

School Accountability Report Card

School Year 2018-19

(Published during 2019-20)

Roosevelt Middle School

0460 ARGUELLO BL, SAN FRANCISCO, CA 94118

Principal: Michael Stachon

Phone: 415-750-8446

Fax: 415-750-8455

SFUSD School ID # 797

Calif.School ID #: 6059901

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Vincent Matthews

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000

Web Site: www.sfusd.edu

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.

Roosevelt Middle School, a historic landmark building opened in 1930, has evolved over the years to embrace multiple learning styles and offer diverse, inclusive academic opportunities. Standards are high. All students, including those identified as gifted, inclusion, resource specialist and learning disabled, are provided a stimulating and challenging learning experience. ESL core groups provide specialized focus for English Language Learners in academic content areas. Strategic classes and tutoring, both during the day and after school, provide opportunities for students to maximize their proficiency in literacy and math.

Our vision is that all students will grow emotionally, socially and academically within a safe, respectful and supportive environment. Students will be inspired to become successful, technologically literate and globally minded, as our staff prepares them to participate as socially responsible citizens in the 21st century world.

Our mission is to enable students to become independent, critical thinkers as well as productive, concerned and engaged citizens. We will prepare students to achieve proficient or advanced status on the state's assessment tests and enter high school academically prepared.

Roosevelt Middle School was proud to be recognized with the California Distinguished School Award for its continued commitment to academic excellence in the spring of 2009, and to receive the Title 1 Academic Achievement Award in the spring of 2010 and again in 2011.

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	224
7	237
8	233
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	694

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	3.7
American Indian or Alaska Native	0.4
Asian	48.6
Filipino	2.4
Hispanic or Latino	11.8
Pacific Islander	0.1
White (Not Hispanic)	23.2
Two or More Races	7.1
Socioeconomically Disadvantaged	45.2
English Learners	10.7
Students with Disabilities	10.4
Foster Youth	0.1
Homeless	2

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	38	37	37	2747
Without Full Credential	1	3	1	345
Teaching Outside Subject Area of Competence	2	0	1	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	2	0	1
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			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			- 2nd Floor Hallway: Exit door holding magnet out of order (one) at Exit door ST20. - 1st Floor Hallway: Water fountain out of order at the main corridor.
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Inspection Date	Fall 2019			

Additional Comments:

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 building, completed in 1930, was retrofitted for earthquake safety in the 1970s. In 2001 the electrical and technological systems were upgraded and the school continues to provide every classroom with at least one computer, cable TV and printer capacity. LCD projectors, are available for classroom use and a mobile laptop lab is available for student use. During the summer of 2006, the exterior mortar on the brick facade was sealed and the following summer, 2007, all classrooms, common areas, hallways and offices were freshly painted. New hall lockers provide access for each student. The boys locker room was equipped with new lockers during summer, 2006. Restrooms are in need of minor repairs. Our school community recycles & maintains a facility that is safe, clean and functional. Finally, the school is scheduled to receive additional upgrades and repairs as a result of the passage of Prop A in the fall of 2011.

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)	75	78	55	56	50	50
Mathematics (grades 3-8 and 11)	68	72	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	680	670	98.53	1.47	78.06
Male	334	327	97.90	2.10	70.95
Female	346	343	99.13	0.87	84.84
African American	27	25	92.59	7.41	16.00
American Indian/Alaskan	--	--	--	--	--
Asian	332	328	98.80	1.20	82.32
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	77	76	98.70	1.30	56.58
Pacific Islander/Hawaiian	--	--	--	--	--
White	157	156	99.36	0.64	87.18
Two or More Races	53	51	96.23	3.77	92.16
Economically Disadvantaged	312	307	98.40	1.60	68.73
English Learners	205	202	98.54	1.46	65.84
Students with Disabilities	55	51	92.73	7.27	31.37
Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	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	680	670	98.53	1.47	72.24
Male	334	329	98.50	1.50	70.82
Female	346	341	98.55	1.45	73.61
African American	27	25	92.59	7.41	28.00
American Indian/Alaskan	--	--	--	--	--
Asian	332	329	99.10	0.90	81.16
Filipino	12	12	100.00	0.00	41.67
Hispanic or Latino	77	76	98.70	1.30	50.00
Pacific Islander/Hawaiian	--	--	--	--	--
White	157	155	98.73	1.27	74.84
Two or More Races	53	51	96.23	3.77	72.55
Economically Disadvantaged	312	307	98.40	1.60	63.52
English Learners	205	202	98.54	1.46	68.32
Students with Disabilities	55	52	94.55	5.45	25.00
Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	14	14	100.00	0.00	50.00

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.

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	4
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	13.1	31.9	43.7
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				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.

Roosevelt continues to update and refine its comprehensive school safety plan covering all the necessary aspects of planning for emergency response, staff training and student safety. Regular drills and practices are held for various emergency events: fire, earthquake, lock-down. The school community partners with community agencies such as Beacon After-School Program and the San Francisco Police and Fire Departments. Many of our staff have also received instruction in CPR and first aid. Our Crisis Response Team is trained and aware of role responsibilities during a crisis. All classrooms are provided with an emergency procedures manual, evacuation plan and first aid supplies. Students receive instruction on diverse cultures, school and District rules and personal responsibility.

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	1.0	2.2	2.1	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.

Roosevelt Middle School has established various organizations and activities to support and encourage active parent participation. There are monthly meetings of the Parent Teacher Student Organization (PTSO), the School Site Council (SSC), the English Learner Advisory Committee (ELAC) and the Roosevelt Music Booster Organization (RMBO). The Student Council, PTSO, SSC, ELAC, Music and P.E. Departments, counselors and administration all provide a variety of activities throughout the year for parents, including: Back to School Night, themed assemblies, concerts, sports competitions, and parent-student-teacher conferences. Additionally, throughout the year various parent-volunteer opportunities are offered, such as field trips, student dances, fundraising activities or working at the site's Food Pantry. Onsite translators, weekly newsletters, the PTSO monthly bulletin and the school's SchoolLoop website contribute to home-school contact and communication. Finally, incoming 5th grade parents are invited to participate in the Step-Up to Roosevelt workshop in the summer.

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

Michael Stachon

415-750-8446

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	3	27	13	24	16	28	7	25	9	36	1
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	6	15	2	23	7	18	1	25	7	12	6
Math	20	14	9		22	9	10	1	21	11	11	1
Science	27	2	12	3	27	2	11	4	30	2	6	8
Social Science	26	2	14	2	26	3	13	1	28	3	7	7

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	3	224.666666666667
Library Media Teacher (Librarian)	1	----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse		----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)	1	----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 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.

A multi-faceted afterschool program, Roosevelt Beacon, offers safe, supported learning-oriented and recreational programs to all students who elect to participate. The AACE program provides high quality, daily tutoring in classrooms, at lunchtime and after school. Roosevelt students participate in the SFUSD's Healthy Schools program, which provides positive alternative physical activities, Red Ribbon Week activities and other educational programs addressing health issues & effective decision-making skills. The School Assistance Program (CARE Team) meets twice monthly to discuss students identified for specific areas of need. Peer resources and conflict mediation services are offered by counselors as necessary. Our library/media center is open three days a week during the regular school day for students, and every day after school. Additionally the library is open to parents during morning and afternoon sessions weekly for SchoolLoop use.

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.