

**Coronado Elementary 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	
<b>School Name</b>	Coronado Elementary School
<b>Street</b>	4301 Berk Avenue
<b>City, State, Zip</b>	Richmond, CA 94804
<b>Phone Number</b>	(510) 231-1419
<b>Principal</b>	Linda Cohen
<b>E-mail Address</b>	lcohen@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=794">http://www.wccusd.net/site/Default.aspx?PageID=794</a>
<b>CDS Code</b>	07-61796-6004667

District Contact Information	
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<b>Superintendent</b>	Dr. Bruce Harter
<b>E-mail Address</b>	bharter@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

## School Description and Mission Statement (Most Recent Year)

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Coronado Elementary School believes that public education provides opportunities and experiences that are essential to the future and success of our community.

We believe we must:

- Treat everyone with courtesy, dignity and respect;
- Provide a safe and nurturing environment;
- Develop lifelong learners and contributing members of society;
- Take responsibility for our behavior and performance;
- Provide equitable and essential communications and support; and
- Celebrate the diversity, uniqueness and contributions of all our community members.

At Coronado Elementary School, we are very proud of our academic accomplishments. We have received a California Title I Academic Achievement Award for the school year 2007-2008. According to the previous state of California test scores, we have extremely high math and science scores, including ten students who scored a perfect 600 score in mathematics. We are also proud to report that we scored over 800 for five out of the past six school years, meaning that we are a school that is achieving at grade level standards. Due to changing our assessment system from the CA State Test to Common Core Standards, this year we will participate in the Common Core Standards Testing Program. Part of our school success is that fact that we have had monthly Parent Nights for more than ten years, where we provide information to parents about their child's education and celebrate their child's success with Perfect Attendance, Good Citizenship, and Honor Roll Awards.

We currently have approximately 435 students in grades TK-6. We are proud that our school is 100% students of color, with approximately 40% African American students and 60% English language learners. This is the 3rd year of our Transition Kinder program, where younger students attend a full-day in preparation for success in kindergarten and/or first grade.

In addition to a strong academic school, Coronado is proud that we have a music program from called Z Sharp. Every child in our school receives music instruction once a week. The program teaches music appreciation, band, chorus, and the class is integrated with the content of classroom instruction. Our music teacher works closely with the classroom teachers. In addition, we believe that this program enhances our academic program and provides a creative outlet for our students. Our students also participate in a yearly performance with the San Francisco Opera and enjoy many musical performances throughout the year. We also have a Coronado Choir, taught by our music teacher, and we have Instrumental Music for students in grades 4.6. In addition to music, we have volunteers from an Arts Bridge Program, who teach art in approximately half the classrooms on a weekly basis.

In addition to our strong music program, we have a Playworks Program and Toolbox. The Playworks Coach maintains safety before school and during recesses, and teaches students to play safely with good citizenship and sportsmanship. She also teaches indoor and outdoor classroom game activities with the support of the classroom teacher. Another highlight of the Playworks Program is our Junior Coaches, students in upper grades who help monitor games during recess and coach students in how to play safely and cooperatively. To provide our students with tools/strategies for their socio-emotional well-being, the Toolbox program teaches students twelve tools (i.e., Breathing Tool, Patience Tool, Empathy Tool, etc.). Both Toolbox and Playworks support our school vision that we will develop students who are well-rounded and can achieve both academically and socially.

Finally, we have several different programs that provide intervention and tutoring assistance to our students. Every day, we have a 1/2 hour Morning Assembly for first through third grade students, where they receive instruction in language arts, math facts, test preparation, social studies, science, and music. This program makes a big difference for our students (it has been replicated in other schools). Read-Aloud volunteers read to students in grades kinder through grade 2 twice a week, and are also mentors for the students. This program has been successful at Coronado for the past ten years. We have a variety of graduate tutors and volunteers who teach students one-on-one and in small groups, to reinforce what is taught in the classroom. Our Learning Center provides support to more than fifty students in small groups throughout the week, and provides instruction in both language arts and mathematics. Also, we have a highly successful After School Program which currently enrolls 140 students

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

Grade Level	Number of Students
Kindergarten	87
Grade 1	78
Grade 2	71
Grade 3	67
Grade 4	61
Grade 5	56
Grade 6	37
<b>Total Enrollment</b>	<b>457</b>

### Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	32.2
American Indian or Alaska Native	0.0
Asian	3.5
Filipino	0.9
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	1.1
White	2.0
Two or More Races	0.2
Socioeconomically Disadvantaged	95.4
English Learners	47.3
Students with Disabilities	7.0

## 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	17	17	17	17
Without Full Credential	1	1	0	0
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	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 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	100.00	0.00
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:

Coronado Elementary School uses the district-adopted (state recommended) core instructional materials for all of its curricular areas.

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) Prentice Hall Copper 6th grade	Yes	0%
Mathematics	EveryDay Mathematics (Grades K-5), 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)**

Coronado was built in 1952, 1960 and 1962. Portable classrooms were added in 1989. The kindergarten classrooms were rebuilt in 2008. Coronado is being redesigned for a new school to replace the existing. Last year, we received new windows, doors, a new play structure, and our school was repainted. Our Computer Lab now has sufficient computers to accommodate upper-grade classes with 33 students. In the summer of 2010, our school is scheduled to be completely rebuilt.

**School Facility Good Repair Status (Most Recent Year)**

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]	Secure bookcases and cubbies (work order submitted), repair torn vinyl(work order submitted), repair ceiling tiles (work complete), replace floor tiles (work complete)
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Replace soap dispensers, tighten faucets and drinking fountains (all work complete)
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Paint decks and ramps, paint walls (work orders submitted), tighten strike plate (work 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
<b>Science (grades 5, 8, and 10)</b>	49	36	56	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	56
Male	52
Female	63
Black or African American	36
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	56
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	52	44	43	41	43	42	54	56	55
Mathematics	71	70	69	37	38	38	49	50	50
History-Social Science				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	6	5	6
Similar Schools	10	9	10

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		-19	8
Black or African American	15	-23	-8
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	48	-14	23
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	35	-19	8
English Learners	50	-21	20
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.

### 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 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
5	24.1	14.8	29.6

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

- The required committees (SSC/ELAC) sponsor trainings for the parents and community.
- The Guidelines for Coronado Cougar Behavior outlines Coronado's student expectations.

**SCHOOL SITE COUNCIL:** Coronado has a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

**MONTHLY PARENT MEETINGS:** For the past 20 years, Coronado has had monthly Parent Nights, where students with Perfect Attendance, Honor Roll, Citizenship Awards are celebrated. In addition, parents receive valuable information about Back-to-School Night, Open House, Report Cards, Common Core Standards and Academic Expectations, Literacy training, and Using Toolbox at home. All Parent Nights are conducted in English and Spanish.

**STRONG AFTER-SCHOOL PROGRAM** with a focus on homework, tutoring by classroom teachers, and programs to build self-esteem such as Sports Leagues with other elementary schools.

**TRANSLATION IN ENGLISH/SPANISH** is provided for all families regarding all school activities, forms, announcements, meetings, etc.

**PARENT VOLUNTEERS** are encouraged and appreciated. Since the availability of more free fingerprinting from the district, our pool of Volunteers has greatly increased. If interested, please contact the office and/or the classroom teacher.

**10-WEEK TRAINING BY THE LATINA CENTER**, including how to help your children at home with discipline, homework, etc.

**MONTHLY PARENT WORKSHOPS ON LITERACY** (with childcare) for parents of children in TK-Grade 3.

**INFORMATION ABOUT COMMUNITY RESOURCES**, including medical, therapy, and legal support for families.

### 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
<b>Suspensions</b>	5.4	9.4	6.4	10.8	10.2	6.6	5.7	5.1	4.4
<b>Expulsions</b>	0.0	0.0	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)

The safety plan includes procedures on reporting/preventing crime, child abuse, disaster preparedness, and suspension/expulsion. The plan also contains a sexual harassment policy, dress code, arrival/departure procedures, and school-wide discipline rules. The "Green Register" system is used to notify the office or other teachers about potentially dangerous classroom situations. The Principal is in close contact with the Richmond Police Department, and contacts the Police as soon as there is a safety issue. Parents are notified of concerns or safety issues through ConnectEd phone messages in English and Spanish and by a note sent home by the Principal (in English and Spanish). Fire drills are held monthly, and disaster drills are held every three months. Disaster kits and safety kits are in each classroom. We have an Emergency Supply Kit of water and snacks located in each classroom. Every teacher has received training in first aid and CPR. Students are supervised before school, during morning and lunch recesses, and after school. We provide additional safety support by hiring additional yard supervisors, and a School Site Supervisor. The main campus entrance is open during school hours. Other entrances and classroom doors are locked at all times. Visitors sign in at the office and wear a badge while on campus, and we have a School Site Supervisor who monitors our school campus for any unwanted visitors.

We are proud to have a strong "Toolbox" Program to support our school climate. The purpose of the Toolbox program is to teach children conflict resolution skills and empathy for others. In addition, through twelve Toolbox strategies, students learn to focus on instruction and self-monitor their feelings. The twelve tools for learning include: 1) Breathing Tool; 2) Quiet/Safe Place; 3) Listening Tool; 4) Empathy Tool; 5) Personal Space; 6) Using Our Words; 7) Garbage Can; 8) Taking Time Tool; 9) Please and Thank You; 10) Apology and Forgiveness; 11) Patience Tool; and 12) Courage Tool. This program provides a foundation for academic and social success, and has a powerful benefit for success in life. All of our teachers have been trained in Toolbox, and Toolbox is also used in our After-School Program. We are one of the initial schools who embraced Toolbox in our district, and several of our teachers and students have been interviewed in videos for teacher training with Toolbox (model lessons and using Toolbox strategies).

In addition to Toolbox, we have the Mindful Schools Program at our school. Mindfulness prepares students to be able to focus and concentrate at school. The program involves weekly classroom presentations, and small group intervention on Wednesdays and Fridays (students in need of additional training, and a group of students who will be Mindfulness leaders in our school). The Mindfulness Program (using ways to breathe properly, relax, and meditate, and much more) works collaboratively with our Toolbox Program to give students the skills needed to cope effectively and positively with conflict and stress.

## 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
<b>Made AYP Overall</b>		
<b>Met Participation Rate: English-Language Arts</b>		
<b>Met Participation Rate: Mathematics</b>		
<b>Met Percent Proficient: English-Language Arts</b>		
<b>Met Percent Proficient: Mathematics</b>		

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
<b>Program Improvement Status</b>	In PI	In PI
<b>First Year of Program Improvement</b>	2010-2011	2004-2005
<b>Year in Program Improvement*</b>	Year 4	Year 3
<b>Number of Schools Currently in Program Improvement</b>	---	23
<b>Percent of Schools Currently in Program Improvement</b>	---	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 (Elementary)**

Grade Level	2011-12				2012-13				2013-14			
	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	19.3	1	3	0	27		4		22	1	3	
1	22	3	0	0	24	1	2		26		3	
2	19.8	4	0	0	22	1	2		24	1	2	
3	24.3	0	3	0	22		3		22		3	
4	28.5	0	2	0	32		2		31		2	
5	33	0	0	2	22	1	1		28		2	
6	33	0	0	1	24	1	1		19	1	1	
Other												

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 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	.20	---
Psychologist	.10	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	1.00	---
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	\$7,381.29	\$2,254.46	\$5,126.83	\$56,579.70
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-7.6	2.7
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-7.4	-18.8

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

**Types of Services Funded (Fiscal Year 2013-14)**

Programs and services available at Coronado School include:

- ESEA-Title I
- Economic Impact Aid
- 21st Century CCLC
- Special Education
- Gifted and Talented Education Program
- ELAP
- ETM--Education Through Music Program Schoolwide
- CTAG- County Tech Acad Grant

### 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/>.

### Professional Development

Every Wednesday, staff are trained on a variety of issues. Teachers meet with their grade level colleagues to share successful teaching strategies, review student data, plan instruction, and plan intervention. We also have Monthly Staff Meetings where teachers and other staff receive important training and staff development. In addition, we have a strong, collaborative Instructional Leadership Team that facilitates instructional leadership, plans staff development for teachers, and brainstorms solutions to issues at school (i.e., ways for teachers to better collaborate, train staff by having veteran teachers provide workshops, find smoother processes for recess and lunchroom supervision, etc.) All staff members are encouraged to attend as many district trainings and workshops as is possible, and we have most of our teachers attending workshops during the summer to prepare for the upcoming school year. Our two areas of focus for this year are: 1) Language Arts: Increasing student discourse/collaborative conversations, and increasing vocabulary; and 2) Multiple Methods for Math. Our part-time Instructional Coach is a vital part of professional development and training at Coronado. We have several teachers who are informally and formally mentoring our new teaching staff.

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 principal, in turn, provides 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, educational technology, and the incorporation of music into the core content areas. 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.