

School Accountability Report Card

School Year 2007-08

(Published during 2008-09)

Sherman Elementary School

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The School Accountability Report Card (SARC) which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

Section I - Data and Access

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet access is available at public libraries and other locations that are publicly accessible (e.g. the California State Library). Access to the Internet at libraries and other locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Section II - About This School

School Description and Mission Statement (2007-08)

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

Sherman has an extraordinary teaching staff of 20 classroom teachers, supported by Reading Recovery, Technology, Resource Specialist, Science, Instrumental Music, Librarian, PE, Sand Tray, Choral Music, Speech Teachers, Nutrition, Learning Consultant, Garden Coordinator and Paraprofessionals. Our goal is to motivate children to be the best they can be. We believe all children are brilliant and challenge all students to meet and exceed the standards. The arts are an essential, rigorous and joyful part of the core curriculum enabling students to access their multiple intelligences, educating the whole child through improving their voice, listening skills, body control, two and three dimensional problem solving abilities through drawing and painting, origami, dance, music and gardening.

Opportunities for Parental Involvement (2007-08)

This section provides information about opportunities for parents to become involved with school activities.

Parents are involved as volunteers in the classrooms, field trips, staffing the library, elected to the School Site Council and the English Language Committee, Green Schoolyard Project, PTA, chairing many events of the school, as well as fundraising. They are essential partners in supervising their child's homework completion, reading to them and listening to them read aloud. If they are not English language speakers, we ask that they borrow taped books from the library so that their child hears listening vocabulary at a higher level than their reading and speaking vocabulary, which is necessary for them to develop speaking and reading fluency. They participate in SST (Student Success Team) meetings which are held every Wednesday mornings and participate in Parent-Teacher Conferences

Student Enrollment By Grade Level (School Year 2007-08)

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

Grade Level	Enrollment
K	60
1	62
2	69
3	56
4	61
5	65
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	373

Student Enrollment By Group (School Year 2007-08)

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

Group	Percent of Total Enrollment
African American	5.36
American Indian or Alaska Native	0.54
Asian	52.55
Filipino	0.8
Hispanic or Latino	8.31
Pacific Islander	0.27
White (Not Hispanic)	26.27
Multiple or No Response	5.9
Socioeconomically Disadvantaged	62
English Learners	40
Students with Disabilities	21

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	2005-06			Avg Class Size	2006-07			Avg Class Size	2007-08		
		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	20	3	0	0	18	3	0	0	19	2	1	0
1	16	4	0	0	20	3	0	0	17	3	0	0
2	19	3	0	0	17	3	0	0	20	3	0	0
3	19	3	0	0	19	3	0	0	16	3	0	0
4	30	0	1	0	29	0	2	0	26	0	2	0
5	30	0	2	0	31	0	2	0	29	0	2	0
6	0	0	0	0	0	0	0	0	0	0	0	0
K-3	0	0	0	0	0	0	0	0	0	0	0	0
3-4	0	0	0	0	0	0	0	0	0	0	0	0
4-8	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

Section III - School Climate

School Safety Plan (School Year 2007-08)

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

We have a closed circuit television from the major entrances to Sherman so we can view people coming in. We have a system of signing students out for early release, as well as tardiness. We lock the doors after school begins, and deliveries must be only from the Franklin yard where we can see who is entering. Our teachers are assigned emergency preparedness roles. They all have a First Aid kit. Two additional major kits are stored in the Equipment room and the office. We have regular fire drills, as well as earthquake drills. If there is a lock down situation, the principal will announce, "Teachers, secure your areas!" Most of our staff has been trained in First Aid and CPR by the Red Cross. Classrooms have gathered emergency food and water.

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.

Rate	School			District		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	1.5	0.5	0	5.8	5.6	7.5
Expulsions	0	0	0	0.1	0.1	0.1

Section IV (School Facilities) begins on next page.

Section IV - School Facilities

School Facility Conditions and Improvements

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

During this school year, the greening of the Franklin school yard has transformed the yard with a waterfall and pond, gardening areas, lemon, fig, large and miniature maple trees and lots of other plants, besides a gardening area. Because we are using school composted materials, everything grows beautifully. We have colorful picnic tables with umbrellas so students can play board games after eating lunch. We are receiving donations from friends of Sherman as well as grants for plants. We also received donations for planter boxes. The Green Schoolyard Committee is busily working on getting a sprinkler system for the gardening that will take place on the Franklin yard. A Landscape Architect made a design which will take phases to implement.

School Facility Good Repair Status (School Year 2008-09)

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>	
Gas Leaks	X			
Mechanical Systems	X			Room 301, clean vent in center of room, WO.
Windows/Doors/Gates (interior & exterior)	X			Room 305, repair or replace lock to class room door, WO.
Interior Surfaces (walls,floors & ceilings)	X			
Hazardous Materials (interior & exterior)			X	Outside of room 214/adjacent to hall, & room 306, emergency exit signs electrical panel missing & signs of battery leaking, WO. Room 120, large sections of paint peeling from walls, WO. Room 310 peeling paint in closet, WO.
Structural Damage	X			
Fire Safety	X			
Electrical (interior & exterior)	X			Rooms 203 & 309, exposed wires in electrical panel in ceiling of closet, WO.
Pest/Vermin Infestation	X			
Drinking Fountains	X			Various rooms, low pressure @ sink, WO. Kitchen faucet leaks/drips, WO.
Restrooms	X			Near room 304 low flushing pressure, WO.
Sewer	X			
Roofs	X			Library, clean gutters, WO.
Playground/School Grounds	X			
Overall Cleanliness	X			

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

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

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary		X		

Section V (Teachers) begins on next page.

Section V - Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	23	24	24	3160
Without Full Credential	1	0	0	80
Teaching Outside Subject Area of Competence	0	0	0	—

Teacher Misassignments and Vacant Teacher Positions

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

Indicator	2006-07	2007-08	2008-09
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2006-07

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	95.0	5.0
All Schools in District	94.8	5.2
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.7	4.3

Section VI - Support Staff

Academic Counselors and Other Support Staff (School Year 2007-08)

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

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

Section VII - Curriculum and Instructional Materials

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. The following new instructional materials were adopted by the SFUSD Board of Education for the 2008-2009 school year, and were provided for all high school students enrolled in geometry and Spanish classes. Class sets of new 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 preceding the annual Instructional Materials Hearing at the October 14, 2008 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 2008-2009, new mathematics instructional materials were provided for all students in grades K-8. Class sets of new health instructional materials were provided for middle school health teachers. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 14, 2008 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

http://portal.sfusd.edu/template/default.cfm?page=chief_academic.libserv

Section VIII (School Finances) begins on next page.

Section VIII - School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-07)

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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,017	\$997	\$4,020	\$58,150
District	----	----	\$4,020	\$58,150
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,300	\$65,008
Percent Difference - School Site and State	----	----	-31.8%	-11.8%

Types of Services Funded (Fiscal Year 2007-08)

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

The Librarian is here four days--two days are from Prop H and two days are from our site budget. The Technology and Reading Recovery teachers are funded from WSF or categorical funds. The two and a half day Nutrition Coordinator is from the School Health program. The Learning Consultant is from Prop H. The Sand Tray Consultant is funded from the PTA budget. She oversees the work of three other people who work with students who are given a protected environment to create sand trays which enables them to work out their issues. The Sports4Kids program trains junior coaches who help at lunch recess, and they teach noncompetitive games. They also participate in intramural volleyball, basketball and soccer. The Resource Specialist, speech therapists are funded by Special Education.

Teacher and Administrative Salaries (Fiscal Year 2006-07)

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

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,616	\$40,721
Mid-Range Teacher Salary	\$59,978	\$65,190
Highest Teacher Salary	\$76,483	\$84,151
Average Principal Salary (Elementary)	\$87,923	\$104,476
Average Principal Salary (Middle)	\$91,700	\$108,527
Average Principal Salary (High)	\$96,882	\$119,210
Superintendent Salary	\$255,000	\$210,769
Percent of Budget for Teacher Salaries	33.4%	39.9%
Percent of Budget for Administrative Salaries	5.0%	5.5%

Section IX - Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-Language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10 and 11; and history-social science in grades 8, 9, 10 and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

CST Results for All Students - Three-Year Comparison

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

Subject	School			District			State		
	05-06	06-07	07-08	05-06	06-07	07-08	05-06	06-07	07-08
English-Language Arts	60	67	75	47	49	51	42	43	46
Mathematics	76	74	82	48	49	51	40	40	43
Science	64	63	67	39	45	51	35	38	46
History-Social Science				38	41	42	33	33	36

CST Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	64	42	*	
American Indian or Alaska Native				
Asian	76	88	77	
Filipino	*	*	*	
Hispanic or Latino	29	46	*	
Pacific Islander	*	*		
White (not Hispanic)	76	83	*	

CST Results by Student Group - Most Recent Year (continued)

Group	% of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	66	78	68	
Female	76	85	67	
Economically Disadvantaged	69	79	64	
English Learners	57	78	42	
Students with Disabilities	15	42	*	
Students Receiving Migrant Education Services				

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all 6 fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>.

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

Grade Level	Percent of Students Meeting Fitness Standards
Grade 5	28.1
Grade 7	0
Grade 9	0

Section X (Accountability) begins on next page.

Section X - Accountability

Academic Performance Index

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

API Ranks - Three-Year Comparison

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

API Rank	2005	2006	2007
Statewide	8	8	9
Similar Schools	8	6	10

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: Results for numerically significant student groups only.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	5	39	14	891
African American				
American Indian or Alaska Native				
Asian	7	44	14	908
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				920
Socioeconomically Disadvantaged	14	37	13	875
English Learners	----	52	0	878
Students with Disabilities	----	201		766

Adequate Yearly Progress

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

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

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

AYP Overall and by Criteria (2007-08)

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

<i>AYP Criteria</i>	<i>School</i>	<i>District</i>
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2008-09)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

<i>Indicator</i>	<i>School</i>	<i>District</i>
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	----	27
Percent of Schools Currently in Program Improvement	----	24.3 %

Section XI - School Completion and Postsecondary Preparation

Not Applicable.

Section XII - Instructional Planning and Scheduling

Professional Development

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

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

End of SARC Document.