

Riverside Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Riverside Elementary School
Street	1300 Amador Street
City, State, Zip	Richmond, CA 94806-4098
Phone Number	(510) 231-1409
Principal	Christine Gant Hatcher
E-mail Address	christine.hatcher@wccusd.net
Web Site	https://sites.google.com/a/wccusd.net/riversideelementary/
Grades Served	K-6
CDS Code	07-61796-6004931

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Our 2015-2016 Mission Statement

1. Riverside Elementary is a welcoming community of lifelong learners celebrating academic achievements and individual differences. Our standards-based curriculum is comprehensive and is marked by high expectations and the use of culturally relevant materials and pedagogy. We encourage critical thinking and nourish creativity and curiosity.
2. The Riverside Elementary school community provides an emotionally and physically safe atmosphere by instilling cooperation and acceptance for all. Riverside staff members make it a priority to teach constructive social skills so that each member of the student body is held personally responsible for his or her actions. Furthermore, staff members understand their responsibility as role models.
3. We respect, appreciate, and take responsibility for contributing to the well-being of our diverse community and environment. Our staff, students, families, and community members collaborate to form a successful educational team. Students learn to take care of their immediate environment as they become life-long stewards of the Earth.

Awards and Recognition:

- 2007- Honor Roll from the California Business Association
- 2006-2007 - Title 1 Academic Achievement Award winning school
- 2007-2008 - Title 1 Academic Achievement Award winning school

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	45
Grade 1	60
Grade 2	66
Grade 3	66
Grade 4	64
Grade 5	60
Grade 6	54
Total Enrollment	415

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	14.2
American Indian or Alaska Native	0.7
Asian	10.8
Filipino	5.5
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	1.9
White	5.5
Two or More Races	0.7
Socioeconomically Disadvantaged	88.7
English Learners	48.7
Students with Disabilities	9.2
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	19	21	21
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Riverside was constructed in 1940, 1943 and 1948. Portable classrooms were added in 1954, 1955 and 1985. Riverside has undergone a \$11.8 million renovation, the main building has been completed, and we are working to bring a modernized playground and field to the site. The remodeled classrooms feature new furniture, improved lighting, heating and phones, and fiber-optic Internet capabilities.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Lower volume on loud speaker in room 15 (work order submitted).

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Upper grade toilets continuously flushing (work completed).
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Broken door glass (work order submitted). Remove poison ivy at outside eating area (work order complete).

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
	English Language Arts/Literacy	22	32
Mathematics	18	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4	66	62	93.9	47	35	11	2
	5	64	61	95.3	57	23	16	3
	6	55	49	89.1	39	39	16	6
Male	3		28	40.0	29	39	7	25
	4		29	43.9	59	31	7	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		33	51.6	64	21	12	3
	6		16	29.1	38	38	25	0
Female	3		38	54.3	29	37	16	16
	4		33	50.0	36	39	15	3
	5		28	43.8	50	25	21	4
	6		33	60.0	39	39	12	9
Black or African American	3		10	14.3	--	--	--	--
	4		10	15.2	--	--	--	--
	5		9	14.1	--	--	--	--
	6		4	7.3	--	--	--	--
American Indian or Alaska Native	4		1	1.5	--	--	--	--
	5		1	1.6	--	--	--	--
Asian	3		9	12.9	--	--	--	--
	4		5	7.6	--	--	--	--
	5		9	14.1	--	--	--	--
	6		6	10.9	--	--	--	--
Filipino	3		3	4.3	--	--	--	--
	4		1	1.5	--	--	--	--
	5		5	7.8	--	--	--	--
	6		2	3.6	--	--	--	--
Hispanic or Latino	3		38	54.3	24	34	16	24
	4		39	59.1	36	41	13	3
	5		34	53.1	65	21	15	0
	6		34	61.8	47	32	15	6
Native Hawaiian or Pacific Islander	3		1	1.4	--	--	--	--
	6		2	3.6	--	--	--	--
White	3		5	7.1	--	--	--	--
	4		5	7.6	--	--	--	--
	5		3	4.7	--	--	--	--
	6		1	1.8	--	--	--	--
Two or More Races	4		1	1.5	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		60	85.7	28	40	12	20
	4		58	87.9	47	38	10	2
	5		52	81.3	54	25	17	4
	6		43	78.2	42	40	12	7
English Learners	3		36	51.4	33	42	14	11

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		23	34.8	57	30	0	0
	5		23	35.9	83	13	4	0
	6		9	16.4	--	--	--	--
Students with Disabilities	3		6	8.6	--	--	--	--
	4		5	7.6	--	--	--	--
	5		5	7.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	70	67	95.7	34	28	24	13
	4	66	62	93.9	48	40	11	0
	5	64	60	93.8	68	23	5	3
	6	55	50	90.9	48	38	10	2
Male	3		29	41.4	24	34	21	21
	4		29	43.9	55	38	7	0
	5		32	50.0	69	25	3	3
	6		17	30.9	59	35	6	0
Female	3		38	54.3	42	24	26	8
	4		33	50.0	42	42	15	0
	5		28	43.8	68	21	7	4
	6		33	60.0	42	39	12	3
Black or African American	3		10	14.3	--	--	--	--
	4		10	15.2	--	--	--	--
	5		9	14.1	--	--	--	--
	6		4	7.3	--	--	--	--
American Indian or Alaska Native	4		1	1.5	--	--	--	--
	5		1	1.6	--	--	--	--
Asian	3		9	12.9	--	--	--	--
	4		5	7.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		9	14.1	--	--	--	--
	6		7	12.7	--	--	--	--
Filipino	3		3	4.3	--	--	--	--
	4		1	1.5	--	--	--	--
	5		4	6.3	--	--	--	--
	6		2	3.6	--	--	--	--
Hispanic or Latino	3		39	55.7	33	26	23	18
	4		39	59.1	38	46	15	0
	5		34	53.1	76	18	0	6
	6		34	61.8	53	35	6	3
Native Hawaiian or Pacific Islander	3		1	1.4	--	--	--	--
	6		2	3.6	--	--	--	--
White	3		5	7.1	--	--	--	--
	4		5	7.6	--	--	--	--
	5		3	4.7	--	--	--	--
	6		1	1.8	--	--	--	--
Two or More Races	4		1	1.5	--	--	--	--
	6		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		62	88.6	34	27	24	15
	4		58	87.9	48	41	10	0
	5		51	79.7	65	25	6	4
	6		44	80.0	50	34	11	2
English Learners	3		38	54.3	39	29	21	11
	4		23	34.8	70	26	4	0
	5		23	35.9	87	13	0	0
	6		10	18.2	--	--	--	--
Students with Disabilities	3		6	8.6	--	--	--	--
	4		5	7.6	--	--	--	--
	5		5	7.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	35	29	29	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	29
Male	28
Female	31
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	28
White	--
Socioeconomically Disadvantaged	--
English Learners	8
Students with Disabilities	32
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.40	22.40	24.10

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

- Preschool and kindergarten orientation
- Safety Committee
- Quarterly Thematic Family Nights (Writing, Math, Science, Art)
- Monthly school calendar in both Spanish and English.
- Translators for non-English speaking families.
- Participation in classroom activities such as study trips, celebrations, and as tutors.

- Progress Reports and Report Cards each trimester.
- Parent workshops and conferences.
- On-going classes and workshops with WCC Adult School.
- Fund-raising activities.
- Parent Center
- Bilingual School Community Worker

Parent-Teacher Association (PTA): Parents volunteer time, contribute resources, and fund-raise for the teachers and students of the school.

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. 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): The role of the ELAC is to advise the principal and staff on programs and services for English learners as well as work with SSC on the development of the site's Single Plan for Student Achievement (SPSA). The ELAC also assists in the development of the school site's needs assessment; annual language survey; and ways to inform parents of the importance of school attendance.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	4.61	4.80	1.86	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety committee reviews and updates the comprehensive safety plan every month. All teachers at Riverside are trained on safety procedures each year. The safety plan includes information on emergency procedures, first aid, evacuation and crisis management. In addition, each staff member serves in a specific subcommittee in case of a 72 hour emergency. Riverside follows the Standard Emergency Management System (SEMS). There is a monthly schedule for fire drills; other emergency drills are practiced every trimester. The 2015-2016 School Safety Plan was updated 12/01/2015.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	2		26		2		23		2	
1	28		2		26		2		20	3		
2	28		2		23		3		22		3	
3	28		3		26		2		22		3	
4	30		2		30		1	1	30		2	
5	24		2		32		1	1	29		2	
6	26	1		2	17	2	1		20	1	2	
Other					26		1					

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.40	N/A
Resource Specialist	1.00	N/A
Other	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7963.89	\$5695.31	\$2268.58	\$59580.48
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-76.4	5.7
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-57.6	-18.4

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Riverside School include:

- ESEA Title I
- Economic Impact Aid
- 21st Century CCLC
- Special Ed-E
- Parent Center-E
- City of San Pablo After School

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

At Riverside Elementary, the Instructional Leadership Team (ILT) will facilitate professional development to build capacity for all teachers for effective implementation of the Common Core standards in English Language Arts, English Language Development, Mathematics, and Writing. Evidence of effective implementation is in student assessment data, including the Smarter Balanced Assessment System developed by the Smarter Balanced Assessment Consortium (SBAC), CELDT, and CST. In addition, we focus on whole child development which includes socio-emotional development and growth towards the goal of character building. The teachers at Riverside meet three times a month in their grade levels teams, building professional learning communities to identify a problem of practice, review/dis-aggregate student data, modify/differentiation instruction as part of meeting student needs. Riverside also participates in all the districts professional development opportunities.

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, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.