

BOARD POLICY EXPECTATION

The Board expects each student to develop the academic awareness and cognitive capabilities to be a successful learner in a complex and rapidly changing world.

CERTIFICATION

I hereby present my monitoring report on E-2 “Academic Achievement” in accordance with the monitoring schedule set forth in board policy. I certify that the information contained in this report is true as of October 20th, 2020.

Dave Holmes, Superintendent

SUPERINTENDENT’S INTERPRETATION OF POLICY

I interpret Academic Achievement to mean the board expects each student to graduate with the essential foundation of academic awareness and cognitive capabilities that will support their innate human need to learn for a lifetime. This will be met by students’ achievement of the graduation requirements of the district, which will include the necessary knowledge and skills to best prepare them for their chosen learning pathway and maximize their success at their next step in learning. As primary measures of student success along the journey towards graduation, student groups are expected to score above the state averages in graduation rate and nationally administered standardized tests like the SAT. Success on these measures can be gauged by comparing them to the state and/or national averages. Meeting these targets is just a few of the district’s gauges in our journey to provide the educational opportunities for students to successfully prepare themselves over their educational career from Kindergarten through 12th grade and beyond.

REPORT

There are 5 specific areas described in this policy. The following report will address each specific area of E-2 as best as possible. At the time of this report, I believe the district is in compliance with the board’s expectations in all of these areas. IN COMPLIANCE

1. Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings (reading and writing).

The district supports student reading and writing skills in a variety of ways as demonstrated by the following examples: Kindergarten students utilize Lucy Calkins for curriculum in reading. This series includes state of the art charts, tools and methods for teaching reading and learning progression. Grades 1-3 use the Wonders program. It is flexible, grounded in research and provides support designed to accelerate students to grade level. The elementary utilizes Read Side-by-Side in grades 4 and 5. Read Side-by-Side has been quite successful especially in the area of student motivation. The middle school has aligned 6-8 ELA curriculum to common core and state standards. The high school has many class offerings, including AP classes to boost reading and writing skills.

Unfortunately, we do not have state test scores for the 2019-20 school year as testing was cancelled due to the pandemic.

2. *Effectively Integrate the core concepts and principals of mathematics; social, physical and life sciences, civics, history, geography; arts, health and fitness so as to support their specific learning pathway.*

We are continuing to grow the STEM focus as a district working through our strategic planning teams. The district recognizes that STEM and PBL (project based learning) can be a vehicle to which we can deliver improved achievement in content areas including math and science. Even though the first year of the STEM transition plan was postponed part way through the year, teachers have continued to focus on transitioning lessons to meet the STEM criteria and we are ready to resume working on the plan when we return to in person learning.

Additional supports for students include the elementary school creating “Power Standards” in math and redesigning how they could most effectively utilize their math curriculum. Programs such as IXL and ConnectED are used to support math practice and improvement. The elementary continued their Science Olympiad and Math is Cool! teams last year prior to the closure. The middle school also continued the Math is Cool! team and have a math tutor during study hall after school. New classes at the high school now offer Intro to Computer Science and Accounting.

As with ELA, we don’t have state test scores due to cancellation.

2019-20 SAT Scores*

Reading		Math	
LCHS	562	LCHS	523
WA State	539	WA State	534
National	528	National	523

On-Time Graduation rates:

La Center-	91.9%
State-	80.9%

3. Think analytically, logically and creatively and integrate experiences and knowledge to form reasoned judgements and solve problems (critical thinking).

The goal of the district is to help students become life-long learners. Students are given supports along their learning pathway from the elementary through high school that help them to be able to make judgements and solve problems on their own. The district has incorporated support to help prepare students to think analytically, logically and creatively. At the elementary levels, students are taught test-taking strategies and participate in SBA (smarter balanced assessment) interim practice. The classroom implementation of the Mind-up program and Character Crossroads with counselors helps students to solve problems on their own. Middle school focuses on increasing accountability and self-awareness of learning in all students, especially math assist, reading assist, and academic prep students. The 6th grade requirements were adjusted to include a semester of STEM. This will allow our 7th and 8th grade technology electives to offer higher-level skills and exposure to more difficult tasks, as students will have already had introductory lessons. The high school offers focus 9th and 10th grade classes that offer organizational skills, time management, communication support, study skills and accountability. This focus on “soft skills” enables students to be more successful in their approach to the hard sciences and mathematics.

4. Connect the importance of work and how performance, effort, habits and decisions regarding school directly affect future learning opportunities within their specific career and education pathway (work awareness and planning).

Students are guided through pathways to graduation that prepares them for life after high school. Using those pathways, they are able to select classes that can make an impact on their future. The Xello program, in its third year, allowed students to reflect on their interests, which guides them in their future career path. The middle school continues its elective choices for 6th grade students called ‘Exploratory.’ This course consists of four 9-week rotations between academic prep, art, drawing and CSI. The CSI course offers students the opportunity to learn valuable skills for the workplace, explore diverse careers and engage in problem based learning activities such as investigating and solving crimes.

A substantial factor in students’ future habits and decisions is the importance of attendance. Students are encouraged to be in class on time every day. Chronic absenteeism can directly affect a student's success in school and beyond. Attendance is an area of focus that the district will continue to try to improve and as you can see by the table below, we are doing well.

2019-20 Attendance by grade band

	La Center	State
Elementary	91.2%	87.1%
Middle	90.3%	83.9%
High	83.3%	75.6%

5. Develop strong learning connections with others so as to enhance their own learning opportunities.

When students feel safe, welcome and are valued members of the school community, it allows them to develop strong connections with other students and staff. This is represented in all learning levels in the district.

We have renewed our working relationship with La Center United this past two years and look forward to another strong partnership during this upcoming year.

Our participation numbers across the district in many areas like band, choir, drama, after school clubs and athletics all remain strong.

Participation in team athletics outside of the school day can help to develop strong learning connections with others. The following are the HS and MS participation numbers for athletics over the last 5 school years:

High School	2015-16	2016-17	2017-18	2018-19	2019-20
Baseball (Boys)	23	19	22	26	31
Basketball (Boys)	32	28	35	28	34
Basketball (Girls)	18	26	22	18	17
Cheer (Girls)	18	13	12	19	13
Cross Country (Boys)	16	14	20	19	21
Cross Country (Girls)	11	19	11	15	12
Dance (Girls)	10	8	4	5	13
Drama	--	--	--	--	74 (26B,48G)
Football (Boys)	65	54	56	48	54
Golf (Boys)	13	14	14	13	11
Golf (Girls)	12	6	10	3	8
Music - Band	--	--	--	--	41 (28B,13G)
Music - Choir	--	--	--	--	63 (11B,52G)
Soccer (Boys)	35	28	28	30	45
Soccer (Girls)	30	35	35	40	41
Softball (Girls)	22	23	18	16	15
Swim (Girls)	0	1	3	3	5
Track/Field (Boys)	23	30	26	28	30
Track/Field (Girls)	23	26	31	32	26
Volleyball (Girls)	33	36	29	35	37
Wrestling (Boys)	11	22	18	18	26
Wrestling (Girls)	3	5	9	7	1
Boys	218	209	219	210	317
Girls	180	198	184	193	314
Total	398	407	403	403	631

HS Enrollment					
Boys	284	281	286	291	280
Girls	273	271	261	285	262
Total	557	552	547	576	542

Middle School	2015-16	2016-17	2017-18	2018-19	2019-20
Basketball (Boys)	36	38	51	38	35
Basketball (Girls)	23	25	31	27	31
Cross Country (Boys)	8	6	8	6	17
Cross Country (Girls)	7	10	18	16	8
Drama	--	--	--	--	66 (22B,44G)
Football (Boys)	27	29	31	37	30
Golf (Boys)	N/A	N/A	N/A	2	5
Golf (Girls)	N/A	N/A	N/A	7	4
Music - Band	--	--	--	--	49 (32B,17G)
Music - Choir	--	--	--	--	80 (14B,66G)
Track/Field (Boys)	31	32	36	19	0 (COVID)
Track/Field (Girls)	37	36	40	36	0 (COVID)
Volleyball (Girls)	39	38	39	40	39
Wrestling (Boys)	12	15	25	19	11
Wrestling (Girls)	1	3	3	3	5
Boys	114	120	151	121	98
Girls	107	112	131	129	127
Total	221	232	282	250	225
Enrollment (7th & 8th)					
Boys	125	146	149	155	145
Girls	120	131	122	117	118
Total	245	277	271	272	263