

School Accountability Report Card

School Year 2017-18

(Published during 2018-19)

Buena Vista/Horace Mann K-8 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.

Buena Vista Horace Mann is a recently formed K-8 Two Way Immersion school in the heart of the Mission, the product of two schools with rich histories. Buena Vista has the proud distinction of being San Francisco Unified School District's first Two-Way Spanish Immersion School and the second oldest one in California! Horace Mann is the oldest middle school in San Francisco, named after the educational reformer, who is remembered for arguing that children from all social classes should share a common education.

Now in our second year together, we are proud to announce that our vision is to grow Buena Vista Horace Mann K-8 Community School into the premier Two-Way Immersion School in the nation where all students become bilingual and multicultural and experience the opportunity to grow into successfully academic students with deep social consciousness and flexible minds and bodies.

In Two-Way Immersion programs in SFUSD, the ratio of Spanish to English begins in Kindergarten with ninety- percent of the day in Spanish and ten percent of the day in English. This shifts over time as students move up the grade to 50-50 by fifth grade. Our belief is that raising bilingual children gives them a richer and broader understanding of the world and provides them with a competitive advantage in our increasing global economy.

Our goal at Buena Vista Horace Mann is to successfully provide every one of our students with a strong education in both Spanish and English, so that every single child that leaves us is prepared to be competitive in high schools in San Francisco and across the nation, and is well underway to being college ready or prepared for a career.

In addition to being committed to high expectations academically for all students, BVHM is also dedicated to providing students with diverse music, visual arts, dance and theatrical education that connects Buena Vista Horace Mann students and their families to the rich cultural communities of San Francisco. The talented and accomplished teachers and staff at BVHM provide children with an inclusive, loving, and creative environment in which to learn and grow. We are dedicated to recognizing our impact on the earth and strive to be green and teach our children how they too can reduce their carbon footprint. Combine this with the high rate of Parental/Guardian involvement at BVHM and you get a school community that is ripe for learning.

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	56
1	70
2	70
3	67
4	67
5	65
6	61
7	65
8	68
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	589

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	0.8
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.2
Hispanic or Latino	81.3
Pacific Islander	0.2
White (Not Hispanic)	9
Two or More Races	2.7
Socioeconomically Disadvantaged	59.8
English Learners	53
Students with Disabilities	17.3
Foster Youth	1

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	46	46	45	3165
Without Full Credential	4	7	4	310
Teaching Outside Subject Area of Competence	3	4	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	2	0
Total Teacher Misassignments	4	6	2
Vacant Teacher Positions	0	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			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- Entrance 1st Floor Hallway: Various Exit Door Holding Magnets out of order at stairs and exits. - 1st Floor Hallway South Wing: Various Exit Door Holding Magnets out of order at stairs and exits. - 2nd Floor Hallway: Various Exit Door Holding Magnets out of order at stairs and exits. - 3rd Floor Hallway: Various Exit Door Holding Magnets out of order at stairs and exits.
Restrooms/Sinks/Fountains	X			- Entrance 1st Floor Hallway: Water fountain out of order across from room 111 and loose water fountain by room 120 - 3rd Floor Hallway: Water fountain out of order next to room 302, and room T64
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.

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

Additional Comments: Note: Various Exit Door Holding Magnets out of order, Various missing ceiling tiles in classrooms.

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Buena Vista Horace Mann recently completed a year-long facility upgrade project that ensures ADA compliance in 2007 and a second one in 2012 for school beautification and improvements. Other improvements were also made to enhance the general appearance of the campus. Maintaining a neat and clean environment is a priority, and routine cleaning and repairs are done in a timely manner. The architecture of the buildings is impressive and creates a highly favorable impression. The auditorium has an nostalgic elegance that creates a warm

ambiance for the school's theatre, music, and dance productions. The school has a library, two stationary computer labs, and two gymnasiums. There are new student bathrooms on the first floor for K/1 students and additional bathrooms in the yard for older students.

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)	27	32	55	55	48	50
Mathematics (grades 3-8 and 11)	28	28	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	396	375	94.7	31.73
Male	194	186	95.88	25.81
Female	202	189	93.56	37.57
African American	--	--	--	--
American Indian/Alaskan	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	328	313	95.43	23.32
Pacific Islander/Hawaiian				
White	35	32	91.43	84.38
Two or More Races	--	--	--	--
Economically Disadvantaged	225	214	95.11	21.03
English Learners	281	266	94.66	15.79
Students with Disabilities	69	63	91.3	3.17
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	397	374	94.21	27.54
Male	194	186	95.88	25.81
Female	203	188	92.61	29.26
African American	--	--	--	--
American Indian/Alaskan	--	--	--	--
Asian	--	--	--	--
Filipino				
Hispanic or Latino	329	310	94.22	20.32
Pacific Islander/Hawaiian				
White	35	32	91.43	71.88
Two or More Races	--	--	--	--
Economically Disadvantaged	226	213	94.25	17.84
English Learners	282	264	93.62	12.12
Students with Disabilities	70	64	91.43	4.69
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	
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

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	16.2	25	25
Grade 7	19	19	6.3
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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Dropout Rate				7	7.6	13.1	10.7	9.7	9.1
Graduation Rate				84.9	86.5	73.1	82.3	83.8	82.7

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.

Buena Vista Horace Mann has a comprehensive safety plan. It begins with an understanding that safety means more than just emergency response. It includes careful attendance monitoring. Our counselors, nurse and social worker collaborate with the attendance secretary, and administrators to implement procedures for truanancies. The school has two security staff who monitor the hallways and grounds and safeguard against intruders. We have a full time School Resource Officer. All members of the staff contribute to supervising students inside and outside the classroom, to ensure that discipline rules are followed and violations are reported. In preparation for natural disasters and other unforeseen events, a crisis response team is in place and responsible for search and rescue, first aid, student release, and other duties. Drills are conducted monthly.

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	0.83	0.16	0.8	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
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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 key stakeholders in the education of our children and, as such, play an active role in the school. Buena Vista Horace Mann has established various organizations and activities to support active parent participation. Among these is a Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Committee (ELAC), all of which meet monthly. The school also holds a monthly coffee with the principal so parents can share concerns and give input. A bilingual Parent Liaison provides one-on-one assistance and plans workshops of interest to parents. Teachers and counselors engage parents in the learning process through regular contacts and conferences, as well as an open invitation to observe classrooms during instruction. A weekly food bank is hosted on Monday mornings before community circle so that families that need assistance can participate and then attend the student and parent community circle. Parents are encouraged to be room parents, volunteers, chaperones and above all, our partners in education.

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

Claudia Delarios-Moran

415-695-5881

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 (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2015-16			Avg Class Size	2016-17			Avg Class Size	2017-18		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	3	1		19	1	3		18	2	1	
1	20	2	1		21	1	2		22		3	
2	20	2	1		21		3		22		3	
3	21		3		22		3		21	1	2	
4	22		3		20	3			21	1	2	
5	19	2	2		21		3		18	3	1	
6	19	3	12		20	3	15		19	8	10	
Other					12	1			11	1		

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	15	17			15	17			18	13	2	
Math	21	6			21	6			22	4	2	
Science	21	6			21	6			22	4	2	
Social Science	21	12			21	12			22	8	4	

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	3	200
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	5.5	----
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 school's programs and supplemental services are funded by a number of sources. The primary source is the district WSF allotment which includes general and categorical funds. This pays for most of the personnel and non-personnel costs. In addition, the school has a comprehensive after-school program supported by a 21st Century grant. All students who achieved Far Below Basic, Below Basic or Basic on the '11-12 ELA or Math CST are eligible for tutoring sponsored with SES funds or our own credentialed teachers. We are currently receiving both a QEIA grant to lower class sizes in grades 4 and up as well as a SIG grant that allows us additional personnel to better serve our students and families. We have a community school coordinator that works closely with the parent liaison to ensure that we are community school and are supporting our families across domains.

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	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

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.