

# **School Accountability Report Card**

## **School Year 2018-19**

*(Published during 2019-20)*

### **Ida B. Wells Continuation High School**

1099 HAYES ST, SAN FRANCISCO, CA 94117

Principal: Catherine Pringle

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SFUSD School ID # 743

Calif.School ID #: 3830031

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

Superintendent: Vincent Matthews

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

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#### **SARC Contact:**

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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.

Ida B. Wells High School is an alternative school established to serve students who are age 16 and older who are seeking to complete the high school portion of their education in a setting with smaller classes, an array of credit recovery opportunities, and a supportive 'family-like' learning environment. Our commitment is to provide each of our students with the opportunity to establish academic and career goals, and to acquire the skills and self-reliance needed to achieve those goals. Students who transfer to Wells are asked to make a commitment to our 'Three A's' - Attendance, Attitude (positive), and Achievement in order to facilitate their credit recovery. Our educational program embraces the concept that student success depends upon the collaboration and commitment of students, teachers, parents and community partners.

### 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	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	12
10	27
11	41
12	85
Ungraded Sec	0
Total Enrollment	165

### 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	21.2
American Indian or Alaska Native	1.2
Asian	13.3
Filipino	5.5
Hispanic or Latino	45.5
Pacific Islander	3
White (Not Hispanic)	3.6
Two or More Races	4.2

Socioeconomically Disadvantaged	67.3
English Learners	19.4
Students with Disabilities	23
Foster Youth	4.8
Homeless	12.1

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	19	17	13	2747
Without Full Credential	0	0	2	345
Teaching Outside Subject Area of Competence	0	1	0	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	0	1	0
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 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			
Restrooms/Sinks/Fountains	X			
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: NOTE: No Deficiencies Noted.

**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 is located atop the Hayes Street hill, across the street from historic Alamo Square Park. The building, erected in 1910, is the oldest functioning school building in the SFUSD. Though nearly 100 years old, the building is in good repair, well maintained, and generally respected by our students. The school has an outstanding custodial staff who work diligently to maintain the building as a clean and healthy environment. The school has two student-maintained side gardens. One garden is a mediterranean ornamental garden, and the other is a food-production garden tended by our science students. These garden "labs" provide students with hands-on science and an introduction to gardening as a career or hobby.

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)	18	13	55	56	50	50
Mathematics (grades 3-8 and 11)	0	0	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	74	33	44.59	55.41	12.50
Male	41	21	51.22	48.78	14.29
Female	33	12	36.36	63.64	9.09
African American	18	5	27.78	72.22	0.00
American Indian/Alaskan	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	20	57.14	42.86	10.00
Pacific Islander/Hawaiian	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Economically Disadvantaged	51	27	52.94	47.06	11.54
English Learners	25	12	48.00	52.00	0.00
Students with Disabilities	18	7	38.89	61.11	16.67
Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	4	33.33	66.67	0.00

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	75	26	34.67	65.33	0.00
Male	41	17	41.46	58.54	0.00
Female	34	9	26.47	73.53	0.00
African American	18	4	22.22	77.78	0.00
American Indian/Alaskan	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	36	17	47.22	52.78	0.00
Pacific Islander/Hawaiian	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Economically Disadvantaged	51	21	41.18	58.82	0.00
English Learners	25	12	48.00	52.00	0.00
Students with Disabilities	18	5	27.78	72.22	0.00
Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	12	4	33.33	66.67	0.00

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.

## **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 2018-19)**

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

<i>Measure</i>	<i>CTE Program Participation</i>
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Number of Pupils	42
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

**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	98
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

**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			
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	28.9	29.7	25.9	7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate	32.9	39.6	36.2	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.

Wells High School staff place the highest importance on maintaining a safe campus with a positive school culture. Our school maintains an up-to-date School Emergency Plan with frequent drills to reinforce the plan. Our school utilizes a variety of activities and support services to build a positive school culture, thus reducing student alienation that could lead to safety concerns. Among the school-wide activities we sponsor are a Community Day in Golden Gate Park, a Thanksgiving Feast, two annual blood donation drives, and a Student Art Show and Sale.

### **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	7.3	6.9	6.9	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.

Parents are welcome at the school at all times. They are encouraged to visit classrooms, serve as ongoing partners in our school, volunteer in various projects and serve as community resources for students. Parents are always invited to participate in school-wide activities and celebrations. Parents also serve as members of our School Site Council and other advisory groups. Wells seeks to involve parents from day one of their child's time at Wells. Parents accompany their child during enrollment and orientation (translation is available at these sessions). Four times each year parent/guardian, students, and teachers meet in face-to-face conferences to discuss and review student progress, attendance, and plan for post-secondary school options.

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

**Catherine Pringle**

**415-241-6315**

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	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	10	16			9	20			8	22		
Math	14	8			14	9	1		14	7	2	
Science	14	6			23	2	2		11	6	1	
Social Science	15	11			20	5	2		12	11	3	

### **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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	91
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
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/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
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.

The school utilizes a variety of funding sources to provide additional programs and services for our students. A partnership between SFUSD and the City funds our on-site Wellness Center to address the physical and emotional needs of our students. Through partnerships with a number of community-based organizations Wells has a garden-education program, a Career Technical Education program in Culinary Arts, an after-school program managed by Urban Services YMCA that sponsors an array of enrichment activities as well as provides academic tutoring and credit recovery opportunities using the online CyberHigh program. Through a partnership with the WritersCorps our school has had a poet-in-residence for many years, thus providing our students with many forums for creative expression. Wells has for many years had a strong visual arts program. Utilizing Prop. H funds we now have been able to expand our arts offerings in the performing arts of music and dance.

**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/>.

Category	District Amount	State Average For Districts In Same Category
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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.**