

# **Cali Calmecac Language Academy**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Cali Calmecac Language Academy
Street	9491 Starr Road
City, State, Zip	Windsor, CA 95492
Phone Number	707-837-7747
Principal	Sharon Ferrer
Email Address	sferrer@wusd.org
Website	www.calicalmecac.org
County-District-School (CDS) Code	49753586052369

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Cali Calmecac Language Academy
Phone Number	707 837-7701
Superintendent	Jeremy Decker
Email Address	jdecker@wusd.org
Website	<a href="http://www.wusd.org">http://www.wusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

CCLA Vision and Mission Statement: Students of Cali Calmécac will maximize their potential as bi-literate, bilingual, cross-culturally competent learners and members of society via a rigorous 90/10 Two-Way Bilingual Immersion curriculum that prepares all students for post-secondary education, promotes cooperation, collaboration, critical thinking, creativity and social responsibility.

Cali Calmecac Language Academy is a 90/10 Two Way Bilingual Immersion TK-8 charter school, where the language of instruction is Spanish and English. Students start their career at CCLA with 90% of their day in Spanish and 10% of their day in English. As the years progress, the % of Spanish instruction gradually decreases as the % of English instruction increases. Cali Calmecac Language Academy brings together Spanish and English speaking students to help them become bilingual and bi-literate while promoting cross-cultural understanding and academic excellence. The school serves 1,175 transitional kindergarten through eighth grade students. The student population is 76% Latino, 21% White, 34% English Learners and 60% of students are considered socioeconomically disadvantaged. Programs such as intensive, small-group reading instruction in Spanish and English, math intervention classes, paraprofessionals, after-school programs, cross-age tutoring, and computer adaptive online programs provide extra support for students who are not thriving at grade-level.

Students in grades TK-8 benefit from programs that promote positive social interaction and personal development such as restorative practices, classroom circles and SEL classes with school counselors and classroom teachers. Students are provided a full curriculum including the arts, technology, and social emotional learning. The school constantly strives to create a school wide, college-going culture. Students are publicly rewarded for their scholastic progress and achievement both on State and school-based measures. Cali Calmecac graduates are strongly encouraged to continue their language education as they enter high school and are provided the opportunity at the local high school to apply for The Seal of Bilingual Literacy, recognizing their bilingual achievements and alerting future employers to the extent of their abilities.

Parents are a vital part of our school community and are always welcome. The school recognizes parents as their children's first and most important teacher. Therefore, the Cali Calmecac Language Academy staff encourages active participation and frequent communication between school and home.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	143
Grade 1	144
Grade 2	143
Grade 3	143
Grade 4	137
Grade 5	128
Grade 6	126
Grade 7	117
Grade 8	96
<b>Total Enrollment</b>	<b>1,177</b>

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.3
Asian	1
Filipino	0.3
Hispanic or Latino	75.8
Native Hawaiian or Pacific Islander	0.1
White	20.6
Two or More Races	1.9
Socioeconomically Disadvantaged	60
English Learners	33.6
Students with Disabilities	7.4
Foster Youth	0.3
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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	53	56	56	
Without Full Credential	2	0	2	
Teaching Outside Subject Area of Competence (with full credential)	9	9	7	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6: Benchmark Advance/Avance 7th and 8th: Prentice Hall Literature/Literatura, and novel studies	Yes	0.0
Mathematics	Grades K-6 math: Eureka Math; Math Learning Center, Number Corner Grades 7-8 Math: (McGraw-Hill) Glencoe Math Course 2 and Course 3	Yes	0.0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science	Grades K-5 Science: National Geographic Learning Exploring Science (Spanish Edition) NGSS aligned National Geographic Exploring Learning Science Through Literacy National Geographic Exploring Science Investigation Kits  Grades 6-8 Science Amplify Science	Yes	0.0
History-Social Science	Grades 4-5 Social Studies: Harcourt Reflections Social Studies (2005 Adoption) Grades 6-8 Social Studies: Prentice Hall Social Studies (2005 Adoption)	No	0.0

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

### School Facility Conditions and Planned Improvements

During the Spring of 2020: solar panels were installed in the lower staff parking lot, as well as in the large student playground; a new internet based security camera system was installed; and one of our classrooms in the upper campus was remodeled to be an additional science lab. Over the summer of 2020 two main buildings and the administrative building had their roofs replaced and trees were trimmed and some dead trees removed.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

**Year and month of the most recent FIT report:** December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems: Gas Leaks, Mechanical/HVAC, Sewer</b>	Good	Replace older HVAC units.
<b>Interior: Interior Surfaces</b>	Good	Secure cabinets and bookshelves.
<b>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</b>	Good	
<b>Electrical: Electrical</b>	Good	
<b>Restrooms/Fountains: Restrooms, Sinks/ Fountains</b>	Good	Repair flooring and ceiling tiles. Clean walls and stall dividers.
<b>Safety: Fire Safety, Hazardous Materials</b>	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Poor	Replace old roofs and gutters
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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	56	N/A	48	N/A	50	N/A
Mathematics (grades 3-8 and 11)	41	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	19	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 2019-2020)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

## 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 2020-2021)

Parent participation and home-school collaboration are integral components of the school. Parent involvement includes a range of opportunities, such as attending orientation meetings and parent conferences, volunteering in the classroom, preparing materials, fundraising, serving on advisory councils, attending parent workshops and classes, participating in the PTA, coordinating book fairs and family events, and serving on the Governing Council and the English Learner Advisory Committee. Cali Calmécac Language Academy employs a bilingual volunteer coordinator, who recruits and trains parent and community volunteers. We encourage all parents to donate a minimum of 12 hours of parent involvement per family per year. For more information on how to become involved at the school, please contact Principal Sharon Ferrer at (707) 837-7747.

### 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.7	2.4	4.7	5.1	3.5	3.5
Expulsions	0.3	0.1	0.1	0.1	0.1	0.1

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.4		2.5
Expulsions	0		0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

Our Safe School Plan ensures a safe, supportive school environment and is revised yearly. In conjunction with the Governing Council and staff input, the administration team writes, monitors, and updates the plan each year. We have adopted the slogan “Be Safe, Be Respectful, Be Responsible,” and we align behavioral expectations with our commitment to a safe and positive school climate. We enforce appropriate discipline policies and rules. Detailed emergency plans and periodic school wide drills prepare staff and students for emergencies. The School Safety Plan was last reviewed, updated, and discussed with the school faculty and was adopted by the school Governing Council in February 2019.

## 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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24		6		24		6		24		12	
1	24		6		24		6		24		12	
2	24		6		24		6		24		12	
3	23		30		23		30		24		12	
4	22	1	30		21	11	20		27		10	
5	23	6	44		25	1	44		24	1	25	
6	25	3	20	2	23	11	15		18	29	20	
Other**									5	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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1177

\*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 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	1

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9,342	1,354	7,988	63,253
District	N/A	N/A	0	\$65,678
Percent Difference - School Site and District	N/A	N/A	-53.0	-3.8
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	3.0	-17.9

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

## Types of Services Funded (Fiscal Year 2019-2020)

Students at CCLA, who are struggling in English Language Arts and/or Spanish Language Arts are consistently monitored throughout the year and offered support services to meet their needs. We offer push-in reading support in all first-grade classes, where lower-scoring students receive small group intervention on a daily basis. The small group reading/writing intervention for second through fourth grades is delivered with a pull-out design where students receive targeted support 4 days a week. Formal English instruction does not occur until third grade in our two-way bilingual immersion model and, therefore, English Language Arts support for struggling students does not begin until third grade. Our third through fifth-grade students who require extra support see our Reading Specialist, in a small group format, four days a week where they receive a replacement intervention curriculum that complements the grade level curriculum their peers are receiving. As we have been conducting classes remotely due to the Covid-19 pandemic, all push-in/pull out classes are virtual. We have increased the number of paraprofessionals working with small groups of students in order to meet the changing demands of teaching reading via a remote platform.

In grades Kindergarten through 2nd, CCLA provides Academic ELD instruction to all EL students in heterogeneous classes with designated small group instruction according to the Association of Two Way and Dual Language Education (ATDLE) Two-Way Bilingual Immersion (TWBI) model. In grades 3 through 8, CCLA provides Integrated ELD instruction to all EL students in heterogeneous classes with targeted small group support according to ATDLE TWBI mode.

For our middle school students struggling in mathematics, we provide a period-long intervention class with their core math teacher to help them stay on grade level. We offer a Math Shadow class for 6th grade, 7th grade, and 8th grade. Students are given time to review the lesson from the math class, have the opportunity to receive reteaching on specific topics, and provided structured time for homework where they can refer to their teacher for support. For our grades Kinder through 5th, students work in small groups in their classes to receive additional support when necessary. In addition, all Kinder through 5th grade students have weekly lessons through the DreamBox program, an on-line math program which identifies areas of strengths and weaknesses on an individual basis with the ability to review needed areas of needed growth. The program helps close the achievement gap between high performing and lower performing students.

Beginning in the 2020-2021 school year CCLA piloted a computer adaptive online Spanish Language Arts program; IStation, IStation is a computer based adaptive program that provides interactive activities and assessments designed specifically for students in Spanish. This Spanish language program helps students make connections through prior knowledge, cultural identity, and heritage. The program was built by Spanish-language educators, the engaging computer-adaptive activities assess learners' literacy skills in Spanish before placing them in a high-interest, interactive online learning path. Struggling students are routed through reteach lessons, and teachers are given instant reports to monitor student progress.

After a lengthy pilot period, where we collected significant data and worked extensively with the program's development team, we have decided to purchase IStation in Spanish for all grades 1st-8th to be used January through May 2021.

Social-emotional class meetings are held daily in grades TK-5th for 1/2 hour during distance learning. In grades 6th-8th all students have a one hour Social Emotional Learning class with their elective teachers. Teachers collaborate with our on-site counselors as well as with a community-based facilitator in restorative practices in regards to topics to cover and overall wellness of students. Our 4th and 5th-grade students have an SEL class every two weeks, on Wednesday, with one of our school counselors.

### Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,693	\$47,145
Mid-Range Teacher Salary	\$62,872	\$74,952
Highest Teacher Salary	\$78,693	\$96,092
Average Principal Salary (Elementary)	\$96,708	\$116,716
Average Principal Salary (Middle)	\$103,508	\$120,813
Average Principal Salary (High)	\$112,656	\$131,905
Superintendent Salary	\$175,100	\$192,565
Percent of Budget for Teacher Salaries	29.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

#### Professional Development 2018-19

Benchmark Advance/Adelante: Grade level teams collaborated with the Curriculum Specialist to refine unit development and learn how strategies implement mini-lessons in the designated time frame. They received professional development on implementing guided reading and literacy centers in order to differentiate instruction in the context of the Benchmark comprehensive or balanced literacy model.

Grade-level teams also worked together with the guidance of the Curriculum Specialist to refine Benchmark assessments to better measure student growth toward meeting standards.

The Curriculum Specialist attended a two-day Benchmark Leadership Consortium to learn strategies for school-wide implementation and the Principal, Curriculum Specialist, and 10 teachers attended a Benchmark Dual Language Consortium focusing on strategies specific to schools implementing the program in two languages.

Learning Headquarters: Teachers from all grade levels worked with the Principal and Curriculum Specialist to analyze several writing rubrics for standards-based alignment and elected to use the LHQ rubrics school-wide.

Math - Teachers in grades 3-8 collaborated with the Curriculum Specialist on the following: a) to learn strategies and create a plan for developing academic language in the mathematics classroom; b) developing a process for spiral review of concepts; c) vertical alignment and differentiation in the math classroom including working with small groups and differentiating assignments.

Academic ELD: K-2 teachers worked with the Curriculum Specialist to review instructional strategies and develop additional units that align with literacy and content standards from Benchmark.

Professional Development was offered through a variety of formats. Teachers received PD on release days from class, early release Wednesdays, paid summer days, and via conferences and workshops.

#### Professional Development 2019-2020

Google Classroom: the staff was trained in how to set up google classroom, how to maneuver through google classroom, how to arrange and assign assignments, assessments as well as posting important information about the instructional lessons that the students had to engage on. There was general google classroom training as well as deeper and specific training according to needs. During the training different tools were provided to teachers on the use of google classroom to differentiate instruction and to provide a more collaborative environment. During the training, the teachers were provided with ideas on how to integrate external apps and websites to make the classes more engaging and interactive.

#### K-5th Literacy Workshop

Literacy work using Benchmark/Adelante curricula. Strategies on guided reading were presented as well as several writing center ideas. The workshop focused on different formative and summative assessments that were possible to use during guided reading centers. Literacy- 1. build a community of enthusiastic readers, culture of literacy 2. Writing- Develop a better understanding of the structures of 3 text types and writing articulation between Spanish and English 3. Build empathy skills and embracing each other's cultures (class meetings, etc.)

6th-8th: Unit Planning to include: vocabulary development, language support, academic discussion, and interactive strategies, close reading, writing tasks. Planning the incorporation of AVID strategies.

Special Ed. Department: the team worked on the development of a plan to interact more with the general ed teachers.

K-8th grade level teams worked together to identify and analyze school-wide SBAC Summary Data. The group had to reflect on two notices and two wonders from the data presented to start conversations. Each grade level team had to find the possible implications of different observations to the instructional practices within the classrooms, grade levels, and content area. The grade-level teams worked on brainstorming reading skills and strategies.

#### Math Collaboration PLC Work:

6th, 7th, and 8th Math teachers worked together several times in the year to set up common math instructional and grading practices from a vertically aligned curriculum scope and sequence instructional planning focus. Common goals, instructional strategies, differentiated instruction practices to bring to the math class at each grade level math class were discussed. Also, the team worked on common grading and homework practices as well as the integration of technology into their math lesson plans. Observations of math classes within the group were scheduled as well as a time to discuss and reflect on practices that happened during those observations to improve their practices and math lessons.

Workshop developed to reflect and work on setting up main focus/goals for the 2019-20 school year based on LCAP and staff surveys. There was collaborative PLC work on what type of data to look for in the SBAC/IAB, discussions on best formative and summative common assessments used within each grade level team and reflections on strategies and tools learned at CAFE conference. There was some work on setting up a strong social emotional learning program at our school through the tools provided by PBIS, Soul Shoppe and the creation of a SEL committee.

#### Professional Development 2020-2021

##### Renaissance/Star Assessment and AR:

One of the 20-21 school goals has been the use of the Renaissance Platform as a way to collect data progress in Spanish, English, and math, as well as a way to create and monitor reading intervention groups of students. The platform allows for the assignment of formative assessments via AR quizzes and summative assessments via Star Assessments that our teachers were trained to administer following a school-wide assessment pacing guide. This platform was implemented from 3rd grade all the way to 8th grade. Our teachers were provided with different workshops/staff development sessions on different areas of the program such as:

Learning about the latest upgrades to the platform, Assessment, Practice, How to create instructional groups, How to access instructional planning report, How to use Renaissance planner, How to search & view AR Quizzes, and How to access AR Reports, Hands-on practice in Renaissance.

Once the staff was provided with knowledge on how to find and use the varied Renaissance tools, they were provided with another workshop with the focus on data analysis from the results obtained in each one on the instructional groups and reflecting on current in need skills per groups and looking into possible resources to use to support learning gaps.

#### IStation:

Another 20-21 school goal has been the piloting of a new instructional program to monitor and strengthen the Spanish language acquisition among our students. At the beginning of each month, the students will take an ISIP assessment delineating the learning path for the rest of the month and providing meaningful data to address learning gaps and growth in the Spanish language. This platform provides students' academic tiers and the appropriate interventions to apply for the student's growth. The staff has been receiving several deep staff developments on the set up of accounts, monitoring of data progress, resources and materials to use to reinforce interventions needed via the program, and the running of certain important reports. Admin team provided some of these workshops as well as constant information on documentation and procedures to follow to support the learning of our teachers. Also, the IStation team was invited to provide program implementation workshops on several occasions during our piloting time.

#### Blended and Online Learning for Teachers -C.Tucker:

Our teachers were provided with this workshop to develop a Rotated Station Model Class to provide for more student-centered learning and coaching from the teacher's perspective, as well as, for a more collaborative environment with the creation of smaller groups. The teachers received meaningful strategies and tools on how to run a type of station rotation class ready to be implemented during distance learning due to COVID challenges. By using a blended learning model, teachers can use an online learning platform, online discussions, and/or work online to complement classrooms and save time, money, and engage students.

#### Google Classroom:

This was a follow-up google classroom training continuation to the training back in Spring with a deeper understanding of the google classroom platform and the different add-ons and activities that the teachers could use. Also, the teachers got trained on how to link google classroom to the Aeries Portal that the WUSD uses all across.

#### Flipgrid resources:

Our teachers were trained in Flipgrid for distance learning, a website that allows our teachers to create "grids" to facilitate video discussions. Each grid is like a message board where teachers can pose questions, called "topics," and their students can post video responses that appear in a tiled grid display. Student-to-Student Replies allow students the opportunity to respond to their peers within a Flipgrid Topic and participate in an ongoing dialogue, any time and any place. ... After viewing a video, students are given an option to reply to the original student's response by clicking on the reply icon.

#### Bloomz:

All our teachers were trained by the WUSD district on the use of Bloomz, an across-district platform that the district decided to implement for a standardized teacher/family communication path. The teachers learned about how to message parents, post assignments, schedule meetings, as well as the translation features that come with the platform and how to incorporate those into their daily use with the families for more equity awareness.

#### Zoom Pro:

All our teachers were trained in Zoom Pro by the district, which was the platform used across the district for teachers to teach their synchronous and asynchronous lessons during distance learning due to COVID. They also were trained on how to set up meetings on calendars and manage break-out rooms among others.

#### Backward Planning Design via PLC work:

Our teachers worked in grade-level teams and subjects across the school during two asynchronous days of teaching. They were provided with each subject California common core standards to unwrap the most important grade level Power Standards. They were also provided with a generic template where they developed a scope & sequence backward design planning for each of the school trimesters. The teachers collaborated and decided what they wanted their students to know by the end of each trimester, write objectives, create formative and summative assessments, develop activities and interventions for struggling students as well as differentiated strategies for more advanced students. This work helps to keep the team on track when designing the weekly planning of their lessons, as well as informs the reading intervention teams on how to better support the students and the teachers on campus.

#### CABE and ADTLE over the summer and during the year:

Our new teachers joining the Cali community were sent to the CABE & ADTLE Conferences to learn about bilingual education and the perspectives to keep in mind while teaching bilingual programs. The conferences provided the attendees with strategies, team collaboration, assessment pieces, and equity among our students.

#### Amplify Science:

Our science teachers piloted a new science curriculum in grades 6-8 that was adopted for this school year 20-21. Amplify Science company provided our science teachers with two different workshops on gallery walk of resources and the way to implement them in the classroom, as well as, training on formative and summative assessments and data analysis.

#### Restorative Practices: Social Emotional Learning Presentation for CCLA:

As a school, we decided to move forward to help our students' social-emotional needs, especially during this distance learning environment due to COVID. We decided to start the implementation of restorative discipline practices and the development of restorative circles. Every month restorative circles happen among the staff where it is role-modeled what we as educators can bring into the classes to deepen our connections with the students, not just in an academic way. Daily classroom meetings take place in grades TK-5th and weekly hour-long SEL classes take place at the middle school level.

#### DreamBox - middle school:

Dreambox is a supportive platform that the school provides to our students in their learning and progress of math. Our middle school teachers were provided with two different workshops on best practices during online learning to promote student engagement and also how to look at data that the program provides to inform and modify instruction.

#### Guided reading/Push-in Model 1st grade:

1st-grade teachers were trained in a new reading model to increase student's reading achievement " Push-In model", as well as the aides that work inside the class. Our guiding reading teachers were provided with Renaissance/Benchmark/Istation training to support those students in low tiers of intervention.