

School Accountability Report Card

School Year 2018-19

(Published during 2019-20)

San Francisco Community 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.

In 1972 parents and teachers founded San Francisco Community School, one of SFUSD's first "alternative" programs. The goal was to establish a city-wide, ethnically integrated, K-8 school where parents are deeply involved and where all children can be successful and celebrated. The emphasis is on "community"; because of our small size (290 students in K-8) students and staff develop a family-like rapport. Students are provided with an environment where they can learn self-respect, practice respect for others, learn to resolve conflict and develop appreciation for all people. Our vision is that ALL students, regardless of ethnicity, home language, socio-economic status or other forms of difference, acquire the skills and knowledge required to be successful in high school, college, and beyond.

Student Enrollment By Grade Level (School Year 2018-19)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	36
1	32
2	31
3	30
4	27
5	28
6	32
7	31
8	33
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	280

Student Enrollment By Group (School Year 2018-19)

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	13.2
American Indian or Alaska Native	0.7
Asian	6.4
Filipino	9.3
Hispanic or Latino	40.4
Pacific Islander	0.4
White (Not Hispanic)	19.3
Two or More Races	7.5

Socioeconomically Disadvantaged	56.8
English Learners	18.6
Students with Disabilities	12.9
Foster Youth	
Homeless	4.3

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>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2019-20</i>
With Full Credential	21	19	14	2747
Without Full Credential	2	4	5	345
Teaching Outside Subject Area of Competence	3	4	2	145

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>2017-18</i>	<i>2018-19</i>	<i>2019-20</i>
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments	4	4	3
Vacant Teacher Positions	0	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 29, 2019 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 29, 2019 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			- Room 207: Missing ceiling tiles at window corner.
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			- Entrance/1st Floor Hallway: Exit door holding magnet out of order on one side next to room 102.
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			- Entrance/1st Floor Hallway: Emergency Exit Lights out of order. - 2nd Floor Hallway: Emergency Exit Lights out of order. - 3rd Floor Hallway: Emergency Exit Lights out of order.
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 2019			

Additional Comments: NOTE: Several emergency exit lights out

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.

San Francisco Community School is one of the oldest school buildings in the city. Built in 1911, it has all of the charm of an old school building. As a school benefiting from Prop A funds, we underwent major renovation and improvement in 2009. We now have a fully accessible building including ramps and an elevator. We also have a varied and engaging outdoor learning environment, with a large vegetable and flower garden, a sand and water lab, an archeology dig, two play structures, native plant and butterfly gardens, and a gymnasium. The front yard has trees, seating benches, a trash enclosure, and two garden sheds.

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

<i>Percent of Students Meeting or Exceeding State Standards</i>						
	<i>School</i>		<i>District</i>		<i>State</i>	
<i>Subject</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2017-18</i>	<i>2018-19</i>	<i>2017-18</i>	<i>2018-19</i>
English Language Arts/Literacy (grades 3-8 and 11)	34	33	55	56	50	50
Mathematics (grades 3-8 and 11)	31	31	50	49	38	39

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 2018-19)

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	174	169	97.13	2.87	33.14
Male	90	86	95.56	4.44	38.37
Female	84	83	98.81	1.19	27.71
African American	25	22	88.00	12.00	13.64
American Indian/Alaskan	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	79	77	97.47	2.53	12.99
Pacific Islander/Hawaiian	--	--	--	--	--
White	25	25	100.00	0.00	72.00
Two or More Races	--	--	--	--	--
Economically Disadvantaged	114	111	97.37	2.63	18.02
English Learners	49	48	97.96	2.04	10.42
Students with Disabilities	29	27	93.10	6.90	11.11
Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

<i>Group</i>	<i>Total Enrollment</i>	<i>Number Tested</i>	<i>Percent Tested</i>	<i>Percent Not Tested</i>	<i>Percent Met or Exceeded</i>
All Students	174	169	97.13	2.87	30.77
Male	90	86	95.56	4.44	36.05
Female	84	83	98.81	1.19	25.30
African American	25	22	88.00	12.00	9.09
American Indian/Alaskan	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	79	77	97.47	2.53	16.88
Pacific Islander/Hawaiian	--	--	--	--	--
White	25	25	100.00	0.00	60.00
Two or More Races	--	--	--	--	--
Economically Disadvantaged	114	111	97.37	2.63	19.82
English Learners	49	48	97.96	2.04	6.25
Students with Disabilities	29	27	93.10	6.90	18.52
Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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).

<i>Subject</i>	<i>School</i>		<i>District</i>		<i>State</i>	
	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>	<i>17-18</i>	<i>18-19</i>
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

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/>.

<i>Indicator</i>	<i>Percent</i>
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	
2017-18 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 2018-19)

<i>Grade Level</i>	<i>Percent of Students Meeting Fitness Standards</i>		
	<i>Four of Six Standards</i>	<i>Five of Six Standards</i>	<i>Six of Six Standards</i>
Grade 5			
Grade 7	11.1	11.1	
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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Dropout Rate				7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate				86.5	73.1	72.1	83.8	82.7	83

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.

Our school safety plan ensures that our students are safe physically and emotionally at school. All classrooms conduct daily class meetings and weekly grade level assemblies to model and teach conflict resolution skills and virtues for conduct in school. SFC staff deliberately work to build relationships between and among students during cross-grade activities such as the whole-school picnic, annual camping trips at each developmental level, teaching assistants, peer mediation, Youth Outreach Workers, and reading buddy activities. SF Community was selected as one of three schools to be a restorative practices demonstration school. Staff at SFC create space for class meetings, individual conferences with students, circles and groups to provide students opportunities to share their feelings, build relationships, and problem solve. When there is wrong-doing, staff work with students to help students see their impact on others and support students to play an active role in taking responsibility, addressing the wrong and repairing the harm. For more information about restorative practices in the school setting see www.safersanerschools.org.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspensions	1.3	0.7	3.7	1.6	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

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.

As a small school by design, our partnerships with families are essential. Families participate in myriad ways: as chaperones on field trips and camping trips, as volunteers on the yard and in classrooms, in planning and participating in community building and fundraising events. In addition to a productive School Site Council and English Learner Advisory Council, we have a Parent Action Committee, which meets monthly to support teachers and plan fundraising and community building events, including our annual auction and school picnic. All families come to two family/student/teacher conferences each year and two Project Open Houses where students showcase their project work. Families also attend their child's portfolio presentation at the end of the school year.

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

Kevin Odle

415-469-4739

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	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		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	2			14	2			18	2		
1	16	2			16	2			16	2		
2	18	1			19	1			20	1		
3	21		2		21	1	1		21	1	1	
4												
5	20	2	1		21	1	2		19	2		
6	15	2			15	5			16	4		
Other												

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	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		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	16	5	2	1	15	5	3		16	2	2	
Math	16	4			16	3	1		16	4		
Science	16	2	2		16	3	1		16	3	1	
Social Science									16	2	2	

Academic Counselors and Other Support Staff (School Year 2018-19)

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.

<i>Title</i>	<i>Number of FTE Assigned to School</i>	<i>Average Number of Students per Academic Counselor</i>
Academic Counselor		
Library Media Teacher (Librarian)	0.6	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	2.25	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

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/>.

<i>Level</i>	<i>Total Expenditures Per Pupil</i>	<i>Expenditures Per Pupil (Restricted)</i>	<i>Expenditures Per Pupil (Unrestricted)</i>	<i>Average Teacher Salary</i>
School Site	\$6,103	\$1,036	\$5,067	\$73,379
District	----	----	\$5,067	\$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$7,506.64	\$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

Types of Services Funded (Fiscal Year 2018-19)

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

After School Program- SFC has an EXCEL after-school academic and enrichment program run by Bay Area Community Resources (BACR). The afterschool program provides 1/3 academics/homework support, 1/3 recreation, and 1/3 enrichment such as arts, dance, and computer. Students enrolled in the afterschool program commit to full attendance- 5 days a week until 6:30 each day.

Arts- K-6: We have a 10-week artist in residence program at the K-5 paid for by Department of Children Youth and Families. Teachers, with help from parent volunteers, teach art as integrated into the curriculum. 7/8: Students have art during enrichment period. Students are working with artists in residents to learn spoken word and creative writing as part of a three-year partnership with Performing Arts Workshop and Global Writes. Students compete nationally in poetry and spoken word slams using our new videoconferencing center.

Music- All 4th-8th grade students have the option of taking musical instrument lessons and band. Our music teacher, Mr. Staples, can teach everything from electric guitar to cello to trumpet. All K-8 students have the option of choir weekly.

Garden- All students meet with our garden educator every other week to learn environmental science and stewardship in the context of working in our garden.

Camping: All students K-8 go camping overnight with their classes once a year.

Sports: All K-4th grade students have PE as a weekly special in addition to integrated into classroom activities. 5-8th grade students have PE everyday. SFC middle school students can participate on track, soccer, or basketball teams.

Project-Based Learning: Research shows that students learn best and are most engaged when skills and concepts are contextualized in real-world, meaningful challenges or projects that are truly interesting to them. SFC students participate in science-based, challenge driven projects. Projects incorporate four themes in a two-year rotation: Human Body, Environment/ Earth Science, Physical World/Design, and Community. For example, within the Environment theme, 2nd and 3rd grade students designed and created habitats for classroom fish and geckos. In a 4th and 5th grade Human Body project, students hiked the eight peaks of San Francisco and created a guidebook, as they studied the circulatory, respiratory and muscular systems. Middle school teachers implement projects within and sometimes in partnership across subject areas, such as a trial of Ulysses in the Language Arts/ Social Studies class; building rockets in Science.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

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/.](http://www.cde.ca.gov/ds/fd/cs/)

<i>Category</i>	<i>District Amount</i>	<i>State Average For Districts In Same Category</i>
Beginning Teacher Salary	\$47,028	\$48,612
Mid-Range Teacher Salary	\$77,010	\$74,676
Highest Teacher Salary	\$96,368	\$99,791
Average Principal Salary (Elementary)	\$114,660	\$125,830
Average Principal Salary (Middle)	\$120,566	\$131,167
Average Principal Salary (High)	\$124,586	\$144,822
Superintendent Salary	\$310,000	\$275,796
Percent of Budget for Teacher Salaries	33	34
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2018-19)

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/.](http://dq.cde.ca.gov/dataquest/)

<i>Subject</i>	<i>Number of AP Classes Offered</i>	<i>Percent of Students in AP Courses</i>
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.