

Tara Hills 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	Tara Hills Elementary School
Street	2300 Dolan Way
City, State, Zip	San Pablo, CA 94806-1699
Phone Number	(510) 231-1428
Principal	Robert Mendoza
Email Address	robert.mendoza@wccusd.net
Website	www.wccusd.net/tarahills
County-District-School (CDS) Code	07617966004998

Entity	Contact Information
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
Email Address	matthew.duffy@wccusd.net
Website	www.wccusd.net

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

Tara Hills: Committed to doing Whatever It Takes to ensure the success of every student. Tara Hills Elementary School provides a rigorous, engaging academic program, using the state-required curriculum, research-based teaching strategies, and implementation of the California Common Core Standards. Our teaching staff and support personnel work together to create a calm, safe, and supportive environment. Tara Hills strives to serve all of the students' academic, social and emotional needs.

Tara Hills is aligned with our shared district focus of increasing student and teacher discourse, using multiple methods to solve math problems, using frequent and authentic formative assessments, teaching academic vocabulary, daily informational reading and writing, citing text evidence, and providing daily ELD. Our staff has numerous opportunities to participate in a variety of workshops that include the district focus on a monthly basis.

Tara Hills has implemented the Response to Intervention ISP model, whereby we support all students based on multiple measures of data. ISP provides intervention support and enrichment instruction within the classroom and in the learning center. Staff members collaborate at and across grade levels weekly, teachers observe instruction in other teachers classrooms, and they meet three times a year for academic conferences to analyze student data and plan instruction to ensure the academic success of every student. Staff meets with the after-school personnel and with parents to make sure that all students are successful and prepared for the next grade, and to be college and career ready.

Tara Hills is committed to teaching Reader's and Writer's Workshop. Students read and write independently in multiple genres for purpose.

In addition to academics, our students enjoy participating daily in organized activities facilitated by a Play Works Coach. After-school students can participate in drama, and student leadership. Our students enjoy having the Lawrence Hall of Science on campus and conducting experiments, participating in movie nights, and family art nights. Tara Hills also serves 120 students in the YMCA after-school program.

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

Grade Level	Number of Students
Kindergarten	76
Grade 1	58
Grade 2	59
Grade 3	56
Grade 4	68
Grade 5	65
Grade 6	66
Total Enrollment	448

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	21.4
American Indian or Alaska Native	0.4
Asian	8
Filipino	6.7
Hispanic or Latino	50.9
Native Hawaiian or Pacific Islander	0.4
White	8.5
Two or More Races	3.6
Socioeconomically Disadvantaged	71.2
English Learners	29.5
Students with Disabilities	16.3
Foster Youth	0.4
Homeless	1.1

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	22	23	1241
Without Full Credential	2	1	2	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 & Triumphs, c2010 - adopted 2012 McGraw Hill Treasures ELD Wonders, c2010 - adopted 2012 Teachers College Reading, Writing & Phonics, c2015 - adopted 2019	Yes	0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	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: February 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Repair the paint in the MPR lobby.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		The grabber screws are visible and need patching in the MPR.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Urinal is out of service in the boys I-building restroom. Leaking drinking fountain in back of the P-building.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Repair the exterior plywood of portable 22 at the wall facing the play structure. The plywood is rotted and needs to be replaced. The exterior paint is chipping on the MPR and needs to be repainted ASAP. The exterior paint on the wall of the P-building facing the playground needs to be painted yellow to match the color of the I-building. Paint the exterior wall in the back by the girls' restroom by P1 and K4. Paint the doors at the exterior of the kindergarten yard of building K.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Replace the door sweeps at the exterior doors at the front entrance to the school hallway by the office and the doors at the entrance lobby close to the MPR. Adjust the door at the boys' restroom in the I-building. Repair the door and sweep at the utility room in the kindergarten yard. Adjust the door close at the boys' and girls' restroom of the I-building. Missing strike plate at the boys' restroom of the I-building.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		<p>Loose strike plate at the exterior gate outside by room I-4.</p> <p>Loose handle at the boys' restroom in the back by rooms P-1 and K-4.</p> <p>Repair the pads at the play structure in back at the field and the one in the back by portable 22.</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)	35	31	36	36	50	50
Mathematics (grades 3-8 and 11)	21	20	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	253	246	97.23	2.77	30.89
Male	136	132	97.06	2.94	23.48
Female	117	114	97.44	2.56	39.47
Black or African American	55	55	100.00	0.00	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	68.42
Filipino	21	21	100.00	0.00	52.38
Hispanic or Latino	131	124	94.66	5.34	25.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	18	18	100.00	0.00	38.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	185	180	97.30	2.70	27.78
English Learners	104	99	95.19	4.81	24.24
Students with Disabilities	46	46	100.00	0.00	8.70
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	253	251	99.21	0.79	20.32
Male	136	135	99.26	0.74	22.22
Female	117	116	99.15	0.85	18.10

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	55	55	100.00	0.00	12.73
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	57.89
Filipino	21	21	100.00	0.00	52.38
Hispanic or Latino	131	129	98.47	1.53	13.18
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	18	18	100.00	0.00	27.78
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	185	183	98.92	1.08	18.58
English Learners	104	103	99.04	0.96	13.59
Students with Disabilities	46	46	100.00	0.00	4.35
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	6.1	28.8	33.3

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)

Tara Hills provides a number of opportunities for parents to be involved in the school environment and involved in their child's academic success.

PARENT INVOLVEMENT PROGRAMS: We have a newly formed PTA, and a garden club. We will also be working with the West Contra Costa PTA on a series of educational classes for our parents. This year we will have our third round of Parent University Graduates.

PARENT VOLUNTEERS: Tara Hills' parents support teachers in their classrooms, in the cafeteria, on the yard, on study trips, and for special events. We put on two drama productions per year that many parents participate in helping our students. Parents can come to our Tara Hills office, sign in, receive a visitor's badge and volunteer in the areas they desire or where there is need. Parents may also volunteer in the library, the office, the learning center, and the after school program. To become a volunteer at Tara Hills or within the district, please go to www.beamentor.com to begin the process of supporting the schools of WCCUSD.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The ELAC Committee meets regularly to support the English learner population. ELAC represents students as second language learners in all aspects of their educational process. Discussions include matters of finance, social and academic progress, reclassification of second language learners and materials and supplies to support English Learners and students' overall progress.

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. SSC is responsible for approving and monitoring the School Plan for Student Achievement (SPSA). Every elementary school must have a School Site Council composed of five voting parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The Tara Hills School site council meets regularly. SSC meetings are open to the public.

Monthly, our parents meet with the principal for coffee and discuss upcoming events and student and school progress. Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526 or School Community Outreach Worker- Ms. Marina Flores

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	4.8	7.6	5.3	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	25		2		25		2		22	2	2	
1	21	1	1		19	3			24		2	
2	23		3		24		2		20	3		
3	23		3		23		3		22	1	1	
4	31		2		33		1	1	27		3	
5	29		3		31		2		33		1	1
6	19	2	3		21	2	3		33			2
Other**	9	1			9	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)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	4.0
Other	1.0

*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.

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	\$7,568.05	\$2,577.05	\$4,990.99	\$75,772.10
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-42.0	6.7
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-40.3	-8.4

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:

- BEST BUY GOVERNMENT
- CHARTER BROS INC
- DOVETAIL LEARNING IN
- FOLLETT SCHOOL SOLUT
- GOPHER SPORT
- HEINEMANN COMPANY
- LAKESHORE LEARNING
- LEARNING A-Z
- LENOVO INC
- MICHAELS TRANSPORTAT
- NEWSELA, INC
- NORGAARD, STACY
- OKAPI EDUCATIONAL PU
- PROJECT LEAD THE WAY
- SHELARA, INC.
- SOUTHWEST SCHOOL & O
- TEACHERS COLLEGE
- YMCA OF THE EAST BAY

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

Category	District Amount	State Average For Districts In Same Category
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	10	10	10

Tara Hills is implementing our shared district focus of increasing student and teacher discourse, using multiple methods to solve math problems, using frequent and authentic formative assessments, teaching academic vocabulary, daily informational reading and writing and citing text evidence, and providing daily ELD and the posting EL instruction. Our staff is participating in a Teachers' College Workshop Model collaborative network that is providing training that includes our district focus. The staff has numerous opportunities to participate in a variety of workshops that include the district focus, and AR on a monthly basis. 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, weekly collaborative study and planning, academic conferencing, peer observations, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all CA Common Core Standards-based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, educational technology, and data analysis to meet 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.