

School Accountability Report Card

School Year 2016-17

(Published during 2017-18)

Balboa High School

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Calif.School ID #: 3830288

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.

Balboa High School, in partnership with all community stakeholders, will provide students with an educational experience of rigor and relevance; where all students are valued, have a sense of purpose, and are committed to making our school and society a better place to live. As a community of lifelong learners, we are guided by 3 essential questions:

What do we expect students to learn?

How do we know they have learned it?

What do we do if they don't learn? And what do we do when they do?

Student Enrollment By Grade Level (School Year 2016-17)

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

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	301
10	323
11	318
12	307
Ungraded Sec	0
Total Enrollment	1249

Student Enrollment By Group (School Year 2016-17)

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	5.8
American Indian or Alaska Native	0.3
Asian	38.8
Filipino	9.4
Hispanic or Latino	34.2
Pacific Islander	2.6
White (Not Hispanic)	4.2
Two or More Races	1.3

Socioeconomically Disadvantaged	69.3
English Learners	18.3
Students with Disabilities	14.4
Foster Youth	0.3

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>	<i>2017-18</i>
With Full Credential	76	77	71	3357
Without Full Credential	5	7	8	284
Teaching Outside Subject Area of Competence	3	4	4	125

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>2015-16</i>	<i>2016-17</i>	<i>2017-18</i>
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments	3	5	5
Vacant Teacher Positions	0	0	1

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 10, 2017 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 2017-2018, 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 10, 2017 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

School Facility Good Repair Status

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

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			1st fl hall: Missing ceiling tiles at various locations
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			<ul style="list-style-type: none"> - 1st fl hall: Some ceiling lights out-of-order and missing light covers at various locations. - Library Wing - Basement Hall: Some ceiling lights out-of-order and some missing light covers at various locations. - 2nd Floor Hallway: Some ceiling lights out-of-order and missing light covers at various locations. - 3rd Floor Hallway: Some ceiling lights out-of-order and missing light covers at various locations.
Restrooms/Sinks/Fountains		X		<ul style="list-style-type: none"> -1st Floor Girl's Toilets: Girls restroom next to T62 door (right side) handle is broken. -1st Floor Boy's Toilets: Boys restroom next to room 158 has one urinal out of order. -1st Floor Boy's Toilets: Restroom at T51 has one toilet stool out of order - Girl's Locker Room: Ceiling lights out. - Boy's Locker Room: Ceiling lights out. - 2nd Floor Boy's Toilets: Handicap toilet door not closing at T58 boys restroom. -1st fl hall: Water fountains next to rooms 156 and T63 are out. - 2nd Floor Hallway: Water fountain out of order next to room 229
Safety: Fire and Hazardous Materials	X			<ul style="list-style-type: none"> 1st fl hall: Emergency Exit lights out-of-order at various locations. - Library Wing - Basement Hall: Emergency Exit lights out-of-order at various locations. - 2nd Floor Hallway: Emergency Exit lights out-of-order at various locations. - 3rd Floor Hallway: Emergency Exit lights out-of-order at various locations.
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			<ul style="list-style-type: none"> - 1st fl hall: Broken glass panel at EXIT stair door across from room 116 and holding magnet for EXIT stair door across from T75 is broken. - 2nd Floor Hallway: Holding magnet for EXIT door at stair #4 on 2nd floor broken.

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 2017			

Additional Comments: NOTE: Various emergency exit lights out. 2. Missing ceiling light covers at various corridors and classrooms.

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.

All usable school space is safe, clean, and adequate for teaching and learning. Facilities are completely adequate, so are the classrooms for our student population. Computers labs are extensive and up to date. ADA construction project has just been completed. All facilities are accessible to the physically disabled people. Athletic facilities have been updated with the new track, new football field man-made lawn, new baseball field and irrigation system, and new bleachers benches. New sound system has been set up in the auditorium. Two new elevators have also been built through the ADA construction project. The old auto shop has been renovated into a Green Room with new curtains, new carpet, and new folding tables and chairs. The basement of school gym has not been used and awaiting for funds to repair.

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	60	67	53	55	48	48
Mathematics (grades 3-8 and 11)	42	48	49	50	36	37

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 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	282	91.26	66.55
Male	162	151	93.21	59.33
Female	147	131	89.12	74.81
African American	22	18	81.82	27.78
American Indian/Alaskan	--	--	--	--
Asian	131	129	98.47	85.27
Filipino	30	29	96.67	65.52
Hispanic or Latino	99	82	82.83	44.44
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	202	185	91.58	63.59
English Learners	92	82	89.13	51.22
Students with Disabilities	33	23	69.7	13.04
Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	309	278	89.97	48.01
Male	162	150	92.59	44.67
Female	147	128	87.07	51.97
African American	22	17	77.27	17.65
American Indian/Alaskan	--	--	--	--
Asian	131	129	98.47	78.29
Filipino	30	29	96.67	17.24
Hispanic or Latino	99	79	79.8	16.67
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	202	180	89.11	46.37
English Learners	92	81	88.04	43.75
Students with Disabilities	33	23	69.7	4.35
Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level 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).

Subject	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Science (Gr 5,8 and 10)	53	42	--	58	57	--	56	54	--

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternative Performance Assessment (CAPA) in grades five, eight, and ten.

Scores are not shown 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.

The 2016-17 data are not available. CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs

The section provides information about the Career Technical Education (CTE) programs.

Career Technical Education at SFUSD provides opportunities for high school students to explore and access high-wage high-demand careers, while preparing them for post-secondary education. CTE Pathways offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered on hands-on, contextualized learning that will help develop student's professionalism and industry-specific skillset. Teachers work with industry advisory boards to provide work-based learning opportunities and a relevant curriculum to students.

SFUSD's model includes rigorous academics, integrated technology, work-based learning and comprehensive support services. This provides avenues for students to draw rich, real world connections across content areas and see the relevance in their day-to-day learning.

We continue to increase the capacity of CTE teachers, counselors and administration, along with local community-based organizations to ensure that non-traditional populations have full access to the Pathways and are set up for success. Specific attention is paid during the recruitment process to support enrollment of populations underrepresented in particular career sectors.

Students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in a summer internship and build their professional network. Through standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, persist to graduation and obtain a postsecondary credential, degree or apprenticeship.

The CTE Advisory Committee is chaired by Gary Freund, representing both Cal State East Bay University and the Hospitality/Tourism Advisory Board. The chairs of each of the 10 industry-specific advisory boards serves in a representative capacity on the CTE Advisory Committee.

Career Technical Education Participation (School Year 2016-17)

This table displays information about participation in the school's CTE programs.

<i>Measure</i>	<i>CTE Program Participation</i>
Number of Pupils	186
Percent of pupils completing a CTE program and earning a high school diploma	99
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50

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>
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	59

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 2016-17)

<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			
Grade 7			
Grade 9	22.3	14.1	3.7

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Dropout Rate	3.5	4.1	4.5	7.9	7	7.6	11.5	10.7	9.7
Graduation Rate	92.46	89.76	93.43	83.89	84.87	86.49	80.95	82.27	83.77

Completion of High School Graduation Requirements (School Year 2015-16)

One-Year Rate

Group	Graduating Class of 2016		
	School %	District %	State %
All Students	90	90	87
African American	82	82	79
American Indian or Alaska Native		86	80
Asian	90	93	94
Filipino	97	89	94
Hispanic or Latino	84	86	85
Pacific Islander	86	92	87
White (not Hispanic)	100	90	91
Two Or More Races		88	91
Socioeconomically Disadvantaged	92	93	85
English Learners	57	63	55
Students with Disabilities	57	60	64
Foster Youth	100	87	68

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.

Emergency Plan delineates responsibilities of key personnel in case of emergencies; Evacuation Plan describes routes for evacuating the building; Security officers' responsibilities and schedules are outlined; SPFD TAC Emergency Response Kt. In addition, we have in place the following items: Crisis Response Manuals which describe procedures in a variety of emergency situations; Emergency Supplies Center in the football field, First Aid Kits in each classroom; Earthquake and rescue supplies bags for each team; etc.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	1.59	1.66	3.03	1.59	1.28	1.6	3.79	3.65	3.65
Expulsions	0.08	0	0	0.01	0.01	0.01	0.09	0.09	0.09

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.

- * PTSA - Active support of Balboa's academic and cultural programs.
- * School Site Council - Participation in policy development and allocation of funds.
- * Afterschool tutoring - Work with athletes and underperforming students to increase achievements.
- * Parent Center with parent Education Programs - Computer instruction, parenting classes, parent volunteers for classrooms, the library, and other school activities

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

Freedom Siyam

415-469-4090

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 (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	2014-15			Avg Class Size	2015-16			Avg Class Size	2016-17		
		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	27	8	30	12	29	7	25	14	27	14	25	10
Math	25	12	28	8	28	9	18	15	28	8	21	14
Science	27	7	26	7	27	5	26	5	26	7	26	4
Social Science	28	10	12	16	28	6	23	10	28	11	15	18

Academic Counselors and Other Support Staff (School Year 2016-17)

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	5	252.2
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

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	\$5,414	\$197	\$5,218	\$73,395
District	----	----	\$5,218	\$73,395
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$6,574	\$74,476
Percent Difference - School Site and State	----	----	-21%	-3%

Types of Services Funded (Fiscal Year 2016-17)

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

We have three major funding sources:

- * WSF (Unrestricted Resources) - General Fund
- * Targeted Instructional Improvement Block Grant (Consent Decree Grant)
- * Categorical funds: School and Library Improvement Block Grant, EIA- Limited English Proficient Funds-LEP, and EIA -Economic Impact Aid-SCE.

Besides, we have 21st Century Grant that support after school tutorial programs; the CA Partnership Grant that supports our SLC Media Arts program, and Prop H funds that support school art, sports programs and school library.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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	\$42,631	\$47,808
Mid-Range Teacher Salary	\$69,913	\$73,555
Highest Teacher Salary	\$87,660	\$95,850
Average Principal Salary (Elementary)	\$107,156	\$120,448
Average Principal Salary (Middle)	\$113,292	\$125,592
Average Principal Salary (High)	\$116,399	\$138,175
Superintendent Salary	\$310,000	\$264,457
Percent of Budget for Teacher Salaries	29	35
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2016-17)

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

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	1	----
Fine and Performing Arts	2	----
Foreign Language	2	----
Mathematics	2	----
Science	2	----
Social Science	2	----
All Courses	11	40.9

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.