

School Accountability Report Card

School Year 2015-16

(Published during 2016-17)

June Jordan School for Equity

0325 LA GRANDE AV, SAN FRANCISCO, CA 94112

Principal: Huang, Jessica

Phone: 415-452-4922

Fax: 415-452-4927

SFUSD School ID # 757

Calif.School ID #: 0102103

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Interim Superintendent: Myong Leigh

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: www.sfusd.edu

SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454

Fax: 415-241-6035

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.

June Jordan School for Equity (JJSE) is a small high school located in the Excelsior neighborhood of San Francisco. Named after writer and activist June Jordan, whom Alice Walker called “the universal poet.” JJSE’s mission is framed around three themes -- community, social justice, and independent thinkers. We prepare a diverse group of urban youth to be:

- community members who show respect, integrity, courage, and humility
- agents of change in their school, their neighborhoods, and the world; and
- intellectuals with the skills necessary to succeed in college and life.

JJSE is a small school by design, which means that we enroll no more than 60-70 freshman each year and maintain small class sizes and a personalized Advisory system. We are a college prep school with one of the highest college eligibility rates in SFUSD, especially for Latino and African-American students. For more information on the school, please visit our website at <http://jjse.org>.

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	76
10	65
11	55
12	62
Ungraded Sec	0
Total Enrollment	258

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	18.6
American Indian or Alaska Native	0.4
Asian	3.9
Filipino	7
Hispanic or Latino	60.9
Pacific Islander	1.9
White (Not Hispanic)	3.1
Two or More Races	1.9

Socioeconomically Disadvantaged	78.3
English Learners	22.9
Students with Disabilities	26.4
Foster Youth	2.3

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>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>	<i>2016-17</i>
With Full Credential	24	21	25	3384
Without Full Credential	2	3	2	169
Teaching Outside Subject Area of Competence	6	2	1	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.

<i>Indicator</i>	<i>2014-15</i>	<i>2015-16</i>	<i>2016-17</i>
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	6	2	1
Vacant Teacher Positions	0	0	0

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	74	26
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.

<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			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			Some light fixtures out-of-order at a few areas on the 3rd floor hallway. Light fixture has been removed from room 333.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

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

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

JJSE is located in the Excelsior neighborhood next to beautiful McLaren Park. The school was completed renovated for disability access in 2010 and is fully equipped including science labs and a computer lab. We have a small but focused library and a vibrant College Access Center. Next to the park is our large school garden which currently includes many food crops, fruit trees, and chickens. We share the building with our neighbors at City Arts and Technology (CAT) charter school; the two schools are completely separate except that CAT students play on JJSE sports teams.

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)	15	14	52	53	44	48
Mathematics (grades 3-8 and 11)	0	3	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	53	40	75.47	13.51
Male	30	21	70.00	10.53
Female	23	19	82.61	16.67
African American	--	--	--	--
American Indian/Alaskan				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	23	74.19	4.76
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	21	16	76.19	
English Learners	18	14	77.78	
Students with Disabilities	15	6	40.00	
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	53	38	71.70	2.70
Male	30	20	66.67	5.00
Female	23	18	78.26	
African American	--	--	--	--
American Indian/Alaskan				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	31	22	70.97	
Pacific Islander/Hawaiian	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Economically Disadvantaged	21	14	66.67	
English Learners	18	14	77.78	
Students with Disabilities	15	6	40.00	
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)	32	28	31	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	63	51	80.95	31.37
Male	37	32	86.49	34.38
Female	26	19	73.08	26.32
African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	37	32	86.49	25.00
Pacific Islander				
White (not Hispanic)	--	--	--	--
Two or More Races				
Economically Disadvantaged	27	21	77.78	23.81
English Learners	15	13	86.67	7.69
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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	98
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	74

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			

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	12.5	7.5	13.1	8.9	7.9	7	11.4	11.5	10.7
Graduation Rate	65	75	67.21	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	98	88	86
African American	110	73	77
American Indian or Alaska Native		140	75
Asian	100	86	93
Filipino	50	94	97
Hispanic or Latino	100	94	84
Pacific Islander		111	85
White (not Hispanic)		88	87
Two Or More Races		87	91
Socioeconomically Disadvantaged	95	95	77
English Learners	175	74	51
Students with Disabilities	500	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.

At JJSE, safety is our first priority. As a small school with only 250 students, we are able to carefully monitor the campus and work closely with students to establish a culture where everyone can feel safe and supported. We explicitly teach what we call the RICH values -- respect, integrity, courage, and humility -- and expect students to be developing themselves as good human beings first, and then as students and intellectuals. We also know that teenagers make frequent mistakes, and when that happens we provide opportunities for students to make amends -- but as a school for social justice, we do not tolerate continued disrespect, bullying, or other behavior that oppresses or dehumanizes others.

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	0.71	4.86	1.34	1.53	1.58	1.28	4.36	3.80	3.65
Expulsions	0.00	0.00		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.

JJSE was founded through a community organizing effort by a group of teachers, parents, and youth, with the explicit goal of providing better educational options for students who were not being served well in traditional schools. One assumption underlying this effort was the idea that real accountability is rooted in relationships rather than bureaucracy. As part of our effort to be accountable to students and families, we invite parents to sit in on classes and see what their children are learning, and we ask parents to sit on their children's portfolio committees so they can see the progress they are making toward college. We also do parent-teacher conferences twice a year and have monthly parent leadership meetings.

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

Huang, Jessica

415-452-4922

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	13	29	4		14	14	1		12	24	1	
Math	22	6	8		22	7	9		22	10	5	
Science	23	5	6		20	9	4		21	7	7	
Social Science	23	5	6		22	7	4		23	5	6	

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	1	263
Library Media Teacher (Librarian)	0.6	----
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 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.

Key elements of JJSE's program include:

- class size of 25 or less
- an advisory system, including frequent parent contact
- all students take a-g university entrance requirements

- partnerships with local colleges (SFSU and CCSF) where all students take university courses
- individualized college advising including financial aid (class of 2011 received over \$1 million in scholarships)
- a performance assessment (portfolio) system to create public accountability for student achievement
- a Wellness Center to address mental and physical health needs
- arts courses in partnership with community artists
- "exceptional ed" program for students with autism and other special needs
- student clubs including Black Student Union, Asian Student Union, Raza Club, Women in Science, Gay-Straight Alliance, Best Buddies
- sports teams including basketball (girls & boys), soccer (girls & boys), volleyball (girls), baseball (boys)
- intersession physical fitness program with mini-courses including hiking/camping, martial arts, dance, biking, soccer, and others

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

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.