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Lake Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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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 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 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 2016-17)

School Contact Information	
School Name	Lake Elementary School
Street	2700 - 11th Street
City, State, Zip	San Pablo, CA 94806-1451
Phone Number	(510) 231-1451
Principal	Wendy Gonzalez
E-mail Address	wgonzalez@wccusd.net
Web Site	www.wccusd.net/Page/971
CDS Code	07-61796-6004824

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

Lake Elementary School is a TK-6 school located in the city of San Pablo. Lake is housed in an older building, built in 1957. Lake is a Title 1- School. Lake is part of the City of San Pablo's Community Schools Initiative. Of our 430 students, a large number are English Learners – approximately 67%. We have a 100% free and reduced lunch rate. Lake is an RTI (Response to Intervention) Full Service School, which means that we offer academic and behavior support to all students.

At Lake, we believe in our students and their potential. Our mission is to work in partnership with our parents and the city of San Pablo to expose our students to possibilities and opportunities for success during their school years and beyond. We also work to instill in our students confidence and a belief in themselves and their abilities. While students are at Lake, we hold high expectations for academic achievement and provide support services, as needed, to order to create and maintain an optimal learning environment. Support services include academic intervention and the development of behavior and social/emotional skills. Study trips are encouraged in order to provide exposure to academic opportunities outside the school.

Our after school program is run by an organization called Love, Learn, Success. They students in grades 1-6 by providing homework help, academically-aligned lessons, character building skills and enrichment activities such as hip hop dance, kick boxing, art, and mentor groups. Our goal is to align with the after school program to provide a seamless alignment to what is being taught during the regular school day.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	84
Grade 1	43
Grade 2	47
Grade 3	63
Grade 4	66
Grade 5	59
Grade 6	59
Total Enrollment	421

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	13.3
American Indian or Alaska Native	0
Asian	7.4
Filipino	4.8
Hispanic or Latino	70.5
Native Hawaiian or Pacific Islander	0
White	3.3
Two or More Races	0.2
Socioeconomically Disadvantaged	96
English Learners	66.7
Students with Disabilities	7.6
Foster Youth	1

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	17	16	16	16
Without Full Credential	0	2	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	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 (TK-6) / 2012 Macmillan/McGraw-Hill, Tesoros de lectura (K-3) / 2012	Yes	0%
Mathematics	w-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – TBE (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lake Elementary has limited addition space for assemblies, the band program, and conferences. For example, many district personnel visit the school and require a private, quiet space for testing students and meeting with parents. The playground space is adequate in size, but the basketball and kickball areas have not been maintained. We have allocated MRAD funds to develop these playground areas including a soccer field for students. We also have allocated MRAD funds and created a pathway for community members to use during the school day so that the playground is safe and enclosed for students. Parents have played a very active role in improving our facilities this includes painting the exterior of the school and painting the multi-purpose room with district support. We plan to continue this partnership to beautify Lake School for our students. We are working with the district for the repairs necessary for an older structure.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
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	Repair the floor tile in the hall at room 29 Repair the wall in the hallway ;trim to joint and paint Replace the ceiling tiles in the girls and boys restrooms by the pod Replace the edges of the outside steps of room 21 Paint the bottom walls in room 12
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Evidence of gophers in the main field play structure
Electrical: Electrical		X		Replace the broken plug at the stage in the cafeteria Replace the diffusers in room 21
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace the ceiling tiles in the girls and boys restrooms by the pod Repair the fink faucet in the boys restroom in back of the school
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Stage needs handrails in the cafeteria
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Clean the bushes from the transformer cage on the main field play structure

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016			
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	17	24	33	35	44	48
Mathematics	7	9	23	25	34	36

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	65	63	96.9	17.7
	4	67	65	97.0	20.0
	5	63	61	96.8	34.4
	6	58	57	98.3	26.3
Male	3	42	41	97.6	20.0
	4	34	33	97.1	15.2
	5	31	31	100.0	22.6
	6	27	26	96.3	30.8
Female	3	23	22	95.7	13.6
	4	33	32	97.0	25.0
	5	32	30	93.8	46.7
	6	31	31	100.0	22.6
Black or African American	3	12	12	100.0	8.3
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	44	42	95.5	17.1
	4	52	51	98.1	19.6
	5	45	45	100.0	33.3
	6	40	40	100.0	17.5
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	63	62	98.4	18.0
	4	66	64	97.0	20.3
	5	61	60	98.4	33.3
	6	55	55	100.0	23.6
English Learners	3	40	39	97.5	13.2
	4	41	39	95.1	7.7
	5	33	32	97.0	21.9
	6	27	26	96.3	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	65	63	96.9	14.5
	4	67	66	98.5	3.0
	5	63	61	96.8	11.5
	6	58	57	98.3	8.8
Male	3	42	41	97.6	17.5
	4	34	33	97.1	6.1
	5	31	31	100.0	9.7
	6	27	26	96.3	15.4
Female	3	23	22	95.7	9.1
	4	33	33	100.0	
	5	32	30	93.8	13.3
	6	31	31	100.0	3.2
Black or African American	3	12	12	100.0	8.3
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	44	42	95.5	12.2
	4	52	51	98.1	2.0
	5	45	45	100.0	8.9
	6	40	40	100.0	2.5
Native Hawaiian or Pacific Islander	5	--	--	--	--
White	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	63	62	98.4	14.8
	4	66	65	98.5	3.1
	5	61	60	98.4	11.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	55	55	100.0	5.5
English Learners	3	40	39	97.5	12.8
	4	41	40	97.6	2.5
	5	33	32	97.0	6.3
	6	27	26	96.3	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students 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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	21	22	15	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	63	61	96.8	14.8
Male	31	31	100.0	12.9
Female	32	30	93.8	16.7
Hispanic or Latino	45	45	100.0	11.1
Socioeconomically Disadvantaged	61	60	98.4	13.3
English Learners	33	32	97.0	3.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10	20	5

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 (School Year 2016-17)

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: Fundraising and supports school improvement activities for students, parents and teachers. The Parent Club meets monthly.
• ESL Classes: Adult Education provides ESL classes. Parents are taught English.
• Parenting Classes: Parents learn parenting strategies.
• School Success Team (SST): Parents, teachers and other school professionals meet as a team to problem-solve solutions to individual student issues re: academics, behavior 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.

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

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.2	0.4	2.4	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

The Lake Safety is reviewed annually with the collaboration of the district's safety and disaster preparedness department. Safety concerns are addressed at staff meetings, as needed. Fire Drills and Disaster Drills are conducted monthly. Students are supervised before school, during morning and lunch recesses, and after school. Visitors are required to sign in at the office and wear a visitor's badge while on the premises. Specialized bells sound in the event of an emergency. Lake uses the BEST (Building Effective Schools Together) program school wide for positive discipline procedures. The school has a binder with a comprehensive safety plan if one requests to see it.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14 Avg. Class Size	Number of Classes 1-20	21-32	33+	2014-15 Avg. Class Size	Number of Classes 1-20	21-32	33+	2015-16 Avg. Class Size	Number of Classes 1-20	21-32	33+
K	26		2		22		3		21	1	3	
1	23		2		24		2		22	2	2	
2	24	1	2		22	1	2		23		2	
3	24		2		23		3		21	1	2	
4	32		1		29		2		33			2
5	33			2	29		2		30		2	
6	33		1	1	32		1	1	28		2	
Other	25		2									

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 2015-16)

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	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.30	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 2014-15)

Level	Expenditures Per Pupil Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	5940.98	908.56	5032.41	60070.26
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-21.5	-7.7
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-11.4	-20.8

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Lake School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
IASA-TITLE I BASIC
HEALTHY START-ASLSNPP
SPECIAL ED - E
ONGOING & MAJOR MAINT ACCOUNT
LOWES TOOLBOX-LAKE ELEMENTARY
MEDI-CAL ADMIN ACTIVITIES
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
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)

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.