Glendale High

California Department of Education
School Accountability Report Card
Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Glendale Unified
Phone Number	(818) 241-3111
Superintendent	Winfred Roberson
E-mail Address	wroberson@gusd.net
Web Site	www.gusd.net

| School Contact Information (School Year 2016-17)	
School Name	Glendale High
Street	1440 East Broadway
City, State, Zip	Glendale, Ca, 91205-1503
Phone Number	818-242-3161
Principal	Dr. Benjamin Wolf, Principal
E-mail Address	bwolf@gusd.net
County-District-School (CDS) Code	19645681933530

Last updated: 1/25/2017

School Description and Mission Statement (School Year 2016-17)

We are a community of learners dedicated to excellence.

Last updated: 1/26/2017

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

Grade Level	Number of Students
Grade 9	563
Grade 10	627
Grade 11	604
Grade 12	639
Total Enrollment	2433
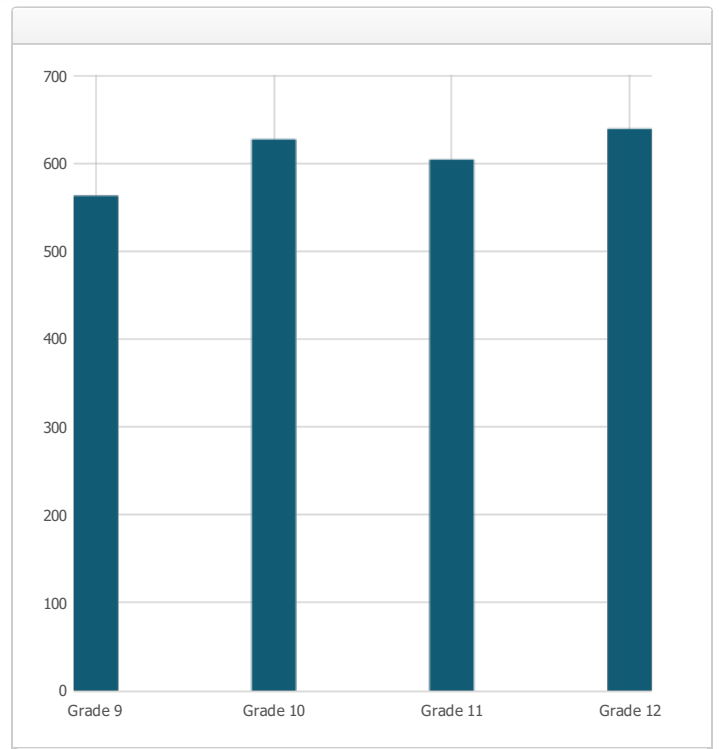
Last updated: 1/25/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.5 %
American Indian or Alaska Native	0.3 %
Asian	3.0 %
Filipino	12.1 %
Hispanic or Latino	35.8 %
Native Hawaiian or Pacific Islander	0.1 %
White	46.2 %
Two or More Races	0.9 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.3 %
English Learners	19.6 %
Students with Disabilities	11.8 %
Foster Youth	0.3 %

Last updated: 1/25/2017

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			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	104	100	97	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	18	19	9	35
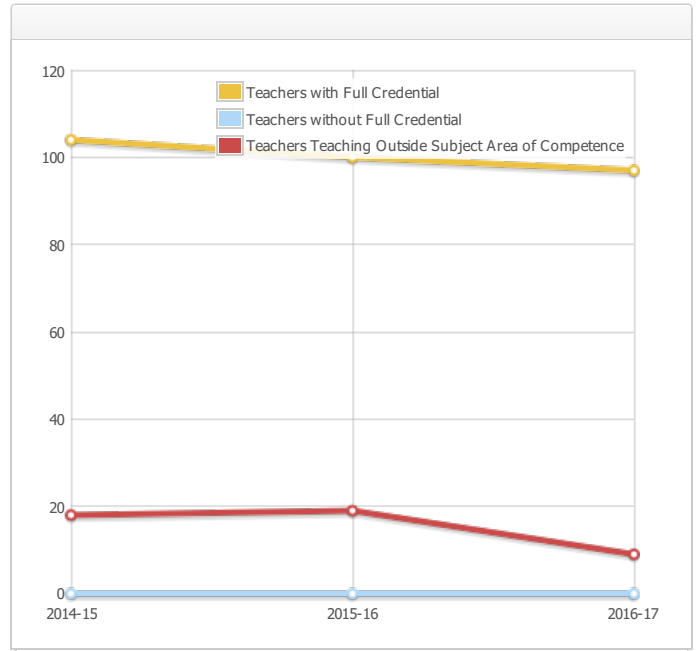
Last updated: 1/25/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	1	1	4
Total Teacher Misassignments*	1	0	0
Vacant Teacher Positions	0	0	0
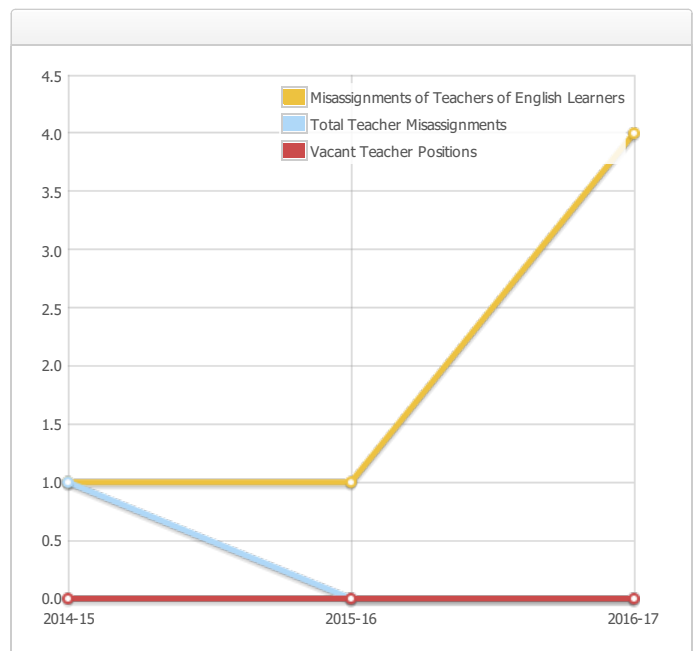
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/25/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	99.0%	1.0%
High-Poverty Schools in District	99.0%	1.0%
Low-Poverty Schools in District	99.0%	1.0%

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.

Last updated: 1/25/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt-Literature & Language/2003 American Literature: Language of Literature/2003 World Literature: Language of Literature/2003	Yes	0.0 %
Mathematics	"GEMS" GUSD Open Source Math Curriculum/2015 Glencoe - Algebra 1/2008 Glencoe - Geometry/2008 Calculus: Single Variable w/Vector Functions	Yes	0.0 %
Science	Holt - Biology CA Edition/2007 Holt - Earth Science/2007 Chemistry Matter & Change/2007 Holt - Physics/2007 Anatomy & Physiology: From Science to Life/2007 McGraw Hill - Marine Bio/2007	Yes	0.0 %
History-Social Science	California World History/2006 California American Anthem/2006 MacGruders - American Government/2006 Economics - Principals & Pratice/2006 American Pageant/2006	Yes	0.0 %
Foreign Language	McDougal Littell - En Espanol 1, 2 & 3/2005 Bon Voyage 1, 2 & 3/2005	Yes	0.0 %
Health	Lifetime Health/2005	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/26/2017

School Facility Conditions and Planned Improvements

The majority of the buildings on campus were constructed in 1967-1969. The exceptions are the pool, which was built in 1955, the stadium, built in 1975, the "4000" building, built in 1994 and our newest building "10000" was constructed in 2016.

In general, the buildings are in good condition. In 2006-2007, the condenser pump for the central chiller system was rebuilt. Flooring in some of the bungalows has been replaced, as has the filter system and piping, tile, and sections of the decking in the pool area. In the north gym the floor was refinished and the waterproof surface outside the foyer was removed and replaced. In 2007-2008, we replaced the roofs on two buildings, repaved the parking lot at the corner of Verdugo and Broadway, and converted room 258 into a demonstration classroom for the Bistro Program. In 2009-2010, the Cosmetology classrooms and Commercial Multi-Media classrooms were updated and refurbished. The entire campus has been remodeled to be handicap accessible. During the 2013-14 school year the 2000 and 3000 buildings completed an HVAC modernization/upgrade. This included the cafeteria and kitchen area.

Last updated: 1/26/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Paint walls in 3000 bldg
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Broken window

Overall Facility Rate

Year and month of the most recent FIT report: July 2016

Overall Rating	Exemplary

Last updated: 1/25/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	59.0%	53.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	34.0%	35.0%	49.0%	51.0%	34.0%	36.0%

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.

Last updated: 1/25/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	594	565	95.1%	52.6%
Male	318	298	93.7%	45.5%
Female	276	267	96.7%	60.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.0%	79.0%
Filipino	63	62	98.4%	77.4%
Hispanic or Latino	206	198	96.1%	51.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	292	274	93.8%	46.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	407	386	94.8%	45.8%
English Learners	112	93	83.0%	27.2%
Students with Disabilities	74	73	98.7%	17.8%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/25/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	593	570	96.1%	35.1%
Male	317	302	95.3%	34.5%
Female	276	268	97.1%	35.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100.0%	61.1%
Filipino	63	62	98.4%	53.2%
Hispanic or Latino	206	200	97.1%	27.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	292	278	95.2%	35.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	407	393	96.6%	31.2%
English Learners	112	100	89.3%	25.3%
Students with Disabilities	73	72	98.6%	7.0%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

Last updated: 1/25/2017

CAASPP Test Results in Science for All Students

| | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	57.0%	59.0%	52.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

Last updated: 1/25/2017

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	634	595	93.9%	52.4%
Male	338	320	94.7%	53.4%
Female	296	275	92.9%	51.3%
Black or African American	13	11	84.6%	54.6%
American Indian or Alaska Native	--	--	--	--
Asian	22	20	90.9%	80.0%
Filipino	80	80	100.0%	68.8%
Hispanic or Latino	226	206	91.2%	50.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	285	270	94.7%	47.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	467	438	93.8%	47.7%
English Learners	115	105	91.3%	17.1%
Students with Disabilities	61	59	96.7%	44.1%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/25/2017

Career Technical Education Programs (School Year 2015-16)

Glendale High School has several outstanding Career Technical Education programs: Cosmetology affords students with a license in Cosmetology at public school rates. The Construction Academy is a California Partnership Academy and has been highly successful. The Foods program includes a Bistro class that does catering for school, district and community events.

Last updated: 1/26/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1023
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	26.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/26/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	93.2%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	34.4%

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 area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.7%	18.0%	45.0%

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.

Last updated: 1/25/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

There are a variety of opportunities for parents to become involved with the school, ranging from participating in the Parent, Teacher, Student Association (PTSA) and/or becoming a member of either the School Site Council (SSC), English Language Advisory Committee (ELAC), the District English Language Advisory Committee (DELAC), Gifted and Talented Education (GATE) or Special Education. Parents are also welcome to chaperone at dances or attend one of many events that take place at Glendale High School.

State Priority: Pupil Engagement

Last updated: 1/26/2017

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

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

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

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	4.0%	5.2%	6.9%	4.5%	4.1%	5.6%	11.4%	11.5%	10.7%
Graduation Rate	92.30	92.30	92.40				80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
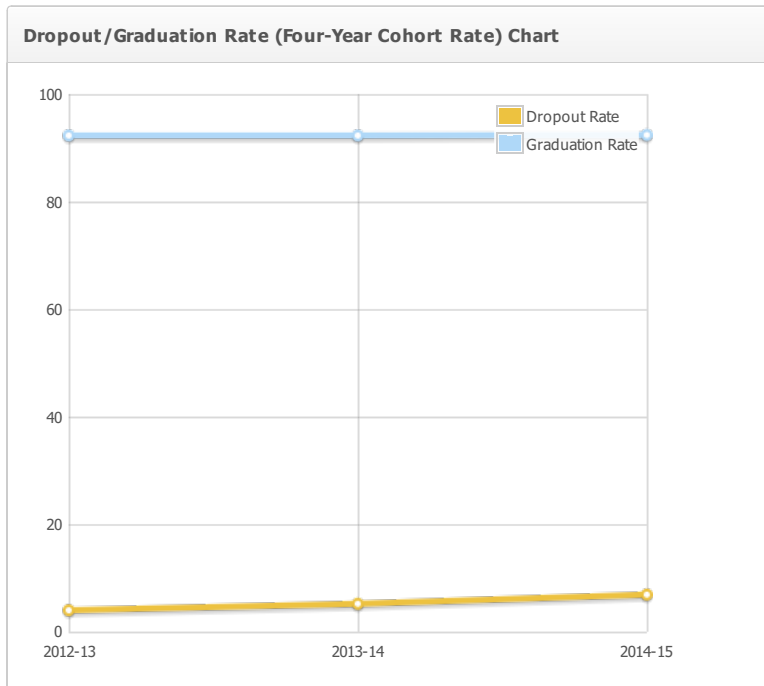
Last updated: 1/25/2017

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Student Group	School	District	State
All Students	92	89	85
Black or African American	88	88	77
American Indian or Alaska Native	100	83	75
Asian	100	99	99
Filipino	90	85	97
Hispanic or Latino	89	82	84
Native Hawaiian or Pacific Islander	0	100	85
White	95	90	87
Two or More Races	83	87	91
Socioeconomically Disadvantaged	97	92	77
English Learners	83	64	51
Students with Disabilities	90	65	68
Foster Youth	--	--	--

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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	7.0	4.6	5.3	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

Suspensions

Expulsions
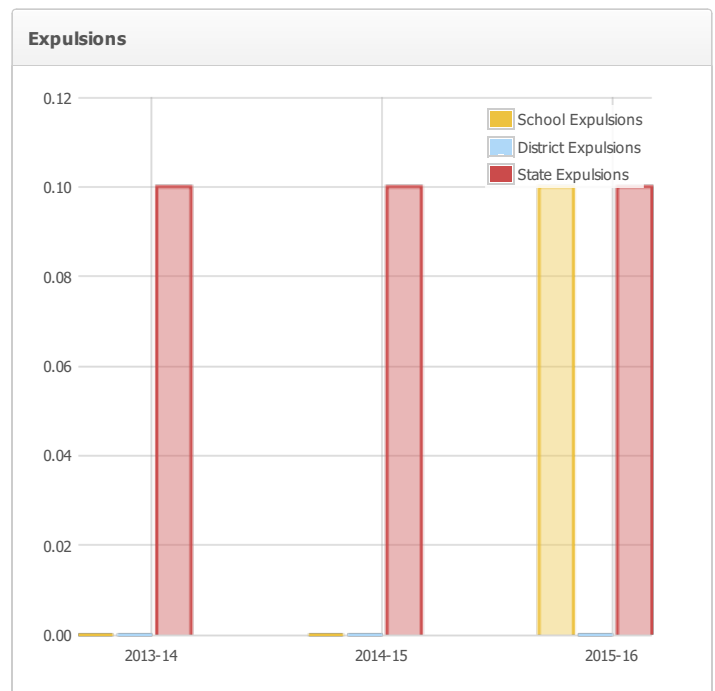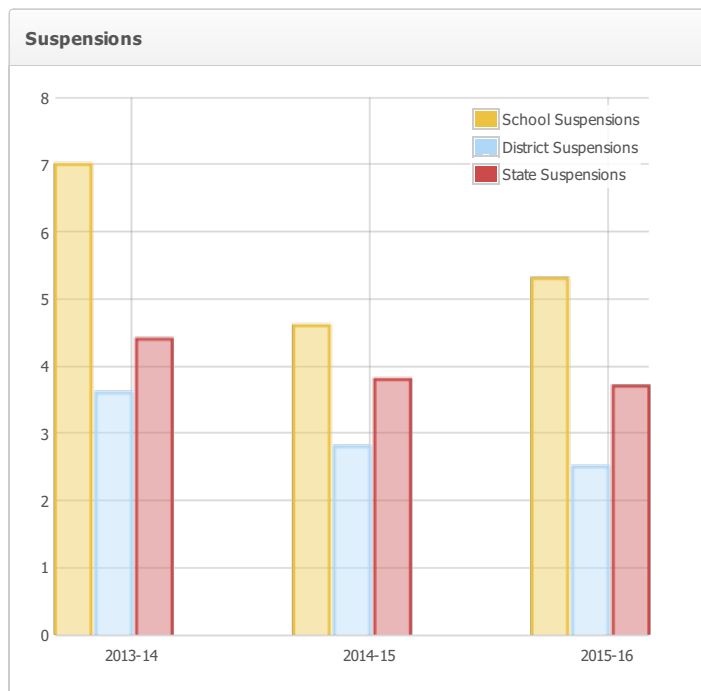
School Safety Plan (School Year 2016-17)

The School Safety Plan is revised every school year. All school entrances are closed during the day except for the main walk-in entrance. All visitors must check in with security personnel at the main entrance, show identification, and state the purpose for their visit. Approved visitors are asked to sign in, are given a visitor's badge, and are directed to their destination.

Overall student safety is ensured through a comprehensive school safety plan that includes emergency procedures for major disasters and a day-to-day supervision plan that accounts for all students at all times. Students are monitored by their assigned teachers or office staff members during instructional time and by a team of administrators and support staff before school, during snack and lunch time, after school, and at extracurricular activities. Teachers are encouraged to meet and greet students at the door as they arrive to class in an effort to increase supervision between classes.

The elements of the comprehensive school safety plan include standard protocol for major disasters, an evacuation plan, a list and location of emergency supplies, and a list of personnel assignments and responsibilities. The day-to-day supervision plan includes personnel assignment areas, schedules, and procedural protocol.

All staff members have copies of the plan and updates are communicated to them as they are made via email, special committee meetings, daily announcements, and personal conversations.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/25/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14 Average Class Size	Number of Classes * 1-22	23-32	33+	2014-15 Average Class Size	Number of Classes * 1-22	23-32	33+	2015-16 Average Class Size	Number of Classes * 1-22	23-32	33+
English	26.0	40	30	50	27.0	33	28	49	30.0	27	35	41
Mathematics	25.0	33	35	29	28.0	23	22	38	28.8	18	34	25
Science	28.0	16	22	37	29.0	9	28	31	31.1	10	18	30
Social Science	28.0	16	29	39	30.0	13	26	38	31.5	16	25	33

* 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.

Last updated: 2/1/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5.0	550.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	3.0	N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/25/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6592.0	$1028.0	$5564.0	$84061.0
District	N/A	N/A	$5365.0	$82657.0
Percent Difference – School Site and District	--	--	0.0%	--
State	N/A	N/A	$5677.0	$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/25/2017

Types of Services Funded (Fiscal Year 2015-16)

A combination of state and federal funding is used to cover all aspects of our instructional program. Strong Parent, Teacher, Student Association (PTSA) and school foundation support is evident in many of our schools' supplemental activities. All Glendale Unified schools benefit from the support of the Glendale educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness. Resources are allocated to support student achievement and include activities such as: after-school tutoring, instructional support, and reduced class size in English Language Development classes.

Last updated: 1/26/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,725	$45,092
Mid-Range Teacher Salary	$67,125	$71,627
Highest Teacher Salary	$90,802	$93,288
Average Principal Salary (Elementary)	$110,262	$115,631
Average Principal Salary (Middle)	$119,200	$120,915
Average Principal Salary (High)	$130,676	$132,029
Superintendent Salary	$266,500	$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
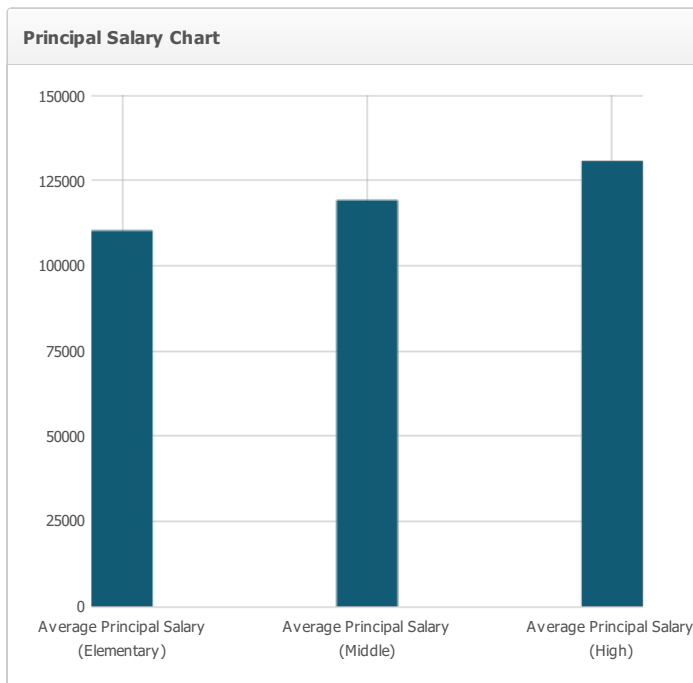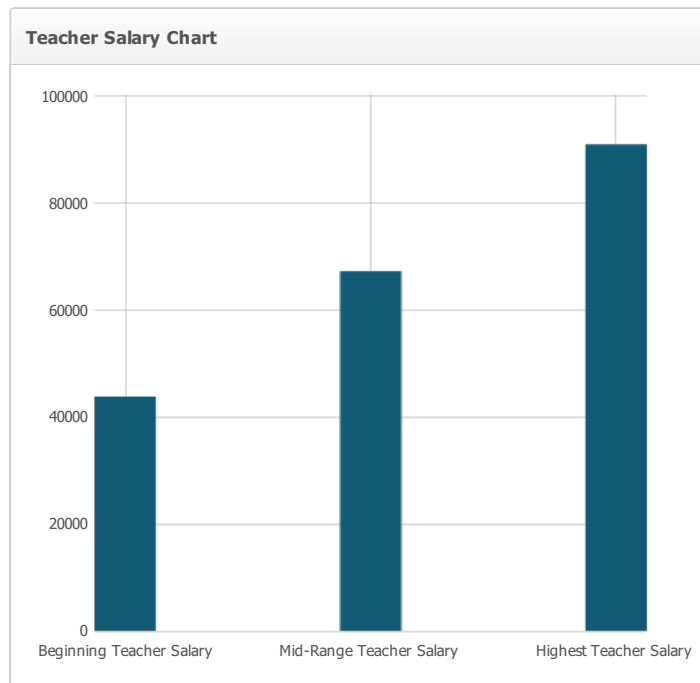
Last updated: 1/25/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	4	N/A
Foreign Language	3	N/A
Mathematics	3	N/A
Science	4	N/A
Social Science	5	N/A
All Courses	21	--

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

*Where there are student course enrollments of at least one student.

Last updated: 1/27/2017

Professional Development

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

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