

J.O. Ford Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC 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 additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	J.O. Ford Elementary School
Street	2711 Maricopa Avenue
City, State, Zip	Richmond, CA 94804-1099
Phone Number	510-231-1421 ext. 11540
Principal	Teresa Barrera
E-mail Address	tbarrera@wccusd.net
Web Site	http://www.wccusd.net/Page/885
Grades Served	K-6
CDS Code	07-61796-6004766

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

We strive to provide a rigorous, culturally relevant, California Common Core State Standards-based, research-based instructional program. Our students will demonstrate 21st Century skills and abilities including critical thinking, problem solving, collaboration and effective communication. Students will exhibit productive, responsible citizenship in an emotionally and physically safe learning environment. Our teachers use data-driven and differentiated instruction to ensure maximum development of every student. We believe in the education of the Whole Child, academically, physically, socially, emotionally and in terms of talent development. Our mottoes are "A Commitment to Excellence" and "We are all a family under one sky."

JO Ford Elementary School, informally named Ford International MicroSociety School, serves pre-school through sixth grade students. We celebrate the diversity of our community. Our school made steady progress toward reaching the Federal No Child Left Behind goals and was honored by the California Business for Education Excellence and Just for the Kids- California Honor Roll School in 2008. Ford School received the state's Academic Achievement Award in May of 2009 for reaching the AYP/API targets for two years in a row. The dedicated, reflective instructional staff of Ford School has high expectations for the students we serve and work beyond the call of duty to help students achieve success.

Ford School is successful due to many factors; among them is our After School Program, our MicroSociety Program, and the Response-to-Intervention program which provides for individualized and small group instruction. The MicroSociety Program gives our students an opportunity to create and run their own city. Students elect a mayor, vice mayor and city council members who make recommendations for the operation of the school. Students have an opportunity to apply for a job, create a business and sell their goods and services on Market Days. Connecting the real world to school learning standards to make the learning relevant is the common purpose of our Ford City. With the addition of a School Community Outreach Worker, our goal is to greatly increase parental and community participation in our school as well as provide health and human services for families who need it. The increasing use of technology, including iPad, an LCD projector and a document camera in every classroom, teachers are bringing the world into the classroom, and maximizing "teachable moments" with students, especially English learners. Using technology allows for higher engagement, increased access to information, and increased learning opportunities for both students and teachers who use technology across the curriculum.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	87
Grade 1	76
Grade 2	79
Grade 3	58
Grade 4	66
Grade 5	55
Grade 6	53
Total Enrollment	474

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.2
Asian	5.1
Filipino	3
Hispanic or Latino	81.2
Native Hawaiian or Pacific Islander	0.8
White	3.6
Two or More Races	0.8
Socioeconomically Disadvantaged	94.1
English Learners	65.4
Students with Disabilities	6.1
Foster Youth	0.6

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	19	22	22
Without Full Credential	1	1	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	94.7	5.3
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Several Leap Frog Programs are being implemented at Ford School; both as a supplement to the regular literacy program, in the after-school programs and as parent take-home programs. Additionally, Steck-Vaughn Vocabulary Program is used as a supplement to the English Language Development Program.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-3)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Install chair rails; Touch up paint to match; Repair linoleum at front entrance of kitchen
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Netting needed for birds
Electrical: Electrical	X			Lots of lights out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	x X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Check fire door holder by stairs; Adjust door closers

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); 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 (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
	English Language Arts/Literacy	23	32
Mathematics	16	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	57	56	98.2	46	30	18	4
	4	66	63	95.5	49	25	16	6
	5	58	53	91.4	55	26	13	6
	6	56	51	91.1	24	43	25	6
Male	3		32	56.1	47	31	16	3
	4		33	50.0	48	27	15	3
	5		27	46.6	78	15	4	4
	6		25	44.6	24	48	20	4
Female	3		24	42.1	46	29	21	4
	4		30	45.5	50	23	17	10
	5		26	44.8	31	38	23	8

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		26	46.4	23	38	31	8
Black or African American	3		4	7.0	--	--	--	--
	4		3	4.5	--	--	--	--
	5		2	3.4	--	--	--	--
	6		2	3.6	--	--	--	--
Asian	3		3	5.3	--	--	--	--
	4		2	3.0	--	--	--	--
	5		3	5.2	--	--	--	--
	6		2	3.6	--	--	--	--
Filipino	3		1	1.8	--	--	--	--
	5		4	6.9	--	--	--	--
	6		3	5.4	--	--	--	--
Hispanic or Latino	3		47	82.5	47	30	19	2
	4		56	84.8	45	27	18	7
	5		42	72.4	52	31	12	5
	6		42	75.0	24	48	24	5
Native Hawaiian or Pacific Islander	6		1	1.8	--	--	--	--
White	3		1	1.8	--	--	--	--
	4		2	3.0	--	--	--	--
	5		2	3.4	--	--	--	--
	6		1	1.8	--	--	--	--
Two or More Races	3		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		53	93.0	47	32	17	2
	4		58	87.9	47	28	17	7
	5		53	91.4	55	26	13	6
	6		50	89.3	24	44	26	6
English Learners	3		44	77.2	50	30	16	2
	4		41	62.1	59	24	12	2
	5		33	56.9	64	30	3	3
	6		16	28.6	44	50	6	0
Students with Disabilities	3		3	5.3	--	--	--	--
	4		2	3.0	--	--	--	--
	5		1	1.7	--	--	--	--
	6		7	12.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	57	56	98.2	43	25	27	2
	4	66	66	100.0	53	30	9	2
	5	58	55	94.8	67	22	7	2
	6	56	51	91.1	45	37	16	2
Male	3		32	56.1	31	31	28	3
	4		35	53.0	49	31	9	0
	5		28	48.3	64	21	7	4
	6		25	44.6	52	36	8	4
Female	3		24	42.1	58	17	25	0
	4		31	47.0	58	29	10	3
	5		27	46.6	70	22	7	0
	6		26	46.4	38	38	23	0
Black or African American	3		4	7.0	--	--	--	--
	4		3	4.5	--	--	--	--
	5		2	3.4	--	--	--	--
	6		2	3.6	--	--	--	--
Asian	3		3	5.3	--	--	--	--
	4		2	3.0	--	--	--	--
	5		3	5.2	--	--	--	--
	6		2	3.6	--	--	--	--
Filipino	3		1	1.8	--	--	--	--
	5		4	6.9	--	--	--	--
	6		3	5.4	--	--	--	--
Hispanic or Latino	3		47	82.5	40	30	23	2
	4		59	89.4	51	31	10	2
	5		44	75.9	68	25	5	0
	6		42	75.0	48	36	17	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	6		1	1.8	--	--	--	--
White	3		1	1.8	--	--	--	--
	4		2	3.0	--	--	--	--
	5		2	3.4	--	--	--	--
	6		1	1.8	--	--	--	--
Two or More Races	3		0	0.0	--	--	--	--
	5		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		53	93.0	43	26	25	2
	4		61	92.4	52	31	10	2
	5		54	93.1	69	20	7	2
	6		50	89.3	44	38	16	2
English Learners	3		44	77.2	45	30	25	0
	4		43	65.2	63	23	7	0
	5		35	60.3	66	29	6	0
	6		16	28.6	75	19	6	0
Students with Disabilities	3		3	5.3	--	--	--	--
	4		3	4.5	--	--	--	--
	5		1	1.7	--	--	--	--
	6		7	12.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	18	42	20	46	48	46	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	20
Male	17
Female	23
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	20
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	11
Students with Disabilities	20
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	36.40	30.90	7.30

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.

C. Engagement

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 (Most Recent Year)

PARENT INVOLVEMENT PROGRAMS

- Adult ESL Class every Monday and Friday morning through the Adult School
- Family Math Night
- Family Play Night designed by Playworks
- Family Literacy Workshops provided by Literacy Lab
- Weekly workshops provided for parents each Tuesday (topics include California Common Core Standards, SBAC assessments, report cards, parenting strategies, etc.)
- Weekly coffee hours each Thursday
- Parents Sharing with Parents Workshops
- Parental Volunteerism: Parents are encouraged to volunteer in classrooms, office, and library and on field trips.
- Students and staff provide a Parent Appreciation dinner and Talent Show at the end of each school year.

PARENT GROUP(s): Raises funds to provide study trips, assemblies, and student awards. Parent groups encourage other parents to participate in classrooms and on study trips.

SCHOOL SITE COUNCIL: Every elementary school must have a decision making School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

ELAC (English Learner Advisory Committee): Advises parents and staff on strategies, books, and materials for English Learners

Our involved and enthusiastic parent organizations help to build a strong and successful school.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	1.30	0.19	0.00	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

At the beginning of each school year, the Safety Plan is reviewed and updated. Each staff member is assigned a specific job in the event of an emergency. Monthly fire drills and semi-annual earthquake drills are conducted. The plan was most recently review in November, 2015. The plan includes a description of how to prepare for and execute procedures for a variety of emergencies, including earthquake, fire, active shooter, and bomb threats. District nurse staff will be working with school staff to develop additional protocols to promote student safety.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2004-2005
Year in Program Improvement*	Year 4	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27		5		25	1	3		22	1	3	
1	25		2		26		3		25		3	
2	29		2		25		2		23		3	
3	31		2		25		3		23	1	2	
4	32		2		32		2		33			2
5	33		1	1	27		1		28		2	
6	32		2		33		1	2	27		2	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	1.00	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7671.41	\$5255.54	\$2415.87	\$52374.26
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-74.9	-7.1
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-54.8	-28.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Ford School include:

- ESEA-Title I
- Economic Impact Aid
- Healthy Start
- Special Ed
- Gifted and Talented Ed

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The instructional staff and administration are participating in Professional Development in a number of areas. Among them are: Unpacking and using the Common Core Standards, Use of Informational Text, Engagement Strategies, Lesson Study, Culturally Responsive Pedagogy and Frontloading Strategies (GLAD). Teachers can select specific local, state and sometimes national workshops to attend. The focus of our Professional Development plan is aligned with our district plan which includes workshops in Accelerated Reader, California Treasures Reading Language Arts, Step Up to Writing, English Language Development (ELD), WRITE, and MicroSociety. Additionally the instructional staff and administration are learning how to effectively differentiate instruction and implement Response to Intervention (RTI). Instructional Assistants and Tutors are trained by our District Reading/Language Arts/Specialist to assist with effective literacy and "Tier 1" intervention strategies in the classrooms. Teachers also meet in grade level groups to use data and collaboratively design standards based lessons for each six to eight week unit of study across the curriculum. Creating grade level formative assessments for foundational skills are constantly being developed by teachers based on the skills being taught. Rubrics are created to review writing and project based learning.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services Department engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, regularly scheduled grade-level opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations and teacher request for support. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. Training is also available in classroom management and the effective use of assessment data. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.