The Single Plan for Student Achievement (SPSA)

EL CAMINO CREEK ELEMENTARY SCHOOL

2018 & 2015 Civics Learning Award of Excellence School
2014 California Distinguished School

37 68080 6117709
CDS Code
Date of this ***Document Revision: November 2020***

This *Single Plan for Student Achievement* (SPSA) is a plan of action to raise the academic performance of all students and improve the school's educational program.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Jodi Greenberger
Position:	Principal
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The District Governing Board approved this revision of the School Plan on_____

El CAMINO CREEK ELEMENTARY

Mission Statement

At El Camino Creek Elementary School, we are educating for the future and creating a path for tomorrow's innovative, creative problem-solvers. We believe that every child needs to be valued and has the right to be safe; emotionally and physically. As lifelong learners, we provide time for collaboration among teachers, students and parents because we know that leads to success. Through our educational programs and *Wheel Enrichment*, we implement and assess a comprehensive curriculum that is founded on communication, collaboration, critical thinking
and student engagement.

We treat others with respect, we believe in forward thinking and action, and we believe in the principles of democracy. We are a Justice School focused on student leadership through the civics lens. We were presented with the ***2018 California State Civics Learning Award of Excellence*.**

School Profile

El Camino Creek (ECC) opened in August of 2000 and is the newest school in the district. We are a **California 2014 Distinguished School and received the 2018 & 2015 California State Civics Learning Award of Excellence**, serving a K-6 student population from the La Costa Valley community of southern Carlsbad and the Bridgewater, Rancho Ponderosa, Santa Fe Trails and Willow Creek communities of Encinitas. The campus is currently home to 585 students and has a faculty of 23 general education teachers and three Learning Resource Education Specialists. The two-story facility is built around our center quad, a media center, an outdoor garden science classroom, music lab, science lab, a coutroom, two yoga studios and two playgrounds. Our mascot is the Explorer and our colors are green and blue.

Our exceptional, nurturing faculty and staff, small class sizes in grades K-3 (24 students maximum per class) and no more than 31 in grades 4-6, Ipads, Apple TVs, and LCD projectors in each room, K-6 music, science, yoga, garden science and art programs, powerful service-learning projects, civic engagement, impressive parent involvement, extensive library collection, and beautiful campus, create an optimal learning environment that results in high academic achievement. The founding members of the ECC learning community established our school upon five guiding principles: standards-based instruction, team collegiality, brain research, knowledge workers, and technology.

The academic programs at ECC are aligned with the EUSD District's Four Pillars embedding Common Core State Standards into all of our curriculum. Excellent teaching is the heart of an excellent school. Our teachers work to create and deliver rigorous and engaging lessons to their students every day. Our teachers strive to ensure that the students not only understand the content of the lessons being taught, but the process as

to how levels of mastery will be measured throughout the year. Parents are apprised of individual student progress through report cards, parent-teacher conferences, a weekly schoolwide eNews, weekly teacher newsletter and information disseminated at Back-To-School Night. In an effort to provide quality time for grade level teams to meet and collaborate, our weekly schedule includes a modified day. In addition, through our *Wheel Program* K-6 teachers meet once a week, to review student work, student assessments, and to update their strategic plan for monitoring and improving student achievement. In accordance with our school's digital curriculum expectations, our students routinely create and share multi-media presentations with their classmates and to various parent and community audiences. ECC continuously upgrades and improves technology in an effort to provide our students with the ability to compete successfully as 21st century learners.

In an effort to meet our Visual and Performing Arts (VAPA) expectations, our students receive weekly instruction from our music consultant as well as participate in classroom musical and dramatic performances. Our Deep Space Sparkle Arts program supplements individual classroom instruction by presenting parent-led scripted art lessons. Also, all students create three clay projects each year. Our science consultant works closely with our classroom teachers to ensure that our science standards are being met. Our PE consultants and our two-yoga instructors work side by side to train and prepare our students' minds and bodies, using dedicated physical fitness curriculum for the health and wellness of both the mind and body.

ECC is attentive to the unique needs of our students. Students are recognized for outstanding behavior, special talents, and/or for improved student achievement and service learning at our monthly Student Assemblies. All of our students are challenged and supported in their classrooms through differentiated instruction, remediated and accelerated learning. Support services are available to help struggling learners, including reading and math intervention classes and English Language Development for English Language Learners. A full range of Special Education services (including speech, resource support, adaptive PE and occupational therapy) is available to eligible students. Extra-curricular activities (district-wide instrumental music program, dance, Lego robotics, Mad Science, Spanish, yoga, chess, karate, music, etc.) and before-and-after school child care are available as well on a fee basis. Our Student Council and Embrace a Family community service programs support ECC families during times of financial need.

At ECC, our goal is ensure that all students begin and end their day with a smile while creating a learning environment that is rigorous, innovative, inspiring and nurturing as we work together to prepare students for success in a rapidly changing global society.

School Accountability Report Card (SARC)

The School Accountability Report Card is available here:

The SARC is a valuable source of information on student performance and conditions affecting the learning environment, including:

- *Pupil achievement, and progress toward meeting academic goals*
- *Expenditures per pupil and types of services funded*
- *Progress toward reducing class sizes and teaching loads*
- *The total number of credentialed teachers, the number relying upon emergency credentials, and the number of teachers working outside their subject areas of competence*
- *The quality and currency of textbooks and other instructional materials*
- *The availability of qualified personnel to provide counseling and other pupil support services*
- *The availability of qualified substitute teachers*
- *The safety, cleanliness, and adequacy of school facilities*
- *The adequacy of teacher evaluations and opportunities for professional improvement*
- *Classroom discipline and climate for learning, including suspension and expulsion rates*
- *Staff training and curriculum improvement*
- *The quality of instruction and school leadership*
- *The degree to which pupils are prepared to enter the work force*
- *The number of instructional minutes provided*
- *The number of minimum days scheduled*

School Site Council Membership

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal (1)	Classroom Teacher (3)	Other School Staff (1)	Parent or Community Member (5)
Jodi Greenberger	X			
Kim Heinze			X	
Jen Smith		X		
Bethany Luna		X		
Debbie Wright		X		
Michelle Christensen		X		
Jason Booher (Chairperson)				X
Mamta Malhotra				X
Rebecca Reed				X
Karen Dasso				X
Shana Bass Sonnenshein				X
Cyndi Stanford				X

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan:

   _X_ School Staff (via Advisory, SSC, and/or staff meetings)

   _X_ ECC Parents (via input at School Site Council meetings)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The school site council adopted this school plan on:

Attested:

Jodi Greenberger		11-12-2020
School Principal	Signature of school principal	
Jason Booher		11/13/20
SSC Chairperson	Signature of SSC chairperson	Date

On March 13, 2020 EUSD began Distance Learning due to COVID-19. Distance Learning continued through September 20, 2020. On September 21, 2020, EUSD began its Hybrid Model. We continue in this model currently. Here is the COVID-19 ECC School Prevention Plan.

Pupil Learning Loss

At ECC our teachers use Literably and Fountas and Pinnell as literacy assessments to determine students' reading levels and iReady math diagnostic assessments to determine students' math levels. We also use these scores to create and inform our Tier 2 intervention groups. During our Hybrid Model, our reading and math intervention teachers work with students virtually during their at home days. The reading intervention and math intervention teachers meet with students in small groups (no larger than six) for thirty minutes two times a week. The intervention teachers provide our students targeted instruction focusing on state grade level standards and provide the classroom teachers weekly student attendance and a summary of student progress. The classroom and intervention teachers work collaboratively, monitoring student needs and progress, creating flexible groups to ensure student success.

Mental Health and Social Emotional Well-Being of staff and students

Our TRAC teacher provides one weekly in-person lesson to each class. In addition, our TRAC teacher works with small groups of students in a virtual setting during their at-home days. Our TRAC teacher sends out a monthly newsletter to our families and communities to share the SEL work happening in classrooms and across the school. Our TRAC teacher also creates schoolwide challenges/projects and encourages participation across all grade levels. Additionally, she created a TRAC Choice Board Slide/Website. Students and parents are encouraged to complete the tasks weekly to make personal connections focusing on social/emotional learning.
Here is direct link to the choice board/slide

Pupil Outreach and Engagement

Our teachers keep records of formal attendance (in person and at home) as well as daily student engagement in their asynchronous work through the LMS. When a student is not engaging with the learning, our teachers reach out to the student to discuss the situation. After that, the teachers will communicate with the parents to determine what supports are needed. From there, the teachers will involve the principal or other staff who are able to support the student and/or the situation. At our school, our TRAC teacher is often involved as an added layer of support to re-engage a student. She mentors' students and provides in person and at home connections. We also have our LRC students attend school on their non-hybrid days to support their individual learning and needs. The families receive a weekly Sunday Parentlink update and Thursday PTA Enews. Also, all teachers send out weekly communication and a schedule to families by Sunday evening.

Federal, State and Local Data
Analysis of Current Educational Practice

The following statements characterize educational practice at El Camino Creek Elementary.

Alignment of curriculum, instruction and materials to content and performance standards:

- Teachers participate in individual, site and district level staff development.
- Teachers share ideas in grade level meetings (Wheel) focused on student learning and analysis of assessment data.
- Curriculum, instruction and assessments used in the classrooms are from the California Common Core State Standards.
- Teachers use grade level content standards and pacing guides (curriculum maps) to plan and deliver lessons.

Availability of standards-based instructional materials appropriate to all student groups:

- The District provides state adopted texts and digital core curriculum to all students and staff.
- Special education, retention and acceleration programs are available to all students eligible for these programs.
- Alignment of staff development to standards, assessed student performance and professional needs:
  - Teachers share ideas and suggestions through grade level team meetings (Wheel).
  - Teachers have two hours per week of release time to determine essential standards, develop assessments and analyze student data to improve the quality of classroom instruction (Wheel).
  - Modified days are used for professional development and articulation.

Services provided by the regular program to enable under-performing students to meet standards:

- Research-based language arts and math interventions are available during the school day through our intervention programs.
- Teachers provide small group instruction to meet the varied needs of the students in their classroom.
- Read Naturally, Fountas and Pinnell, Imagine Learning, Reading Counts, MyON Reader, ST Math, IXL and Ten Marks have been purchased by the school or district to help with remediation of students who are below grade level in reading or math.
- Imagine Learning software is also used by our English Language Learners.

Services provided by categorical funds to enable under-performing students to meet standards:

- Supplemental Instructional Materials
- During school Intervention Programs
- ELPAC Testing
- Translators for parent meetings

Use of state and local assessments to modify instruction and improve student achievement:

- Inventory Standardized Testing and Reporting (CASSPP)
- Site developed assessments (math, language arts, and writing)
- *English Language Proficiency Assessments for California* (ELPAC) – ELL Students
- Fountas and Pinnell, Literably, Stieglitz, and Developmental Reading Assessment (DRA)

Number and percentage of teachers in academic areas experiencing low student performance:

- All students are heterogeneously grouped.
- All staff members experience some degree of low student performance.

Family, school, district and community resources available to assist these students:

- The Parent Teacher Association (PTA)
- The Encinitas Education Foundation (EEF)
- Before and after school childcare is available through the school district program (ASPIRE).
- Adult volunteers actively support student achievement daily.
- High school "study buddies" provide 1:1 tutoring support for students weekly.
- Intervention Programs are available during the day for reading, math and social emotional needs (Check ins)

Federal, State and Local Data Continued

SCHOOL PERFORMANCE OVERVIEW

El Camino Creek Elementary

Explore the performance of El Camino Creek Elementary under California's Accountability System.

Chronic Absenteeism

Blue

Suspension Rate

Blue

English Learner Progress

No Performance Color

English Language Arts

Green

Mathematics

Green

School Details

NAME
El Camino Creek Elementary

ADDRESS
7885 Paseo Aliso
Carlsbad, CA 92009-9028

WEBSITE
http://www.eusd.k12.ca....

GRADES SERVED
K-6

EL CAMINO CREEK ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
601	5.8%	1.7%	0%

EL CAMINO CREEK ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

English Language Proficiency Assessments for California Results

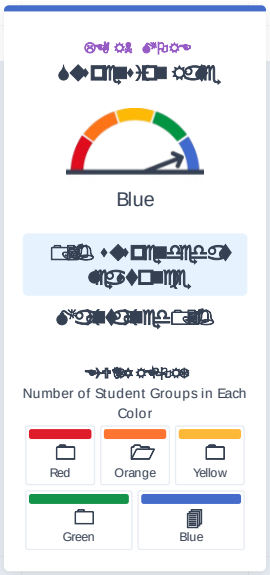
Less than 11 students - data not displayed for privacy

Engaging Students

See information that shows how well schools are engaging students in their learning.

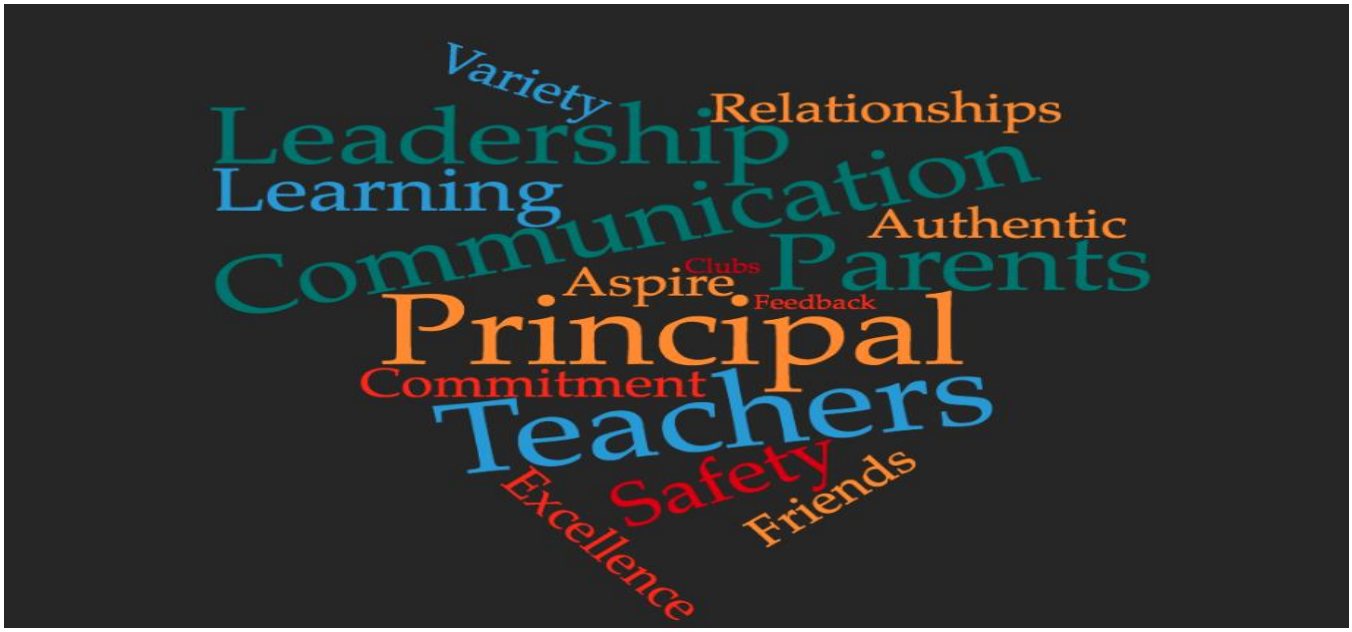
[illegible]

View data related to how well schools are providing a healthy, safe and welcoming environment.



Parent Survey Data Spring 2019:

What do we do well at ECC:

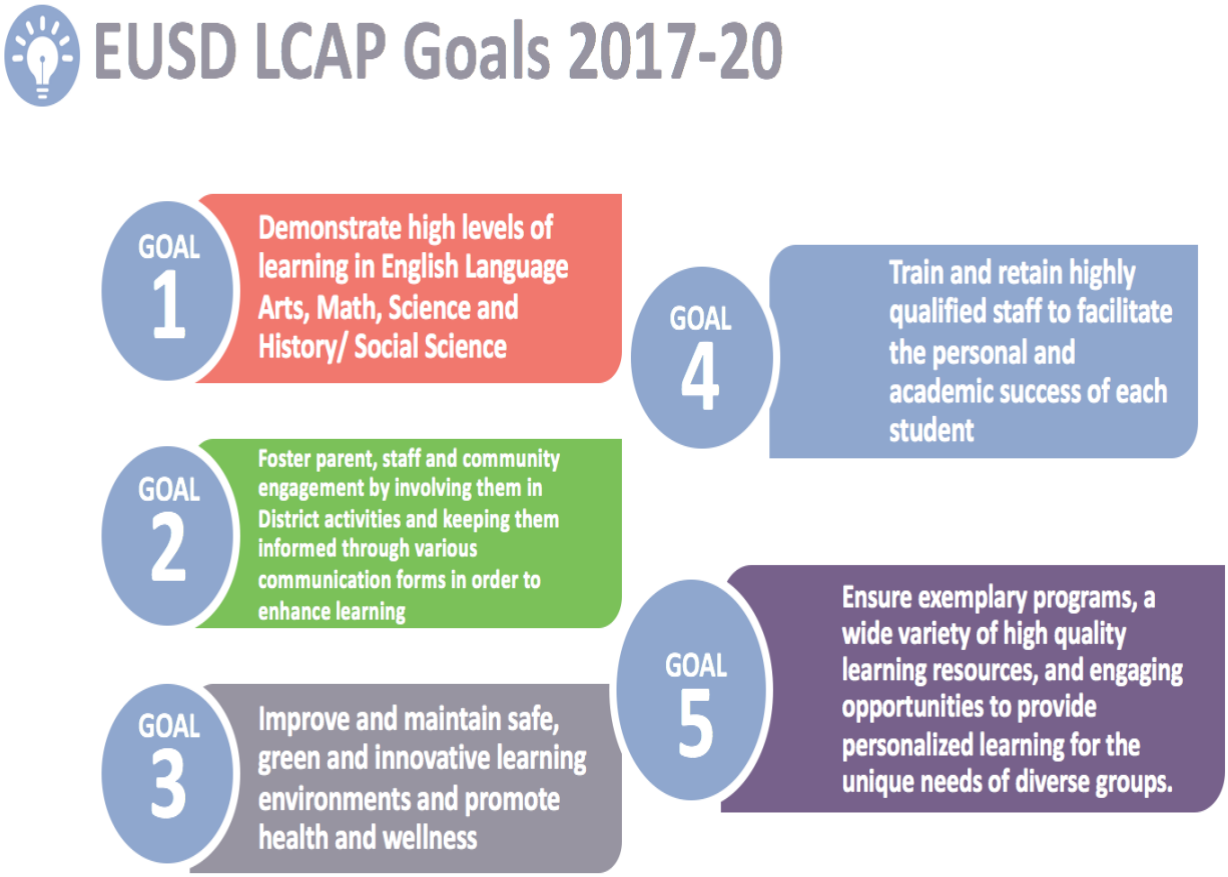


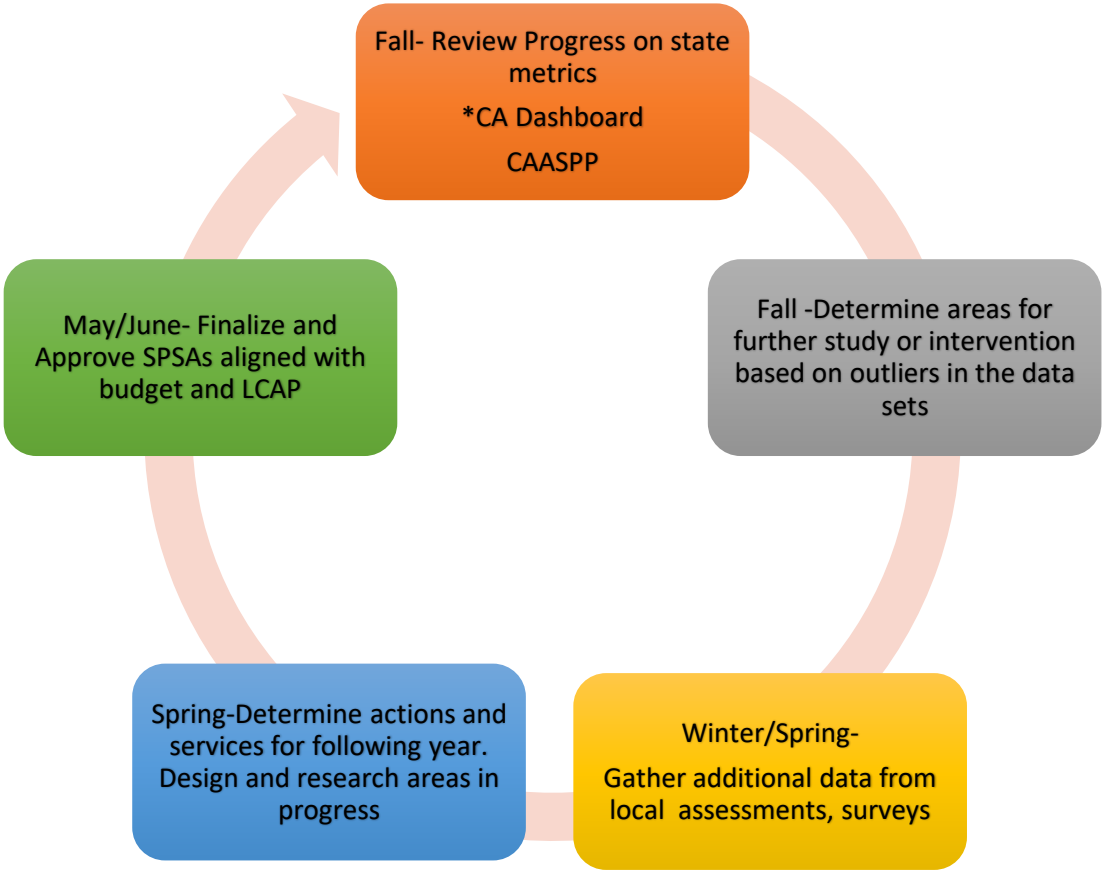
What can we do better at ECC:

District/Site LCAP Goals
Areas of Focus For Actions and Services
Proposed Expenditures Related to Actions

EUSD LCAP and SPSA Alignment

EUSD's Local Control and Accountability Plan (LCAP) identifies goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.




Fall- Review Progress on state metrics
*CA Dashboard
CAASPP
Fall -Determine areas for further study or intervention based on outliers in the data sets
Winter/Spring-
Gather additional data from local assessments, surveys
Spring-Determine actions and services for following year. Design and research areas in progress
May/June- Finalize and Approve SPSAs aligned with budget and LCAP

GOAL #1 -
Our site will demonstrate high levels of learning in English Language Arts, Math, Science and History Social Science.

District Areas of Focus:

- Teacher training and support for curricular design and adjustment
- English Language Learner Support TOSA
- Learning Management System and Digital Tools to support collaboration
- Class size support for social and emotional needs of students
- Principal Support
- Community Liaison
- CAASPP Testing Infrastructure and Tools
- English Language Learner Development Support Plan
- Educational Base Program
- Summer Support (EL, Sped, Enrichment)
- Multi-Tiered Systems of support for all learners
- Assessments and Monitoring Tools

Indicators used by the site to analyze progress:

- CAASPP scores
- CAST scores
- California Dashboard Results
- ELPAC results
- Local assessments, projects and evaluations
- Intervention progress monitoring tools

Met Expectancies __X____

Expectancies Not Met* _____

* Intervention plan to focus on:
Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Resource allocations to support this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
All teachers will attend and implement conceptual based pedagogy training in mathematics through Juli Dixon and/or CGI and new math pilot training.	August 2019 – June 2020	CGI Training (TBD) Sub costs per teacher	District Funds

Wheel collaboration and professional development for the planning and implementation of highly effective instructional practices	August 2019-June 2020	Wheel site portion expense	SSC budget/ EEF parent donations
Training and support from TOSA staff focused on highly effective instructional practices and resources. (NGSS, Civics, EL's, math)	August 2019-June 2020	District Funds	District Funds
Teachers will collaborate to develop student goals and track student progress in all groups (below, at, and above)	August 2019-June 2020	Wheel site portion expense	SSC budget/ EEF parent donations

GOAL #2-

Our site will foster parent, staff and community engagement by involving them in school activities and keeping them informed through various communication forms in order to enhance learning.

District Areas of Focus:

- Social Media and Website Access and Use
- Parent/Teacher System for Communication- PowerSchool
- Parent Engagement/Family Series
- Improved print and digital communication
- Community Liaison
- Family Workshops for Targeted Populations
- Foster Youth Supports
- Community Outreach

Indicators used by the site to analyze progress:

- Attendance at parent conferences
- Parent surveys
- Attendance at events such Enrichment Showcase, Family nights, etc.
- Focus groups such as PTA, SSC and EEF
- Responses and/or analytics for website, newsletters and social media

Met Expectancies ___X___

Expectancies Not Met* _____

* Intervention plan to focus on:

Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
Monthly Principal Chats will be calendared and held	August 2019 – June 2020	$200	PTA Funds
Teachers will share data with parents minmumally twice a year at parent teacher conferences.	August 2019 – June 2020	None	None
Teachers will utilize Literably to monitor reading progress three times per year	August 2019 – June 2020	$32,000	District Funds
Teacher representative attends all PTA board and general meetings	August 2019- June 2020	$60 per meeting for sub	Site Funds

Weekly enews article written in school communication by Principal and PTA information included	August 2019-June 2020	None	None
Parent Link weekly Sunday messages, texts and voice calls	August 2019-June 2020	None	None
Family Science Nights (each grade 1x a year)	August 2019-June 2020	$750	PTA Funds
Family Engagement Nights/Guest Speakers	August 2019-June 2020	$2750	PTA Funds
Parent Survey	Spring 2019	None	None
Wheel Enrichment Showcase	Winter 2019	None	None
All School Monthly Spirit Assemblies	August 2019-June 2020	None	None
All School Variety Show	March 2019	$750	PTA Funds
Parent/student surveys will be given at least once per year. Input will be shared and used to guide schoolwide decision making.	August 2019-June 2020	None	None

GOAL #3 -
Our site will maintain and improve safe, green and innovative learning spaces that promote health and wellness.

District Areas of Focus:

- School Safety Planning
- Environmental Sustainability
- Technology Infrastructure
- DREAMS/Farm Lab
- Site and District Green Team Support
- Facility Modernization and Improvements
- Personalized learning environment
- Enrichment Programs

Indicators used by the site to analyze progress:

- FIT report
- Parent surveys
- Energy, safety and green audits
- SEL indicators such as discipline records and surveys
- CA Dashboard Suspension data

Met Expectancies __X____

Expectancies Not Met* _____

* Intervention plan to focus on:
Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
Safety drills, walks and audits will be done regularly	August 2019 – June 2020	None	None
Safety procedures and protocols will be reviewed at regular intervals, including plans for improvement	August 2019 – June 2020	None	None
Opportunities for stakeholder input at Principal Chat, PTA, SSC and staff meetings	August 2019 – June 2020	None	None
Parent information sessions on school safety	August 2019 – June 2020	None	None
Active Shooter and various drill simulations with staff	August 2019 – June 2020	None	None

Harvest of the Month (primary grades) and cooking lessons minimum 3x year (upper grades)	August 2019-June 2020	$2500	PTA Funds
ECC student Green Team and SWPPP students meet weekly	August 2019-June 2020	None	None
Implement TRAC-social/emotional educational program support by a dedicated teacher every other week to all classrooms	August 2019-June 2020	None	District Funds

GOAL #4 -
Our site will train and retain highly qualified staff.

District Areas of Focus:

- **Staff compensation**
- **Technology support**
- **New Teacher Support**
- **Dual Language Teacher Support**
- **Professional development for all staff**

Indicators used by the site to analyze progress:

- Personalized Professional Development Plans and Implementation
- Staff surveys
- PD reflections

Met Expectancies _X_____

Expectancies Not Met* _____

* Intervention plan to focus on:
Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators

Actions to be taken to reach this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
SET's and DET's participate in high quality professional development	August 2018-June 2019	District	District
First Friday PD from district and site level presented to staff	August 2018-June 2019	District and Site	District and SSC
Ongoing support and training from TOSA's	August 2018-June 2019	District	District

GOAL #5 -
Our site will ensure exemplary programs, a wide variety of high quality learning resources, and engaging opportunities to provide personalized learning for the unique needs of diverse groups.

District Areas of Focus:

- Technology Refresh Cycle
- Personalized learning opportunities
- English Language Development and Support
- Access to learning and materials year round
- Learning resource materials
- Personalized learning for advanced learners
- Personalized learning for special education students

Indicators used by the site to analyze progress:

- Response to intervention progress monitoring
- Student interest survey data utilization
- Student surveys
- Digital tools and usage reports and progress
- CA Dashboard indictors including Distance from 3 and sub-group movement

Met Expectancies ___X___

Expectancies Not Met* _____

* Intervention plan to focus on:
Met Expectancies is defined as progress according to expectations on indicators and processes in place to review actions and indicators.

Actions to be taken to reach this goal:	**Start Date / Completion Date:**	**Proposed Expenditures:**	**Funding Source:**
Teachers will gather a variety of data sets about students' interests, learning levels and utilize these in creating learning plans	August 2019 – June 2020	None	None
Students will participate in project-based learning opportunities	August 2019 – June 2020	None	None
Weekly teacher/staff collaboration during Wheel and Friday release	August 2019 – June 2020	None	None
Students participate in PBL opportunities	August 2019 – June 2020	District and Site- varies	District, Site, PTA and EEF

Work with SPED and General Ed staff to improve our DBCI process	August 2019 – June 2020	None	None
Service learning opportunities provided by Student Council supporting student passions	August 2019 – June 2020	None	None
Grade level field trip/ site eperinces for all students	August 2019 – June 2020	$3,000	PTA
DBCI Tier 1, 2, and 3 supports in place to support all learners and social/emotional needs, including check ins	August 2019 – June 2020	District and Site	District and Site
All classrooms will particpate in 10 week CoTA collaboration	August 2019-June 2020	$9775	District and Site

Potential Site Areas for Design and Research based on analysis:

How do we personalize learning and foster student passion into learning for all (below grade level, at grade level and above grade level) ?

What's working well?

- **Small group instruction and guided reading across all grade levels**
- **Reading intervention available 4x week for 30 minutes across all grade levels**
- **Math intervention available 4x week for 30 minutes across all grade levels**
- **Differentiation of learning with the use of the digital programs across all grade levels**
- **Makerspace**
- **Film Guild, Student Council, SWPPP, Green Team, SOAR, SSA**
- **Library open during lunch**

What do we need to continue to work on?

- **How to provide enrichment and acceleration for the students above grade level or who are a full grade ahead, specifically in math and reading?**
- **How do we meet the needs of the students who are on the cusp?**
- **How can we offer primary grades these opportunities?**

Questions or other thoughts?

- **How do we ensure the students in the middle, at grade level, continue to be challenged and pushed?**
- **How do we ensure that all means all?**
- **Can we provide a push-in intervention model?**
- **How can we offer opportunities during the day and not only at lunch?**
- **How will CoTA help students express themselves and allow for individual creativity?**

How do we engage all members of the community in new ways to enhance our civic learning?

What's working well?

- **A majority of classes are utilizing the courtroom**
- **A majority of classes are participating on field trips to the courthouses**
- **Veteran's Day community outreach projects**
- **Continued relationship with Seacrest Nursing Home**
- **Schoolwide theme of Stand Up**
- **Wake up Courage and Three Screen Assembly**

What do we need to continue to work on?

- **Increase civic engagement at the primary level**
- **Student Council service learning opportunities need to occur more often to benefit our community**
- **Create more PSA's and movies**

Questions or other thoughts?

- **Can each grade level create a service learning project and work collaboratively focusing on the United Nations Sustainability Goals?**
- **Can each class complete at least one mock trial in our courtroom?**

How can we support social/emotional learning beyond SSA at all grade levels to ensure all students are beginning and ending their day with a smile?

What's working well?

- **Having a site theme each year focusing on social/emotional learning:**
  2016 Begin and End Everyday with a Smile!
  2017 Better Together
  2018 Stand Up
- **Having Therapy Dogs on site**
- **ECC Smile app**
- **Positive emails and phone calls home monthly**
- **Growth mindset activities**
- **Schoolwide Inclusion in Action activities**

What do we need to continue to work on?

- **Consistent messaging and common language from all staff**
- **Conflict resolution, class meetings and restorative practices**
- **Common schoolwide language**

Questions or other thoughts?

- **How will the TRAC program change/support our campus?**
- **How can we help parents support their children at home?**
- **How will CoTA help students express themselves, allow for individual creativity and increase empathy?**