

School Accountability Report Card

School Year 2018-19

(Published during 2019-20)

Dr. Charles R. Drew College Preparatory Academy

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SFUSD School ID # 507

Calif.School ID #: 6104673

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.

Dr. Charles Drew Elementary School is a small K-5 elementary school committed to balanced literacy and a strong social emotional climate in the development of our students in preparation for college and career readiness in order to be responsible, active participants in the world. We have a tradition of integrating arts and mindfulness into the academic curriculum and providing school-wide music and arts programs, which contribute to our students' academic success. Dr. Charles Drew overall standardized test scores reflect growth in academic achievement. As a staff, we strive to close the achievement gap for all Hispanic/Latino, African American, Special Education and Socioeconomically Disadvantaged Students.

We aspire to address the needs of all of our students by encouraging creativity, cooperation and independent learning, and reinforce an atmosphere of friendship and mutual support through clearly articulated expectations.

Some key strategies that the school community is implementing to meet its academic, social/emotional and school climate goals include: thoughtful shifts in instruction and integration of technology towards achievement of the Common Core State Standards in Language Arts and Math, and toward meeting the standards-based claims for Language Arts and Mathematics in the new Smarter Balanced Assessments; further development of differentiated learning strategies utilizing Balanced Approach to Literacy and Readers Workshop as well as district designed Math curriculum for students performing at, above and below grade level; school-wide implementation of Tier 2 and Tier 3 interventions under the academic and behavior Response to Intervention system.

As a Bayview/Hunter's Point School, we understand that our students' success ultimately depends on the shared responsibility of families, staff, and scholars. All stakeholders will demonstrate an ongoing commitment:

- To establish and maintain an environment of kindness and mutual respect. Students will become independent problem solvers through making positive choices and practicing conflict resolution.
- To hold all students to their highest level of social development and academic achievement.
- To differentiate instruction and engage each scholar through culturally responsive teaching of the Common Core State Standards. Our goal is to prepare our scholars to attend any middle school in the district and be able to problem solve, think critically and take pride in their culture, themselves, and others.

Drew is the home of some very dedicated and caring teachers who are adjusting their teaching practices to meet the needs of the students they serve. Teachers are participating in a variety of Professional Developments: Comprehensive Literacy, Science Investigation, Mathematical practices and the understanding of culturally relevant strategies to address the needs of the scholars we serve. The students are vibrant, creative, energetic, responsive learners.

Although Drew is a vibrant community with a dedicated staff, and eager scholars, we are continuously trying to close the achievement gap. We feel we are moving in the right direction by addressing our children's learning styles, perfecting our instructional practices and continuously working with our families to provide consistency and continuous growth.

Dr. Charles R. Drew believes that every student can achieve their highest potential through differentiated instruction that begins with their strengths and pushes them in their areas of need. As a school, we will do this by implementing balanced literacy and workshop style instruction K – 5,

creating an inclusive school with a combination of co-teaching, inclusion, utilizing the environment to support our instruction, and providing enrichment opportunities to tap into students' passions and spark their creative spirits.

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 | 55 |
| 1 | 32 |
| 2 | 31 |
| 3 | 23 |
| 4 | 31 |
| 5 | 27 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| Ungraded Elem | 0 |

| <i>Grade Level</i> | <i>Enrollment</i> |
|--------------------|-------------------|
| 9 | 0 |
| 10 | 0 |
| 11 | 0 |
| 12 | 0 |
| Ungraded Sec | 0 |
| Total Enrollment | 199 |

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 | 51.3 |
| American Indian or Alaska Native | 0.5 |
| Asian | 2.5 |
| Filipino | |
| Hispanic or Latino | 19.6 |
| Pacific Islander | 6 |
| White (Not Hispanic) | 0.5 |
| Two or More Races | 5 |
| Socioeconomically Disadvantaged | 75.4 |
| English Learners | 16.1 |
| Students with Disabilities | 8.5 |
| Foster Youth | 2 |
| Homeless | 9.5 |

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 | 23 | 18 | 9 | 2747 |
| Without Full Credential | 1 | 0 | 3 | 345 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 | 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 | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 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 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 | | | - Entrance/1st Floor Hallway: Several ceiling lights out. 2nd Floor Hallway: Several ceiling lights out. |
| Restrooms/Sinks/Fountains | X | | | |
| Safety: Fire and Hazardous Materials | X | | | - Entrance/1st Floor Hallway: Several Emergency Exit lights out. - 2nd Floor Hallway: Several Emergency Exit lights out. |
| 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 | Fall 2019 | | | |

Additional Comments: NOTE: Half of school under modernization. Some Emergency Exit lights out-of-order at various locations. Several ceiling lights out

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.

Wall Project: The design has been submitted to DSA for approval. Bidding in January, NTP in April, Construction from June to August, 2018.

We are in the process of having major work done to our site. The work is part of the Prop. A 2016 Bond Program and will take place in two phases.

Phase One Wall Project: The design has been submitted to DSA for approval. Bidding in January, NTP in April, Construction from June to August, 2018.

Phase Two Modernization Project: The modernization project will go into construction once the design is

complete and is DSA approved - most likely construction starting summer 2019

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 | |
| | 2017-18 | 2018-19 | 2017-18 | 2018-19 | 2017-18 | 2018-19 |
| English Language Arts/Literacy (grades 3-8 and 11) | 13 | 14 | 55 | 56 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 7 | 5 | 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 | 78 | 74 | 94.87 | 5.13 | 13.51 |
| Male | 33 | 30 | 90.91 | 9.09 | 13.33 |
| Female | 45 | 44 | 97.78 | 2.22 | 13.64 |
| African American | 51 | 48 | 94.12 | 5.88 | 8.33 |
| American Indian/Alaskan | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Pacific Islander/Hawaiian | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| Economically Disadvantaged | 65 | 61 | 93.85 | 6.15 | 13.11 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| 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 | 76 | 73 | 96.05 | 3.95 | 5.48 |
| Male | 32 | 30 | 93.75 | 6.25 | 0.00 |
| Female | 44 | 43 | 97.73 | 2.27 | 9.30 |
| African American | 51 | 49 | 96.08 | 3.92 | 2.04 |
| American Indian/Alaskan | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Pacific Islander/Hawaiian | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| Economically Disadvantaged | 63 | 61 | 96.83 | 3.17 | 3.28 |
| English Learners | -- | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- | -- |
| 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 | 25.9 | 11.1 | 22.2 |
| 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 | | |
|-----------------|--------|-------|-------|----------|-------|-------|-------|-------|-------|
| | 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.

We have an active Crisis Response Team. The roles and responsibilities were reviewed at a Staff Development and a "mock" disaster was simulated.

b) Individual Emergency Disaster packs are available for each student in case of a disaster.

c) The Health Advocate actively promotes safety and provides activities and materials for the teachers to use in their classrooms.

d) There is an operative evacuation plan that is utilized in practice sessions.

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 | 0.0 | 0.5 | 0.9 | 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.

a) There is weekly communication with families through the Parent Newsletters which highlight school activities and encourage parent participation. b) Families are encouraged to attend scheduled literacy and math workshops presented by the staff members as well as school sponsored cultural events, parenting classes and parent/teacher conferences which highlight F&P progress RI, MI, and SBAC test results as well as classroom performance. c) Parents are offered opportunities to become involved in decision-making through participation in site councils, committees, and community meetings.

If you are interested in parental involvement opportunities, please contact the principal at the school:
Vidrale Franklin **415-330-1526**

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 | 26 | | 2 | | 16 | 2 | | | 17 | 3 | | |
| 1 | 18 | 2 | | | 16 | 1 | | | 16 | 2 | | |
| 2 | 16 | 2 | | | 13 | 2 | | | 15 | 2 | | |
| 3 | 14 | 2 | | | 16 | 2 | | | 11 | 2 | | |
| 4 | 13 | 2 | | | 16 | 2 | | | 15 | 2 | | |
| 5 | 18 | 2 | | | 11 | 2 | | | 14 | 2 | | |
| 6 | | | | | | | | | | | | |
| Other | | | | | 21 | | 1 | | | | | |

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.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | | |
| Library Media Teacher (Librarian) | 1 | ---- |
| Library Media Services Staff (Paraprofessional) | | ---- |
| Psychologist / Social Worker | | ---- |
| Nurse | | ---- |
| Speech/Language/Hearing Specialist | | ---- |
| Resource Specialist (non-teaching) | 3 | ---- |
| 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.

- After School Learning
- YMCA, OST
- New Teacher Support (i3)
- PBIS/PAX
- Second Step
- SF HOPE
- UCSF HEARTS (Healthy Environments and Response to Trauma in Schools)
- NSF–Urban Systemic Program (Priority 6)
- Sports For Kids

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.