

Lake Elementary

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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 (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2018—19)	
School Name	Lake Elementary
Street	2700 Eleventh St.
City, State, Zip	San Pablo, Ca, 94806-2298
Phone Number	510-231-1451
Principal	Kenneth Bonner
E-mail Address	kbonner@wccusd.net
County-District-School (CDS) Code	07617966004824

Last updated: 1/10/2019

School Description and Mission Statement (School Year 2018—19)

School Description

Lake Elementary School is a TK-6 school located in the city of San Pablo. The school is located in a building constructed in 1957. Due to the condition of the property, many repairs are needed to modernize the structure and meet the needs of our community. Despite the current conditions, Lake has continued to strive to provide quality education for all its students. Lake is a Title 1- School. As a Title 1 school, lunch is provided at a 100% free and reduced rate. The 410 student population is comprised of 73% Latino, 12% African American, 11% Asian, 3% White, and 1% various other ethnic descent. Sixty-one percent of the students are classified as English Language Learners. Lake is part of the City of San Pablo's Community Schools Initiative, which places specialized focus on the whole child and the community that it serves. "A community school is both a set of partnerships and a place where services, supports, and opportunities lead to improved student learning, stronger families, and healthier communities."

Lake's Vision Statement

At Lake, we inspire today's leaders while fostering a lifelong love of learning with high academic and social expectations for ourselves and our communities.

Lake's Mission Statement

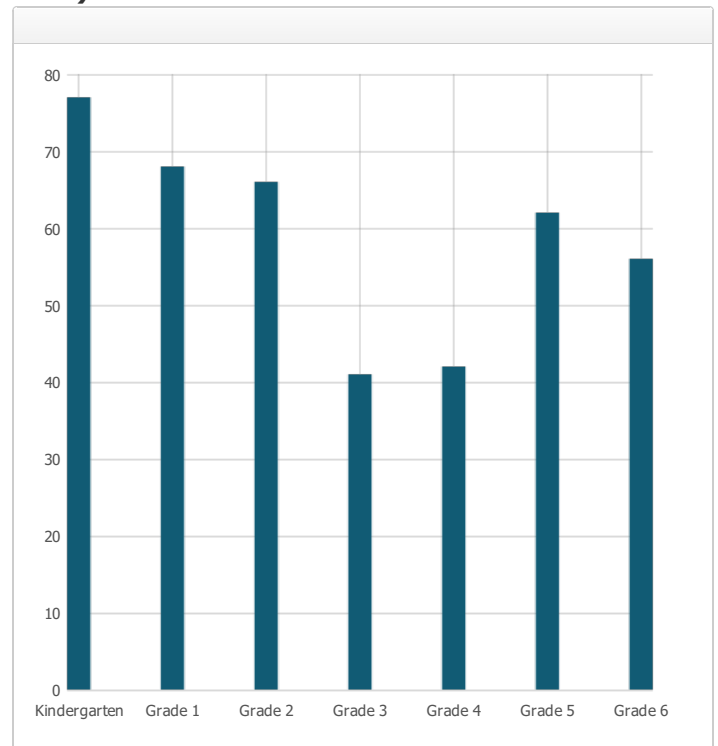
Our primary goal is to develop lifelong learners that are committed to lives characterized by love, integrity, respect, self-discipline, and hope in pursuit of justice and equity for all. We believe it takes an entire community to develop a well-nurtured child. Educators, parents, students, and community partners work collectively every day to provide hands-on, exciting inquiry-based learning and social-emotional support opportunities to inspire young minds to reach new heights. We hold high expectations not only for ourselves and our students but for all who touch the lives of our community. Lake's Response to Intervention Model includes academic as well as social/emotional supports. The implementation of workshop based bully support along with robust counseling opportunities contributes to a culture of students and families feeling safe and supported.

Our after-school program is run by an organization called Love, Learn, Success. The program provides students in grades 1-6 with homework support, academically-aligned lessons, character building skills and enrichment activities such as hip-hop dance, kickboxing, art, gardening, and mentor groups.

Last updated: 1/11/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	77
Grade 1	68
Grade 2	66
Grade 3	41
Grade 4	42
Grade 5	62
Grade 6	56
Total Enrollment	412



Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	11.7 %
American Indian or Alaska Native	0.5 %
Asian	6.1 %
Filipino	4.6 %
Hispanic or Latino	72.8 %
Native Hawaiian or Pacific Islander	0.2 %
White	3.4 %
Two or More Races	0.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	93.7 %
English Learners	61.7 %
Students with Disabilities	6.3 %
Foster Youth	1.2 %

A. Conditions of Learning

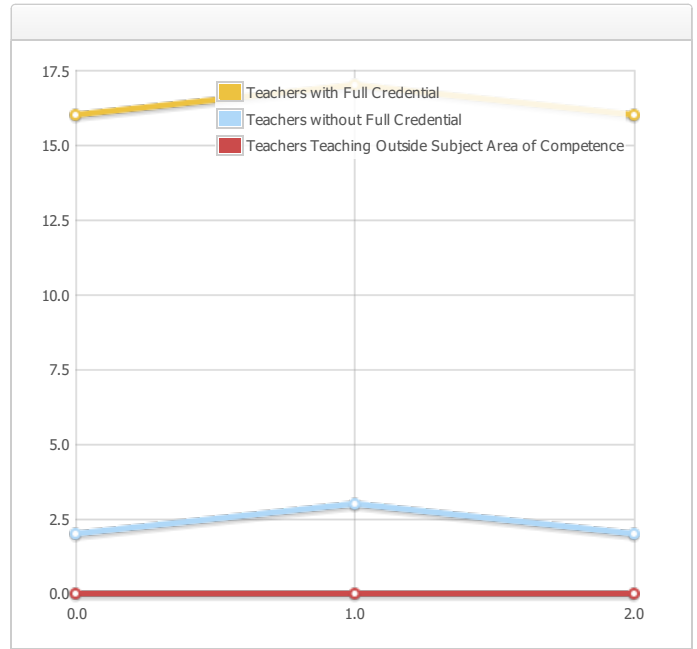
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	16	17	16	1211
Without Full Credential	2	3	2	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	10



Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 *materials from current CDE list under review	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 *materials from current CDE list to be reviewed in 2019-20	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/21/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
Interior: Interior Surfaces	Good	Interior surfaces appear to be clean, safe, and functional. The following actions were taken/planned: <ul style="list-style-type: none"> -Missing floor tiles by rooms 2, 28 and 29. -Replace rubber base by room 28.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident.
Electrical: Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights. The following actions were taken/planned: <ul style="list-style-type: none"> -Replace diffusers. RM21
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned: <ul style="list-style-type: none"> -Repair stall lock of handicap stall. Tighten loose faucet. Replace rusted partition and repair loose post. BOYS RR POD -Replace exterior door. RM12 -Repair drinking fountain in back of restrooms in back of school.
Safety: Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
Structural: Structural Damage, Roofs	Fair	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly. The following actions were taken/planned: <ul style="list-style-type: none"> -Re-screw the ramp. RR POD -Repair gutter outside room 12.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned: <ul style="list-style-type: none"> -Replace the barrel bolt on door. GRLS RR POD -Replace barrel bolt on door. Adjust exterior door. BOYS RR POD -Replace exterior door. RM12 -Replace 3 - 4 broken benches in back of the playground and in front of restrooms. -Two broken windows. RM12; One broken window. RM10

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair
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Last updated: 1/28/2019

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] 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	16.0%	20.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	10.0%	20.0%	25.0%	24.0%	37.0%	38.0%

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.

Note: ELA and Mathematics 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/23/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	202	196	97.03%	19.90%
Male	113	108	95.58%	20.37%
Female	89	88	98.88%	19.32%
Black or African American	30	30	100.00%	16.67%
American Indian or Alaska Native				
Asian	14	13	92.86%	30.77%
Filipino	11	11	100.00%	63.64%
Hispanic or Latino	139	135	97.12%	17.04%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	185	179	96.76%	19.55%
English Learners	143	139	97.20%	20.14%
Students with Disabilities	24	22	91.67%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/23/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	201	198	98.51%	19.70%
Male	113	110	97.35%	20.91%
Female	88	88	100.00%	18.18%
Black or African American	29	29	100.00%	13.79%
American Indian or Alaska Native				
Asian	14	14	100.00%	50.00%
Filipino	11	11	100.00%	27.27%
Hispanic or Latino	139	137	98.56%	17.52%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	184	181	98.37%	20.99%
English Learners	143	142	99.30%	20.42%
Students with Disabilities	24	22	91.67%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

Last updated: 1/23/2019

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.3%	5.0%	--

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.

Last updated: 1/28/2019

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018—19)

PARENT INVOLVEMENT PROGRAMS

- School Site Council (SSC): The SSC develops and monitors the implementation of the School Plan for Student Achievement (SPSA) and budgets.
- English Language Advisory Council (ELAC): The ELAC Committee monitors programs, services, and budgets for EL students.
- The Parent Club: Fund raising and supports school improvement activities for students, parents, and teachers. The Parent Club meets monthly.
- Parenting Classes: Parents learn parenting strategies. These parenting classes are provided by our various community partners which include, Bay Area Community Resources (BACR), Familias Unidas, The San Pablo Police Department, and the YMCA.
- School Success Team (SST): Parents, teachers and other school professionals meet as a team to problem-solve solutions for individual student issues such as academic, behavioral and/or attendance.
- Parent-Teacher Conferences: Parents meet with teachers on Parent-Teacher Conference days and during conferences throughout the year as requested by either teachers or parents.
- Translators provided as needed.
- Parent Volunteers: Parents volunteer in classrooms and for school-wide activities i.e. The Winter Festival, The Food Festival and Clean-Up Days.
- "High Expectations" Family Engagement literacy team. Families and Staff come together to create programs, and events to increase our students' literacy levels.

Our School Community Outreach Worker (SCOW) serves as a liaison between the families and the schools. We believe that it takes an entire community to educate our students. Our families are a huge part of our school community and invite them all to be a part of our school.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526 or School Community Outreach Worker 510-231-1451 ext. 28137

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

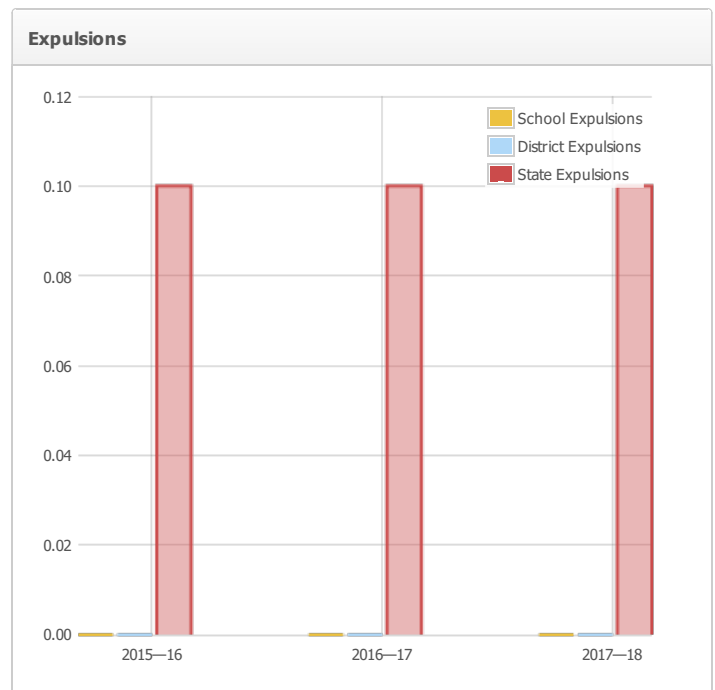
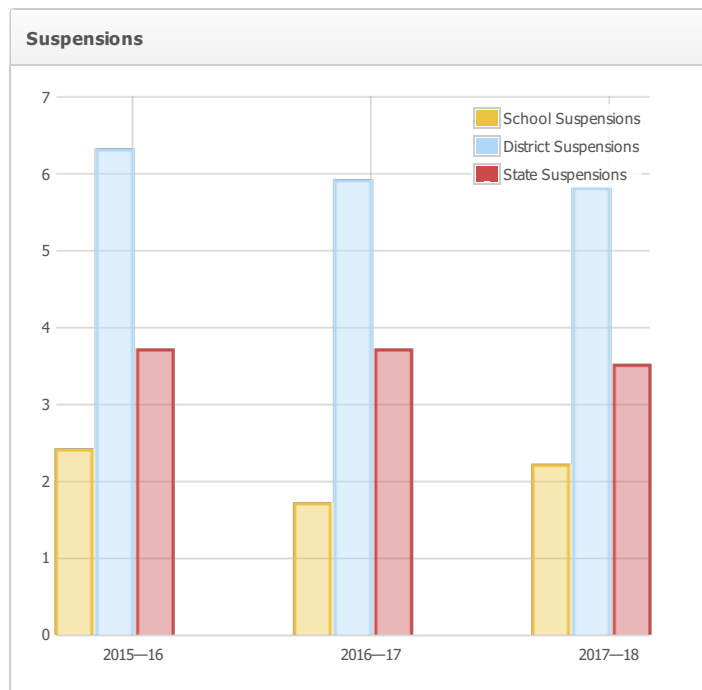
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.4%	1.7%	2.2%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	2	2	
1	22.0	1	1	
2	24.0		2	
3	21.0	1	2	
4	33.0			2
5	30.0		2	
6	30.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	3	
1	23.0		3	
2	22.0	1	1	
3	20.0	1	1	
4	31.0		2	
5	28.0		2	
6	30.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	3	1	
1	23.0		3	
2	22.0		3	
3	21.0	1	1	
4	21.0		2	
5	31.0		2	
6	28.0		2	
Other**				

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

** "Other" category is for multi-grade level classes.

Last updated: 1/23/2019

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	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.

Last updated: 1/18/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$37833.1	\$0.0	\$37833.1	\$88612.1
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	132.2%	26.8%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	140.8%	9.3%

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

The following are programs/services available at the school that support and assist students:

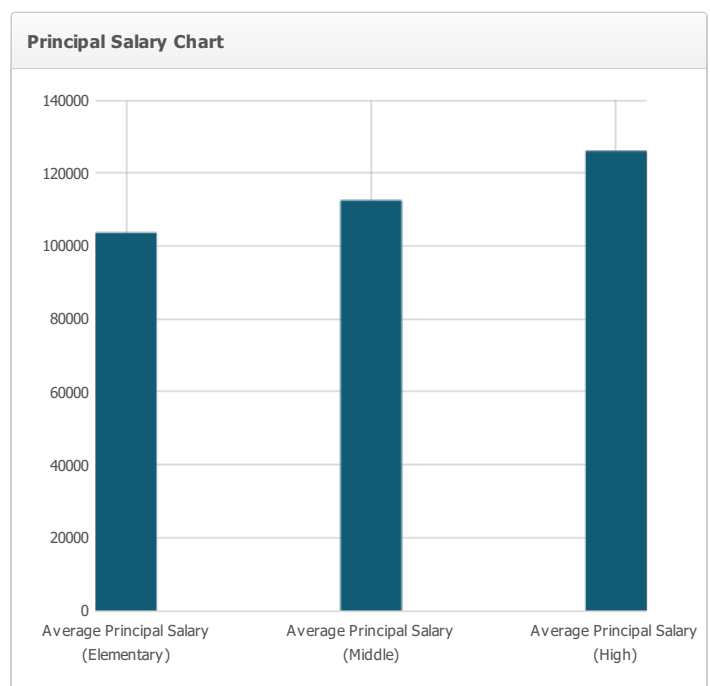
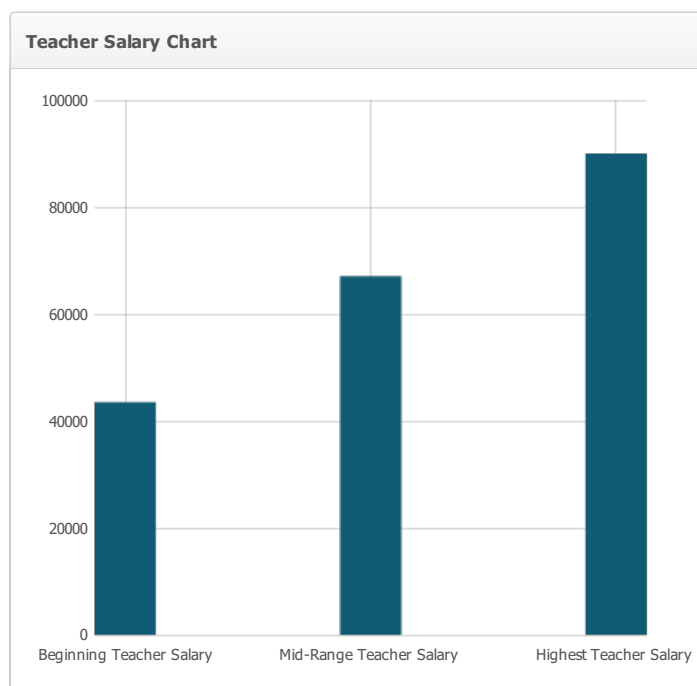
- STREAMLINE BUILDERS
- CA ASSOC FOR BILINGUAL EDUCATION
- EARTH ISLAND INSTITUTE INC
- FAMILIAS UNIDAS
- RENAISSANCE LEARNING
- THE MINDFUL PROJECT
- LOVE LEARN SUCCESS
- TEACHERS COLLEGE, COLUMBIA UNIVERSITY WRITING INSTITUTE

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/28/2019

Professional Development

Lake teachers participate in professional development in a variety of ways. The core of our program is guided by the Instructional Leadership Team which meets

once a month to plan and/or review upcoming professional development. Leadership is provided by the principal and various teachers who have gone to district training. Teachers use the cycle of inquiry to monitor student learning and guide instruction. Teachers also receive on-site training on strategies for English language arts, math or ELD to support student learning. Teachers meet in grade level teams, look at student work, and plan the implementation of the instructional program. Teachers also participate in district wide literacy and math training and English Language Development training.

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.

Last updated: 1/11/2019