School Accountability Report Card
School Year 2017-18
(Published during 2018-19)

Galileo Academy of Science and Technology

1150 FRANCISCO ST, SAN FRANCISCO, CA 94109

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SFUSD School ID # 559   **Calif.School ID #:** 3831765

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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.

Galieo 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, and Advanced Placement. 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 couseling for college preparation. The Wellness Center provides comprehensive services in mental and physical health. After school programs include sports, arts, and tutoring.

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	450
10	441
11	444
12	496
Ungraded Sec	0
Total Enrollment	1831

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	5.5
American Indian or Alaska Native	0.2
Asian	58.2
Filipino	6.2
Hispanic or Latino	16.9
Pacific Islander	0.7
White (Not Hispanic)	6.8
Two or More Races	1.8

Socioeconomically Disadvantaged	68.8
English Learners	21
Students with Disabilities	10.6
Foster Youth	0.5

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	110	114	106	3165
Without Full Credential	1	6	9	310
Teaching Outside Subject Area of Competence	4	2	0	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	0	2	0
Total Teacher Misassignments	4	4	0
Vacant Teacher Positions	1	0	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.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			- 1st Floor Hallways: Loose and missing fixed ceiling tiles. Damaged corridor wall stucco. Damaged floor vinyl. - 2nd Floor Hallway: Loose and missing fixed ceiling tiles. Damaged corridor wall stucco. Damaged floor vinyl. - 3rd Floor Hallway: Loose and missing fixed ceiling tiles. Damaged corridor wall stucco. Damaged floor vinyl. - 4th Floor Hallway: Loose and missing fixed ceiling tiles. Damaged corridor wall stucco. Damaged floor vinyl.
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- 1st Floor Hallways: Corridor lights out-of-order at various locations. Exit door holding magnets out-of-order at various locations. - 2nd Floor Hallway: Corridor lights out-of-order at various locations. Exit door holding magnets out-of-order at various locations. - 3rd Floor Hallway: Corridor lights out-of-order at various locations. Exit door holding magnets out-of-order at various locations. - 4th Floor Hallway: Corridor lights out-of-order at various locations. Exit door holding magnets out-of-order at various locations.
Restrooms/Sinks/Fountains	X			- 1st Floor Boy's Toilets: Missing faucet handle at boys restroom T-20. Broken Mirror at T-30. Missing faucet handle at T-40 and T-46
Safety: Fire and Hazardous Materials	X			
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.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		
Inspection Date	Fall 2018			

Additional Comments: NOTE: 1. Missing ceiling tile at various corridor and classroom locations. 2. Most of the door holding magnets missing or out of order 3. Various lights out and missing

covers at corridors. 4. Damaged floor vinyl at some corridors.

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.   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. 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

| | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
Subject	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	73	70	55	55	48	50
Mathematics (grades 3-8 and 11)	62	59	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	438	406	92.69	70.05
Male	237	216	91.14	66.51
Female	201	190	94.53	74.07
African American	19	14	73.68	28.57
American Indian/Alaskan				
Asian	258	248	96.12	76.52
Filipino	33	33	100	69.7
Hispanic or Latino	65	56	86.15	54.55
Pacific Islander/Hawaiian	--	--	--	--
White	23	19	82.61	68.42
Two or More Races	--	--	--	--
Economically Disadvantaged	296	275	92.91	67.52
English Learners	134	117	87.31	36.52
Students with Disabilities	27	20	74.07	20
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 precentages. 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	440	409	92.95	58.82
Male	237	217	91.56	56.68
Female	203	192	94.58	61.26
African American	19	14	73.68	0
American Indian/Alaskan				
Asian	259	251	96.91	69.6
Filipino	32	32	100	46.88
Hispanic or Latino	66	56	84.85	30.36
Pacific Islander/Hawaiian	--	--	--	--
White	24	18	75	50
Two or More Races	--	--	--	--
Economically Disadvantaged	296	276	93.24	57.25
English Learners	134	118	88.06	49.15
Students with Disabilities	30	21	70	9.52
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 precentages. 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.

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 gain experience in high-wage high-demand careers, while preparing them for post-secondary education, training or entry into the workforce. CTE Pathways offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered on industry-standard project-based learning that develops student's professionalism and industry-specific skillset. Teachers work with industry advisory boards and post-secondary partners to embed work-based learning into a curriculum that aligns to college and career outcomes.

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

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

Students enrolled in CTE courses can earn college credit, obtain industry certification(s), participate in paid summer fellowships 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 7 industry-specific advisory boards serve in a representative capacity on the CTE Advisory Committee.

Career Technical Education Participation (School Year 2017-18)

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

Measure	CTE Program Participation

Number of Pupils	366
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	40%

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	97
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	58

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	14.9	26.6	35.3

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/.

	School			District			State		
Indicator	*14-15*	*15-16*	*16-17*	*14-15*	*15-16*	*16-17*	*14-15*	*15-16*	*16-17*
Dropout Rate	7	7.5	10	7	7.6	13.1	10.7	9.7	9.1
Graduation Rate	86.7	88.9	84.3	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

	Graduating Class of 2016		
Group	**School %**	**District %**	**State %**
All Students	83	84	89
African American	52	69	82
American Indian or Alaska Native		72	83
Asian	90	93	95
Filipino	68	85	93
Hispanic or Latino	73	74	87
Pacific Islander	67	91	89
White (not Hispanic)	67	89	92
Two Or More Races	100	92	91
Socioeconomically Disadvantaged	87	88	89
English Learners	55	71	57
Students with Disabilities	56	65	67
Foster Youth	33	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.

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 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Suspensions	2.03	1.54	3.31	1.28	1.6	1.65	3.65	3.65	3.51
Expulsions	0.05	0.05	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.

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:

Tami Benau   **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.

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	23	39	51	5	24	32	50	8	21	49	52	1
Math	26	12	46	12	28	11	49	10	26	13	51	9
Science	26	7	53	4	26	9	45	4	26	10	47	3
Social Science	27	8	39	11	28	8	35	14	26	18	30	9

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	10	184.3
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

This table displays a comparison of the school's per pupil expeditures 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.

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: Peer Resources, Wellness Program, SF Achievers, ACE, AACE Talent Search, Summer Search, JCYC, U-Aspire, 100% College Prep, and Futurama (an after school program).

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	2	----
English	4	----
Fine and Performing Arts	1	----
Foreign Language	3	----
Mathematics	10	----
Science	11	----
Social Science	4	----
All Courses	35	31.3

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.