

School Accountability Report Card

School Year 2017-18

(Published during 2018-19)

Lowell High School

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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.

The mission of Lowell High School is to encourage the individuals who attend to contribute their skills, creativity, and intellect to benefit both themselves and the wider community of which they are a part.

Underlying Lowell's philosophy of education is the resolve that the young people of San Francisco continue to enjoy their traditional option of attending a college preparatory public high school. The emphasis requires an instructional program that promotes sound intellectual and aesthetic values while providing opportunities for self-discipline and individual decision-making. Lowell endeavors to create a just and equitable society where individual responsibilities are clearly defined and personal rights guaranteed. It endorses the concept of an integrated school where cultural and social diversity enrich the lives of all students.

Lowell High School, founded in 1856, is the oldest public high school west of the Mississippi. Located in the southwestern area of San Francisco, the 26 acre campus is "Home of the Lowell Cardinals." Lowell is a four-year college preparatory high school composed of an economically and ethnically diverse student population of 2,601. Forty-one percent of our students are eligible for free and reduced meals, and come from schools throughout the city. With an outstanding Academic Performance Index score of 951, Lowell has been ranked consistently in the top 100 high schools by "US News & World Report" and by "Newsweek Magazine", and has been recognized as a National Blue Ribbon School three times and a California Distinguished School seven times. Admission to Lowell is merit-based and a competitive application process. For the fall 2011, 2,022 students applied and 700 enrolled. Lowell's students follow a "modular" schedule, while pursuing a rigorous college preparatory program.

Extra-curricular activities are a vital part of Lowell's vision of teaching the whole student. There are 86 active clubs and service organizations, and 32 teams playing 27 sports in its athletic program. Its elective program boasts the largest Visual and Performing Arts department in the city, a World Language department of 8 languages, and an award winning school newspaper. Our Wellness Program supports our entire student body, which also includes ELL and Learning Resource (SPED) students. Lowell's PTSA and Alumni are a vital part of the school community in maintaining Lowell's excellence.

Student Enrollment By Grade Level (School Year 2017-18)

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	655
10	723
11	656
12	697
Ungraded Sec	0
Total Enrollment	2731

Student Enrollment By Group (School Year 2017-18)

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	1.8
American Indian or Alaska Native	0.1
Asian	54.4
Filipino	6.8
Hispanic or Latino	10.5
Pacific Islander	0.5
White (Not Hispanic)	17.6
Two or More Races	3.4
Socioeconomically Disadvantaged	37.5
English Learners	2.2
Students with Disabilities	4.5
Foster Youth	0

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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	148	148	142	3165
Without Full Credential	1	5	10	310
Teaching Outside Subject Area of Competence	1	3	2	91

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	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	2	3	2
Vacant Teacher Positions	2	1	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 9, 2018 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

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

School Facility Good Repair Status

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

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			- 1st Floor Hallways: Damaged and missing ceiling acoustic tiles at corridor next to music room. - Cafeteria Room 55: Damaged floor vinyl tile at cafeteria kitchen door.
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			- Bungalow Men's Toilets: Toilet on boy's restroom 5T2-1 out. - Courtyard/Arcade: Water fountain next to girls restroom at the exterior lunch area out. - 3rd Floor Boy's Toilets:
Safety: Fire and Hazardous Materials	X			- 1st Floor Hallways: Exit Door holding magnets at stair #7 and stair #6 damaged. - 2nd Floor Hallways: Exit door holding magnets out-of-order at 2nd floor stair #7 and stair #6. - Basketball Courts: Broken emergency exit light and a missing guard at the boys basketball court.
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

Overall Summary of School Facility Good Repair Status

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

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary	X			
Inspection Date	Spring 2018			

Additional Comments:

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.

Each semester, Lowell's hosts a "Beautification Day", wherein through a cooperative effort between the city, parents, students and Lowell administration, projects such as interior and exterior painting, landscaping, power washing and trash clean up are conducted. In 2008, a major ADA compliant reconstruction project was completed which has improved our walkways and entryways, updated our football stadium, created a dramatic new theater classroom, added additional bungalow classrooms and ensured ADA compliance in all areas of our

campus. In 2010, Lowell's Technology Committee refreshed existing technology in all existing computer labs, improved accessibility to computers for both student drop-in and scheduled classes, and conducted various inventories (hardware and software) to consolidate and/or update according to staff and student needs. Technology access has become wireless and our public address system has been updated. Future plans are to turn our Radio Lowell to Lowell Television wherein school announcements will be televised through our in-house cable access. In 2011, mobile computer carts were introduced and distributed among departments using the latest state-of-the-art technologies with supporting projection systems and school-wide wireless connections. In addition, Lowell's football field was resurfaced and upgraded with artificial turf. In 2012, the main school building was painted with a new color scheme, a new electronic marquee replaced the lettered marquee, a new flag pole was erected in the front court yard, the library received and had installed new carpet, and the Wellness program was moved into the main building for better student access. In 2013-14, retrofit work for earthquake preparedness will begin in the bungalows, and structural changes will be made to accommodate the Wellness Center staff at its new location.

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	94	93	55	55	48	50
Mathematics (grades 3-8 and 11)	88	87	50	50	37	38

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 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	644	609	94.57	93.27
Male	266	247	92.86	91.09
Female	378	362	95.77	94.75
African American	--	--	--	--
American Indian/Alaskan				
Asian	369	362	98.1	94.2
Filipino	46	45	97.83	93.33
Hispanic or Latino	56	46	82.14	84.78
Pacific Islander/Hawaiian	--	--	--	--
White	115	100	86.96	95
Two or More Races	18	18	100	94.44
Economically Disadvantaged	236	223	94.49	91.03
English Learners	16	13	81.25	69.23
Students with Disabilities	17	12	70.59	75
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 2017-18)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	645	617	95.66	86.71
Male	267	250	93.63	88
Female	378	367	97.09	85.83
African American	--	--	--	--
American Indian/Alaskan				
Asian	369	359	97.29	91.64
Filipino	47	44	93.62	77.27
Hispanic or Latino	56	50	89.29	52
Pacific Islander/Hawaiian	--	--	--	--
White	115	108	93.91	90.74
Two or More Races	18	17	94.44	88.24
Economically Disadvantaged	236	225	95.34	83.11
English Learners	16	13	81.25	69.23
Students with Disabilities	18	8	44.44	75
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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The 2016-17 and 2017-18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administrated operationally during the 2018-19 school year. The California Alternative Assessment (CAA) for Science was pilot-tested for two years (i.e., 2016-17 and 2017-18) and will be field-tested in 2018-19.

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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	98
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	91

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 2017-18)

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	15.7	35.8	39

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate	1.6	0.8	1.5	7	7.6	13.1	10.7	9.7	9.1
Graduation Rate	97.3	97.2	97.5	84.9	86.5	73.1	82.3	83.8	82.7

Completion of High School Graduation Requirements (School Year 2016-17)

One-Year Rate

Group	Graduating Class of 2016		
	School %	District %	State %
All Students	95	84	89
African American	88	69	82
American Indian or Alaska Native	100	72	83
Asian	96	93	95
Filipino	95	85	93
Hispanic or Latino	94	74	87
Pacific Islander	100	91	89
White (not Hispanic)	94	89	92
Two Or More Races	93	92	91
Socioeconomically Disadvantaged	98	88	89
English Learners	24	71	57
Students with Disabilities	37	65	67
Foster Youth	100	74	74

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.

"Campus Rules" and District/school policies that set common expectations and standards for all student conduct and student safety are detailed in the Lowell Student Handbook and the SFUSD Student/Parent/Guardian Handbook and distributed to every student. Lowell is widely regarded by students and parents as a safe school. In the last five years, there have been a small number of suspensions, less than 1% of the student population annually. Lowell's Health and Safety Committee (comprised of Admin, teachers, students and parents) meets tri-annually to do site walk-throughs, to review and update the school safety and emergency plans, to provide professional development to the staff for emergency procedures, to assign roles for staff and student leadership groups, and to plan emergency drills. Coordination efforts have been made with neighboring elementary school on evacuation procedures for any major disaster crises.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	0.11	0.07	0.15	1.28	1.6	1.65	3.65	3.65	3.51
Expulsions	0	0	0	0.01	0.01	0	0.09	0.09	0.08

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.

Parents are very important in their support of the school. The School Site Council (SSC), a partnership among staff, students, alumni and parents, develops an annual "Balanced Score Card" (academic plan) and allocates resources within the school to support its plan. There is an active PTSA (Parent Student Teacher Association) which meets monthly and provides resources and school-related information in its newsletter and website (www.lowellptsa.org). Parents fundraise and use the monies to support a grants program which provides supplemental materials and supplies to faculty and staff. Most importantly, over the past three years of the budget crisis, parents have contributed almost \$1.5 million to the Lowell Fund to restore critical programs and positions. Parents also run the Book-to-Book Center and work in the VICCI (Volunteers in College and Career Information) Center. Lowell also has a very active Alumni Association which has its own grants program. Parents and alumni have joined together in establishing the Lowell Sports Foundation which specifically funds sports awards and equipment.

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

Andrew Ishibashi

415-759-2730

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	2015-16			Avg Class Size	2016-17			Avg Class Size	2017-18		
		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	16	80	7	26	15	87	3	28	15	59	20
Math	29	9	50	32	32	10	19	64	30	11	32	60
Science	32	1	18	52	33	3	19	55	31	4	41	42
Social Science	30	9	53	36	32	7	22	67	29	8	80	11

Academic Counselors and Other Support Staff (School Year 2017-18)

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	9	303.111111111111
Library Media Teacher (Librarian)	3	----
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 2016-17)

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	\$5,747	\$188	\$5,558	\$71,563
District	----	----	\$5,558	\$71,563
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,125	\$80,764
Percent Difference - School Site and State	----	----	-22%	-11%

Types of Services Funded (Fiscal Year 2017-18)

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 Wellness Center provides mental health services, substance abuse prevention and treatment services, reproductive and physical health services as well as links to community based agencies. The Peer Resource Center promotes youth leadership and peer mentoring programs. Our Academic Literacy class and an interactive math program called ALEKS provides catch up support for underperforming students. CSF provides tutoring and Plan Ahead Program informs and aligns students with college and careers options. English Learners are monitored and given SDAIE instruction and 5 different Learning Resource (SPED) programs serve 100 special needs students. Two thirds of the faculty sponsor student clubs and our ROTC program offers drum corp and drill teams.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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	\$45,658	\$47,903
Mid-Range Teacher Salary	\$74,799	\$74,481
Highest Teacher Salary	\$93,655	\$98,269
Average Principal Salary (Elementary)	\$114,693	\$123,495
Average Principal Salary (Middle)	\$121,529	\$129,482
Average Principal Salary (High)	\$124,451	\$142,414
Superintendent Salary	\$310,000	\$271,429
Percent of Budget for Teacher Salaries	30	35
Percent of Budget for Administrative Salaries	7	5

Advanced Placement Courses (School Year 2017-18)

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	3	----
English	16	----
Fine and Performing Arts	3	----
Foreign Language	9	----
Mathematics	18	----
Science	29	----
Social Science	41	----
All Courses	119	57.6

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.