

J. O. Ford Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	J. O. Ford Elementary School
Street	2711 Maricopa Avenue
City, State, Zip	Richmond, Ca, 94804-1091
Phone Number	510-231-1421
Principal	Michelle Smith
Email Address	michelle.smith@wccusd.net
Website	www.wccusd.net/ford
County-District-School (CDS) Code	07617966004766

Entity	Contact Information
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

School Description and Mission Statement (School Year 2019-20)

At Ford Elementary, students connect academics to the real-world to develop critical thinking skills and receive individualized instruction and support to meet their unique needs in an environment that fosters community, perseverance, and kindness.

JO Ford Elementary School serves preschool through sixth grade students. The dedicated and reflective staff of Ford School have high expectations for the students we serve and work beyond the call of duty to help students achieve success. We strive to provide a rigorous, culturally relevant, California Common Core State Standards-based, and research-based instructional program. Our students will demonstrate 21st Century skills and abilities including critical thinking, problem solving, collaboration, and effective communication. Students will exhibit productive and responsible citizenship in an emotionally and physically safe learning environment. Our teachers use data-driven and differentiated instruction to ensure maximum development of every student. We believe in the education of the Whole Child, academically, physically, socially, emotionally, and in terms of talent development, and we enthusiastically celebrate the diversity of our community. In order to develop students' social and emotional skills, we implement a robust PBIS program model infused with Restorative Justice strategies, in which students are explicitly taught behavioral expectations, rewarded for meeting behavioral expectations, and held accountable for their actions. We view all situations as learning opportunities and provide opportunities for students to learn from their mistakes.

Ford School is successful due to many factors; among them is our After School Program, our dedicated parent volunteers, PTA, and the Response-to-Intervention program which provides individualized and small group instruction. Our student government provides our students with an opportunity to lead and provide the student voice to make our school successful. Students elect a mayor, vice mayor, and city council members who make recommendations for the operation of the school. With the addition of a School Community Outreach Worker, our goal is to greatly increase parental and community participation in our school as well as provide health and human services for families. At Ford Elementary, we strongly believe that it takes a village to raise a child, and we work as a team with all stakeholders in the best interest of our students

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	87
Grade 1	53
Grade 2	57
Grade 3	69
Grade 4	65
Grade 5	55
Grade 6	60
Total Enrollment	446

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.3
Asian	7.2
Filipino	2
Hispanic or Latino	80.5
Native Hawaiian or Pacific Islander	0.4
White	4.5
Two or More Races	1.1
Socioeconomically Disadvantaged	93.5
English Learners	56.3
Students with Disabilities	8.1
Foster Youth	0.7
Homeless	1.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	21	18	1241
Without Full Credential	1	1	4	111
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	21

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c 2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Repair the formica edges from the counters in the library.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Poor	<p>Replace missing diffusers in the boys' and girls' restrooms by room 128.</p> <p>Replace missing diffusers in the boys' and girls' restrooms by room 212.</p> <p>Replace missing diffusers in the girls MPR restroom.</p> <p>Repair the MPR wall plug by the chair lift.</p> <p>There are five lights at the MPR stage.</p> <p>Replace light out in the back of the MPR kitchen.</p> <p>Replace missing wall switch in room 115.</p> <p>Check 1st-floor hallway lights.</p> <p>Check 2nd-floor hallway lights.</p> <p>Repair the fire-rated doors magnetic release in the hallway by room 205.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	<p>Water sensor not working in girls MPR restroom.</p> <p>Tighten the loose faucet in the girls MPR restroom.</p> <p>Tighten the loose faucet in the boys MPR restroom.</p> <p>Water sensor not working in boys MPR restroom.</p>
Safety: Fire Safety, Hazardous Materials	Good	Repair the fire rated doors magnetic release in the hallway by room 205.
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>Paint the fence by room 154.</p> <p>Repair the blinds in the parent room, room 222, and room 15.</p> <p>Check the leaking water valve at the back exterior wall of the MPR.</p>
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	27	28	36	36	50	50
Mathematics (grades 3-8 and 11)	12	12	24	25	38	39

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	252	248	98.41	1.59	28.23
Male	121	120	99.17	0.83	26.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	131	128	97.71	2.29	29.69
Black or African American	11	11	100.00	0.00	9.09
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	203	200	98.52	1.48	26.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	14	93.33	6.67	42.86
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	234	232	99.15	0.85	26.72
English Learners	192	189	98.44	1.56	25.40
Students with Disabilities	19	19	100.00	0.00	10.53
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	251	250	99.60	0.40	12.40
Male	120	119	99.17	0.83	15.97
Female	131	131	100.00	0.00	9.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	13	13	100.00	0.00	38.46
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	203	202	99.51	0.49	10.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	15	15	100.00	0.00	20.00
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	233	232	99.57	0.43	10.78
English Learners	192	191	99.48	0.52	12.57
Students with Disabilities	19	19	100.00	0.00	5.26
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.8	33.3	10.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

PARENT INVOLVEMENT PROGRAMS

- Nutrition workshops through Contra Costa County
- Family Math Night and Family Literacy Night
- Community Building Events ongoing (Caroling Event, Art and Poetry Showcase, Spelling Bee, Science Fair, Volunteer Appreciation, Family game and movie nights. etc.)
- Workshops provided for parents (topics include California Common Core Standards, SBAC assessments, report cards, parenting strategies, redesignation, etc.)
- Parent University
- Parental Volunteerism
- Parent Groups: Parent Teacher Association (PTA) and Ford Elementary Parents Council

School Site Council (SSC): Every elementary school must have a decision making 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 Learner Advisory Committee (ELAC): Advises parents and staff on strategies, books, and materials for English Learners

African American School Advisory Team (AASAT): Advises parents and staff on strategies, books, and materials for African American students

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.9	0.6	1.6	5.9	5.8	5.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in January 2020. A copy of the Comprehensive School Safety plan will be available for review on the district's website in February 2020.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	18	4			17	4			22	1	3	
1	25		3		20	2	1		18	3		
2	22	1	2		23		3		19	3		
3	23		3		22	1	2		23		3	
4	27		3		33			2	33		1	1
5	30		2		31		2		28		2	
6	28		2		28		2		30		2	
Other**												

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	

Title	Number of FTE* Assigned to School
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,110.34	\$1,264.35	\$5,846.00	\$69,137.50
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-26.6	-2.4
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-24.9	-17.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

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

- AC TRANSIT
- ALOFT HARLEM
- AMAZON.COM
- BART
- CALIFORNIA ACADEMY O
- CDW GOVERNMENT
- CK FIRST ENTERPRISES
- COURTYARD MARRIOTT
- FIRST STUDENT INC
- FOLLETT SCHOOL SOLUT
- HEINEMANN COMPANY
- INSPIRED PRACTICES
- LAKESHORE LEARNING
- LEARNING A-Z
- LOVE LEARN SUCCESS
- MICHAELS TRANSPORTAT
- MINDFUL PROJECT
- NCTM
- NEWSELA, INC
- OKAPI EDUCATIONAL PU
- PARKS EXPRESS
- SAVE MART SUPERMARK
- SCHOLASTIC INC
- SOUTHWEST SCHOOL & O
- TEACHERS COLLEGE
- UC REGENTS

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,360	\$48,612
Mid-Range Teacher Salary	\$72,730	\$74,676
Highest Teacher Salary	\$94,500	\$99,791
Average Principal Salary (Elementary)	\$106,868	\$125,830
Average Principal Salary (Middle)	\$116,689	\$131,167
Average Principal Salary (High)	\$129,673	\$144,822
Superintendent Salary	\$260,000	\$275,796
Percent of Budget for Teacher Salaries	27%	34%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	6	7

The instructional staff and administration are participating in Professional Development in a number of areas. Among them are: Unpacking and using the Common Core Standards, Use of Informational Text, Engagement Strategies, Lesson Study, Culturally Responsive Pedagogy and Frontloading Strategies (GLAD), and ongoing professional development and support of Teachers College Units of Study reading and writing program. Teachers can select specific local, state and sometimes national workshops to attend. The instructional staff and administration are learning how to effectively differentiate instruction and implement Response to Intervention (RTI). Instructional Assistants and Tutors are trained by our District Reading/Language Arts/Specialist to assist with effective literacy and "Tier 1" intervention strategies in the classrooms. Teachers also meet in grade-level groups to use data and collaboratively design standards-based lessons for each six to eight week unit of study across the curriculum. Creating grade level formative assessments for foundational skills are constantly being developed by teachers based on the skills being taught. Rubrics are created to review writing and project-based learning. In addition to academics, Ford's staff is also learning about trauma-informed practices, Restorative Justice, PBIS, and social-emotional strategies for elementary students.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Educational Services Department 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, regularly scheduled grade-level opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations and teacher requests for support. Teachers and other staff are provided with both on and off-site professional development in all standards-based curriculum content areas. Professional development is provided in English Language Development, differentiated instruction, and educational technology. Training is also available in classroom management and the effective use of assessment data. 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.