S. A. Moffett Elementary School

8800 Burlcrest Ave. • Huntington Beach, CA 92646 • (714) 963-8985 • Grades K-5
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Huntington Beach City School District
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School Description

Moffett School is a K-5 school nestled within a quiet, residential neighborhood comprised of single family homes. Located in the southwest section of Huntington Beach, California, Moffett School is a modern facility, built in 1975 and modernized in 2005 to meet the growing demands for technology as part of the instruction and learning process. The culture within our walls retains the values and traditions that have been so valued throughout history. A sense of belonging and pride can be felt throughout the school. Monday mornings find the Moffett community gathered together to honor our country's flag and to celebrate the accomplishments of students, teachers, parents, and staff.

Operating on a traditional schedule, Moffett School serves a population of 582 students. At the time of this writing, 17 students were identified English Language Learners (3.0%), 35 students received special education services (6.0%), and 46 students were identified GATE (8.0%).

Moffett School is a Learning Community -- a community where learning is valued and engaged in by all. The Moffett School staff is committed to all students succeeding in a rigorous core curriculum. A collaboratively developed mission statement clearly defines the purpose of our learning community. We believe our purpose is:
- To provide students a solid foundation in literacy, mathematics, science, and history;
- To help children respect and value themselves and others;
- To teach children to access and apply information;
- To teach children to be effective communicators (to read, to write, to speak and to listen well);
- To develop critical thinking and problem-solving skills; and
- To provide a safe, secure and supportive learning environment.

The above statement is the foundation that guides our decisions and determines our actions as we work together to provide our children a strong foundation for the future.

Rigorous Common Core Standards further define our purpose and clarify student outcomes and expectations. The Moffett School staff believes that reading is the foundation for all learning. It is essential that every student leave third grade reading to learn. Common Core Standards and specific learning objectives determine what is taught, and it is expected that all students will meet or exceed these standards. Teachers meet regularly in grade level teams to analyze student performance data and to plan research-based instruction. Three elements define the foundation for results at Moffett School: teamwork; clear, measurable goals; and the ongoing analysis of performance data.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (714) 963-8985.

2013-14 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kinder.	108
Gr. 1	92
Gr. 2	110
Gr. 3	93
Gr. 4	110
Gr. 5	84
Total	597

2013-14 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.0
American Indian or Alaska Native	0.3
Asian	7.4
Filipino	0.2
Hispanic or Latino	13.9
Native Hawaiian/Pacific Islander	0.2
White	65.5
Two or More Races	12.4
Socioeconomically Disadvantaged	11.9
English Learners	3.7
Students with Disabilities	11.2

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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			
S. A. Moffett Elementary School	**12-13**	**13-14**	**14-15**
Fully Credentialed	22	24	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0
Huntington Beach City School District	**12-13**	**13-14**	**14-15**
Fully Credentialed	♦	♦	269
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
S. A. Moffett Elementary School	**12-13**	**13-14**	**14-15**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	100.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2014-15 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: October 2014		
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**	
Reading/Language Arts		Houghton Mifflin Adoption Year 2003
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Mathematics		Houghton Mifflin Adoption Year 2002
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Science		Pearson Scott Foresman Adoption Year 2008
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
History-Social Science		Scott Foresman, K-1 Adoption Year 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	Houghton Mifflin Adoption Year 2007

School Facility Conditions and Planned Improvements (Most Recent Year)

Moffett School, built in 1974, consists of a main building with administrative offices, computer lab, library, indoor courtyard/lunch area and 23 classrooms. The site has 3 portable classrooms that were added during the 1990's. The YMCA also has a portable building used for before and after school child care. This site has been retrofit with energy efficient interior and exterior lighting. Improvements completed during 2014 included installation of drains to improve flooding on the playground during heavy rain storms.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 26, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[X]	[ ]	[ ]	

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	94	91	94	86	88	86	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	75	84	82	78	81	80	54	56	55
Math	83	88	88	74	75	79	49	50	50
HSS				72	74	75	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	9	10	10
Similar Schools	4	9	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

| Grade Level | 2013-14 Percent of Students Meeting Fitness Standards | | |
	4 of 6	5 of 6	6 of 6
5	16.1	41.4	21.8

* 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.

2013-14 CAASPP Results by Student Group

| Group | Percent of Students Scoring at Proficient or Advanced |
	Science (grades 5, 8, and 10)
All Students in the LEA	86
All Student at the School	94
Male	93
Female	95
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian/Pacific Islander	
White	93
Two or More Races	
Socioeconomically Disadvantaged	94
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

| Group | Actual API Change | | |
	10-11	11-12	12-13
All Students at the School	-24	33	-7
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	-19	31	-7
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			-22

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs at Moffett School. The Moffett School Parent Teacher Association(PTA), the Huntington Beach Education Foundation (HBEF), and the Assistance League of Huntington Beach (ALHB) have all made generous contributions of time and money to numerous programs and activities. PTA fundraisers enable the school to offer programs in art, music, and reading. They also enrich classroom learning experiences through donations that support assemblies, field trips, and the purchase support materials relating to instruction.

The Huntington Beach Education Foundation, a joint business and educational partnership, provides funding for teacher mini-grants used to support educational programming.

The Moffett School PTA directly supports a variety of instructional programs by providing funding and volunteer hours, including Best Foot Forward, a reading incentive program; vocal music; keyboard instruction for third grade; Art Masters; and the annual Science Fair.

The Moffett School Site Council is a leadership body consisting of staff and parents. Interested parents can submit their name in the fall and participate in an election for representation on the council. The council gathers input for use in the decision making process regarding the expenditure of site funds in alignment with the implementation of our school plan.

Parent participation in the Moffett classrooms is critical to the success of our school. Teachers design their lessons knowing parents will assist in the classroom to allow for small group and individualized instruction from kindergarten through fifth grade. Additionally, Moffett parents support the implementation of our homework program by establishing an environment in which the homework can be completed, monitoring their child's efforts, and reviewing homework for accuracy and completion.

State Priority: School Climate

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

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

School Safety Plan

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to sign in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure and sign out. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Moffett School includes the following requirements of SB 187 within our safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

Moffett School evaluates our plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in October of 2014.

Moffett School enlists the support of staff to participate on our School Safety Committee. We annually update our Disaster Plan including assignments, roles, and responsibilities in regard to disaster preparation and planning. Staff are updated at staff meetings. As well, staff (both certificated and classified) are trained in our Moffett Lock Down Plan. Training includes how to manage/participate in a lock down and shelter in place. Students participate in monthly fire/earthquake drills as well as annual lock down drills.

The district progressively addresses structural needs at our school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Improvements at the Moffett campus include replacement of roofing, installation of a new telephone system, and modernization of the classrooms in the building. A $30 million bond (Measure DD) combined with a $17 million Prop 47 allocation provide the necessary funding for district-wide modernization efforts. Moffett School received an apportionment of $4 million for its upgrades and modernization projects.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	0.7	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	2.9	1.8	1.9
Expulsions Rate	0.0	0.0	0.0
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.30
Psychologist	.4
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	2.3
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	30.5	28	27	0			4	3	4	0		
Gr. 1	24.3	22	23	1	2	1	2	3	3	0		
Gr. 2	32	20	22	0	2	1	3	2	4	0		
Gr. 3	32	25	19	0	1	2	2	3	3	1		
Gr. 4	31.5	20	22	0	2	2	2	2	3	0		
Gr. 5	30	22	21	0	2	2	3		2	0	2	

* 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.

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$40,989	$41,507
Mid-Range Teacher Salary	$77,179	$67,890
Highest Teacher Salary	$94,135	$86,174
Average Principal Salary (ES)	$115,959	$109,131
Average Principal Salary (MS)	$111,974	$111,937
Average Principal Salary (HS)	$0	$109,837
Superintendent Salary	$194,670	$185,462
Percent of District Budget		
Teacher Salaries	46	42
Administrative Salaries	6	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5091.07	964.15	4126.91	74408
District	♦	♦	1222.48	$76,696
State	♦	♦	$4,690	$70,788
Percent Difference: School Site/District			237.6	-3.0
Percent Difference: School Site/ State			-12.0	5.1

Types of Services Funded at S. A. Moffett Elementary School

A significant portion of Moffett School's categorical program budget is allocated for professional development activities to support on-going improvement of our instructional program. The district continuously explores ways to increase extended learning opportunities and improve intervention with at-risk students, students showing needs for accelerated learning, and English Language Learners. Each year, a portion of Moffett's School/Library Improvement Block Grant (SLIBG) funds are used to enable staff members to attend teaching seminars and other events designed to develop and expand their instructional repertoire and expand their knowledge base. Teachers new to the profession and teachers implementing new instructional strategies are supported through peer coaching and are encouraged to attend professional growth learning opportunities. Teachers who attend conferences, seminars, and other events are encouraged to share what they learn with other staff members at grade level Professional Learning Committee (PLC) meetings and staff meetings.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students. The Gifted and Talented Education (GATE) program cluster classes are provided for grades 2 through 5 for appropriately identified students. GATE teachers attend training to support their implementation of teaching strategies that support GATE (and all) learners providing the challenge necessary to engage the learner. This is an on-going training and funding commitment for our site.

Students are encouraged to participate in our school's extracurricular and enrichment activities that are an integral part of the educational program. Some of these enrichment programs are provided through our Parent Teacher Association (PTA) and include: art, chess, Lego-engineering, a running program coordinated with the Huntington Beach marathon, and a coding program for students interested in computer programming.

Professional Development provided for Teachers at S. A. Moffett Elementary School

Staff development at Moffett School is guided by three questions: What are all students expected to know and be able to do? What must teachers know and do in order to ensure student success? Where must we focus our staff development efforts to meet both goals? High quality staff development is essential to creating schools in which all students and staff members are learners who continually improve their performance.

At the beginning of each school year, we analyze school-wide and grade level student performance assessment data to set goals and develop action plans that include staff development. Planning day schedule, every Thursday, facilitates grade level team and whole staff collaboration. Staff meetings are important forums for staff development. Frequently, research and journal articles are reviewed and discussed with teachers during staff meetings. In teams, individually, and in collaboration with the principal during the instructional supervision process, teachers reference the California Standards for the Teaching Profession as a tool to reflect upon their own performance and to identify areas for individual and collective growth. During the instructional supervision process, the principal facilitates conversations that include opportunities for reflection and inquiry through open-ended questioning.

Teachers regularly engage in dialogue about best practice and research-based instruction during grade level and full staff meetings. Professional publications and memberships in such organizations as the Association for Supervision and Curriculum Development and the International Reading Association are purchased and shared with staff. The Principal's Bookshelf and the Professional Bookshelf in the library provide a wide array of reading and viewing materials. As well, teachers reference professional associations and sites such as Illuminate, Teachers Pay Teachers, Smarter Balanced, etc. to support the design and implementation of their instructional program.

At Moffett School, technology is intricately integrated in the teaching-learning process to help students develop skills and foster understanding. Teacher leaders provide on-going support, coaching, and training for their colleagues. Continuous and sustainable school improvement requires three ingredients: a shared language, an empowered leadership group, and time. Our Professional Learning Community (PLC) structure provides a framework for continuous and sustainable school improvement. The essential elements of a PLC include: clarity of purpose, precision in the use of concepts and language, learning through doing as part of the teacher's daily work, interdependent action through teamwork, and a results-orientation that focuses on the learning of every student. Teachers at Moffett School understand the elements of a PLC, function within the PLC framework, and utilize this structure to create a consistency across the grade. As well, grade level teams utilize the PLC process to support student learning through intervention as deemed necessary through data analysis. Students receive individual and small group support (intervention) to ensure that all students are able to access and be successful with their learning.

Teachers also collaborate on a weekly/bi-weekly basis during our PLC time. Teachers evaluate data, instruction, assessments, and curriculum. They also design and plan for intervention and intervention grouping, as noted above. Teachers collaborate at grade level meetings to discuss student learning, instructional strategies, and school business. Curriculum Cadre meets at least monthly to discuss and plan for the best learning program and environment for our school. This information is then disseminated to the staff through grade level teams.

Through support of the district office, coaching for Direct Interactive Instruction (DII) and Cognitively Guided Instruction (CGI) are provided. Moffett staff also received training in the use of Accelerated Reader (AR) and the STAR component of AR for use as a tool to monitor student progress. Staff continue to received coaching through our staff trainer two times throughout the school year. As well, a district CGI coach meets with grade level teams to support on-going instructional improvement in math focused on the Common Core Standards (specifically supporting our use of CGI and Number Talks.) On-going classroom assistance and support is provided by our Curriculum Cadre and school-level trainer of trainers. These professionals provide resources, intervention strategies for use with students, review our intervention schedule and program, and provide classroom modeling. It is a goal of our school to develop teachers as leaders. As such, we utilize the strengths of staff members to support our instructional program implementation. Staff provide training and coaching following the training. We are conscious of the need for an on-going review of core "Moffett-Must Have" programming. As such, these teacher leaders provide review training and initial training for new staff. This allows for the most consistency in the programs we believe best support our students and their learning.

Moffett has added the use of the MIND Research Institute's "ST Math" program to support student attainment of conceptual understanding in mathematics. As well, the addition of the fluency component provides students the adaptive training and continuous assessment needed to ensure the proper practice needed to develop fluency with basic math facts. Teachers have received training and are pulling from ST Math lessons for integration in CGI and Number Talk lessons. This combination provides synthesis in math instruction and supports Common Core teaching and learning.