

Washington Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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	Washington Elementary School
Street	565 Wine Street
City, State, Zip	Richmond, CA 94801-4054
Phone Number	(510) 231-1417
Principal	Lisa Levi
E-mail Address	llevi@wccusd.net
Web Site	www.wccusd.net/Page/1338
CDS Code	07-61796-6005037

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)

Washington School is the oldest school in the district. Currently, there are 18 regular education classes, 1 special education class and one state preschool class. The staff includes 18 classroom teachers, a resource specialist, and a speech therapist. The student population is very diverse: 64.33% Latino, 12.91% African American, 15.53% White, and 3.50% Asian. Students come from the communities of Point Richmond, North Richmond, and San Pablo. Many students who attend Washington have intra-district permits.

Washington is no longer a Title 1 school. In recent school years, Washington's academic scores have steadily increased and the school was a recipient of the 2009 Title 1 Academic Achievement Award. The school's most recent API score was 798. Most recently, Washington was awarded the California State Gold Ribbon Award for the Dual Language Immersion program.

Washington's Spanish/English Dual Language Immersion Program is available in grades K-6. Washington and Stewart are currently the only elementary schools in the district to offer a Dual Language Immersion program. The staff at Washington School is committed to providing a standards-based, comprehensive instructional program that uses research-based teaching strategies. The staff strives to create an environment that is student-centered, safe, and motivational. Students receive opportunities to explore and examine issues that are relevant to their immediate community and beyond. Washington's program is aligned with the district focus on literacy.

Washington School offers a site based After School Program for students in grades 1 - 6. The After School Program provides homework help, tutoring and enrichment activities to program students on a daily basis. An on-site Y-Care provides both before and after school care for students in grades K - 6. Washington staff continues to benefit from its partnership with Many Hands, a community-based organization that supports the school's goals. Washington's staff pursues the development of partnerships with industry, other educational entities and parents/guardians.

Washington School places students at the core of its community. Decisions are made based on the belief that students' needs are the number one priority. Each teacher builds a community within the classroom, which contributes to the school community as a whole. Staff and the school community work together to support the academic achievement and character development of all students.

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

Grade Level	Number of Students
Kindergarten	65
Grade 1	65
Grade 2	66
Grade 3	81
Grade 4	81
Grade 5	47
Grade 6	50
Total Enrollment	455

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	14.5
American Indian or Alaska Native	0.4
Asian	2.4
Filipino	1.3
Hispanic or Latino	64.6
Native Hawaiian or Pacific Islander	0
White	16.5
Two or More Races	0.2
Socioeconomically Disadvantaged	65.9
English Learners	43.5
Students with Disabilities	10.3
Foster Youth	0.4

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	18	23	21	21
Without Full Credential	2	0	1	1
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	95.0	5.0
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 / 2012 – DLI (K-6)	Yes	0%
Mathematics	McGraw-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 – DLI (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – DLI (K-5)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington School underwent a \$13.1 million modernization during the 2004-2005 school year. The entire existing structure was remodeled and updated with two additional buildings. One houses the preschool and kindergarten classes and one houses the library, computer lab and administrative office. Thanks to the City of Richmond, the adjoining park is used by classes.

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			

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	
Interior: Interior Surfaces		X		Repair sheetrock wall inside computer lab where exterior hose bib was worked on
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace broken hose bib outside computer lab Drinking fountain is leaking in the kindergarten building
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Repair stucco where hose bib was removed outside the computer lab Make and install color flashing on the roof
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair hasp on dumpster area gate The screws have fallen out of the front door Repair the front door closer

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	29	35	33	35	44	48
Mathematics	26	30	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	80	79	98.8	29.5
	4	79	76	96.2	25.0
	5	49	47	95.9	48.9
	6	52	49	94.2	44.9
Male	3	32	31	96.9	16.1
	4	52	49	94.2	24.5
	5	20	19	95.0	36.8
	6	23	21	91.3	23.8
Female	3	48	48	100.0	38.3
	4	27	27	100.0	25.9
	5	29	28	96.5	57.1
	6	29	28	96.5	60.7
Black or African American	3	12	12	100.0	27.3
	4	--	--	--	--
	5	--	--	--	--
	6	16	16	100.0	37.5
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	50	50	100.0	22.0
	4	53	51	96.2	15.7
	5	31	30	96.8	46.7
	6	28	25	89.3	44.0
White	3	--	--	--	--
	4	17	17	100.0	58.8
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	58	58	100.0	15.8
	4	57	57	100.0	14.0
	5	31	30	96.8	33.3
	6	39	36	92.3	38.9
English Learners	3	27	27	100.0	7.4
	4	38	36	94.7	5.6
	5	--	--	--	--
	6	11	9	81.8	
Students with Disabilities	3	16	16	100.0	6.3
	4	12	12	100.0	8.3
	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	80	78	97.5	33.8
	4	79	76	96.2	23.7
	5	49	47	95.9	25.5
	6	52	51	98.1	37.3
Male	3	32	31	96.9	22.6
	4	52	49	94.2	24.5
	5	20	19	95.0	10.5
	6	23	22	95.7	27.3
Female	3	48	47	97.9	41.3
	4	27	27	100.0	22.2
	5	29	28	96.5	35.7
	6	29	29	100.0	44.8
Black or African American	3	12	11	91.7	27.3
	4	--	--	--	--
	5	--	--	--	--
	6	16	16	100.0	37.5
American Indian or Alaska Native	3	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	50	50	100.0	24.5
	4	53	51	96.2	13.7
	5	31	30	96.8	20.0
	6	28	27	96.4	25.9
White	3	--	--	--	--
	4	17	17	100.0	58.8
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
Socioeconomically Disadvantaged	3	58	57	98.3	17.5
	4	57	57	100.0	10.5
	5	31	30	96.8	6.7
	6	39	38	97.4	31.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
English Learners	3	27	27	100.0	3.7
	4	38	36	94.7	5.6
	5	--	--	--	--
	6	11	11	100.0	
Students with Disabilities	3	16	16	100.0	
	4	12	12	100.0	
	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)	31	37	45	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	49	47	95.9	44.7
Male	20	19	95.0	42.1
Female	29	28	96.6	46.4
Hispanic or Latino	31	30	96.8	40.0
Socioeconomically Disadvantaged	31	30	96.8	30.0

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	23.4	27.7	8.5

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-TEACHER ASSOCIATION: The PTA runs the library, supports activities such as holiday events and field trips, sponsors book fairs, coordinates classroom volunteers, and assists with fundraising. The PTA board coordinates events such as concerts, award assemblies and field trips. The PTA also lends support to school wide programs such as Music, Art and the school gardens. Some members of the PTA board also serve on the School Site Council.

PARENT INVOLVEMENT PROGRAMS:

- Dual Language Immersion parent meetings .
- School Site Council (SSC): The role of the SSC is to give parents, faculty and staff site decision making capacity. The SSC's role is to develop the school plan with budgets and monitor the implementation of that plan. Every elementary school must have 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).
- English Learners Advisory Committee (ELAC) meets monthly with the Principal to discuss matters of importance to the families of English language learner students and provides input on the school plan. Meetings are typically conducted in Spanish.

More information regarding parental involvement opportunities can be obtained by calling the school at (510) 231-1417.

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.7	1.8	3.7	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

An emergency procedures manual is available in every classroom and outlines emergency procedures for earthquakes, fires, chemical spills, intruders on campus, and more. The manual is updated and reviewed yearly with staff, parents, and students. Fire drills are conducted monthly and disaster drills are conducted three times a year. There is supervision before school, during recess and dismissal. All visitors are required to register at the office when entering school grounds. Children are released through the office and signed out in a logbook when leaving early. Students are only released to an adult listed on their emergency card. Dismissal at the end of the day is supervised by school personnel. During school hours, the gates around the play yard are locked.

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
First Year of Program Improvement		2004-2005
Year in Program Improvement*		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			2014-15			2015-16					
	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	25		3		21	1	2		21	2	1	
1	27		3		24	1	2		21	2	1	
2	26		3		24		3		22		3	
3	25		2		20	2	3		22		3	
4	24		3		32		1	1	30		2	1
5	29		2		26		2		28		1	1
6	21	1	1		23	1	1		25		1	
Other	14	2							11	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	.90	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			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5276.37	1216.95	4059.42	62785.68
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-36.7	-3.5
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-28.5	-17.2

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Washington School include:

- CENTRAL SUPPLEMENTAL/CONCENTRATION
- SPECIAL ED IDEA BASIC LOCAL ENTITLED
- 21ST CENTURY CCLC
- HEALTHY START-ASLSNPP
- SPECIAL ED - E
- MISC DONATIONS
- SITE SUPPLEMENTAL/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)

The staff attends targeted professional development offered at Washington and in the district, as well as grade level meetings and monthly Instructional Leadership Team meetings.

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. A core teacher team attended the Instructional Leadership Team training in the summer of 2015. 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, 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.