

San Francisco Unified School District Accountability Overview 2015-16



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Overview

The District Accountability Overview provides a high-level view of the district by providing a variety of data including student demographics and student achievement and takes a look at research practices and accountability systems.

Vision 2025

SFUSD has an ambitious vision to ensure that we prepare our graduates to live, thrive and succeed in San Francisco and beyond. The foundational work is occurring through the current strategic plan, **Transform Learning, Transform Lives**. The **Graduate Profile** serves as the anchor for the vision and identifies the knowledge skills, dispositions and behaviors required by our 21st century

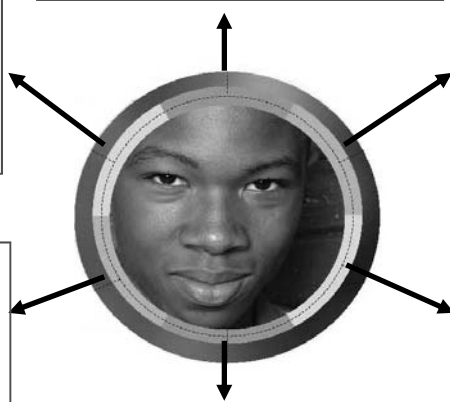
Graduate Profile: Developing Students to Compete and Thrive in the 21st Century World

KNOWLEDGE & SKILLS

Content Knowledge: Mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS).

Career and Life Skills: The knowledge, skills, and experience to navigate the “real world” and solve problems that arise in everyday life and in the workplace.

Global, Local and Digital Identity: The ability to navigate and engage in a 21st century global society that is more inclusive and interconnected.



Sense of Purpose and Sense of Self: Our graduates will see themselves as filled with purpose and value.

Creativity: The freedom, confidence and ability to express their unique selves.

Leadership, Empathy and Collaboration: Strong interpersonal skills and the ability to positively influence and collaborate.

DISPOSITIONS & BEHAVIORS

Vision 2025 Roadmap

The 2016-19 Strategic Plan is **Transform Learning, Transform Lives: A Guidebook Towards Vision 2025**. To achieve our vision we must fully execute the strategies and priority work outlined in this strategic plan and then monitor and measure outcomes through a cycle of continuous improvement. We will use holistic measures - academic, social-emotional and culture/climate indicators - to set targets and assess progress towards meeting district goals.

We strive to be an exemplary learning organization. This updated strategic plan **Transform Learning, Transform Lives**, builds upon the previous plan which explicitly called for a commitment to equity and social justice.



Strategies in Action

CLASSROOMS

1. The Instructional Core
2. The Dimensions of Teaching and Learning
3. Implementation of SFUSD's Core Curriculum
4. Family-School Partnerships

SCHOOLS

(The Five Essential Supports)

1. Leadership
2. Instructional Guidance
3. Professional Development
4. Student-Centered Learning Environment
5. Parent-School-Community Ties

CENTRAL OFFICES

1. Teaching and Learning
2. Safe and Supportive Schools
3. Talent and Culture
4. Family Empowerment and Community Partnerships
5. Resource Management and Impact

POLICY & GOVERNANCE

1. Priority Policy Areas
 - Lau Action Plan for English Learners
 - African American Achievement and Leadership Initiative
 - Students with Disabilities/Promotion of Inclusive Practices
 - Safe and Supportive Schools
2. Collaboration with City Agencies and External Partners



Theory of Action

If we...

- Engage our students to learn via a rigorous Common Core-based curriculum in a safe and supportive classroom environment;
- Invest in building and developing the capacity of teachers, leaders and school staff;
- Enlist our partners and empower families in a community schools approach;
- And coherently align supports and resources to execute our strategies in action at all levels of the organization (classroom, school and central office, along with supportive policy and governance);

Then, every student who enrolls in our schools will graduate prepared to succeed in college, career and life.

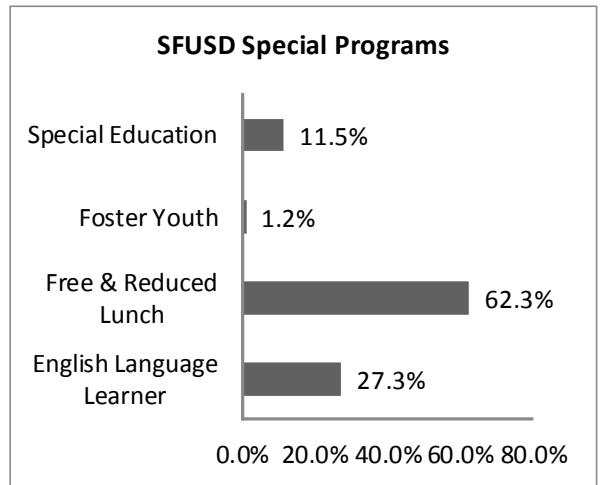
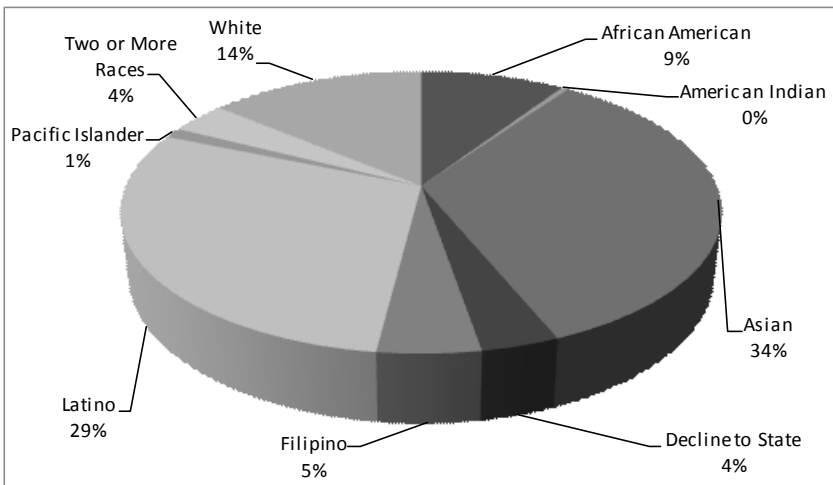
Accountability Measures

SCHOOLS	CENTRAL	ACADEMIC INDICATORS	LCAP PRIORITY
Instructional Guidance	Teaching & Learning	SBAC Performance & Change from Previous Year – ELA & MATH	Standards; Achievement
		Graduation rate	Engagement; Course Access
		High school dropout rate	Engagement
		% of pupils passing an advanced placement exam with score of 3+	Achievement; Course Access
		% of SFUSD preschool students ready for kindergarten	District LCAP Indicator
		High school readiness	Engagement; Course Access
		% of SFUSD 12th graders graduating UC/ CSU ready	Other Outcomes
		% of ELs who demonstrate growth on CELDT (AMAO1)	Achievement
% of ELs who become English proficient (AMAO2)	Achievement		
SCHOOLS	CENTRAL	SEL/CLIMATE CULTURE INDICATORS	LCAP PRIORITY
Student Centered Learning Climate	Safe & Supportive Schools	ELL Reclassification Rate	Achievement
		Chronic Absenteeism Rate	Engagement
		Suspension Rate	School Climate
		Reduce SpEd dispro. identification of AA Students for Emotional Disturbance	School Climate
		SEL - Growth Mindset, Self Efficacy, Self Management, Social Awareness	School Climate
		Culture/Climate Surveys - Students: Positive response rates	School Climate
		Culture/Climate Surveys - Staff: Positive response rates	School Climate
		Culture/Climate Surveys - Families: Positive response rates	School Climate



Demographics - Student Enrollment

As reported on October 7, 2015, SFUSD student enrollment was 58,865 in grades K to 12 (includes transitional Kindergarten and 13 charter schools). Charter schools have an enrollment of 5,976 students. An additional 432 students are enrolled in various County programs. The pie chart on the left shows the SFUSD district level student ethnic representation (excludes County schools). The bar chart on the right shows various special program percentages.



Source: California Department of Education (CDE)



District Academic Achievement Highlights - SBAC

OVERALL PERFORMANCE – DISTRICT:

More than 25,000 students in Grades 3-8 and Grade 11 participated in the Smarter Balanced Assessment Consortium (SBAC) administered to students in the spring of 2016. The SBAC is comprised of computer-adaptive tests and performance tasks based on the Common Core State Standards (CCSS) for English Language Arts (ELA) and Mathematics.

Results for SFUSD show district students remain ahead of their peers in California and in most large urban districts. In ELA, 53 percent of students overall are now meeting or exceeding the standards, up from 52 percent last year. In Math, 50 percent of students are now meeting or exceeding the standards, up from 48 percent last year.

SUBGROUP PERFORMANCE – SCHOOL LEVEL & ETHNICITY:

Disaggregating the data by School-Level and Ethnicity, students in:

Grades 3-5 maintained percent meeting or exceeding standard in ELA (50.5%) and Math (50.1%). Our target groups showed some improvement in ELA and Math, but continue to have an achievement gap: African-American (17.5% in ELA and 14.1% in Math), Latino (28.3% in ELA and 24.8% in Math), and Pacific Islanders (31.0% in ELA and 29.6% in Math).

Grades 6-8 showed significant gains in the percent meeting or exceeding standard in ELA (52.5%, up 2.5% from last year) and Math (48.2%, up 1.8% from last year). However, our target groups showed mixed results in growth in ELA and Math and continue to have an achievement gap: African-American (16.3% in ELA and 10.4% in Math), Latino (24.2% in ELA and 17.9% in Math), and Pacific Islanders (14.4% in ELA and 16.0% in Math).

Grade 11 increased the percent meeting or exceeding standard in ELA (66.7%, up 1.2% from last year) and Math (52.1%, up 2.7% from last year). Proficiency rates were significantly higher in ELA than Math for targeted groups, although improvements were seen in Math: African-American (33.2% in ELA and 10.3% in Math) and Latino (42.6% in ELA and 15.7% in Math).

Overall: Looking across the three levels, most proficiency rates are around the halfway mark (50%) with the exception of Grade 11 ELA which is the highest. The performance of our targeted groups shows a persistent achievement gap, especially for our African American students. Their rate of performance in mathematics at all levels are extremely low. As students move up in grade levels, the increased difficulty level of the content accentuates the achievement gap, especially in math.

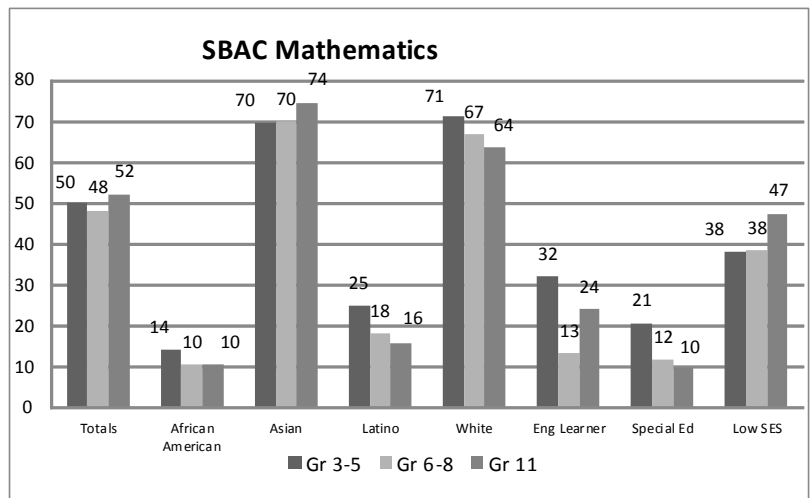
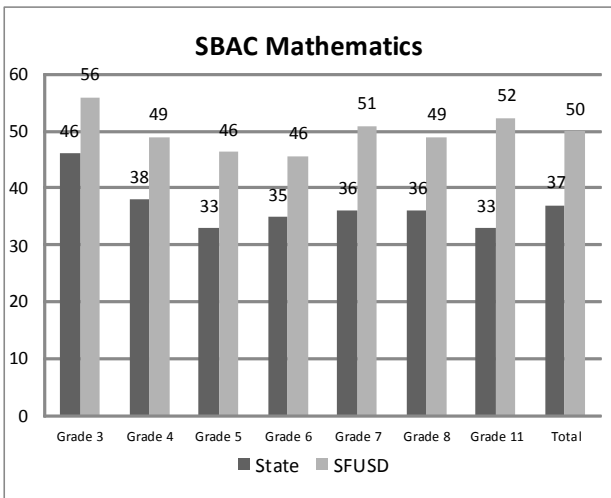
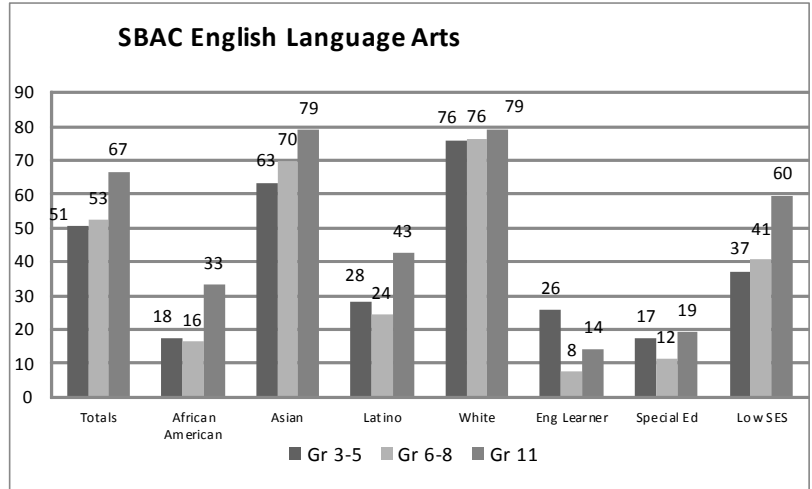
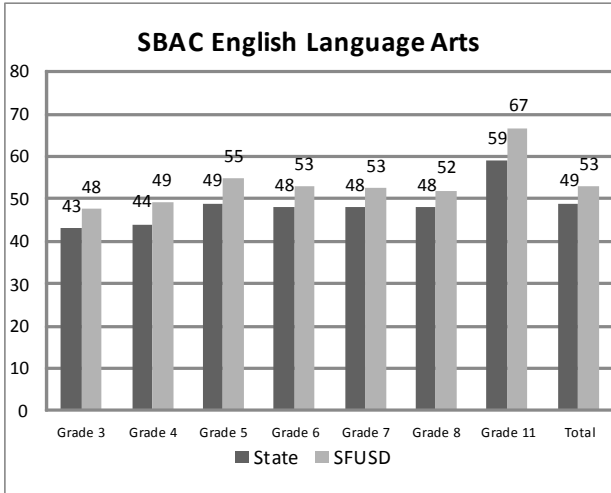
SUBGROUP PERFORMANCE – PROGRAMS:

English Learners: Performance among current English Language Learners (ELLs) is low, while change from last year is mixed, in both ELA and math. However, students who have ever been classified as ELLs (ELL + redesignated) exhibit a much smaller achievement gap relative to the district average (6-8% lower in ELA, 3-5% lower in math). This indicates that we are having some success with ELLs, but need to improve our efforts with current ELLs (who fall short of redesignation).

Special Education: Performance by students in special education continues to be low (less than 20%) and to lag behind that of non-special education students, with the gap widening at upper grade levels. Change from last year is mixed. However, performance by SFUSD students in special education was higher than the state and other large urban school district special education students.

SBAC - Academic Indicators - District vs. State and Subgroups

The graphs on the left show the proficiency rate percentages by grade level in English Language Arts and Mathematics of SFUSD students compared to the State of California. The graphs on the right show SFUSD subgroups by school level.



Source: California Department of Education

Spring 2016 Test Results

School Academic Achievement Highlights - SBAC

SCHOOL PERFORMANCE (please see school directory for detailed results on all schools):

In grades 3-5, Lafayette, Clarendon, Alamo, McCoppin, Argonne, Jose Ortega, Junipero Serra, and Bryant all scored above the district average for both ELA and Math or made significant improvements from last year.

In grades 6-8, Claire Lilienthal, Lawton, A.P. Giannini, Roosevelt, Aptos, Marina, and Hoover scored above the district average on both content areas or made significant improvements from last year.

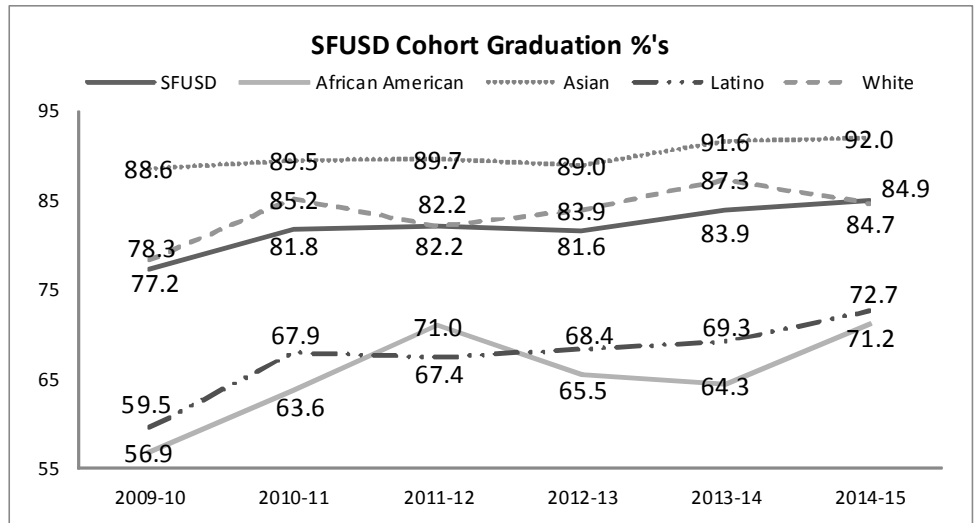
In grades 9-12, the schools that scored above the district average on both content areas or made significant improvements from last year were Lowell, Lincoln, The Academy, and SF International.

Academic Achievement Highlights

4-Year Graduation Rate

Graduation rates are derived by the California Department of Education and represent Cohort Outcome data for the class of 2009-10 through the class of 2014-15.

The line chart on the right shows the four-year graduation rates by various sub-groups. SFUSD had a four-year cohort graduation rate of 84.9% for 2014-15, an increase of 7.7% since 2009-10. **African Americans saw an increase of 14.3% and Latinos an increase of 13.2% during this time frame.**

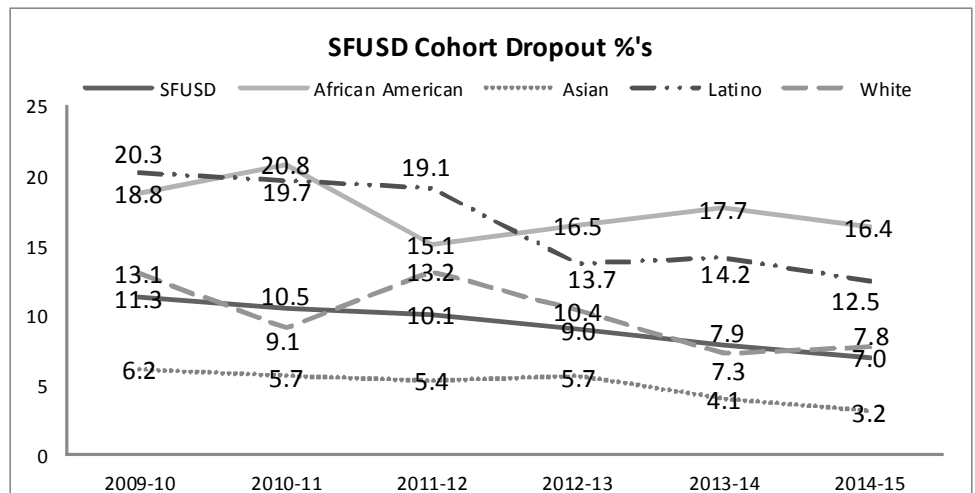


Source: California Department of Education (CDE)

4-Year Dropout Rate

Dropout rates are derived by the California Department of Education and represent Cohort Outcome data for the class of 2009-2010 through the class of 2014-15.

The cohort graduation rate and the cohort dropout rate will not equal 100% for a student cohort group. Additional groups of Still Enrolled, Special Education Completers, and GED Completers (not shown) are also calculated. Together, all five groups will comprise 100%.

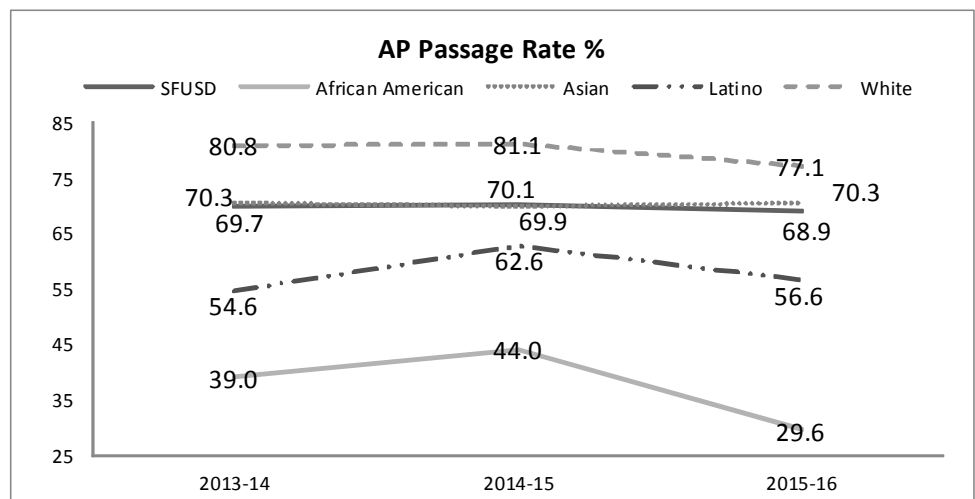


Source: California Department of Education (CDE)

Advanced Placement

The chart on the right shows the passage rates (scoring a 3 or better on a 5-point scale) on Advanced Placement exams. Results are aggregated for each exam taken. A student may take more than one AP exam in different subject areas.

Students who earn a 3 or better are generally considered to be qualified to receive college credit and/or placement into advanced courses.



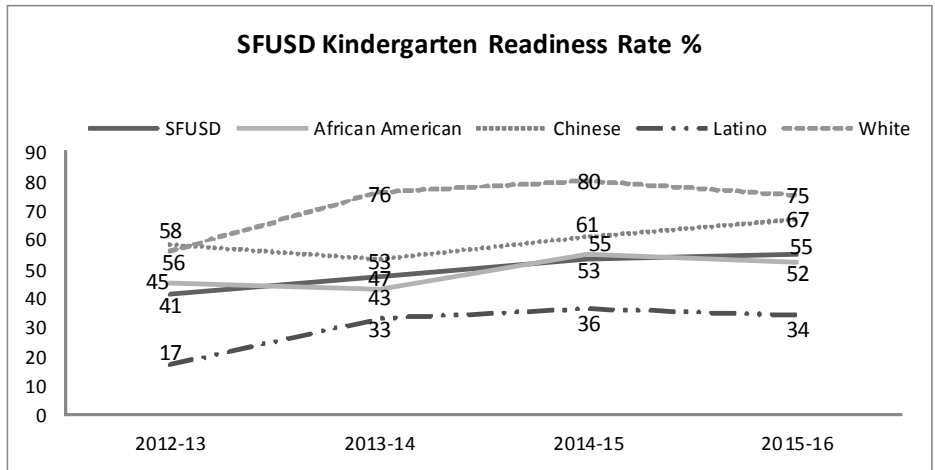
Source: College Board / Research, Planning and Assessment.

Academic Achievement Highlights

Kindergarten Readiness

The graph on the right shows the percentage of pre-Kindergarten students determined to be Kindergarten-ready.

The measure is based on the Phonological Awareness Literacy Screening (PALS). We see consistent year-to-year growth for the district (41% to 55%).

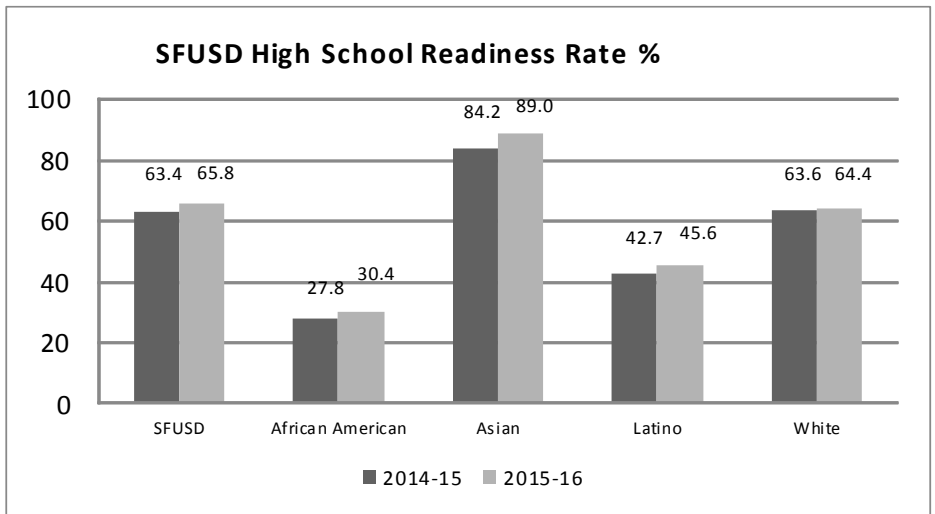


Source: SFUSD, Early Education Department

High School Readiness

The graph of the right shows a two-year comparison of the percentage of 8th grade students who were considered to be high school ready at the end of their 8th grade school year.

To be high school ready, a student must have an 8th grade GPA of 2.5 or better with no letter grade of 'D' or 'F' in English or Math. Daily attendance must be at 96% or better, and no suspensions may have occurred.

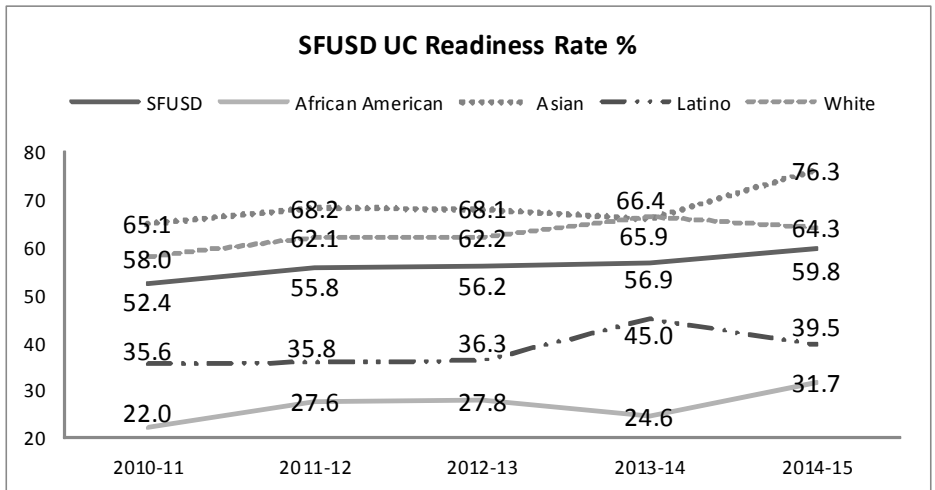


Source: SFUSD, Research, Planning and Assessment

UC Readiness

The graph on the right shows the percentage of 12th grade graduates over time who have completed all courses required for UC and/or CSU Entrance (known as A-G requirements). Students must have passed classes with a grade of 'C' or better.

SFUSD adopted a policy that aligns the high school graduation and UC A-G requirements beginning with the class of 2014.

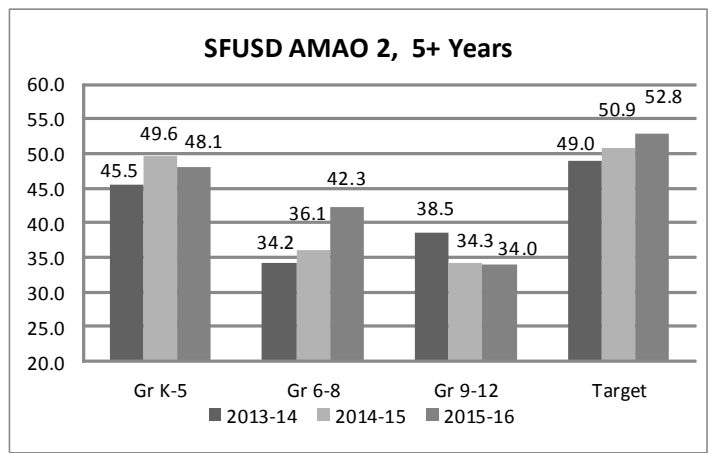
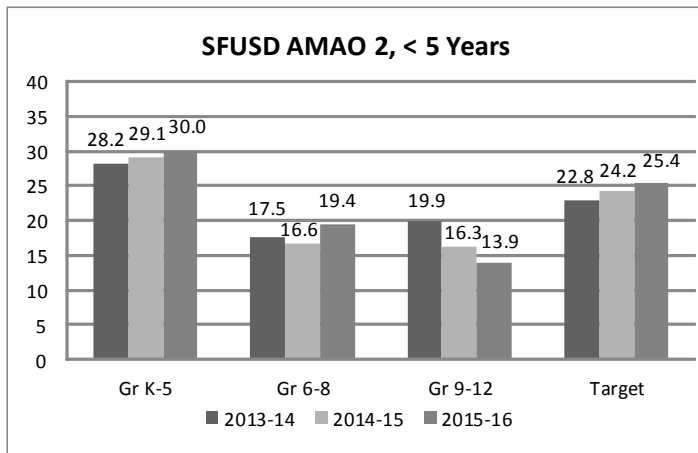
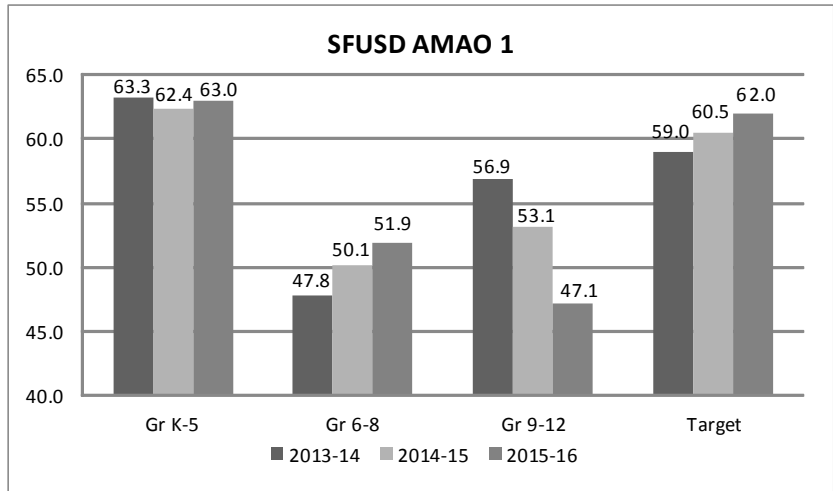


Source: California Department of Education (CDE)

English Language Development Indicators

AMAO 1 & 2

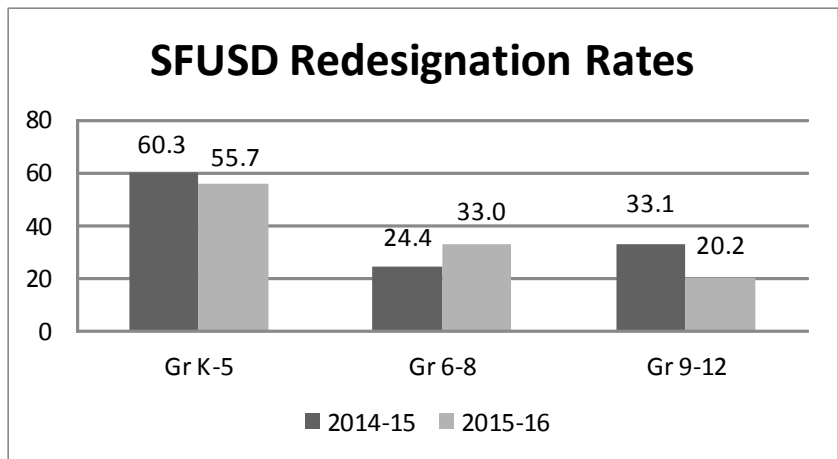
The graphs to the right and below show the **Annual Measurable Achievement Objective (AMAO)** set by the federal government. AMAO 1 measures growth on the California English Language Development Test (CELDT). AMAO 1 measures the percent of English learners (EL) making annual progress in learning English. AMAO 2 measures the percent of English learners attaining the English language proficiency level on the CELDT (for EL students with less than five years and those with five years or more).



Source: SFUSD, Research, Planning and Assessment

English Learner Redesignation

The graph on the right shows the English learner redesignation rate over the last two years adopted by the **California Office to Reform Education (CORE)**. The rate represents the students redesignated in a given year divided by the count of those students plus non-redesignated English learners with five years or more of instruction in U.S. schools.

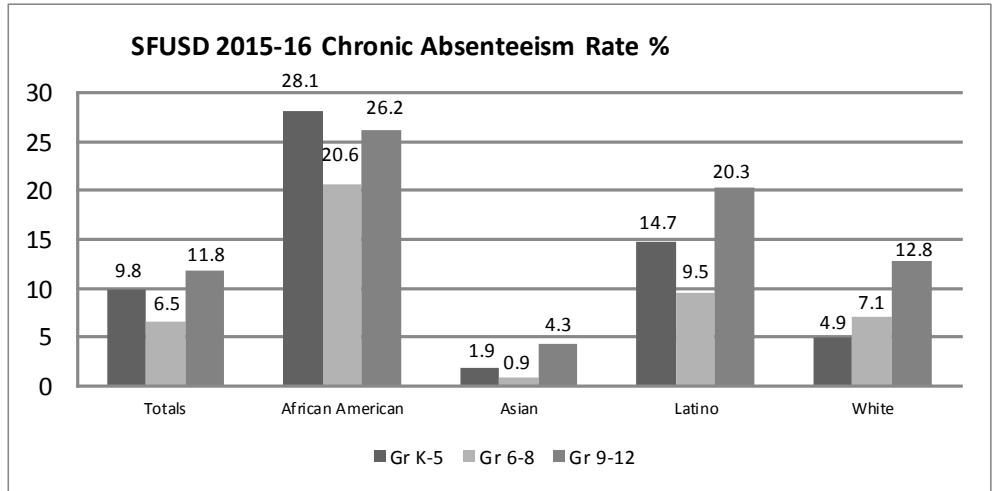


Source: SFUSD, Research, Planning and Assessment

Social-Emotional/Culture-Climate Indicators

Chronic Absenteeism

The graph on the right shows the chronic absenteeism rates by school level and for selected subgroups. Using daily attendance, students with a daily attendance rate of 90% or less are considered chronically absent. Both excused and unexcused absences are included to calculate the rate. Student must have been enrolled a minimum of 45 days (1/4 of the school year).

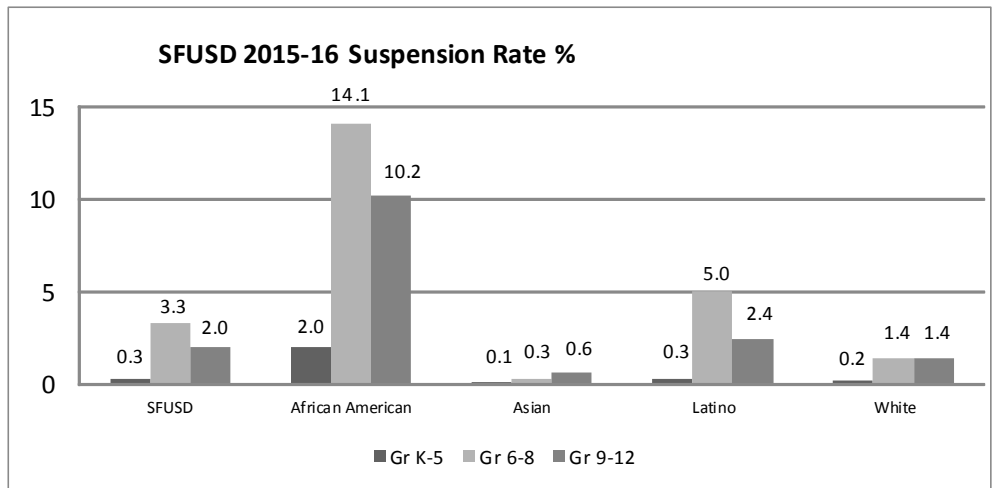


Source: SFUSD - Research, Planning and Assessment

Suspension Rate

The graph on the right shows the suspension rates by school level and for selected subgroups. The rate is calculated using the number of students with one or more suspensions divided by the enrollment in October.

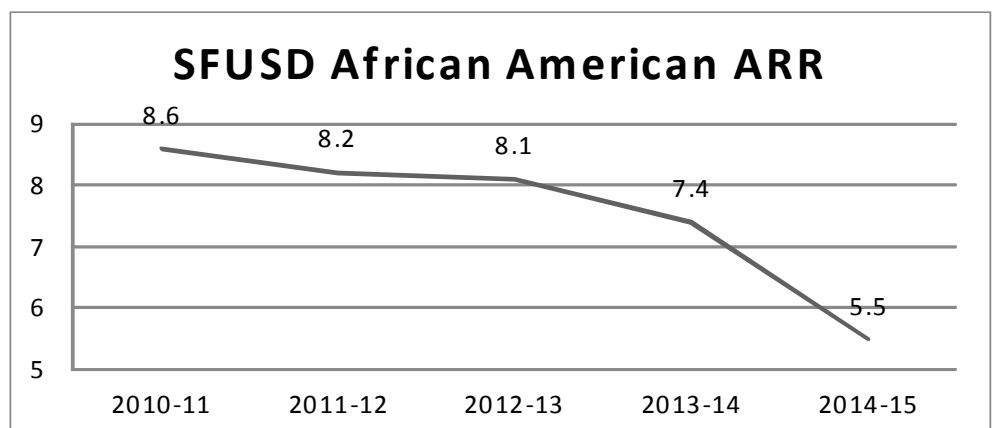
The overall rate for SFUSD has decreased from the previous year from 1.6% to 1.4%.



Source: SFUSD - Student Support Services

Special Education Disproportionality

The graph on the right shows the **Alternative Risk Ratio (ARR)** for African American students classified as emotionally disturbed. The numbers indicate a drop over time in the disproportionate identification of these students.



Source: California Department of Education (CDE)

Social-Emotional/Culture-Climate Indicators

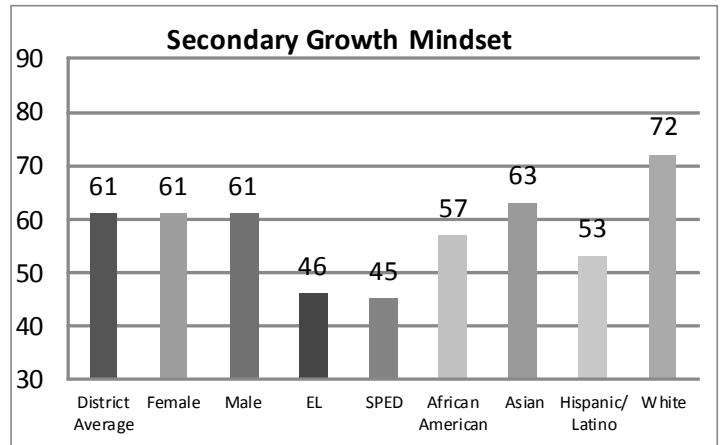
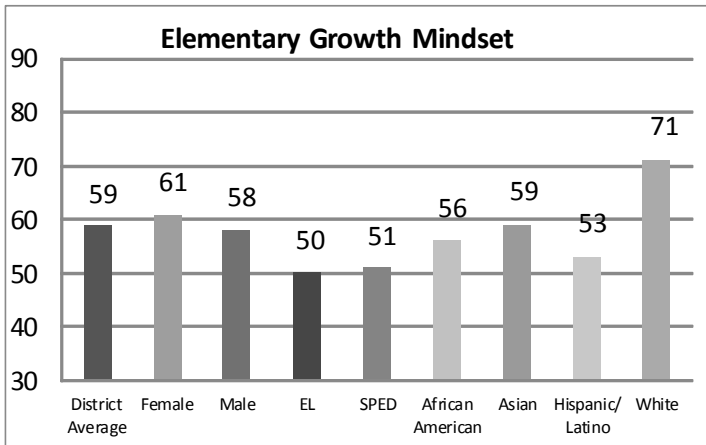
Student Surveys

In Spring 2016, SFUSD implemented for the first time a Social-Emotional Learning (SEL) survey for students and Culture-Climate surveys for students, families, and staff. Accordingly, the results summarized below constitute the **baseline against which to compare future SEL/CC survey results**.

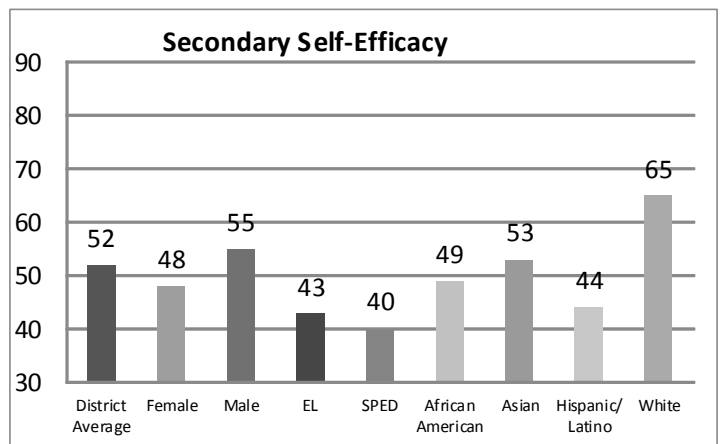
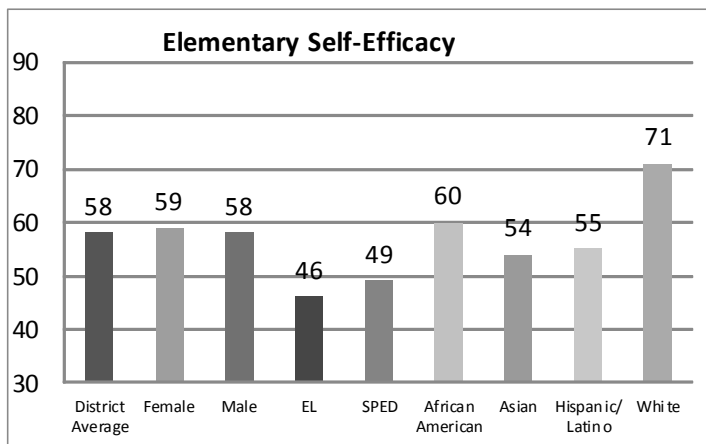
Social-Emotional Learning (SEL) Measures

SEL refers to a broad set of skills that students need in order to be successful as learners. Based on compelling research and experience, SFUSD believes that SEL competencies are an important complement to academic preparation in helping our students succeed in college, career, and life. SEL skills cover four domains: **Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness**. The charts show the average level of favorability in each domain for members of the subgroups. The survey at the elementary level (for 4th and 5th graders) is different from the one at the secondary level (for 6th graders and up).

Growth Mindset: The belief that one's abilities can grow with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, learn from criticism, and persist in the face of setbacks. For all subgroups except English language learners and special education students, secondary students have a same or higher favorability rating on Growth Mindset than elementary students.



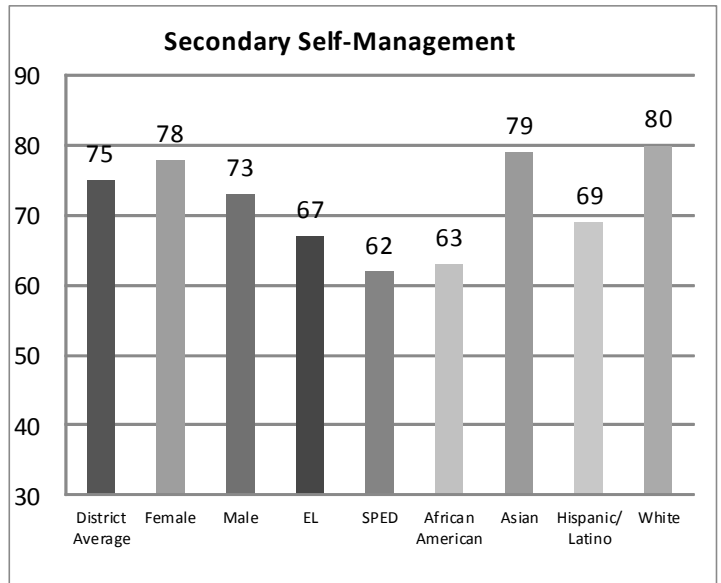
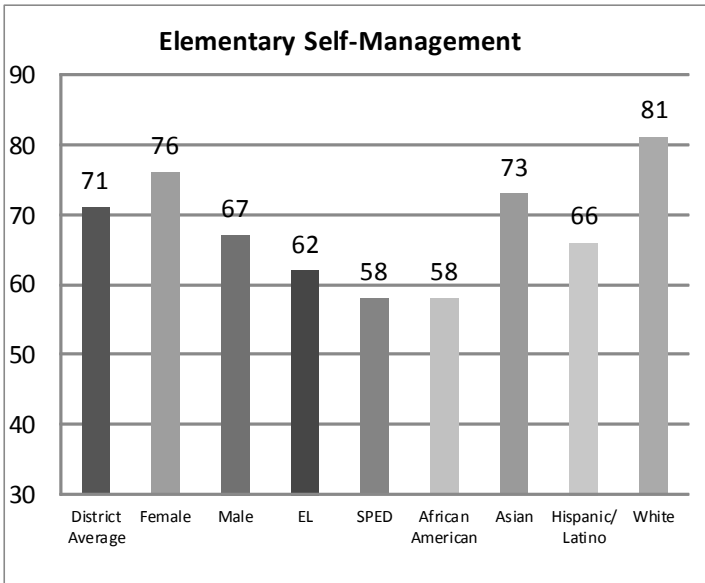
Self-Efficacy: The belief in one's own ability to succeed in achieving an outcome or reaching a goal. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and environment. Among the four SEL domains, **Self-Efficacy is the area with the greatest room for improvement** for SFUSD students. Elementary students in all subgroups have higher average favorability ratings than their secondary counterparts.



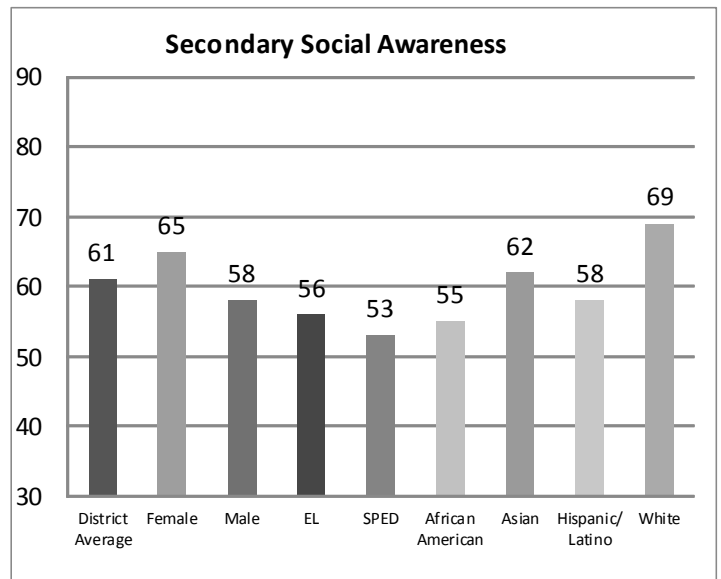
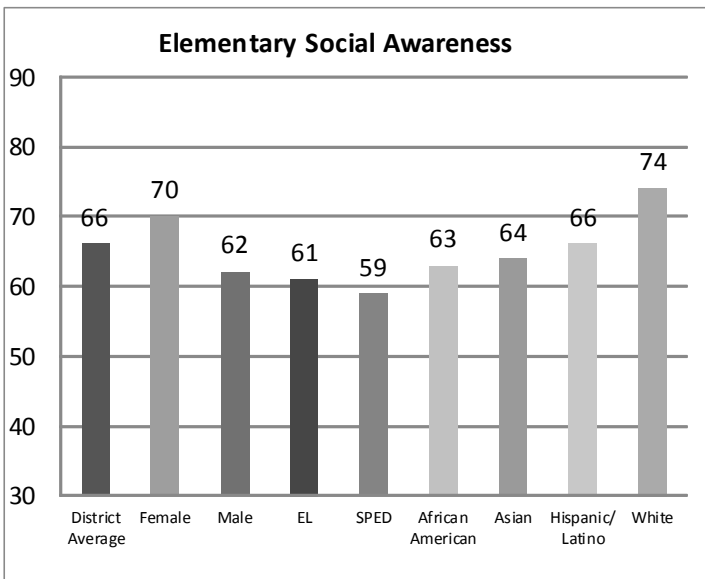
Social-Emotional/Culture-Climate Indicators

Student Surveys

Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals. Across the four SEL domains, **Self-Management is the strongest area for SFUSD students**, with above 70% average favorability rating among both elementary and secondary students.



Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports. In Social Awareness, the favorability ratings are most similar across subgroups at both elementary and secondary levels.



Source: Panorama Education

Social-Emotional/Culture-Climate Indicators

Student Surveys

Culture-Climate Measures

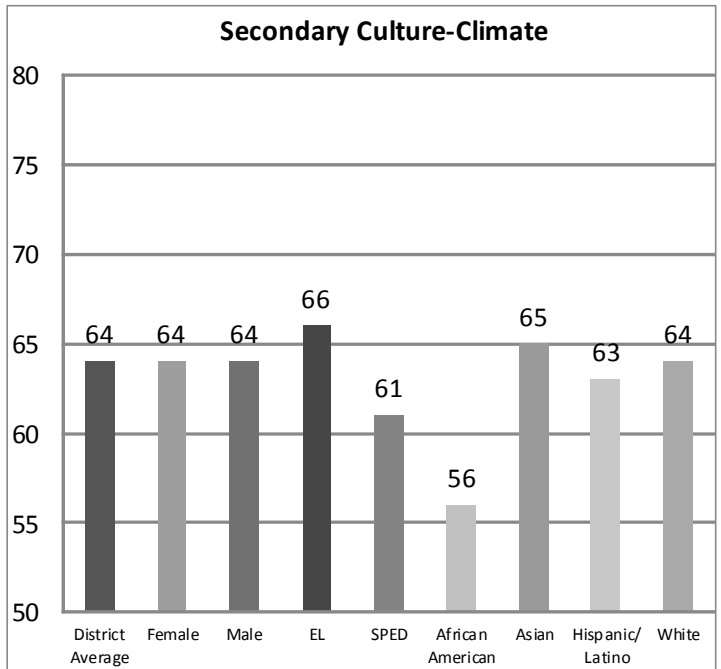
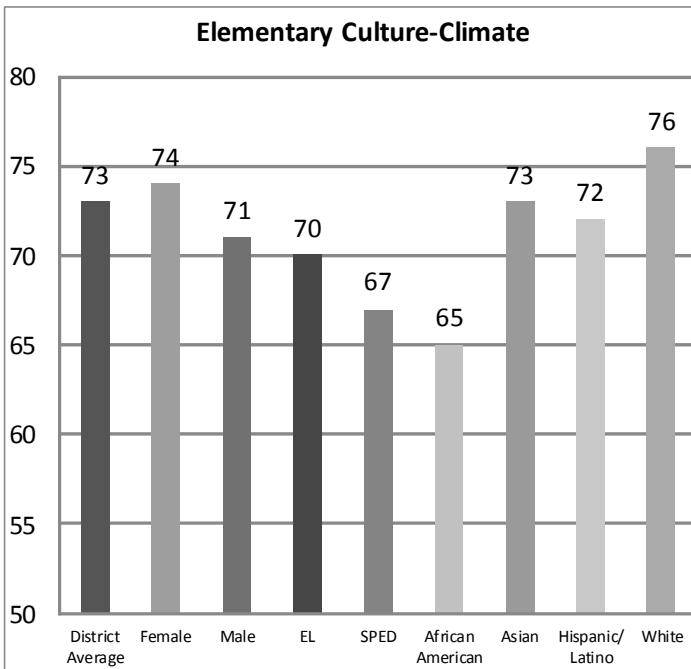
Culture-climate refers to the aspects of a school environment that make it a place that encourages engagement in learning. The surveys are administered to staff and families as well as students, and the aggregated measure for each of these three groups consists of four constructs:

- Climate of Support for Academic Learning:** Students and adults feel that there is a climate conducive to learning and that teachers use supportive practices.
- Sense of Belonging/School Connectedness:** Students and adults have a positive sense of being accepted, valued, and included, by others (teachers and peers) in all school settings.
- Sense of Safety:** Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.
- Knowledge and Fairness of Discipline, Rules and Norms:** Students and adults report that rules and expectations about student and adult behavior are clearly communicated and consistently enforced.

The charts show the average level of favorability for each group of stakeholders. The survey at the elementary level (for 4th and 5th graders) is different from the one at the secondary level (for 6th graders and up).

Culture-Climate Students

Students' perception of school Culture-Climate declines across all subgroups from the elementary to the secondary level. **Female students at the elementary level have a more favorable perception** of Culture-Climate than the district average. **English language learners at the secondary level have a more favorable perception** than the district average.

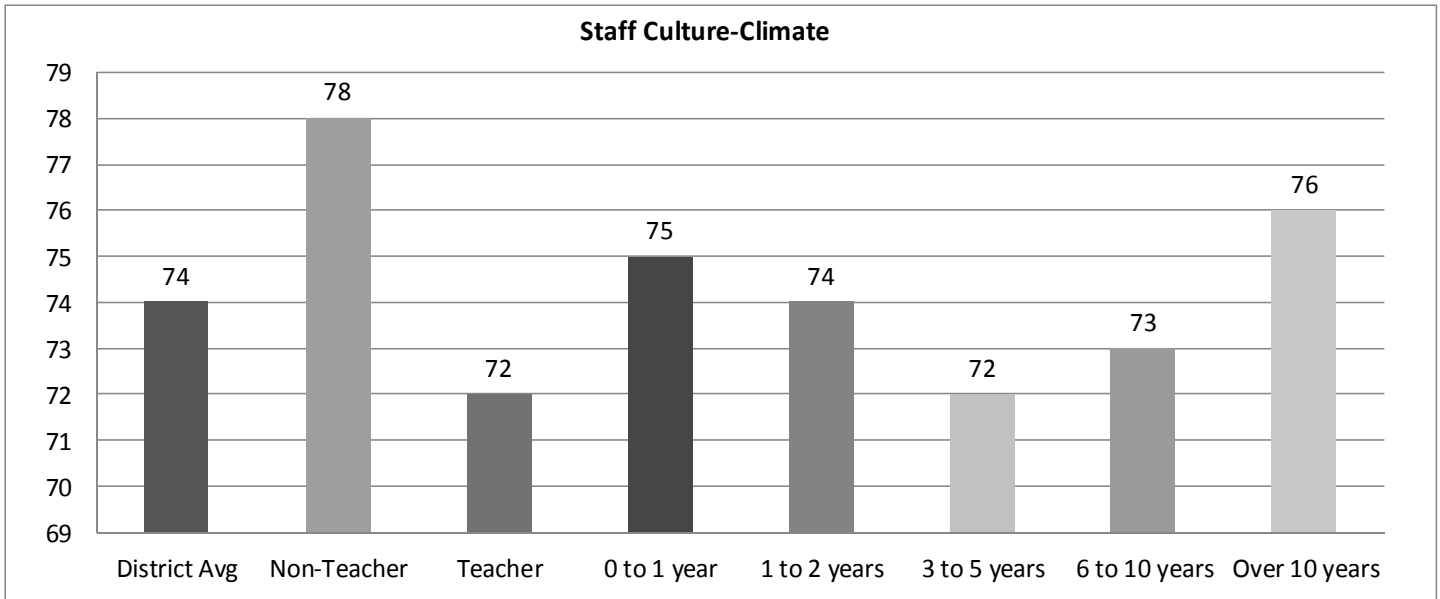


Social-Emotional/Culture-Climate Indicators

Surveys

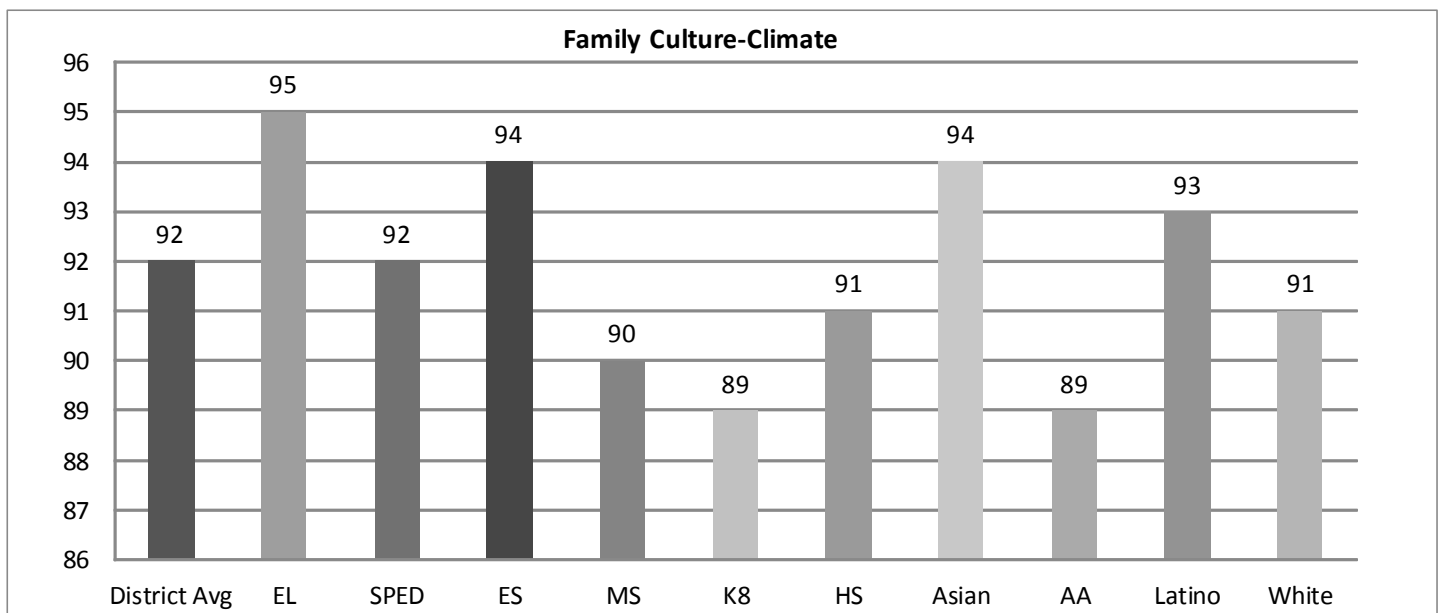
Culture-Climate Staff

Although teachers' perception of school Culture-Climate is lower than that of others, non-teachers (counselors, paraprofessionals, nurses, administrators, etc.) perceive the school Culture-Climate to be much more favorable.



Culture-Climate Families

Overall, families in SFUSD have a highly favorable view of the Culture-Climate of their children's schools. The average favorability rating among African-American parents, who constitute the subgroup with the lowest rating, is 89% positive.



Source: Panorama Education

School Directory

School Name	Early Education	Grade Range	Cohort	SPED Program * SDC	Language Pathway	SBAC ELA Perf 2016	SBAC ELA Change	SBAC Math Perf 2016	SBAC Math Change
(ES) Alamo ES		K-05	1	MS		68.8%	12.7%	75.4%	9.8%
(ES) Alvarado ES	TK	K-05	6	MS	SI	59.8%	-3.6%	58.2%	-4.4%
(ES) Argonne ES	PreK TK	K-05	1			64.2%	7.4%	64.7%	12.0%
(ES) Bryant ES	PreK	K-05	6		SB	39.8%	15.9%	34.3%	13.2%
(ES) Carver ES		K-05	3			12.5%	-5.8%	10.7%	-1.8%
(ES) Chavez ES	PreK	K-05	6	DHH	SB	20.4%	3.4%	13.4%	1.6%
(ES) Chin ES		K-05	2		CB	70.4%	-1.4%	76.1%	-10.6%
(ES) Chinese Ed Ctr ES		K-05	2			0.0%	0.0%	15.4%	-6.2%
(ES) Chinese Immersion ES		K-05	1		CI	87.9%	1.9%	83.9%	-0.1%
(ES) Clarendon ES		K-05	5	MM	JB	77.0%	4.7%	75.5%	4.5%
(ES) Cleveland ES		K-05	4		SB	18.5%	4.8%	20.2%	2.9%
(ES) Cobb ES	PreK	K-05	1			19.2%	-0.2%	16.1%	1.8%
(ES) Drew CP Acdmy	PreK TK	K-05	3	MM		9.8%	-3.6%	4.9%	-6.9%
(ES) El Dorado ES		K-05	4			26.5%	5.1%	19.1%	-4.7%
(ES) Fairmount ES	PreK	K-05	6	MS	SI	26.3%	-8.4%	23.4%	-5.7%
(ES) Feinstein ES		K-05	5	MM		62.5%	-3.5%	64.5%	-4.4%
(ES) Flynn ES	TK	K-05	6	MM	SI	22.9%	-9.3%	18.5%	-5.3%
(ES) Garfield ES		K-05	2	MM	CB CI	43.9%	-11.3%	53.7%	-5.4%
(ES) Glen Park ES		K-05	6	MS	SB	16.4%	-4.8%	21.0%	0.6%
(ES) Grattan ES	PreK	K-05	1	MS		71.0%	-8.6%	63.2%	-4.2%
(ES) Guadalupe ES	PreK	K-05	4		SB	21.5%	-2.1%	18.3%	-1.8%
(ES) Harte ES	PreK	K-05	3		SI	9.5%	0.3%	5.3%	-1.6%
(ES) Hillcrest ES		K-05	4	MM	CB SB	28.8%	0.7%	31.2%	-0.7%
(ES) Jefferson ES	PreK	K-05	5	MM		62.4%	-1.1%	65.3%	2.2%
(ES) Key ES		K-05	5	MM MS		63.6%	0.1%	68.0%	2.5%
(ES) King (T. Starr) ES	PreK	K-05	3	MS	MI	46.7%	-0.1%	44.1%	0.5%
(ES) Lafayette ES		K-05	1	DHH		78.7%	4.4%	79.9%	9.0%
(ES) Lakeshore ES		K-05	5	MM		41.7%	-4.7%	36.5%	-4.1%
(ES) Lau (Gordon J) ES	PreK	K-05	2		CB	51.7%	-2.5%	58.4%	-3.2%
(ES) Longfellow ES		K-05	4	MM	FB SB	38.1%	-3.5%	35.6%	-4.6%
(ES) Malcolm X Acdmy ES	PreK	K-05	3			14.0%	6.5%	26.2%	15.7%
(ES) Marshall (J.W.) ES		K-05	6		SI	30.3%	-14.7%	23.3%	-6.0%
(ES) McCoppin ES		K-05	1			72.8%	14.4%	72.5%	10.9%

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SBAC ELA/Math: Proficiency Rates.

School Directory

School Name	Early Education	Grade Range	Cohort	SPED Program * SDC	Language Pathway	SBAC ELA Perf 2016	SBAC ELA Change	SBAC Math Perf 2016	SBAC Math Change
(ES) McKinley ES		K-05	1	MM		67.0%	-7.8%	58.3%	-4.4%
(ES) Milk (Harvey) ES		K-05	6			45.9%	-7.2%	35.2%	6.0%
(ES) Miraloma ES		K-05	5	MM		68.4%	-1.1%	70.6%	-1.4%
(ES) Mission Ed Ctr ES		K-05	6			0.0%	0.0%	0.0%	-0.9%
(ES) Monroe ES		K-05	4		CB SI	49.0%	4.3%	51.8%	2.6%
(ES) Moscone ES		K-05	6		CB SB	44.7%	-0.3%	46.3%	3.2%
(ES) Muir ES	PreK	K-05	2		SB	21.8%	0.8%	15.2%	-2.7%
(ES) New Traditions ES		K-05	1			67.9%	-0.4%	67.2%	9.5%
(ES) Ortega ES	PreK	K-05	5		MI	55.1%	5.6%	59.0%	8.2%
(ES) Parker ES		K-05	2		CB	37.6%	-5.0%	46.8%	-11.3%
(ES) Parks (Rosa) ES		K-05	2	MM	JB	48.7%	-9.6%	45.1%	-8.6%
(ES) Peabody ES		K-05	1	MM		76.6%	-1.1%	71.9%	4.9%
(ES) Redding ES	TK	K-05	2			45.5%	2.9%	32.4%	2.4%
(ES) Sanchez ES	PreK	K-05	6	MS	SB	23.8%	1.0%	26.9%	15.5%
(ES) Serra ES		K-05	6		SB	46.3%	16.8%	49.4%	28.5%
(ES) SF Public Montessori ES	PreK	K-05	2			68.5%	6.0%	50.0%	-3.1%
(ES) Sheridan ES	PreK TK	K-05	5			26.0%	2.8%	27.4%	7.4%
(ES) Sherman ES		K-05	2	MM		67.9%	-1.8%	67.4%	4.3%
(ES) Sloat ES		K-05	5			63.9%	-1.7%	59.8%	-1.7%
(ES) Spring Valley ES		K-05	2		CB SB	37.4%	-1.4%	40.8%	-5.9%
(ES) Stevenson ES	TK	K-05	5	MM		67.3%	-2.9%	71.3%	-5.5%
(ES) Sunnyside ES		K-05	5	MS		53.7%	-5.6%	49.7%	-2.5%
(ES) Sunset ES		K-05	5	MS		82.3%	2.5%	81.8%	0.4%
(ES) Sutro ES		K-05	1		CB	59.5%	2.9%	63.4%	-6.0%
(ES) Taylor (E.R.) ES	PreK	K-05	4	MM	CB SB	42.8%	-4.3%	47.5%	-3.8%
(ES) Tenderloin ES	PreK	K-05	2	MM		29.3%	5.8%	25.0%	-4.5%
(ES) Ulloa ES	TK	K-05	5		CB	79.0%	0.2%	86.9%	3.0%
(ES) Visitacion Valley ES		K-05	4		CB	46.7%	0.7%	48.9%	-3.1%
(ES) Webster ES		K-05	3		SI	24.6%	-4.3%	21.1%	-4.9%
(ES) West Portal ES		K-05	5		CI	59.1%	-4.5%	62.8%	-0.4%
(ES) Wo (Yick) ES		K-05	2	MS		48.9%	-9.3%	52.7%	-16.8%
(MS) Aptos MS		06-08	5	MM MS	MI	54.9%	8.6%	48.8%	5.8%
(MS) Brown Jr (Willie) MS		06-08	3			23.8%		13.7%	

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SBAC ELA/Math: Proficiency Rates.

School Directory

School Name	Early Education	Grade Range	Cohort	SPED Program * SDC	Language Pathway	SBAC ELA Perf 2016	SBAC ELA Change	SBAC Math Perf 2016	SBAC Math Change
(MS) Denman MS		06-08	4	MM MS		32.5%	0.3%	30.3%	2.0%
(MS) Everett MS		06-08	6	MM MS	SI	42.0%	-1.1%	35.6%	-1.9%
(MS) Francisco MS		06-08	2	MM MS		46.5%	7.6%	45.5%	1.1%
(MS) Giannini MS		06-08	5	MM MS		76.8%	3.8%	67.6%	3.1%
(MS) Hoover MS		06-08	5	MM	CI SI	59.5%	1.9%	58.9%	0.4%
(MS) King Jr. (M.L.) MS		06-08	4	MM	CI	34.8%	3.9%	30.1%	9.0%
(MS) Lick MS		06-08	6	MM MS	SI	25.2%	-3.1%	18.9%	-2.1%
(MS) Marina MS		06-08	2	MM MS	CI	48.9%	6.3%	46.1%	5.2%
(MS) Presidio MS		06-08	1	DHH MM MS	JB	71.1%	3.6%	69.4%	0.2%
(MS) Roosevelt MS		06-08	1	MM	CI	60.9%	5.2%	59.5%	6.0%
(MS) Visitacion Valley MS		06-08	4	MM MS		15.6%	-1.8%	11.2%	1.2%
(HS) Acdmy Arts & Science HS		09-12	HS	MM		67.2%	13.4%	25.9%	7.8%
(HS) Asawa SF HS of the Arts		09-12	HS	MM		87.2%	0.3%	66.7%	12.1%
(HS) Balboa HS		09-12	HS	MM MS T		59.7%	-10.2%	42.2%	-11.5%
(HS) Burton HS		09-12	HS	MM MS T		48.5%	1.8%	24.0%	-5.5%
(HS) Downtown HS		09-12	HS			0.0%	0.0%	0.0%	0.0%
(HS) Galileo HS		09-12	HS	MM MS T	CI	74.2%	-1.2%	61.8%	8.6%
(HS) Gateway to College		12-12	HS						
(HS) Independence HS		09-12	HS			47.1%	-27.9%	0.0%	-30.0%
(HS) Jordan Sch for Equity HS		09-12	HS	MM MS		13.2%	-2.2%	2.7%	2.7%
(HS) Lincoln HS		09-12	HS	MM MS	CI MI	70.0%	3.4%	54.6%	3.1%
(HS) Lowell HS		09-12	HS	MM MS T		94.3%	2.2%	88.9%	3.5%
(HS) Marshall HS		09-12	HS	MM T		11.0%	-15.4%	20.2%	3.7%
(HS) Mission HS		09-12	HS	MM MS T		28.8%	-2.9%	9.8%	-13.1%
(HS) O'Connell HS		09-12	HS	MM T	SI	46.0%	-4.0%	16.3%	4.6%
(HS) S.F International HS		09-12	HS			23.1%	18.5%	15.2%	10.7%
(HS) Wallenberg HS		09-12	HS	MM T		72.1%	11.6%	46.4%	-6.1%
(HS) Washington HS		09-12	HS	MM MS		73.5%	0.6%	57.7%	7.5%
(HS) Wells HS		09-12	HS			4.8%	4.8%	0.0%	0.0%
(HS) The ARC (Offsite Center)		---	HS	T					
(HS) Transition Training Center (Offsite Center)		---	HS	T					
(K8) Buena Vista/ Mann K8		K-08	6	MM	SI	31.3%	-5.8%	27.3%	-3.3%
(K8) Carmichael ES	PreK	K-08	2		FB	32.4%	-3.9%	28.5%	-0.2%

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SBAC ELA/Math: Proficiency Rates.

School Directory

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(K8) Lawton Alt K8		K-08	5	MS		78.0%	1.0%	82.3%	4.5%
(K8) Lillenthal Alt K8		K-08	1		KI	80.5%	4.1%	77.1%	3.4%
(K8) Revere ES	PreK	K-08	6	MM	SI	27.1%	0.2%	20.3%	2.4%
(K8) Rooftop Alt K8	PreK	K-08	5			55.7%	-9.1%	55.6%	-2.0%
(K8) S.F. Community ES		K-08	4			31.5%	1.1%	22.7%	-1.2%
(K8) Yu (A.F.) Alt K8		K-08	5		CI	81.5%	1.1%	81.7%	-5.2%

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SBAC ELA/Math: Proficiency Rates.

Early Education School Directory

School Name	Early Education	Kindergarten Readiness * %	Kindergarten Readiness Change
Argonne	PreK TK	62.1%	6.5%
Bessie Carmichael	PreK	46.2%	22.0%
Bret Harte	PreK	42.3%	22.3%
Bryant	PreK	11.5%	-0.2%
Cesar Chavez Title I	PreK	0.0%	-15.4%
Commodore Stockton	PreK TK	40.6%	-8.2%
Dr Charles Drew	PreK TK	32.4%	-22.2%
Dr William Cobb	PreK	33.3%	20.8%
ER Taylor	PreK	0.0%	-13.0%
Excelsior (Guadalupe)	PreK	44.7%	35.9%
Fairmount	PreK	12.5%	-20.8%
Gordon J Lau	PreK	50.0%	28.6%
Grattan	PreK	42.4%	-15.5%
Jefferson PreK	PreK	68.4%	18.4%
John McLaren	PreK TK	40.0%	11.4%
John Muir	PreK	6.7%	-36.2%
Jose Ortega	PreK	25.0%	
Junipero Serra Annex	PreK TK	48.3%	4.9%
Las Americas	PreK	37.5%	-3.9%
Leola M. Havard	PreK TK	23.3%	-3.9%
Malcolm X	PreK	11.1%	11.1%
Noriega	PreK TK	71.9%	-4.5%
Paul Revere	PreK	30.0%	13.3%
Presidio	PreK TK	71.1%	-7.3%
Raphael Weill	PreK	72.7%	10.2%
Rooftop	PreK	52.6%	32.6%
San Miguel	PreK	39.3%	-9.7%
Sanchez	PreK	11.8%	-24.6%
SF Public Montessori	PreK	57.6%	-7.1%
Sheridan	PreK TK	14.3%	-5.7%
Starr King Title I	PreK	40.0%	28.9%
Tenderloin	PreK	12.5%	0.7%
Theresa S. Mahler	PreK	66.7%	-4.8%
Tule Elk Park	PreK TK	67.7%	-3.7%
Zaida T. Rodriguez	PreK TK	27.3%	-26.9%

