

# **Willow 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Willow Elementary School
<b>Street</b>	1480 El Centro Avenue
<b>City, State, Zip</b>	Napa, CA 94558
<b>Phone Number</b>	(707) 253-3771
<b>Principal</b>	Pamela Perkins
<b>Email Address</b>	pperkins@nvusd.org
<b>Website</b>	<a href="https://willow.nvusd.org">https://willow.nvusd.org</a>
<b>County-District-School (CDS) Code</b>	28662666026835

Entity	Contact Information
<b>District Name</b>	Napa Valley Unified School District
<b>Phone Number</b>	(707) 253-3511
<b>Superintendent</b>	Dr. Rosanna Mucetti
<b>Email Address</b>	rmucetti@nvusd.org
<b>Website</b>	www.nvusd.org

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

### School Vision:

Through critical thinking, creativity, effective communication, and collaboration, Willow students will become academically and socially responsible lifelong learners.

### Mission:

Willow Elementary is a community dedicated to academic excellence through the arts while inspiring compassion, curiosity and joyful learning.

Willow teachers take pride in providing our students with the best educational opportunities possible. We are committed to assisting our students in their academic, social, and emotional growth. We use a variety of teaching techniques throughout the school day to help each child meet state standards in Language Arts and Math as well as to enrich their learning. We have iRead for all Kinder through 2nd-grade students, Advanced Learner Programs and Services (ALPS), Intervention before school, during school and after school and use the model Artful learning to provide an arts integration curriculum school-wide and to build 21st Century Skills. At Willow, we believe that a child needs to be exposed to a variety of educational experiences in order to become a well-rounded individual. We offer visual art, performing arts, music, dance, garden activities, overnight outdoor educational experiences, field trips, student council, and integrated technology.

The students at Willow Elementary School are served by 17 fully-credentialed full-time classroom teachers, 3 credentialed SDC teachers and a support staff that includes a full time resource teacher and a 80% Resource teacher, a part-time academic specialist, Magnet lead teacher, part-time magnet coach, .60 intervention teacher, part-time vocal and instrumental music teachers, performing arts teacher, 1.8 speech therapists, a .6 psychologist, bilingual parent liaison, a nurse and 14 special ed instructional assistants/Independence facilitators. We also have a part-time library clerk & technology IA.

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

Grade Level	Number of Students
<b>Kindergarten</b>	100
<b>Grade 1</b>	51
<b>Grade 2</b>	64
<b>Grade 3</b>	59
<b>Grade 4</b>	59
<b>Grade 5</b>	54
<b>Total Enrollment</b>	387

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

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.5
Asian	1
Filipino	1.6
Hispanic or Latino	58.9
White	36.7
Two or More Races	1
Socioeconomically Disadvantaged	51.2
English Learners	32.8
Students with Disabilities	22.5
Homeless	1.6

## 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	14	18	19	749
Without Full Credential	0	0	0	29
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: September 2017

All data collected during the Williams review.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Q: Good C: Benchmark K-5 adopted 8/17 ELD: benchmark  A: All students	Yes	0%
<b>Mathematics</b>	Q: Good C: Bridges - Math learning Center A: All students	Yes	0%
<b>Science</b>	Q: Good C: Harcourt Brace: Harcourt Science (K-5) - 2006 A: All students	Yes	0%
<b>History-Social Science</b>	Q: Good C: Pearson Scott Foresman: History-Social Studies for California (K-5) - 2005 A: All students	Yes	0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The school just completed a major remodel and expansion project in June 2019. A large kindergarten wing with 6 classrooms and a playground, 2 additional classroom wings, an administration building, a multi-use building, a revamped library media center, and an expanded parking lot and new landscaping have been added. Three new playgrounds were constructed during the summer of '17 & '18. All HVAC and electrical systems were updated in the summer of 2017. The campus is fully fenced and secure during school hours and then open to the neighborhood after school hours.

### 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:** 1/1/18

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<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	Good	
<b>Overall Rating</b>	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)		36	47	48	50	50
Mathematics (grades 3-8 and 11)		33	34	35	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	174	100.00	0.00	36.21
Male	86	86	100.00	0.00	31.40
Female	88	88	100.00	0.00	40.91
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	107	107	100.00	0.00	26.17
Native Hawaiian or Pacific Islander					
White	62	62	100.00	0.00	53.23
Two or More Races	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	90	90	100.00	0.00	24.44
<b>English Learners</b>	78	78	100.00	0.00	29.49
<b>Students with Disabilities</b>	27	27	100.00	0.00	11.11
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	27.27
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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
<b>All Students</b>	174	174	100.00	0.00	33.33
<b>Male</b>	86	86	100.00	0.00	36.05
<b>Female</b>	88	88	100.00	0.00	30.68
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	107	107	100.00	0.00	29.91
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	62	62	100.00	0.00	38.71
<b>Two or More Races</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	90	90	100.00	0.00	31.11
<b>English Learners</b>	78	78	100.00	0.00	24.36
<b>Students with Disabilities</b>	27	27	100.00	0.00	3.70
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	18.18
<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
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.

## Career Technical Education Programs (School Year 2018-19)

### Career Technical Education Participation (School Year 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	

## 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	25.0	26.8	17.9

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)

Parents can learn about programs and roles in which they can support our students through participation in our School Site Council (SSC), Parent University, ELAC and Parent and Faculty Association (PAFA). Parents get involved through volunteer work in the library, classrooms, garden, playgrounds and on our educational field trips. PAFA meets monthly to plan and organize fundraisers that provide our school with special programs such as field trips, enrichment programs including art, music & dance, interactive school assemblies, and school improvements that enrich our students' educational experience. Through the work of the bilingual parent liaison & parent university coordinator, parent classes are offered regularly on topics such as health, parent conferences, understanding test data, etc. Room Parents in each classroom help with many projects or activities in the classroom. School Site Council is composed of parents and school staff that meet four times a year to help develop a School Improvement Plan. Our entire community participates in various activities/fundraisers such as Jog-A-Thon, Performance nights 3X a year. ARToberfest, Family Nights, Art Auction and more. For further information on parent involvement opportunities, please contact, Pam Perkins, Principal at 707-253-3771.

### State Priority: Pupil Engagement

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

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

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

Indicator	School 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate									
Graduation Rate									

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

## 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			0.2	3.6	3.1	3.2	3.6	3.5	3.5
Expulsions			0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Description: A school-wide focus on safety, health and well being has resulted in a campus that is virtually free of violence, drugs, and crime. Occasional graffiti from weekend and evening visitors are immediately removed. Our campus grounds are kept clean and are supervised by two full-time custodians. Inspections by the Napa Fire Department address code compliance and assure that facilities are safe for students and staff. Our Comprehensive School Safety Plan (CSSP) addresses all components of SB187 including biannual Crime Reports, Student Discipline, Sexual Harassment, Dealing with Dangerous Pupils, Crises Response Plan, Dress Code, and Alternative Programs.

The CSSP is reviewed annually by the School Safety Committee and School Site Council which include staff, parents, and representatives of law enforcement. Emergency equipment/supplies are available for each classroom and for the school as a whole. Evacuation drills are practiced monthly. Teachers have been trained on "active shooter on campus" and teachers have roles in the emergency operations plan.

As part of Willow's BEST program, the first weeks of school and throughout the year, students practice safety, playground and school rules, as well as classroom expectations. The Willow Staff is committed to providing a positive, safe, and comfortable place in which to work and learn. All members of the school community, staff and parents understand our school-wide rules, Be Safe, Be Respectful, Be Responsible. We reinforce positive behavior through individual and class recognition. We reinforce monthly character traits and then recognize students at monthly assemblies recognizing their accomplishment and learning goals. The staff gives out "Talon tickets" when students/classes are following rules. We use "Talon tickets" for weekly drawings and recognize students with BEST awards at monthly assemblies.

## 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									18	3	3	
1									23		1	
2									25		2	
3									22	1	3	
4									30		2	
5									27		2	
Other**												

\*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.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### 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	1.0
Resource Specialist (non-teaching)	1.0
Other	2.8

\*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	\$7,062	\$469	\$6,593	\$86,234
District	N/A	N/A	\$6,632	\$78,177
Percent Difference - School Site and District	N/A	N/A	-0.6	10.1
State	N/A	N/A	\$11,101	\$82,465
Percent Difference - School Site and State	N/A	N/A	-7.8	7.9

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)

Advanced Learner Program (ALPS), Supplementary Education, Title 1. Extended day using interventions funds, Special Education including Resource (RSP), Speech & Language, etc.

Willow received a 5 year, Federally funded Magnet Grant in 2017 that will be used to implement an Arts Integration program at the school site. The goals and outcomes are focused on desegregation and student achievement.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,601	\$51,374
Mid-Range Teacher Salary	\$75,145	\$80,151
Highest Teacher Salary	\$97,792	\$100,143
Average Principal Salary (Elementary)	\$127,381	\$126,896
Average Principal Salary (Middle)	\$134,954	\$133,668
Average Principal Salary (High)	\$142,305	\$143,746
Superintendent Salary	\$258,343	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
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/>.

**Advanced Placement (AP) Courses (School Year 2018-19)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

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

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

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2.5	2.5	8

The Willow leadership team and staff analyzed student achievement data to set goals for the year. Using the district goals as the driving force, the school goals aligned to the district goals which are college & career readiness using Inquiry-based instruction, closing the achievement gap, implementing 21st-century skills, and healthy living. We use a data team model with a SMART goal cycle to monitor student achievement and progress toward goals. Teachers received a week of PD before right after school was out 6/18 on Inquiry-based instruction and Artful Learning. PD is delivered in a variety of ways including after school hours, early release Wednesdays and coaching. Additionally, teachers used a non-student day 10/26 for PD. Teachers have designated PLC time built into their week and meet regularly with the Magnet Lead teacher to look at data, write SMART goals and plan instruction & intervention.

Willow has developed a 5 year PD plan focusing on Arts Integration, standards-based, arts aligned units of study, ELD, technology integration, visible learning, GLAD and more. Our SMART goal focus this year is on writing and alignment from TK - 5 as well as to the CAASP assessment.