

# Riverside 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	Riverside Elementary School
Street	1300 Amador Street
City, State, Zip	Richmond, CA 94806-4098
Phone Number	(510) 231-1409
Principal	Christine Gant Hatcher
Email Address	christine.hatcher@wccusd.net
Website	www.wccusd.net/riverside
County-District-School (CDS) Code	07617966004931

Entity	Contact Information
<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1100
<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)

### Our 2019 - 2020 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:

- 2016 - 2017 California Gold Ribbon School
- 2016 - 2017 Title 1 Academic Achievement Award-winning school
- 2007-2008 - Title 1 Academic Achievement Award-winning school
- 2006-2007 - Title 1 Academic Achievement Award-winning school
- 2007- Honor Roll from the California Business Association

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

Grade Level	Number of Students
<b>Kindergarten</b>	53
<b>Grade 1</b>	61
<b>Grade 2</b>	45
<b>Grade 3</b>	47
<b>Grade 4</b>	62
<b>Grade 5</b>	62
<b>Grade 6</b>	60
<b>Total Enrollment</b>	390

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

Student Group	Percent of Total Enrollment
Black or African American	19
American Indian or Alaska Native	0.5
Asian	12.6
Filipino	4.1
Hispanic or Latino	52.3
Native Hawaiian or Pacific Islander	1.8
White	5.6
Two or More Races	4.1
Socioeconomically Disadvantaged	91.8
English Learners	41
Students with Disabilities	15.1
Foster Youth	1.3
Homeless	2.6

## 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	17	19	21	1241
Without Full Credential	1	1	0	111
Teaching Outside Subject Area of Competence (with full credential)	0	1	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
<b>Reading/Language Arts</b>	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%
<b>Mathematics</b>	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Larsen Brothers Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0%
<b>Science</b>	Scott Foresman Science, c2008 - adopted 2008	Yes	0%
<b>History-Social Science</b>	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: May 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replace the damaged rubber base all around the MPR.

System Inspected	Rating	Repair Needed and Action Taken or Planned
		Install stainless steel corners at the wall entrance of the MPR lobby.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	<p>There is a plugged urinal in the boys' restroom by the library.</p> <p>Repair the stainless steel pipe cover under the drinking fountain in the back of the boys' restroom by the library.</p> <p>Replace the sanitary napkin holders in the girls' restroom by the MPR.</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	<p>Replace the exterior door of room 6. It is in bad shape.</p> <p>Replace the broken boards at the tables and benches at the back exterior of the MPR.</p> <p>Adjust the door of the girls' restroom in the MPR.</p> <p>Paint the exterior door of the storage room by room 21.</p> <p>Paint the exterior door of the electric room by room 21.</p> <p>Paint the benches at the baseball field.</p> <p>Tighten the door lock at the boys' restroom by the library.</p> <p>Tighten the door lock at the custodial office.</p> <p>Evaluate the play structure mats. Some have small holes in them and it may be necessary to replace them.</p>

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	29	27	36	36	50	50
Mathematics (grades 3-8 and 11)	28	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	228	222	97.37	2.63	26.70
Male	117	116	99.15	0.85	20.87
Female	111	106	95.50	4.50	33.02
Black or African American	36	35	97.22	2.78	17.14
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	20.69

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	--	--	--	--	--
Hispanic or Latino	121	116	95.87	4.13	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	38.46
Two or More Races	12	12	100.00	0.00	41.67
Socioeconomically Disadvantaged	204	201	98.53	1.47	24.50
English Learners	125	120	96.00	4.00	23.53
Students with Disabilities	27	27	100.00	0.00	22.22
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	228	224	98.25	1.75	23.66
Male	117	116	99.15	0.85	23.28
Female	111	108	97.30	2.70	24.07
Black or African American	36	33	91.67	8.33	9.09
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	31.03
Filipino	--	--	--	--	--
Hispanic or Latino	121	121	100.00	0.00	23.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	13	13	100.00	0.00	23.08
Two or More Races	12	11	91.67	8.33	54.55

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	204	201	98.53	1.47	21.89
<b>English Learners</b>	125	125	100.00	0.00	21.60
<b>Students with Disabilities</b>	27	27	100.00	0.00	22.22
<b>Students Receiving Migrant Education Services</b>					
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--

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
<b>Science (grades 5, 8 and high school)</b>	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
<b>5</b>	21.7	20.0	11.7

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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- 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 including Parent University, Loving Solutions, CAFE Conference (California Association for Bilingual Education)
- On-going classes and workshops.
- Fund-raising activities.
- Parent Center
- Bilingual School Community Worker
- Parent-Teacher Association (PTA): Parents volunteer time, contribute resources, and fundraiser 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 School 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.
- African American Site Advisory Team: The Riverside African-American Site Advisory Team (AASAT) is an advisory group made up of Parent and District Leaders dedicated to promoting quality education for African-American students. The purpose of AASAT is to advise Riverside Elementary school and site staff on strategies that will improve academic outcomes for African-American students and increase the engagement of our African-American families.

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 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
<b>Suspensions</b>	2.4	3.1	1.6	5.9	5.8	5.6	3.6	3.5	3.5
<b>Expulsions</b>	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	24		2		22	1	2		19	1	2	
1	27		2		23		1		19	3		
2	23		2		24		2		23		2	
3	19	3			27		2		24		2	
4	32		1	1	31		2		29		2	
5	23		2		29		2		29		2	
6	20	1	2		20	1	2		29		2	
Other**					24		1		12	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	.3
Resource Specialist (non-teaching)	1.0
Other	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,900.40	\$2,143.53	\$4,756.87	\$67,298.02
District	N/A	N/A	\$7,641.88	\$70,833.00
Percent Difference - School Site and District	N/A	N/A	-46.5	-5.1
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-44.8	-20.2

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:

- APPLE COMPUTER INC
- ASTRID'S MUSIC SCHOO
- B & H PHOTO VIDEO IN
- BAY AREA COMMUNITY R
- BOOKNOOK INC
- BREAKTHROUGH COACH
- CALIFORNIA ACADEMY O
- CHARTER BROS INC
- FIRST STUDENT INC
- GOPHER SPORT
- HEINEMANN COMPANY
- LAKESHORE LEARNING
- LENOVO INC
- MICHAELS TRANSPORTAT
- OAKLAND MUSEUM OF CA
- OAKLAND ZOO
- SHOLASTIC INC
- SOFSURFACES, INC
- SOUTHWEST SCHOOL & O
- SPINITAR
- TEACHERS COLLEGE
- THE LUCERNE HOTEL
- TOLEDO PHYSICAL ECUC

### 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

Category	District Amount	State Average For Districts In Same Category
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	21	21	20

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 level and cross grade-level teams, building professional learning communities to identify a problem of practice, review/dis-aggregate student data, modify/differentiated instruction as part of meeting student needs. We actively participate in professional development opportunities. In the 2019 - 2020 school year, Riverside continues to be a Teachers College Reading and Writing lab site school, which provides a forum for our teachers to not only further knowledge but move forward towards our goal to provide an exemplary education for our students. Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the division of Teaching, Leading, and Learning 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. 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. The 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.