

# **School Accountability Report Card**

## **School Year 2018-19**

*(Published during 2019-20)*

### **Herbert Hoover Middle School**

2290 14TH AV, SAN FRANCISCO, CA 94116

Principal: Elizabeth Fierst

Phone: 415-759-2783

Fax: 415-759-2881

SFUSD School ID # 607

Calif.School ID #: 6059851

### **SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

Superintendent: Vincent Matthews

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: [www.sfusd.edu](http://www.sfusd.edu)

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#### **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.

Hoover Middle School has had a reputation for academic and artistic excellence for over 50 years. Our staff is working together to rededicate ourselves to this tradition. At the same time we are making sure that all of our students – regardless of ethnicity or socio economic status – are successful in our school. We call ourselves the Hoover "Ohana" from the Hawaiian word meaning extended family in which: "no-one is forgotten, no-one is left behind". Throughout the school year we celebrate the inclusiveness of our "ohana" with assemblies, homeroom activities and other celebrations. Our teachers work collaboratively to plan lessons and assess student learning. We are consciously developing "joyful" learning in our classrooms through an emphasis on project based and hands on learning. Our very active PTA works to fund digital access and high technology teaching in our classrooms, and are supporting our student clubs with teacher stipends and supply budgets. Please come by and take the tour on Friday mornings and see how we are doing for yourself. HOOVER TOURS: FRIDAYS 9-10 AM. Call to reserve a space @ 759-2783.  
Thomas H. Graven, Principal

### **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	0
1	0
2	0
3	0
4	0
5	0
6	331
7	315
8	325
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	971

### **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.

<i>Group</i>	<i>Percent of Total Enrollment</i>
African American	2.2
American Indian or Alaska Native	0.1
Asian	55.5
Filipino	2.4
Hispanic or Latino	26.6
Pacific Islander	0.6
White (Not Hispanic)	8.7
Two or More Races	2.3
Socioeconomically Disadvantaged	61.5
English Learners	23.5
Students with Disabilities	9.4
Foster Youth	0.2
Homeless	2.1

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/>.

<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	49	48	43	2747
Without Full Credential	1	6	4	345
Teaching Outside Subject Area of Competence	1	0	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	0	0	0
Total Teacher Misassignments	1	0	2
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.

<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			- S - Wing Hallway: Several ceiling lights out. - S - Wing Hallway: Several ceiling lights out. - 1st Floor Hallway: Several ceiling lights out. - 2nd Floor Hallway: Several ceiling lights out. - 3rd Floor Hallway: Several ceiling lights out.
Restrooms/Sinks/Fountains	X			- 1st Floor Boy's Toilets: Missing partition door lock at boys restroom 1st floor ADA
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 2019			

Additional Comments: Notes: Several ceiling lights out in corridors and 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.

The school was built in 1956 and renovated in 1994. All classrooms and facilities are in good condition and are well maintained by the district facilities department. We are currently undergoing another renovation which will further enhance our handicap accessibility when the project is done in Winter of 2011. The main building contains 43 classrooms, administrative offices, counseling suite, library and cafeteria with restrooms on all three floors. The building north of the main building is the gymnasium, boys'locker room and girls' locker room. The Betty Link Performing Arts Center contains a 590 seat auditorium, music practice rooms and other classrooms. There is a full time janitorial staff that keeps all school facilities in a state of cleanliness throughout the school day.

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	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	60	61	55	56	50	50
Mathematics (grades 3-8 and 11)	57	58	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	969	947	97.73	2.27	60.85
Male	475	463	97.47	2.53	55.72
Female	494	484	97.98	2.02	65.77
African American	20	15	75.00	25.00	35.71
American Indian/Alaskan	--	--	--	--	--
Asian	540	536	99.26	0.74	70.52
Filipino	17	17	100.00	0.00	58.82
Hispanic or Latino	260	250	96.15	3.85	37.35
Pacific Islander/Hawaiian	--	--	--	--	--
White	83	81	97.59	2.41	72.84
Two or More Races	28	27	96.43	3.57	77.78
Economically Disadvantaged	594	580	97.64	2.36	52.42
English Learners	473	463	97.89	2.11	44.16
Students with Disabilities	89	75	84.27	15.73	20.00
Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	42.86

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	969	955	98.56	1.44	57.50
Male	475	465	97.89	2.11	56.25
Female	494	490	99.19	0.81	58.69
African American	20	16	80.00	20.00	18.75
American Indian/Alaskan	--	--	--	--	--
Asian	540	540	100.00	0.00	73.47
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	260	251	96.54	3.46	25.10
Pacific Islander/Hawaiian	--	--	--	--	--
White	83	83	100.00	0.00	65.06
Two or More Races	28	27	96.43	3.57	62.96
Economically Disadvantaged	594	584	98.32	1.68	51.11
English Learners	473	466	98.52	1.48	44.73
Students with Disabilities	89	83	93.26	6.74	15.66
Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	27.27

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	18
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	18.8	24.8	18.5
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.

The school has a comprehensive school safety plan covering emergency response, staff training, and support and student safety. Among the Advisory Homeroom themes are emergency and safety procedures. Regular drills and practices are held; students, staff and parents are informed as to what to do in case of emergencies. There is a School Resource Officer and three full time security aides assigned to the school. Staff, community agencies and the SFFD/SFPD work on safety and support issues. Several members of our staff have also received instruction on various life saving techniques and first aid and crisis response training. We have a zero tolerance policy for fighting and hate violence.

### **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	2.6	3.6	5.2	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
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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.

Hoover has established an active PTA who donate countless volunteer hours. They assist in our weekly parent newsletter, spring fair, magazine drive, Hoover Ed Fund drive, teachers' luncheon, copy crew, textbook distribution, Reflections Contest, library services, computer technology, grant writing, fieldtrips, and promotion activities. The PTA also sponsors parent workshops related to parenting skills, academic achievement, high school information, and adolescent development. Parents are involved in the School Site Council which is responsible for the Academic Plan for Student Achievement, English Learners Advisory Council or GATE Advisory Council.

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

**Elizabeth Fierst**

**415-759-2783**

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												
1												
2												
3												
4												
5												
6	29	13	41	32	29	10	50	16	31	7	26	38
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	23	7	21	1	24	8	20	1	22	8	23	
Math	23	10	15	3	24	9	15	3	24	5	19	3
Science	29	3	14	8	29	3	10	12	27	4	18	4
Social Science	28	3	11	9	28	3	15	5	28	3	11	9

### **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	4	239.5
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	3	----
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.

Hoover offers Chinese and Spanish Immersion classes for students from elementary school immersion programs. Through grant and donations we continue to have Japanese language classes. As part of the school's regular offerings we have three levels (beginning, intermediate and advanced) of both band and orchestra and three levels of chorus classes. An advanced visual arts class was added in 2005/6. Seventh and eighth graders can elect to be part of the school newspaper or the yearbook. There are over 30 lunchtime and after school clubs with a wide variety from the Ukelele club, the chess club and the Gay Straight Alliance, through the Chamber music club and the Shakespeare club. We also offer service learning leadership opportunities through our Safe School Ambassador Program and our Youth Outreach Worker Corps, (Yows) We are working hard to make sure that there is a place for every student to belong at Hoover, which is what being an "Ohana" is all about. Every semester our clubs change according to the needs of the students. We also have a number of support systems in place including counselors, Social Workers, A nurse, and a parent liason. They offer a wide variety of supports including individual and group counseling according to student need. More information on all of these services can be found on our School loop website, at [Schoolloop.com](http://Schoolloop.com).

**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/>.

<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/>.

<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.**