

School Accountability Report Card

School Year 2015-16

(Published during 2016-17)

Galileo Academy of Science and Technology

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SFUSD School ID # 559

Calif.School ID #: 3831765

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.

Galileo Academy of Science and Technology's mission is to provide equal access to all educational programs and ensure success for all students. Galileo provides extensive Honors, Advanced Placement, Academy, and GATE programs. In addition, students can choose to participate in an academic Pathway or Academy (small learning communities): Biotechnology, Environmental Science, Health Science, Information Technology, Publications, and Hospitality and Tourism. The AVID Program provides additional academic counseling for college preparation. The Wellness Center provides comprehensive services in mental and physical health. After school programs include sports, arts, and tutoring. SUMMERFUND provides opportunities to broaden students' knowledge through a variety of summer programs around the world.

Student Enrollment By Grade Level (School Year 2015-16)

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	461
10	539
11	440
12	450
Ungraded Sec	0
Total Enrollment	1890

Student Enrollment By Group (School Year 2015-16)

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
American Indian or Alaska Native	0.3
Asian	62.9
Filipino	4.9
Hispanic or Latino	16.8
Pacific Islander	0.7
White (Not Hispanic)	6
Two or More Races	0.7

Socioeconomically Disadvantaged	78.2
English Learners	19.2
Students with Disabilities	10.2
Foster Youth	0.6

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/>.

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	109	113	110	3384
Without Full Credential	1	2	1	169
Teaching Outside Subject Area of Competence	5	2	4	149

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	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	5	2	4
Vacant Teacher Positions	0	0	1

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2015-16

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are 39 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

See table on next page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	98	2
All Schools in District	92	8
High-Poverty Schools in District	91	9
Low-Poverty Schools in District	95	5

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 September 27, 2016 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 2016-2017, 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 September 27, 2016 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			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			Corridor lights out-of-order at various locations on the 1st floor hallway. Corridor lights out-of-order at various locations 2nd floor hallway. Corridor lights out-of-order at various locations 3rd floor hallway. Corridor lights out-of-order at various locations 4th floor hallway.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			Exit door holding magnets out-of-order at various locations on the 1st floor hallway. Exit door holding magnets out-of-order at various locations on the 2nd floor hallway. Exit door holding magnets out-of-order at various locations on the 3rd floor hallway. Exit door holding magnets out-of-order at various locations on the 4th floor hallway.

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.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Inspection Date	FALL 2016			

Additional Comments: Facilities will schedule repair of deficiency

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.

Galileo takes very seriously its mandate to provide a safe, clean and orderly place that nurtures learning.

Located one block from the historic Ghirardelli Square and within walking distance of Fisherman's Warf, students benefit from a beautiful view of the Bay and a safe neighborhood in which to learn. The school is developing partnerships with the National Park Service in order to best use the resources at Fort Mason and Crissy Field. All health and safety issues are addressed through work orders. The Williams Act provides a benchmark for us to establish a safe and secure environment. Galileo will become ADA compliant with the completion of school construction through Proposition A. The entire Galileo community has access to technology in and out of the classroom.

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	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	75	73	52	53	44	48
Mathematics (grades 3-8 and 11)	53	61	47	49	34	36

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 Grade Level / Subject / Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

11

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	443	415	93.68	73.12
Male	243	229	94.24	68.72
Female	200	186	93.00	78.49
African American	17	15	88.24	33.33
American Indian/Alaskan				
Asian	294	285	96.94	77.89
Filipino	15	15	100.00	60.00
Hispanic or Latino	72	65	90.28	65.08
Pacific Islander/Hawaiian	--	--	--	--
White	22	17	77.27	58.82
Two or More Races	--	--	--	--
Economically Disadvantaged	129	119	92.25	68.64
English Learners	76	67	88.16	15.38
Students with Disabilities	41	37	90.24	27.03
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

Disaggregated by Student Groups and Grade Level (School Year 2015-16)

Grade:

11

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	442	415	93.89	61.22
Male	242	229	94.63	57.96
Female	200	186	93.00	65.22
African American	16	13	81.25	15.38
American Indian/Alaskan				
Asian	294	286	97.28	72.63
Filipino	15	15	100.00	26.67
Hispanic or Latino	72	64	88.89	25.81
Pacific Islander/Hawaiian	--	--	--	--
White	22	19	86.36	58.82
Two or More Races	--	--	--	--
Economically Disadvantaged	128	116	90.63	57.39
English Learners	75	68	90.67	36.92
Students with Disabilities	41	36	87.80	19.44
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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Gr 5,8 and 10)	46	48	49	62	58	57	60	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.

California Standards Test by Student Groups in Science (School Year 2015-16)

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. Science assessments include CSTs, CMA and CAPA in grades 5, 8 and 10.

Group	Total Enrollment	Number of Students With Valid Scores	Percent of Students With Valid Scores	Percent Proficient or Advanced
All Students at the School	549	469	85.43	48.83
Male	370	303	81.89	49.50
Female	179	166	92.74	47.59
African American	31	23	74.19	8.70
American Indian or Alaska Native	--	--	--	--
Asian	325	296	91.08	58.45
Filipino	25	23	92.00	21.74
Hispanic or Latino	106	76	71.70	25.00
Pacific Islander	--	--	--	--
White (not Hispanic)	40	32	80.00	50.00
Two or More Races	--	--	--	--
Economically Disadvantaged	146	121	82.88	38.84
English Learners	115	82	71.30	8.54
Students with Disabilities	57	40	70.18	10.00
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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. 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. 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 2015-16)

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

Measure	CTE Program Participation
Number of Pupils	377
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	17

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/>.

Indicator	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	99
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	66

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 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5			
Grade 7			
Grade 9	19.4	17.1	25.3

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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Dropout Rate	5.7	6.2	7	8.9	7.9	7	11.4	11.5	10.7
Graduation Rate	90.99	90.86	86.68	81.67	83.89	84.87	80.44	80.95	82.27

Completion of High School Graduation Requirements (School Year 2014-15)

One-Year Rate

Group	Graduating Class of 2015		
	School %	District %	State %
All Students	78	88	86
African American	83	73	77
American Indian or Alaska Native		140	75
Asian	71	86	93
Filipino	108	94	97
Hispanic or Latino	122	94	84
Pacific Islander		111	85
White (not Hispanic)	94	88	87
Two Or More Races	50	87	91
Socioeconomically Disadvantaged	90	95	77
English Learners	57	74	51
Students with Disabilities	69	65	68
Foster Youth	--	--	--

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.

Galileo promotes positive self-esteem and social/emotional well-being with policies that deter harassment, bullying, and crimes. The school has a Safe School Plan that is updated annually. We implement policies that address graffiti abatement and gang prevention. Our Wellness Center serves students' psychosocial needs through a variety of programs, counselors, and community based organizations. Our Peer-Resource Program and student court help diffuse problems that arise between students. Along with 6 security aides, the school has an on-campus School Resource Officer provided by the San Francisco Police Department who serves as a liaison with law enforcement. Galileo has over 200 security cameras, and a trained Emergency Response team.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions	1.18	2.67	2.02	1.53	1.58	1.28	4.36	3.80	3.65
Expulsions	0.00	0.00	0.05	0.01	0.01	0.01	0.10	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.

Galileo hopes families will contribute to the school community and to their student's goals. Families are invited to the school throughout the year to support students, meet with faculty and administrators, and celebrate student achievements.

Galileo has several dedicated parent groups including PTSA, School Site Council, School Advisory Committee, and English Language Advisory Committee. All groups meet monthly to plan and implement ways to support our school and to monitor successful implementation of the School Site Plan. The PTSA is open to all interested parents. Galileo hosts evening events such as parent workshops, Back-to-School Night, Winter Concert, and Open House. Primary language support is provided at all functions and all literature is translated in Chinese and Spanish.

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

Reimer, Michael

415-749-3430

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.

Federal Intervention Program (School Year 2016-17)

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		In PI
First Year of Program Improvement		2006-07
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	----	84
Percent of Title 1 Schools Currently in Program Improvement	----	79%

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).

<i>Subject</i>	<i>Avg Class Size</i>	<i>2012-13</i>			<i>Avg Class Size</i>	<i>2013-14</i>			<i>Avg Class Size</i>	<i>2014-15</i>		
		<i>Number of Classrooms</i>				<i>Number of Classrooms</i>				<i>Number of Classrooms</i>		
		<i>1-22</i>	<i>23-32</i>	<i>33+</i>		<i>1-22</i>	<i>23-32</i>	<i>33+</i>		<i>1-22</i>	<i>23-32</i>	<i>33+</i>
English	24	43	45	19	24	29	55	7	25	32	42	15
Math	29	22	26	36	27	18	28	23	27	17	32	18
Science	28	9	35	21	27	13	52	7	28	8	39	10
Social Science	28	11	24	27	21	18	20	8	29	6	29	18

Academic Counselors and Other Support Staff (School Year 2015-16)

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 - 13.6, Librarians - 27.5, Nurses - 55.8, Psychologists/Social Workers - 169.4 and Resource Specialists - 130.5. 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	9	211
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

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	\$5,252	\$265	\$4,987	\$65,238
District	----	----	\$4,987	\$65,238
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$5,677	\$75,837
Percent Difference - School Site and State	----	----	-12%	-14%

Types of Services Funded (Fiscal Year 2015-16)

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

Galileo is fortunate to receive support from a variety of community and district sources. The school pursues additional funding opportunities whenever possible with the belief that our students can benefit from the investment of supplementary funds. Budget decisions balance the desire to serve as many students as possible equitably and the need to invest heavily in special opportunities to acquire technology and provide professional

development so that faculty can better serve students. Special district/community programs include: School to Career, Peer Resources, the Gifted and Talented Program (GATE), Wellness Program, Chinese Immersion Program. ACE, Upward Bound, AACE Talent Search, USF Upward Bound, SUMMERFUNd, Play it Smart, Summer Search, and Futurama (an after school program).

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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	\$41,380	\$45,092
Mid-Range Teacher Salary	\$66,584	\$71,627
Highest Teacher Salary	\$83,576	\$93,288
Average Principal Salary (Elementary)	\$99,735	\$115,631
Average Principal Salary (Middle)	\$104,512	\$120,915
Average Principal Salary (High)	\$108,727	\$132,029
Superintendent Salary	\$282,800	\$249,537
Percent of Budget for Teacher Salaries	30	37
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2014-15)

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	1	----
English	2	----
Fine and Performing Arts		----
Foreign Language	3	----
Mathematics	6	----
Science	8	----
Social Science	5	----
All Courses	25	0.7

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.