

# Washington Elementary

## 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	Washington Elementary
Street	565 Wine Street
City, State, Zip	Richmond, CA 94801-4054
Phone Number	510-231-1417
Principal	Lisa Levi
Email Address	llevi@wccusd.net
Website	<a href="http://www.wccusd.net/washington">www.wccusd.net/washington</a>
County-District-School (CDS) Code	07617966005037

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

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

Washington School is the oldest school in the district. Currently, there are 20 regular education classes, 1 special education class and one state preschool class. The staff includes 21 classroom teachers, a resource specialist, and a speech therapist. The student population is very diverse: 70% Latino, 10% African American, 14% White, 2% Asian, and 4% other or declined to state. Students come from the communities of Point Richmond, North Richmond, and San Pablo. Many students who attend Washington have intra-district permits.

Washington was awarded the California State Gold Ribbon Award for the Dual Language Immersion program in 2016. Washington's Spanish/English Dual Language Immersion Program is available in grades K-6. 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'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 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	64
<b>Grade 1</b>	65
<b>Grade 2</b>	70
<b>Grade 3</b>	71
<b>Grade 4</b>	75
<b>Grade 5</b>	57
<b>Grade 6</b>	63
<b>Total Enrollment</b>	465

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	12.3
American Indian or Alaska Native	0.6
Asian	1.5
Filipino	1.9
Hispanic or Latino	66.9
White	14.4
Two or More Races	2.4
Socioeconomically Disadvantaged	60.2
English Learners	39.1
Students with Disabilities	10.1
Foster Youth	0.2
Homeless	1.9

## 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	18	19	20	1241
Without Full Credential	4	4	3	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, c2010 - 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 200	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007 TCI History Alive, grade 6 DLI, c2005 - adopted 2005	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: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Interior:</b> Interior Surfaces	Poor	<p>Repair the rubber base at the ramp at the front lobby.</p> <p>Check the carpet in the lobby of the K-building. It may be necessary to remove it and install tiles.</p> <p>Paint the walls of the K-building in back by the drinking fountain.</p> <p>Replace the front lobby mat at both doors.</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	<p>Check the light fixture in room 135. It is out.</p> <p>A light fixture is out in the MPR. The lights are really high and a lift will be needed.</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	The drinking fountain in back of the K-building is leaking a lot.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	<p>Replace the exit sign in the back of the MPR by the restrooms.</p> <p>Tell the teachers there should be no boxes on top of the storage cabinets.</p> <p>Tell the teachers there should be no chemicals store under the sink in the cabinets. Any chemicals (i.e. ant spray, Ajax, Comet, etc.) need to be out of student reach.</p>
<b>Structural:</b> Structural Damage, Roofs	Good	<p>Check the exterior wall in back of the computer room facing the garden. The wall looks like it is all moldy.</p> <p>Check the exterior wall in back of the library facing the garden. The wall looks like it is all moldy.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>Replace the exterior doors (2 each) at the K-building.</p> <p>Replace the exterior doors at the custodial room.</p> <p>Replace the exterior doors at the utility room.</p> <p>Paint the basketball boards and poles, they are all rusted.</p> <p>The playground lines have all faded. It may be necessary to resurface and re-stripe.</p> <p>Paint the window sills and exterior doors that do not have an overhang.</p> <p>The mats at the K-building play structure are in bad shape. They need to be replaced.</p> <p>The steps are breaking up on the main play structure.</p>
<b>Overall Rating</b>	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)	19	30	36	36	50	50
Mathematics (grades 3-8 and 11)	19	24	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	247	243	98.38	1.62	29.63
Male	102	101	99.02	0.98	25.74
Female	145	142	97.93	2.07	32.39
Black or African American	31	31	100.00	0.00	9.68
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	159	98.76	1.24	24.53
Native Hawaiian or Pacific Islander					
White	42	40	95.24	4.76	60.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	162	160	98.77	1.23	18.75
English Learners	114	113	99.12	0.88	17.70
Students with Disabilities	27	27	100.00	0.00	7.41
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	248	246	99.19	0.81	24.39
Male	103	103	100.00	0.00	22.33
Female	145	143	98.62	1.38	25.87
Black or African American	32	32	100.00	0.00	9.38
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	160	99.38	0.62	18.75
Native Hawaiian or Pacific Islander					
White	42	41	97.62	2.38	51.22
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	163	162	99.39	0.61	15.43
English Learners	114	114	100.00	0.00	13.16
Students with Disabilities	28	28	100.00	0.00	10.71
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	32.7	18.2	0

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)

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#### PARENT INVOLVEMENT PROGRAMS:

- 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.
- The Washington PTA meets monthly to discuss and plan programs for the students at Washington; dinner is provided and childcare is available. The PTA sponsors Movie Nights, Cooking Classes, Music and Art classes as well as the end of year International Fair. Everyone is welcome to attend and participate.
- Classroom Volunteers are always welcome to assist in classrooms and on study trips. Classroom volunteers must obtain a District Volunteer Badge to work with students.

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

### 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	4.1	6.5	2.8	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)

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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	24		3		21		3		21	1	2	
1	23		3		23	1	2		22		3	
2	22	1	2		24		3		23		3	
3	22	1	2		22	1	2		24		3	
4	29		2		28		2		29		2	
5	32		1	1	27		3		24	1	2	
6	26	1		1	27		2		22	1	2	
Other**	12	1			10	1						

\*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)	
Library Media Teacher (Librarian)	

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

\*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)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
<b>School Site</b>	\$6,094.84	\$889.08	\$5,205.76	\$66,736.61
<b>District</b>	N/A	N/A	\$7,641.88	\$70,833.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	-37.9	-6.0
<b>State</b>	N/A	N/A	\$7,506.64	\$82,403.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-36.2	-21.0

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:

- BAY AREA COMMUNITY R
- BENCHMARK EDUCATION
- CONVERGEONE INC
- D & D SECURITY ENTER
- D HARRIS TOURS INC
- EMERGENCYKITS.COM
- EXCELSIOR HOTEL NYC
- FOLLETT SCHOOL SOLUT
- FUN EXPRESS
- GOPHER SPORT
- HAYES SCHOOL PUBLISH
- HEINEMANN COMPANY
- IXL LEARNING
- LAKESHORE LEARNING
- LEARNING A-Z
- MICHAELS TRANSPORTAT
- MINDFUL PROJECT
- READ ALOUD
- REALLY GOOD STUFF
- RICHMOND ART CENTER
- RTF
- SDCOE
- SOUTHWEST SCHOOL & O
- STAGEBRIDGE
- STARFALL EDUCATION
- TEACHERS COLLEGE
- WEST CONTRA COSTA PU

### 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	33	34	34

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. The Washington staff attends targeted professional development in all standards-based curriculum content areas offered at both the school level and the district level. Teachers also meet for weekly grade-level meetings to plan and review student data. Teacher collaboration is centered on the district's new language arts adoptions -the Teacher's College Reading and Writing programs. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology.

Washington's upper-grade teachers benefit from math coaching from the district math department. In addition, training is made available to all teachers in classroom management and the effective use of assessment data 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.