

**Middle College High School**  
**School Accountability Report Card**  
**Reported Using Data from the 2013-14 School Year**  
**Published During 2014-15**

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

**About This School**

**Contact Information (Most Recent Year)**

School Contact Information	
<b>School Name</b>	Middle College High School
<b>Street</b>	2600 Mission Bell Drive
<b>City, State, Zip</b>	San Pablo, CA 94806
<b>Phone Number</b>	(510) 215-3881
<b>Principal</b>	Anne Shin
<b>E-mail Address</b>	ashin@wccusd.net
<b>Web Site</b>	<a href="http://www.wccusd.net/site/Default.aspx?PageID=1345">http://www.wccusd.net/site/Default.aspx?PageID=1345</a>
<b>CDS Code</b>	07-61796-0730291

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

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

Middle College High School was established in 1989 as a collaboration between the West Contra Costa Unified School District and Contra Costa College. The program was structured to provide successful, challenging, and meaningful experiences for students identified as having high ability but were not reaching their potential. Every student has the opportunity to earn a high school diploma and 60 transferable college credits simultaneously. In 2005 and 2009, Middle College High School received the California Distinguished School Award. In 2006, the school was honored by the U.S. Department of Education as a No Child Left Behind - Blue Ribbon School. Middle College was also recognized by the U.S. News and World Report as a best school in America in 2007, 2008, 2009, 2011 and 2014. In 2011, Middle College High School graduated two Gates Millennium Scholars.

The mission of Middle College High School is to provide a nurturing, academically challenging environment for nontraditional and at-risk youth to ensure high school completion and success in college and beyond. Our goal is to provide, in collaboration with Contra Costa College (CCC), a nurturing and academically challenging environment for traditionally underserved students to reach their full potential in a non-traditional high school setting. Our goal is to allocate personnel and fiscal resources to ensure equitable outcomes for all students. Our design gives students a special opportunity to gain a range of skills that will provide motivation and support for their lifelong personal, academic, and social growth. Our staff is dedicated to working collaboratively with the vision of continually enhancing the school program as a challenging, stimulating, caring, and supportive learning environment with high expectations for students who are able to meet the evolving demands of a global society.

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

Grade Level	Number of Students
Grade 9	73
Grade 10	64
Grade 11	63
Grade 12	75
Total Enrollment	275

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

Group	Percent of Total Enrollment
Black or African American	24.0
American Indian or Alaska Native	0.0
Asian	12.0
Filipino	6.9
Hispanic or Latino	49.1
Native Hawaiian or Pacific Islander	1.1
White	6.9
Two or More Races	0.0
Socioeconomically Disadvantaged	52.7
English Learners	1.5
Students with Disabilities	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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	10	10	10	18
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: 12/2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	<p>High School Selected Novels for each grade level. Prentice Hall Literature, Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature, Timeless Voices – Ruby (English 3); Prentice Hall Literature, Timeless Voices - (English 4).</p> <p>College Selected novels for each course Troyka, Quick Access - all courses</p>	Yes	0%
<b>Mathematics</b>	<p>High School Key Curriculum Press, Discovering Geometry, (Geometry)</p> <p>College Martin-Gay, Beginning Algebra (Math 118) Martin-Gay, Intermediate Algebra (Math 120) Smith, Essentials of Trigonometry (Math 121) Sullivan, Fundamentals of Statistics (Math 164) Greenwell, Finite Mathematics (Math 170) Stewart, Pre-Calculus (Math 171) Stewart, Single Variable Calculus (Math 190) Stewart, Calculus Early Transcendentals (Math 191, 290)</p>	Yes	0%
<b>Science</b>	<p>High School McDougal Littell, Biology</p> <p>College Campbell, Essential Biology (Biology 110) Ebbing, Introduction to Chemistry (Chemistry 119) Hewitt, Conceptual Physics (Physics 119)</p>	Yes	0%
<b>History-Social Science</b>	<p>High School Glencoe, World Geography and Cultures (Cultural Geography) McDougal Littell, Modern World History World History) McDougal Littell, The Americas (US History) McDougal Littell, Economics (Economics) Prentice Hall, Magrudar's American Government (American Government)</p> <p>College Franklin, From Slavery to Freedom (History122, 123) Selected texts - (Humanities 113,120, LaRaza 113, Psychology 126, 130,132,140, 220, Political Science 125)</p>	Yes	0%
<b>Science Laboratory Equipment (grades 9-12)</b>	Laboratory equipment is provided by Contra Costa College to meet the needs of all high school science classes.		0%

**School Facility Conditions and Planned Improvements (Most Recent Year)**

MCHS students have access to all College facilities and services, including classrooms, science labs, computer labs, the library, the Career Center, the Media Center, the food service area, and the Three Seasons Restaurant. The College also provides office space for the MCHS faculty and staff and a workroom/lunchroom. The College is responsible for custodial, maintenance, and repair services. The college is currently in a multi-year process of renovating buildings and upgrading facilities to meet the needs of all students.

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

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	

**Overall Facility Rating (Most Recent Year)**

Overall Rating	Exemplary	Good	Fair	Poor
	[ ]	[X]	[ ]	[ ]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Science (grades 5, 8, and 10)</b>	82	84	81	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	81
Male	83
Female	80
Black or African American	60
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	87
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	85	81	87	41	43	42	54	56	55
Mathematics	38	33	42	37	38	38	49	50	50
History-Social Science	48	51	74	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	9	9	10
Similar Schools	10	10	10

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

### Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	7	4	11
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	23	10	5
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	26	0	12
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Career Technical Education Programs (School Year 2013-14)

Middle College High School does not have a separate CTE program due to the nature of the design which gears students to graduate high school with a diploma and an Associates of Arts degree in Mathematics and Science from Contra Costa College. At the same time, MCHS students have opportunities to take variety of CTE courses such as Administration of Justice & Biotechnology from the college.

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	74.13
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	96.25

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

**California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	89	94	89	42	42	35	56	57	56
Mathematics	91	90	91	40	41	35	58	60	62

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.

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)**

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	24	19	57	28	15
All Students at the School	11	30	59	9	39	52
Male	11	22	67	6	39	56
Female	11	33	57	11	39	50
Black or African American	33	33	33	20	53	27
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	7	29	64	7	39	54
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged	14	32	54	14	32	54
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

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.

**California Physical Fitness Test Results (School Year 2013-14)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	25.4	33.8	26.8

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (Most Recent Year)

**SCHOOL SITE COUNCIL:** Every school must have a School Site Council composed equally of school staff and parents or students. Members of the SSC are elected by their peers (e.g., teachers, classified employees, parents, and students). School staff membership must include a majority of either classroom teachers or at least one staff member who is neither the principal nor a teacher. The role of the SSC is to review and approve the School Site Plan and to approve the allocation of funds. The minimum number of SSC members for a middle or high school is twelve. At middle and high schools, students must constitute half of the parent and student membership and together must equal the total school staff membership. A community member may take the place of a parent if chosen by parents of students currently attending the school (Education Code Section 52852).

**PARENT-TEACHER -STUDENT ASSOCIATION:** In December 2012 Middle College established a Parent-Teacher-Student Association.

**QUARTERLY PROGRESS PARENT NIGHT:** Parents have opportunities to receive their child’s progress reports in person and meet with teachers throughout the school year.

**PARENT MEETINGS:** Parents are also able to review school programs and ask questions at Freshman Preview Day and Orientation Night.

**VOLUNTEERS:** Parents have the opportunity to serve as volunteers during the school day and on study trips.

### State Priority: Pupil Engagement

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

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
<b>Dropout Rate</b>	5.3	0.0	0.0	18.1	18.2	13.3	14.7	13.1	11.4
<b>Graduation Rate</b>	93.33	100.00	100.00	76.99	75.72	79.88	77.14	78.87	80.44

### Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	100.00	80.48	84.56
Black or African American	100.00	73.72	75.90
American Indian or Alaska Native	100.00	62.50	77.82
Asian	100.00	92.72	92.94
Filipino	100.00	91.24	92.20
Hispanic or Latino	100.00	77.11	80.83
Native Hawaiian/Pacific Islander	0.00	75.00	84.06
White	100.00	88.44	90.15
Two or More Races	0.00	300.00	89.03
Socioeconomically Disadvantaged	100.00	77.61	82.58
English Learners	0.00	61.71	53.68
Students with Disabilities	0.00	62.26	60.31

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.0	0.4	0	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

### School Safety Plan (Most Recent Year)

The School Safety and Emergency team coordinates with Contra Costa College's safety and emergency team which meets monthly, and uses the College's safety plan. Both teams review the plan at the beginning of the year. Students are supervised by MCHS faculty, staff, and Contra Costa College police services. CCC Police Officers and several police aids are on duty before, during, and after school and monitor offices on the campus throughout the day.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	Yes	
Met Percent Proficient: Mathematics	Yes	
Met Graduation Rate (if applicable)	Yes	

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

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

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

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.2	10	9	4	24	7	11	2	25	4	13	2
Mathematics	21.3	4	2	0	20	6	2		18	8	2	
Science	24.8	2	1	2	31		4		22	3	4	
Social Science	25	5	10	2	27	3	11	1	26	5	9	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2013-14)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	275
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.025	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	0	---
Other	0	---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,127.73	\$999.76	\$5,127.97	\$71,905.91
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-7.6	30.5
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-7.4	3.2

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

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

Programs and services available at Middle College School include:

- LCFF - after school tutoring for all students

**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

### Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	---
English	0	---
Fine and Performing Arts	0	---
Foreign Language	0	---
Mathematics	0	---
Science	0	---
Social Science	0	---
All courses	0	0

Note: Cells with “---” do not require data.

\* Where there are student course enrollments.

### Professional Development

- Beginning Teacher Support and Assessment (BTSA)
- MCHS and CCC Faculty Math/Science Collaboration
- Middle College National Consortium Workshops for MCHS and CCC faculty and administration
- CCC Council of Chairs
- CCC Academic Senate
- District sponsored professional development workshops.
- Non-District professional development
- Contra Costa College professional development workshops and seminars.
- The Middle College National Consortium Summer Conference
- The Middle College National Consortium Student Conference
- The Middle College National Consortium Principals’ Institute and Technical Assistance Conference

Through collaboration with all of our partners, MCHS constantly monitors both individual student progress and the effectiveness of the MCHS program. Teachers and administrators from both the high school and the college regularly attend national conferences of the Middle College National Consortium to evaluate our progress and share best practices. All teachers attend content-based professional development workshops both inside and outside of the district.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principal, in turn, provides support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction 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.