Wilson 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	Wilson Elementary School
Street	629 - 42nd Street
City, State, Zip	Richmond, CA 94805-1456
Phone Number	(510) 231-1456
Principal	Claudia Velez
E-mail Address	cvelez@wccusd.net
Web Site	www.wccusd.net/Page/1345
CDS Code	07-61796-6005045

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)

The mission of Wilson school is to provide a safe and nurturing learning environment where students receive high quality instruction in all content areas. Students engage in a rigorous standards based, Common Core aligned curriculum. We provide a high quality education that enables all students to make positive life changes, strengthen our community, and successfully participate in a diverse and global society. Our school delivers excellent learning and teaching experiences in safe student-centered learning environments. We develop and maintain productive community partnerships through individual and collective accountability. Our goal is to be inclusive of all members of the school community as we strive to provide equitable opportunities for success. All staff members engage in a multitude of professional development workshops and training that support and enhance teaching and learning.

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

Grade Level	Number of Students
Kindergarten	66
Grade 1	75
Grade 2	75
Grade 3	63
Grade 4	86
Grade 5	63
Grade 6	68
Total Enrollment	496

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	14.1
American Indian or Alaska Native	0
Asian	12.7
Filipino	1.6
Hispanic or Latino	62.9
Native Hawaiian or Pacific Islander	1.4
White	4.2
Two or More Races	1.6
Socioeconomically Disadvantaged	90.1
English Learners	52.2
Students with Disabilities	15.3
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	21	21	21
Without Full Credential	2	2	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	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	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	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Wilson School was built in 1954. It is an outside campus, all classroom entries are from the open grounds. The school facility is large and has ample playground space. All student restrooms are located outdoors, near the playground. Portable classrooms were added in 1989, 1997, and 2009. In 2006, Wilson School used MRAD funds for a parking lot and a school sign. During the 2011-2012 school year the Facility Inspection Tool listed Wilson's site in "Good" condition. Wilson School is currently on the remodeling list.

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 floor tiles in portable 25, portable 26 Repair sink cabinet handles in room 12 Repair ceiling tiles in portable 23, portable 14
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Adjust extension cords in room 16 Check plug by whiteboard in room 8
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Faucet loose and leaking in room 12 Flushometer leaking in boys restroom by playground Adjust pressure on new drinking fountain on the playground
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Re-nail exterior siding on portable 25 and portable 26
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Adjust door closer on room 12, room 13, room 14 Repair blinds in portable 24 Repair the broken window in room 6 Adjust pressure on new drinking fountain on the playground

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	24	28	33	35	44	48
Mathematics	15	20	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	64	62	96.9	14.5
	4	85	82	96.5	30.5
	5	60	59	98.3	25.4
	6	67	66	98.5	40.9
Male	3	35	34	97.1	11.8
	4	40	38	95.0	18.4
	5	33	32	97.0	25.0
	6	38	38	100.0	28.9
Female	3	29	28	96.5	17.9
	4	45	44	97.8	40.9
	5	27	27	100.0	25.9
	6	29	28	96.5	57.1
Black or African American	3	--	--	--	--
	4	12	12	100.0	25.0
	5	--	--	--	--
	6	15	15	100.0	26.7
Asian	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	14	14	100.0	50.0
	6	--	--	--	--
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	**3**	46	44	95.7	15.9
	4	57	54	94.7	25.9
	5	38	37	97.4	21.6
	6	38	37	97.4	46.0
Native Hawaiian or Pacific Islander	**3**	--	--	--	--
	4	--	--	--	--
White	**4**	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	**3**	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	**3**	60	59	98.3	13.6
	4	81	79	97.5	29.1
	5	58	57	98.3	24.6
	6	66	65	98.5	40.0
English Learners	**3**	27	26	96.3	
	4	33	32	97.0	3.1
	5	29	28	96.5	
	6	21	20	95.2	10.0
Students with Disabilities	**3**	15	15	100.0	13.3
	4	17	16	94.1	18.8
	5	--	--	--	--
	6	11	11	100.0	
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**	64	62	96.9	19.4
	4	85	82	96.5	29.3
	5	60	60	100.0	8.3
	6	67	66	98.5	21.2
Male	**3**	35	34	97.1	20.6
	4	40	38	95.0	21.1
	5	33	33	100.0	15.2
	6	38	38	100.0	18.4
Female	**3**	29	28	96.5	17.9
	4	45	44	97.8	36.4
	5	27	27	100.0	
	6	29	28	96.5	25.0
Black or African American	**3**	--	--	--	--
	4	12	12	100.0	16.7
	5	--	--	--	--
	6	15	15	100.0	
Asian	**3**	--	--	--	--
	4	--	--	--	--
	5	14	14	100.0	7.1
	6	--	--	--	--
Filipino	**3**	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	**3**	46	44	95.7	13.6
	4	57	54	94.7	25.9
	5	38	38	100.0	10.5
	6	38	37	97.4	27.0
Native Hawaiian or Pacific Islander	**3**	--	--	--	--
	4	--	--	--	--
White	**4**	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Two or More Races	**3**	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	6	--	--	--	--
Socioeconomically Disadvantaged	**3**	60	59	98.3	16.9
	4	81	79	97.5	27.9
	5	58	58	100.0	6.9
	6	66	65	98.5	21.5
English Learners	**3**	27	26	96.3	3.9
	4	33	32	97.0	6.3
	5	29	29	100.0	
	6	21	20	95.2	5.0
Students with Disabilities	**3**	15	15	100.0	13.3
	4	17	16	94.1	12.5
	5	--	--	--	--
	6	11	11	100.0	
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)	45	47	27	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	60	60	100.0	26.7
Male	33	33	100.0	33.3
Female	27	27	100.0	18.5
Asian	14	14	100.0	42.9
Hispanic or Latino	38	38	100.0	18.4
Socioeconomically Disadvantaged	58	58	100.0	25.9
English Learners	29	29	100.0	6.9

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	20	13.3	

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: The school involves parents by informing them of the programs offered at the school site. Each month parents are offered opportunities to attend Coffee Chats and other meeting forums to gain educational information related to student learning. To date we offer the following:

- Back-to-School Night, Parent Teacher Conferences and Open House.
- Monthly parent education meetings (topics include: Common Core, College/Career Preparedness, Understanding the Report Card, Multiple Method Math Instruction, School Wide Data Review, Efficacy and Mindset practices)
- Family Literacy Night
- Family STEM Night
- Test-Prep Workshop for parents
- Focus Groups based on parent need i.e. literacy workshops, testing skills workshops, effective parent-teacher conference workshops, math workshops, homework workshops, Parent University, and a series of educational parent workshops

SCHOOL SITE COUNCIL (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every 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).

ELAC: The ELAC Committee advises the SSC on needs of English Learners and consults the SSC regarding school plans and budgets.

We also offer parents the opportunity to attend English Learner classes four mornings per week. This program is offered through Adult Education. The African American Advisory Committee meets monthly to review data and deliver input on programs and needs.

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	1.9	2.1	1.9	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

Wilson school makes sure the school's safety plan is updated annually. The staff participates in the district Safety Emergency Management System (SEMS) program. The principal and teachers are CPR certified. The safety team (principal, custodian, secretary, and clerk) makes sure the school conducts monthly drills for fire and earthquake. The team meets regularly to review climate issues and discuss safety procedures. Wilson school also participates in the county wide "Shelter-in-Place" drill in October. Students are provided information and told how to respond at school and at home. Teachers and parents will also receive safety preparedness training in meeting forums and workshops. The staff reviews and modifies the safety plan yearly and reviews roles and protocols for emergency situations.

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	Not in PI	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	23		3		24		3		21	1	2	
1	25		3		24		3		24		3	
2	25		3		21		3		23		3	
3	26		3		22	1	3		22	1	2	
4	32		1	1	33			2	33			2
5	31		2		32		2		30		2	
6	27	1	1	1	27	1	1	1	32		2	
Other	8	1							13	1		

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	.15	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	1.20	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	5263.49	1610.47	3653.02	59203.60
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-43.0	-9.0
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-35.7	-21.9

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Wilson School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
IASA-TITLE I BASIC
SP ED IDEA BASIC LOCAL ENTITL
HEALTHY START-ASLSNPP
SPECIAL ED - E
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)

The primary areas of focus for staff development are derived from district goals in accordance with student needs.

The data used to determine the pertinent needs of our student population include:

- STAR and Early Literacy Assessment for reading
- English Language Arts district benchmarks
- English Language Development district benchmarks
- Math district benchmarks
- Ongoing common assessment data at each grade level

Wilson school goals include the following:

- School wide commitment to implement the teaching of multiple methods in the math curriculum.
- School wide commitment to implement the use of collaborative conversations throughout all areas of the curriculum.
- School wide commitment to use the Accelerated Reader program in every classroom as a means to improve reading skills for all students.
- Within the scope of these goals, student progress and need will be consistently and continuously monitored through Data Driven Instruction (DDI) cycles.

Professional developments to address these goals include:

- Ongoing workshops delivered by the math department on multiple method instruction and collaborative conversations during math instruction.
- Ongoing workshops delivered by the ELD department on the use of collaborative conversations in ELD instruction.
- Common Core workshops (district and on site).
- Accelerated Reader Training (district and onsite).
- Grade level planning days (onsite) .
- Collaboration days to analyze data using the DDI cycle of inquiry (onsite).
- Instructional Rounds: Teachers from the ILT observe the above strategies in classrooms through a specific lens (as they relate to the school wide goals) as a way to gauge the effectiveness of the implementation. The ILT then revisits the goals with all staff to determine next steps.
- Collaborative study groups that meet and discuss educational books and articles (Helping Students Succeed).
- Efficacy training for entire staff.
- Teachers in their first three years of teaching receive professional development and support through BTSA (Beginning Teacher Support Assistance).
- Teachers also have opportunities to attend conferences such at the California Association of Bilingual Education (CABE).

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.