

Kennedy High School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Kennedy High School
Street	4300 Cutting Blvd.
City, State, Zip	Richmond, CA 94804
Phone Number	(510) 231-1433
Principal	Phillip Johnson
E-mail Address	pjohnson1@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=2371
CDS Code	07-61796-0733659

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)

John F. Kennedy High School strives to create an environment in which students feel valued, develop their unique abilities, achieve academic excellence, explore personal, academic and career paths, and acquire skills that will help them achieve success and personal fulfillment. Kennedy high school students will graduate with post-secondary plans, will be productive members of society and will continue to be life-long learners.

We believe:

- All students can learn, but students learn better in small learning communities;
- All students should be exposed to a variety of multicultural experiences;
- All students should be exposed to a variety of academic, technological, and career opportunities;
- Professional development for faculty is essential;
- Emotional and social growth is an integral part of the curriculum; and
- Parental involvement is a strong component of a successful educational experience.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 9	245
Grade 10	200
Grade 11	211
Grade 12	170
Total Enrollment	826

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	28.5
American Indian or Alaska Native	0.1
Asian	4.7
Filipino	2.3
Hispanic or Latino	60.3
Native Hawaiian or Pacific Islander	1.9
White	1.7
Two or More Races	0.4
Socioeconomically Disadvantaged	85.2
English Learners	35.4
Students with Disabilities	13.0

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	32	43	45	45
Without Full Credential	5	3	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	1

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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	83.82	16.18
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

Kennedy High School ensures that all students have books and supplies. The school uses research based interventions to address student need. The school works closely with community based organizations and local groups to ensure that students are exposed to a wide range of cultural, civic, and community based awareness projects. Through these networks students are exposed to an array of literature, hands-on activities, and performing arts activities that help shape their paths as stakeholders in this global society.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: High Point Reading Intervention: READ 180.	Yes	0%
Mathematics	Prentice Hall, Algebra 1 and Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry; Glencoe Advanced Mathematical Concepts (Math Analysis); Prentice Hall, Calculus.	Yes	0%
Science	Cambridge Physics Outlet (CPO) High School Chemistry: Prentice Hall Chemistry High School Biology: McDougal Littell Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class)	Yes	0%
History-Social Science	World Geography and Cultures, Glencoe, Cultural Geography High School World History: The Modern World McDougal Littell High School US History: The Americas McDougal Littell High School Economics: McDougal Littell Economics 2007 edition Prentice Hall Magruder's American Government, American Government.	Yes	0%
Foreign Language	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4) Pearson Prentice Hall: Realidades (Spanish 1,2,3)	Yes	0%
Health	Glencoe/McGraw-Hill: Teen Health Course		0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

John F. Kennedy is a closed campus built in the mid 1960's. There is sufficient space for both students and teachers, including meeting space, to create a positive and effective learning environment. School facilities are cleaned daily. Repairs and safety concerns are given the highest priority, followed by work that impacts the educational program.

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 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: July 2014

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Interior: Interior Surfaces	[]	[]	[X]	Repair floor tiles and rubber base (complete), secure bookcases (complete), paint stained ceiling tiles (work order submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Replace lights and ballasts (work order submitted), replace broken plug plates (work order submitted)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Install door holders on the double doors (complete), replace missing door locks (complete), replace broken weather strips (complete)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
		[]	[]	[X]

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 and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	21	21	30	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	30
Male	31
Female	28
Black or African American	33
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	24
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	31
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	15	16	19	41	43	42	54	56	55
Mathematics	5	5	8	37	38	38	49	50	50
History-Social Science	8	9	15	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	1	2	3

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-33	29	45
Black or African American	-49	56	68
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-28	21	44
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	-29	26	46
English Learners	-16	2	37
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Career Technical Education Programs (School Year 2013-14)

PROGRAMS/CLASSES OFFERED:

- Computer Science
- Computer System M & M 2 ROP
- Construction Technology
- DigArt Design Web 1
- Digital Photography ROP
- Information System Design ROP
- Web Design II
- Welding
- Wood 1

These programs and classes are integrated with academic courses through the Common Core State Standards (CCSS), which are reinforced in the work students do through their English and Math classes. We have a team of teachers, including Math and English teachers, who are a part of our CTE programs and teach the CCSS which our CTE courses align with as well. Students are encouraged and instructed to use communication in various forms of the curriculum. CTE programs provide hands-on training which align with our goals and the CCSS goals to have students graduate with 21st century skills, preparing them for careers/jobs/college post secondary. The school accepts all students in CTE courses and makes special provisions in the curriculum for special populations. For instance, the EL student population, are given explicit direct instructions and methods that they can understand, for example, SIOP strategies whereby all students can benefit from tangible instructions. When working with our SPED student population, teachers work closely with the students case managers to make sure that they adhere to the students IEP and help them attain their goals. The evaluation method used is to keep track of the number of students who are successfully completing the courses and graduating. The school also keeps data on how many students reach/achieve the articulation agreement. Through our CTE programs students are further exposed to career training through their participation in career based programs, like field trips to local industries such as Chevron, Pixar, EA Sports, and Lawrence Berkeley Labs. With the support of the head of the Advisory Committee, Ron Whittier, our CTE programs are highly successful in preparing our students for post-secondary options.

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	447
% of pupils completing a CTE program and earning a high school diploma	40%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	63%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	68.01
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	31.01

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	23	20	22	42	42	35	56	57	56
Mathematics	20	24	24	40	41	35	58	60	62

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	24	19	57	28	15
All Students at the School	78	19	4	76	20	4
Male	83	15	3	81	12	7
Female	71	24	5	68	30	1
Black or African American	82	16	2	88	12	
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	80	16	4	75	21	3
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	76	20	3	73	22	5
English Learners	95	5		90	10	
Students with Disabilities	100			100		
Students Receiving Migrant Education Services						

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.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.1	19.5	11.4

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)

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The English Learner Advisory Committee reviews all budgets and is afforded the opportunity for input, especially for the LEP and Title I budgets.

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school must have a School Site Council composed of three parents or community members, the principal, four classroom teachers, three students, and one other staff member (Education Code Section 52852).

EAGLE PARENT CONNECTION: Founded by the Eagle Foundation, the Eagle Parent Connection, provides parents an opportunity to meet on-site in order to network and outreach to other parents in the school community. The Eagle Parent Connection is composed of Kennedy High School parents, an administrator, and Eagle Foundation members. The goal of the Eagle Parent Connection is to enrich education and connect communities through a collaboration of staff, parents, students, alumni, and the community.

KENNEDY FAMILY LIAISON: The role of the family liaison is to connect parents to the school community and to school activities, furthermore, they establish a parent volunteer group that meets regularly on campus. The family liaison serves as a resource to our school. He/she effectively communicates to parents the instructional goals of the school, assists with and increases the school's parental involvement, creates an inviting environment, and helps establish opportunities for parents to be leaders or advocates for our students.

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 (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	26.4	34.3	29.4	18.1	18.2	13.3	14.7	13.1	11.4
Graduation Rate	69.11	61.11	62.94	76.99	75.72	79.88	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	69.73	80.48	84.56
Black or African American	78.33	73.72	75.90
American Indian or Alaska Native	100.00	62.50	77.82
Asian	83.33	92.72	92.94
Filipino	100.00	91.24	92.20
Hispanic or Latino	59.57	77.11	80.83
Native Hawaiian/Pacific Islander	80.00	75.00	84.06
White	80.00	88.44	90.15
Two or More Races	0.00	300.00	89.03
Socioeconomically Disadvantaged	69.23	77.61	82.58
English Learners	36.84	61.71	53.68
Students with Disabilities	44.83	62.26	60.31

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	34.6	43.9	22.5	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.5	0.1	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

School Safety information is included in a student handbook. Faculty and staff receive training in the School Emergency Management System at the beginning of each academic school year. A comprehensive Safety Plan is maintained in the Principal's Office and is also a part of the CDE Coordinated Compliance Review records. The School Safety Plan was approved by the SSC. Kennedy is a closed campus with an entrance that is monitored by a site supervisor during school hours.

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 2013-14)

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	No	
Met Participation Rate: Mathematics	No	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	No	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.6	33	21	2	27	12	10	15	27	14	11	19
Mathematics	21.6	19	15	4	29	5	6	15	28	11	8	21
Science	20.4	14	13	0	34		4	13	30	4	7	12
Social Science	23.4	15	24	1	29	7	11	18	29	6	11	13

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	306
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.40	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.30	---
Resource Specialist	1.20	---
Other		---

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,765.18	\$2,458.48	\$5,306.70	\$54,625.17
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-4.3	-0.9
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-4.2	-21.6

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and Services available at Kennedy High school include:

- ESEA-Title I
- Economic Impact Aid
- Sp Ed, IDEA Basic Local Entit 1
- Special Ed-E
- A/M/PE- Drama/Theatre
- A/M/PE- Dance
- Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
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/>.

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	6	---
English	2	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	1	---
Science	1	---
Social Science	6	---
All courses	17	0.7

Note: Cells with "----" do not require data.

* Where there are student course enrollments.

Professional Development

The school will have various professional development trainings throughout the year on explicit direct instruction, creation of standards based lessons, use of rubrics, higher order thinking skills, academic vocabulary development, cultural diversity, and also vertical articulation.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division 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, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. 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.