

San Miguel 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	San Miguel Elementary School
Street	777 San Miguel Avenue
City, State, Zip	Sunnyvale, CA 94085-3411
Phone Number	408-522-8278
Principal	Christina Ballantyne
Email Address	christina.ballantyne@sesd.org
Website	http://www.sesd.org/sanmiguel
County-District-School (CDS) Code	43696906049282

Entity	Contact Information
District Name	Sunnyvale School District
Phone Number	(408) 522-8200
Superintendent	Dr. Benjamin Picard
Email Address	benjamin.picard@sesd.org
Website	www.sesd.org

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

San Miguel is a community school model with 4 core tenets. 1. Strong instructional practice, 2. Positive school culture, 3. Home/school partnership, and 4. Community programs and partnerships. We are also home to the Juntos Program, Sunnyvale School District's 2-Way Dual Immersion Spanish/English Program.

San Miguel Elementary School is a great place for students to be challenged academically, develop a growth mindset, and nourish passions and interests.

In the spring of 2014, we were named an Ashoka Changemaker School based on our work around developing social and emotional well-being for our students and staff. Changemaker Schools are known for their ability to promote and teach empathy, teamwork, problem solving, and leadership. We believe that by creating a community school environment, we can support our students, parents, community, and staff in closing the opportunity and achievement gaps that exists today in America and in our community. We are also a California Gold Ribbon School, a Santa Clara County Hoffman Award Winner, and a California School Board Association Golden Bell Winner.

We currently have approximately 420 students enrolled from Transitional Kindergarten (TK) through Fifth grade. In 2015, we launched a Dual Immersion Spanish/English Program, "Juntos." We have students in a "Neighborhood Program" in TK through fifth grade and students in Juntos beginning in Kindergarten with cohorts to grow through the 6 years that they are at San Miguel. Our students enroll at San Miguel from every home school in Sunnyvale School District.

Our students have a well-rounded enriching experience during the school day that includes all core content areas but also extends into Drama, Dance, Music, Visual Arts, Physical Education, and developing mindfulness and a growth mindset. Our students are also working on becoming 21st century learners. With our Common Core Standards adoption, we are also working on deepening student understanding and knowledge past rote memorization to the levels of critical thinking and analysis. We utilize technology to foster 21st century skills with an individual Chrome Book or iPad for each child in grades TK-5th.

We have worked extensively to bring in programs and develop partnerships that enrich our school environment and our community within the school day and outside the school day. We are proud to say that we have over 35 various programs and partnerships with local and national organizations. Some highlights include a partnership with the YMCA to have all of our third graders participate in water safety lessons so that they can learn how to swim, and dental care for adults and children on campus. We are a great school where our students continue to make academic, emotional, and social gains. We are also a school that provides a number of resources to our greater community that in turn supports our families, students, and staff.

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

Grade Level	Number of Students
Kindergarten	91
Grade 1	72
Grade 2	66
Grade 3	64
Grade 4	48
Grade 5	62
Total Enrollment	403

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
Asian	9.4
Filipino	11.4
Hispanic or Latino	61.5
Native Hawaiian or Pacific Islander	1.2
White	9.2
Two or More Races	5.2
Socioeconomically Disadvantaged	58.8
English Learners	57.3
Students with Disabilities	13.4
Homeless	

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	21	20	23	330
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>2nd-3rd Grade Heineman Fountas and Pinnell Classroom Core Curriculum Adopted 2019</p> <p>Kindergarten-4th Grade Adelante Classroom Core Curriculum Adopted 2015</p> <p>2nd Grade Juntos Soluciones Supplemental Material Benchmark Education</p> <p>Estrellita Supplemental Material Estrellita Inc.</p>	Yes	0.0
Mathematics	<p>Houghton Mifflin Harcourt Math Expressions Common Core Curriculum Adopted 2014</p> <p>Juntos Program Houghton Mifflin Harcourt Math Expresiones Common Core Curriculum Adopted 2015</p> <p>Houghton Mifflin Harcourt Do The Math Supplemental Materials Adopted 2015</p>	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Pearson Education Inc. Scott Foresman California Science Core Curriculum Adopted 2007 Amplify Science Supplemental Materials Amplify Education Self-created physical science units Supplemental Materials Sunnyvale School District Mystery Science Supplemental Materials Mystery.org	Yes	0.0
History-Social Science	Houghton Mifflin Harcourt Reflections California Social Studies Core Curriculum Adopted 2006	Yes	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

San Miguel Elementary has undergone major campus wide modernization and had a new multi-use room and classrooms constructed as part of the project. The school is clean, safe and all systems are functioning.

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: 1-24-19

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	35	43	59	59	50	50
Mathematics (grades 3-8 and 11)	33	43	55	54	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	174	171	98.28	1.72	43.27
Male	96	94	97.92	2.08	36.17
Female	78	77	98.72	1.28	51.95
Black or African American	--	--	--	--	--
American Indian or Alaska Native					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	18	18	100.00	0.00	61.11
Filipino	22	22	100.00	0.00	63.64
Hispanic or Latino	111	109	98.20	1.80	34.86
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	119	117	98.32	1.68	27.35
English Learners	122	119	97.54	2.46	34.45
Students with Disabilities	42	42	100.00	0.00	16.67
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	174	173	99.43	0.57	43.35
Male	96	95	98.96	1.04	45.26
Female	78	78	100.00	0.00	41.03
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	18	18	100.00	0.00	72.22
Filipino	22	22	100.00	0.00	72.73
Hispanic or Latino	111	110	99.10	0.90	31.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	119	119	100.00	0.00	27.73
English Learners	122	121	99.18	0.82	33.88
Students with Disabilities	42	42	100.00	0.00	19.05
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	16.1	30.6	3.2

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)

At San Miguel we welcome and encourage parent involvement in and outside the classroom. Parents are able to volunteer by working with students, prepping materials, or helping organize school or class events. Moms and dads, grandmas, grandpas and any other family member can come in at the times that work in their busy schedules. We also have an active Parent Teacher Association (PTA), which hosts a variety of school-wide events such as our Walk-A-Thon, Winterland Dance, Monthly Dine Out Nights, and more. It takes a village to raise a child and it takes many hands to make our school great.

Some ways families can become involved at San Miguel:

- Attending and being involved in our English Learner Advisory Council (ELAC) meetings
- Attending and being involved in our Parent Teacher Association (PTA) meetings
- Volunteering in the classroom
- Prepping materials at home
- Being a Room Parent
- Being a Project Cornerstone, Asset Builder Champion (ABC), Reader in the classroom
- Signing up for E-Scrip
- Signing up for Amazon Smile
- Supervising the playground during lunch
- Taking home projects for teachers
- Coordinating classroom Book Clubs
- Attending School Site Council meetings
- Driving and chaperoning students on field trips
- Volunteering in the Computer Lab
- Attending School Board meetings
- Participating in fundraisers
- Volunteering in the Library
- Helping with our Yearbook
- Helping in the Office
- Helping with our Garden
- Volunteering for school activities
- Coordinating a fundraiser
- Coordinating a school event

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.5	1.7	0.7	1.6	1.2	1.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

San Miguel has a Comprehensive School Safety Plan to ensure a safe and orderly environment. The plan was last updated December 2019. The goals outlined in the plan are:

1. To develop a climate and culture of safety, responsibility, respect and caring as measured by the number of office referrals.
2. To develop procedures and routines that are regularly practiced in case of an emergency.

Staff and parents were instrumental in formulating this plan and ongoing monitoring is via the Positive Behavior and Intervention Support (PBIS) Committee. We examine our Social Emotional Well Being data via the California Healthy Kids Survey, Project Cornerstone, or Panorama surveys.

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	20	1	3		19	2	3		22	1	3	
1	24		2		23		3		23		3	
2	22		2		23		3		21	1	2	
3	17	3			21	1	1		20	2	1	
4	27		2		26		2		23		2	
5	28		2		30		2		23	1	2	
Other**	12	2	1		9	1			9	1		

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	1.0

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,149.18	\$4,314.48	\$9,834.70	\$81,025.26
District	N/A	N/A	\$8,872.49	\$88,001.00
Percent Difference - School Site and District	N/A	N/A	10.3	1.0
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	32.0	0.1

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)

San Miguel Elementary offers a number of additional services on site that address academic supports as well as community services. We have worked to develop a "Community School" model to best meet the needs of our students and contribute to the growth of our community.

We offer approximately 35-40 programs a year in partnership with outside agencies. Some of our school programs and partnerships are listed below:

1. Playworks – Provides a Playworks coach to the school. The coach facilitates class game time for all classrooms, teaches students new games at recess, opens a before school recess time, teaches students conflict resolution skills, coaches 4th and 5th graders to be junior coaches, and coaches after school sports for 4th and 5th grade students.
2. Children's Health Awareness Council (CHAC) – Provides counseling interns to the campus for individual and group therapy, and also hosts social groups for student skill building. Students receive services during the school day, approximately 1x a week for 30 minutes.

3. Reading Partners – Provides a Reading Partners coordinator to the site. Coordinator organizes and trains volunteers to work with students on a 1:1 basis on developing reading skills. Students work with their Reading Partners volunteer 2x a week for 30 minutes, during and after the school day.
4. First 5 – Family Resource Center (FRC) – Located on campus, the FRC provides free programming to parents and their children: art enrichment activities for the children, information on community resources, application assistance for Medi-Cal, Healthy Families, and Healthy Kids insurance programs for kids, developmental screenings for children under 6 years of age, parent workshops and seminars for parents (preschool and K readiness, nutrition/health/wellness, Positive Parenting Program (Triple P), Parent Leadership (Abriendo Puertas/Opening Doors), Child language and literacy development (SEEDS).
5. Project Cornerstone – Asset Builders Champion (ABC) Program – Parents and other adult volunteers read selected books and lead discussions and activities about respect, tolerance, honesty, peaceful conflict resolution, taking a stand against bullying, etc.
6. Euphrat Museum of Art – The Euphrat Museum of Art at De Anza College provides a free visual art class after school for students in grades 3rd-5th free of charge. There are 2 sessions of 6 weeks each.
7. Sunnyvale Wrestling Club – Provides an after school wrestling club for 3rd-5th graders for 8 weeks. No charge to families.
8. Kids Learning After School (KLAS) – An after school program for students in 2nd-5th grade. Components include homework support, active play, and enrichment activities.
9. Stretch to Kindergarten (STK) – Program designed for incoming Kindergarten students who have not participated in a preschool. Students go to a 6 week summer school and parents attend workshops in the evenings on how to support their child. No cost to families.
10. Food Distributions via Sunnyvale Community Services and A La Carte (Joint Venture Silicon Valley) - Grocery and pre-packaged food distributions that alternate every Friday afternoon. No charge to families.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,063	\$45,741
Mid-Range Teacher Salary	\$88,460	\$81,840
Highest Teacher Salary	\$114,701	\$102,065
Average Principal Salary (Elementary)	\$146,857	\$129,221
Average Principal Salary (Middle)	\$161,707	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$322,760	\$224,581
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	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	19	19	19

Teachers participate in at least three full days of professional development during the school year. In addition, there are monthly teacher learning days, when students are released early to provide additional time for focused professional development. Finally, all teachers participate in district-wide professional development three times a year with grade level colleagues. The principal, assistant principal, site instructional coaches, and district coaches work with teachers to model and plan lessons, and teachers are encouraged to observe their colleagues to improve their instructional practice. Teachers meet with the principal at least three times a year to discuss student progress.

All professional development is tied to our school goals. Recent professional development activities include:

- You Cubed, Math Mindset and Mathematical Practices at Stanford University
- Refining a 2-Way Dual Immersion Program (for the Juntos Program)
- Writer's Workshop
- Responsive Classroom
- Guided Language Acquisition Design (GLAD)
- Technology Integration to Increase Student Engagement and Collaboration
- Next Generation Science Standards and Investigation
- Guided Reading and Level Literacy Intervention
- Words Their Way
- Integrated English Language Development (ELD) and Academic Language & Discourse
- Designated ELD and Functions of Language
- Explicit Direct Instruction (EDI)
- Balanced math and literacy
- Curriculum Mapping
- California Common Core State Standards