school building was newly renovated in the summer of 2009. The building has a fully accessible with a full service elevator and ramps. In the summer of 2009, the school garden is scheduled for the next round of ADA upgrade. In addition, we have \$150,000 green schoolyard grant which is in the planning phase. The final design will be shared in the spring of 2010.

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**

<i>Subject</i>	<i>Percent of Students Meeting or Exceeding State Standards</i>					
	<i>School</i>		<i>District</i>		<i>State</i>	
	<i>2017-18</i>	<i>2018-19</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2017-18</i>	<i>2018-19</i>
English Language Arts/Literacy (grades 3-8 and 11)	80	75	55	56	50	50
Mathematics (grades 3-8 and 11)	74	70	50	49	38	39

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 2018-19)**

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	390	386	98.97	1.03	75.13
Male	201	199	99.00	1.00	70.35
Female	189	187	98.94	1.06	80.21
African American	29	29	100.00	0.00	17.24
American Indian/Alaskan	--	--	--	--	--
Asian	260	259	99.62	0.38	82.24
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	72.73
Pacific Islander/Hawaiian	--	--	--	--	--
White	17	14	82.35	17.65	78.57
Two or More Races	39	39	100.00	0.00	71.79
Economically Disadvantaged	135	134	99.26	0.74	64.18
English Learners	108	108	100.00	0.00	70.37
Students with Disabilities	28	25	89.29	10.71	24.00
Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**CAASPP Assessment Results - Mathematics**  
**Grades Three to Eight and Grade Eleven (School Year 2018-19)**

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	390	386	98.97	1.03	69.69
Male	201	199	99.00	1.00	67.34
Female	189	187	98.94	1.06	72.19
African American	29	29	100.00	0.00	10.34
American Indian/Alaskan	--	--	--	--	--
Asian	260	259	99.62	0.38	78.76
Filipino	--	--	--	--	--
Hispanic or Latino	22	22	100.00	0.00	50.00
Pacific Islander/Hawaiian	--	--	--	--	--
White	17	14	82.35	17.65	64.29
Two or More Races	39	39	100.00	0.00	69.23
Economically Disadvantaged	135	134	99.26	0.74	58.21
English Learners	108	108	100.00	0.00	64.81
Students with Disabilities	28	25	89.29	10.71	20.00
Migrant Education Services					
Foster Youth					
Homeless					

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).

<i>Subject</i>	<i>School</i>		<i>District</i>		<i>State</i>	
	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

### **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/>.

<i>Indicator</i>	<i>Percent</i>
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	
2017-18 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 2018-19)**

<i>Grade Level</i>	<i>Percent of Students Meeting Fitness Standards</i>		
	<i>Four of Six Standards</i>	<i>Five of Six Standards</i>	<i>Six of Six Standards</i>
Grade 5	12.5	34.4	46.9
Grade 7	17.2	34.4	42.2
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate				7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate				86.5	73.1	72.1	83.8	82.7	83

### **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 promote the concept of respect for oneself and for others. We are committed to enforcing SFUSD's anti-bullying, anti-slur, and anti-drug policies. We have a strong Peer Mediation Program in which our student peer mediators are trained to mentor and support their peers with conflict management and resolution. We engage students in promoting a positive school climate, while developing leadership skills at the same time. In addition, we support students to be active critical thinkers, to take responsibility for their actions, and to be reflective about their place in the world.

### **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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	1.9	0.7	1.0	1.6	1.6	1.7	3.6	3.5	3.5

Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
------------	-----	-----	-----	-----	-----	-----	-----	-----	-----

**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 at Alice Fong Yu are involved in many ways. They volunteer in the school through the San Francisco School Volunteers program. Many parents volunteer in the classrooms, go on field trips, and work on projects at home. Some volunteers offer their professional services to help the school, such as printing, carpentry, and technology. Parents can also participate in the policy and planning aspect of the school by serving on the School Site Council (SSC) and the AFY Parent Association (AFY PA), the English Language Advisory Committee (ELAC) and the Black Student Union (BSU) Parent Group. We have many committees where parents are needed such as fundraising, garden, Chinese New Year Parade, technology, and the arts. Also, parent workshops are planned two to three times per year to keep families informed and involved in the learning process.

If you are interested in parental involvement opportunities, please contact the principal at the school:  
**Liana Szeto** **415-759-2764**

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.

### **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	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		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		3		18	3			22		3	
1	22		3		22		3		22		3	
2	22		3		22		3		22		3	
3	22		3		22		3		22		3	
4	33			2	33			2	33		1	1
5	33		1	1	33			2	33			2
6	33			16	33			16	33			16
Other												

### **Average Class Size and Class Size Distribution (Secondary)**

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

Subject	Avg Class Size	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	32		2	2	33			8	33		4	4
Math	22	4		2	22	4		2	22	4	1	1
Science	32		2	2	33			4	33		2	2
Social Science	32		2	2	33			4	33		2	2

### **Academic Counselors and Other Support Staff (School Year 2018-19)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. This includes the following FTE: Counselors - 11.8, Librarians - 31.6, Nurses - 55.3, Psychologists/Social Workers - 111.6 and Resource Specialists - 155. If additional information is needed regarding staffing in these particular support roles, please contact the school.

<i>Title</i>	<i>Number of FTE Assigned to School</i>	<i>Average Number of Students per Academic Counselor</i>
Academic Counselor	2	296.5
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)**

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/>.

<i>Level</i>	<i>Total Expenditures Per Pupil</i>	<i>Expenditures Per Pupil (Restricted)</i>	<i>Expenditures Per Pupil (Unrestricted)</i>	<i>Average Teacher Salary</i>
School Site	\$6,103	\$1,036	\$5,067	\$73,379
District	----	----	\$5,067	\$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,506.64	\$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

**Types of Services Funded (Fiscal Year 2018-19)**

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

Due the limited amount of District and State funding, we partner with community based organizations to supplement and enrich our school programs. Some of these programs are: Volunteer Mentors (socialization and academic support), Growth Learning Opportunities (GLO) at AFY, Beginning Teacher Support & Assessment (BTSA), San Francisco Education Fund, Expanding Horizons for Girls, Science Olympiad, UCSF Center for Science Outreach, Performing Arts Workshop, Door Dog Productions, DeYoung Museum and the Academy of Sciences.

**Teacher and Administrative Salaries (Fiscal Year 2017-18)**

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/>.

<i>Category</i>	<i>District Amount</i>	<i>State Average For Districts In Same Category</i>
Beginning Teacher Salary	\$47,028	\$48,612
Mid-Range Teacher Salary	\$77,010	\$74,676
Highest Teacher Salary	\$96,368	\$99,791
Average Principal Salary (Elementary)	\$114,660	\$125,830
Average Principal Salary (Middle)	\$120,566	\$131,167
Average Principal Salary (High)	\$124,586	\$144,822
Superintendent Salary	\$310,000	\$275,796
Percent of Budget for Teacher Salaries	33	34
Percent of Budget for Administrative Salaries	6	5

### **Advanced Placement Courses (School Year 2018-19)**

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/>.

<i>Subject</i>	<i>Number of AP Classes Offered</i>	<i>Percent of Students in AP Courses</i>
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.