

Single Plan for Student Achievement



El Camino Elementary School
5020 San Simeon Dr.
Santa Barbara, CA 93111

Revision Date: October 2017

Part II: The Single Plan for Student Achievement Template

School: El Camino Elementary

District: Goleta Union School District

County-District School (CDS) Code: 42-69195-6045405

Principal: Sarah Bautista

Date of this revision: October 8, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California *Education Code* sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Sarah Bautista

Position: Principal

Telephone Number: (805) 692-5574

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The District Governing Board approved this revision of the SPSA on November 8, 2017.



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Form A: Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP GOAL 1: Demonstrate robust achievement growth for all pupils; reduce disparity in levels of achievement between student subgroups.

SCHOOL GOAL:

- 100% of El Camino students will make one year’s growth in their reading skills (phonics, phonemic awareness, vocabulary, comprehension and fluency) as measured by STAR360, CAASSP California Assessment of Student Performance and Progress and classroom assessments.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?																																			
<p>STAR360 Fall 2017 CASSPP Spring 2017, Spring 2016, Spring 2015 Formative classroom assessment and benchmark (trimester) assessment</p> <p style="text-align: center;">STAR360 Spring 2017 to Fall 2017</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade</th> <th>Median SGP</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>29</td> </tr> <tr> <td>4</td> <td>31</td> </tr> <tr> <td>5</td> <td>50</td> </tr> <tr> <td>6</td> <td>49</td> </tr> </tbody> </table>	Grade	Median SGP	3	29	4	31	5	50	6	49	<p>The STAR360 benchmark is implemented in Goleta Union School District. Implemented once in the 2017-2018 school year and four or more times last year, students will be assessed a minimum of three times in the current school year.</p> <p>Spring 2017 Results, CASSPP:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Grade Level</th> <th>Below</th> <th>Nearly Met</th> <th>Met</th> <th>Exceeded</th> </tr> </thead> <tbody> <tr> <td>3rd</td> <td>43%</td> <td>23%</td> <td>23%</td> <td>11%</td> </tr> <tr> <td>4th</td> <td>50%</td> <td>19%</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>5th</td> <td>32%</td> <td>24%</td> <td>24%</td> <td>19%</td> </tr> <tr> <td>6th</td> <td>31%</td> <td>31%</td> <td>23%</td> <td>14%</td> </tr> </tbody> </table>	Grade Level	Below	Nearly Met	Met	Exceeded	3 rd	43%	23%	23%	11%	4 th	50%	19%	15%	15%	5 th	32%	24%	24%	19%	6 th	31%	31%	23%	14%	<p>STAR360 assessment occurs four times in the 2017-2018 school year (September 2017, November 2017, February 2018, and May 2018). Summative Spring 2018 CAASSP results will be analyzed in grade level teams along with specialists (which include the special education teacher, reading specialist and principal).</p> <p>Because classroom assessments are administered consistently throughout the year by classroom teachers, these results are also considered.</p>
Grade	Median SGP																																				
3	29																																				
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STRATEGY: During the 2017-2018 school year, El Camino will provide differentiated instruction to all students in the classroom, and additional intervention and acceleration to students with identified learning needs.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
Students will take STAR360 four times yearly in the computer lab or classroom September, November, February and May.	Computer Teacher/Tech Support Principal Classroom Teachers Students	During two weeks of September, January and May, the computer lab will be used for STAR360 testing. The computer teacher will create the schedule and manage the sessions, troubleshooting technology issues if they arise. Classroom teachers will proctor the tests. The principal will oversee the scheduling and sessions.	Tech Support and Administration \$1,000 District Funding: Title 1, LCAP
Data analysis (October, February, May)	Principal, Classroom teachers, Speech Language Pathologist, Counselor/Psychologist, Special Education Teacher	Teachers will meet in grade levels after the testing windows to review and analyze STAR360 reports of student data. Twice yearly the site will pay for grade level release time to analyze data, and discuss and determine ways to adjust instruction accordingly.	Substitutes for teacher release time: data analysis (“Data Team Meetings”) \$2,000.00 Funding: Title 1, LCAP
Student needs, both in acceleration and intervention, will be identified and addressed	Classroom teachers, intervention teacher, Certificated Tutors	Using the Multi-Tiered Systems of Support (MTSS), teachers and support staff will identify students who are performing above and below cut points from data sources such as STAR360, Lexia, Reading Plus, SIPPS, Corrective Reading, and/or classroom assessment data. Students will receive Tier 1 Differentiated Instruction (DI) in the general classroom.	\$36,120 Funding: Title I, Title III, LCAP
Provide targeted instruction reading, writing, and math instruction in small groups	Classroom teachers, intervention teacher, Certificated Tutors	Under MTSS, teachers and support staff will identify students using STAR360 scores who will receive Tier 3 intervention in addition to Tier 1 and Tier 2 differentiated instruction.	\$54,552 Funding: Title I, Title III, LCAP

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

LCAP GOAL 1 for English Learners: Increase the number of ELs being reclassified (RFFEP) by the end of 6th grade.
SCHOOL GOAL: 100% of El Camino English Learners will increase their level of proficiency by growing one year or more based on the California English Language Development Standards

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>CELDT data Pre-LAS O and LAS-O (Language Assessment Scales, Oral)</p>	<p>In Fall 2017 there are 12 English Learners in 6th grade. In Fall 2016 there were 12 English Learners in 5th grade, however 3 ELs in 6th grade in 2017 are new to El Camino.</p> <p>Most students moved up a level of proficiency based on formative assessment. The CELDT will not be administered to measure progress, but the ELPAC will be administered in Spring of 2018.</p>	<p>ELPAC (English Language Proficiency Assessment Consortium) data RFEP reclassification criteria (includes the Smarter Balanced Assessment Consortium scores and California English Language Development Standards)</p>

STRATEGY: During the 2017-2018 school year, EL Camino will provide targeted instruction, including intervention and acceleration, in order for 100% of English Learners in increase their proficiency by one year or more by the end of 2017.

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<p>Fall 2017: English Learners will be placed in designated English Language Development groups for designated ELD instruction.</p>	<p>Principal, Intervention teacher, classroom teachers</p> <p>Principal</p>	<p>English Learners (ELs) new to El Camino will be assessed using the Pre-LAS (Pre-Language Assessment Scales) and LAS (Language Assessment Scales). This data, as well as CELDT data from 2016-2017 and SBAC data will be used to place students into appropriate English Language Development groups for designated ELD instruction.</p> <p>Classroom teachers and Certificated Tutors will deliver at least 30 minutes of designated English Language Development instruction utilizing Wonders materials.</p> <p>The principal will schedule ELD classes in the afternoon to protect 90-115 minute Math and ELA instructional blocks in the morning. This way, all students will have access to core instruction and intervention.</p>	<p>Pre-LAS and LAS Materials Funding: \$600.00 Title III</p> <p>Certificated Tutors \$18,432 Funding: Title I, Title III, LCAP</p> <p>No cost</p>

Form B: Centralized Services for Planned Improvements In Student Performance

Centralized administrative services are provided to facilitate implementation of categorical programs. Centralized services assist the school to attain achievement objectives for every student. These services include:

Actions to be Taken to Reach this Goal: Consider all appropriate dimensions (e.g. Teaching and Learning, Staffing, and Professional Development)	Start/ Completion Date	Proposed Expenditures	Estimated Cost	Funding
<ul style="list-style-type: none"> Community Liaisons & Licensed Clinical Social Workers 	August 2017 - May 2018	Provide support and translations, as needed, to homeless students and families in need of school and community services	\$249,475	LCAP
<ul style="list-style-type: none"> Professional Development Instructional Rounds Cognitive coaching 	August 2017 - May 2018	Provided teachers and principals with research-based professional development that supports the district's plans for improving student achievement Private School Set Aside	\$38,775 \$10,997	Title I Title II
<ul style="list-style-type: none"> Identification and assessment of English Learners 	August 2017 - May 2018	Provide attendance to workshops to administer the English Language Proficiency Assessments for California (ELPAC) and primary language assessment; administer test	\$5,000 \$12,000 \$45,000	Title I & LCAP
<ul style="list-style-type: none"> Translation of required documents, communication to parents, and notification of student progress 	August 2017 - May 2018	Parent outreach, required translation of materials, parent letters, and parent conferences	\$39,038	Title I & LCAP
<ul style="list-style-type: none"> District parent and staff meetings to advise implementation of Compensatory Education Programs and Programs for English Learners 	August 2017 - May 2018	Required translation of meeting materials	\$1,797	Title I
<ul style="list-style-type: none"> Coordination of reviews regarding program compliance with state regulations 	August 2017 - Ongoing	Multi-funded central office administration to coordinate categorical programs	\$19,241	Title I
<ul style="list-style-type: none"> Supplemental Services 	August 2017 - June 2018	Continued – set aside for Program Improvement	\$77,560	Title I

09.25.17

Form C: Programs Included in this Plan

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$ 47,108	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$	<input type="checkbox"/>
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>
<input type="checkbox"/> Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>

<input type="checkbox"/>	Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	\$	<input type="checkbox"/>
<input type="checkbox"/>	Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$ 47,108	
Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 46,745	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$11,399	Title III funds may not be consolidated as part of a SWP ¹
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$58,144	
Total amount of state and federal categorical funds allocated to this school		\$105,252	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

¹ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.² The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
James Woods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Arturo Picahrdo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Denisse Rodriguez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sarah Bautista	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taylor Loria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ruthie Sutherland	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristina De Heras	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 3	<input type="checkbox"/>

² EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

- 1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
- 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
- 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- State Compensatory Education Advisory Committee _____ Signature
- English Learner Advisory Committee *Cristina De Heras* _____ Signature
- Special Education Advisory Committee _____ Signature
- Gifted and Talented Education Advisory Committee _____ Signature
- District/School Liaison Team for schools in Program Improvement _____ Signature
- Compensatory Education Advisory Committee _____ Signature
- Departmental Advisory Committee (secondary) _____ Signature
- Other committees established by the school or district (list) _____ Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on: October 12, 2017.

Attested:

Sarah Bautista _____
Typed name of School Principal

Sarah Bautista 10.12.17
Signature of School Principal Date

Kristina De Heras _____
Typed name of SSC Chairperson

Kristina De Heras 10/12/2017
Signature of SSC Chairperson Date

Form G: Single Plan for Student Achievement Annual Evaluation

SPSA ANNUAL EVALUATION

Plan Priorities

Priorities of the past year:

- **LCAP GOAL 1 for all students:** To work toward our overarching school-wide goal of, “All Day Literacy for All”, 100% of El Camino grade levels will show a measured growth of 10 points from Winter 2015 to Spring 2016 in Reading Comprehension (Literature and Informational Text) and Foundational Skills as measured by mean RIT scores derived from Measures of Academic Progress (MAP) assessments taken three times yearly. **4 out of 7 grade levels met the goals.**
- **LCAP GOAL 1 for English Learners:** 100% of El Camino English Learners will be reclassified by the end of 6th grade **GOAL 97% MET (all but 3 students qualified for reclassification)**

Funding Sources

- Title I, Title III and LCAP were the main funding sources supporting these priorities.

Strategies and Activities

The plan from 2016-2017 included the strategies below:

- Students took STAR 360 assessment four times yearly in September, November, February and May
- Teachers participated in triennial data team meetings.
- Teachers engaged students in academic goal setting.
- Student needs, both in acceleration and intervention, were identified and addressed.
- English Learners (ELs) were assessed using the ADEPT and was used with the CELDT to determine proficiency levels to create appropriate groupings.
- Certificated tutors were hired to teach English Only groups to facilitate small, proficiency-level based ELD classes
- English Learners received daily 30 minute instruction in English Language Development instruction at their proficiency levels as measured by CELDT and ADEPT assessments
- Reading and writing experiences were included in daily ELD instruction
- English Learners received the same intervention/acceleration opportunities/support as detailed in Goal 1.
- ELD classes were scheduled in the afternoon to protect ELA time and ensure EL access to ELA instruction.

Strategies or activities that were particularly effective in improving student achievement

- The purchase, implementation, and professional development on a computer-based district-wide formative assessment program STAR360
- Computer-based programs such as Lexia and Reading Plus used on a daily basis in and out of the classroom. Specifically, in before and after school intervention.
- Extended school day Kindergarten Success Institute to bring students up to grade level.

Strategies or activities that were ineffective or minimally effective in improving student achievement.

- Continuing to use the district Math and Language Arts curriculum with fidelity
- Limiting professional development opportunities to support implementation
- Lack of effective follow-up or coaching to support implementation

Strategies not implemented or partially implemented:

- Language objectives did not accompany learning objectives during math and ELA instruction
- The goal to meet 100% of each student's intervention/acceleration needs is ongoing

Based on the analysis of this practice, would you recommend:

- Providing, and taking advantage of, effective follow-up and coaching to support implementation of the math curriculum and Differentiated Instruction
- Providing extra intervention for the 5th grade cohort of students
- Parent education nights on how to help parents help students at home, especially with reading
- Implementation of English Language Development strategies throughout the instructional day, rather than during a directed 30 minutes of instruction
- Focus on enrichment for students who excel; keeping students engaged

Involvement/Governance

- Input was sought and received by the ELAC on the 2016-2017 plan, goals were reviewed, and new goals pertaining to English learners were suggested and discussed.

As in previous years, in the 2017-2018 school year the school site council will meet consistently to discuss budget priorities as based on academic achievement for El Camino students. The school handbook, Single Plan for Student Achievement, assessment data and other relevant formative data will be considered in the meetings with the site council.

Stakeholders (students, parents, staff) will also be surveyed to prioritize future objectives.

Outcomes of the school year 2016-2017 include

- All grades met the goal of 100% grade levels growing in both English Language Arts and English Language Development and the acquisition of English (per multiple measures listed above).
- El Camino School met state and federal performance goals for attaining English Proficiency for English Learners.

Based on this information, what might be some recommendations for future steps to meet these goals?

- Expand goal to include sub-goals, with a focus on Meaning Making and Effective Expression in ELA, and Problem Solving and Communicating Reasoning in Math. Multiple measures will include formative Writing CFAs, interim MAP assessments, and CAASPP results.
- By the end of the year, 100% of teachers will fully implement the district-adopted CCSS English Language Arts curriculum
- Emphasize the School wide on Literacy for All Day Literacy for All in Math and ELA
- Continue walkthroughs, peer lesson studies, peer observations, as the district expands learning walks using an Instructional Rounds model.
- Continue partnering with United Way by implementing Lexia for intervention and acceleration
- Continuing No Excuses University communication to parents and community members.