

Cesar E. Chavez Elementary

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|--|---|
| School Name | Cesar E. Chavez Elementary |
| Street | 500 Tuolumne St. |
| City, State, Zip | Parlier Ca. 93648 |
| Phone Number | 559-646-3595 |
| Principal | Sylvia Gomez |
| Email Address | sgomez2@parlierunified.org |
| Website | https://cce.parlierunified.org/ |
| County-District-School (CDS) Code | 10623646007058 |

| Entity | Contact Information |
|-----------------------|---------------------------------|
| District Name | Parlier |
| Phone Number | (559) 646-2731 |
| Superintendent | Jaime Robles |
| Email Address | jaime.robles@parlierunified.org |
| Website | www.parlierunified.org |

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

District Vision

the Board of Trustees of Parlier Unified School District, in partnership with our community, believe that every student can reach their maximum potential.

District Mission

We are committed to:

- Promoting Self Discipline and Respect
- Challenging and Supporting Educational Success
- Inspiring each student to be Life Long Learner

School Description

Chavez Elementary is located in the city of Parlier in Fresno County. Parlier is a place rich with cultural heritage and has a special respect for its roots and celebrates its primary culture and language daily. Chavez Elementary is the only school in Parlier Unified that has a Bilingual Immersion Program. This alternative program is a Dual Immersion which is designed for English Learners and Fluent English Proficient students. Instruction is provided in two languages in a balanced manner, and is designed to ensure that both groups learn to read, write and speak English and Spanish.

Chavez Elementary serves students in pre-school through sixth grade. This also includes two SDC classes. In order to achieve mastery of the adopted curriculum standards in reading writing, mathematics, social studies, science, and physical fitness, our school expectations are for students to achieve to their highest level with the assistance of staff and parents. In addition to the academics at our site, we have an After School Program. Some of our extra-curricular activities include cultural celebrations, Sports activities, Math Club and Music classes for grade 4th -6th grade.

The staff is committed in providing a safe environment for our students. We maintain a safe environment for our students by having school policies and practices that ensures that we have adequate supervision before, during and after school. We enforce the policies set by our Governing Board and all California Educational Codes to contribute to the best possible working and learning environment.

Chavez Elementary utilizes Positive Behavior Interventions and Supports (PBIS) and TIME to Teach. Positive Behavior Interventions and Supports (PBIS) is a process for creating school environments that are more predictable and effective for achieving academic and social goals. A key strategy of the PBIS process is prevention. In conjunction with TIME To Teach, our students are provided with Teach-To's at the beginning of the school year and reviewed throughout the school year to teach the school's expectations, and acknowledged for their positive behavior. Through instruction, comprehension and regular practice, all stakeholders use a consistent set of behavior expectations and rules. When some students do not respond to teaching of the behavioral rules, we must re-teach. These practices are creating a school community where all students, parents, and staff have a safe learning environment and ensuring student achievement.

With the implementation of the Common Core State Standards, our teachers will focus on teaching the necessary skills that students will need for College and Career Readiness. Mathematics and Reading comprehension and writing strategies, will be the emphasis. Teachers continue to provide our students with the skills to become proficient writers and the use of strategies that engage all students.

Our students in grades 3-6th have been utilizing their IPADs in the classroom to conduct research, learn keyboarding skills, and take notes from lectures and videos. All students in K-6 have access to IPADs to use for skills review through IXL and literacy skills through AR. The use of technology will continue to be the focus through out the school day. It is our goal that all students are proficient in computer literacy skills and technology tools to enhance classroom instruction.

It is a fact that all students benefit when they come to school everyday and arrive on time. Daily attendance increases academic achievement. This also teaches students work habits that are necessary for their education and work careers. It is essential that students attend daily to ensure each child receives access to the educational program provided by our highly qualified staff. We work with students and parents and emphasizing the benefits of perfect attendance.

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

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 77 |
| Grade 1 | 64 |
| Grade 2 | 77 |
| Grade 3 | 56 |
| Grade 4 | 46 |
| Grade 5 | 52 |
| Grade 6 | 49 |
| Total Enrollment | 421 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---|------------------------------------|
| Black or African American | 0.5 |
| American Indian or Alaska Native | 0.2 |
| Hispanic or Latino | 98.3 |
| White | 1 |
| Socioeconomically Disadvantaged | 99.3 |
| English Learners | 69.1 |
| Students with Disabilities | 8.6 |
| Homeless | 5 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential | | 17 | | |
| Without Full Credential | | 4 | | |
| Teaching Outside Subject Area of Competence (with full credential) | | 0 | | |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | |
| Total Teacher Misassignments* | 0 | 0 | |
| Vacant Teacher Positions | 0 | 0 | |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2019

We have been compliant with Williams Compliance Review this school year. Our last review was in Fall 2018. We will be adopting new Science curriculum for the 2019-2020 school year.

| 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 use Houghton Mifflin adopted in 2016 | Yes | 0 |
| Mathematics | Grades K-5 use Houghton Mifflin adopted in 2015. | Yes | 0 |
| Science | Grades K-5 use Harcourt adopted in 2000. Grade 6 uses Holt adopted in 2000. | Yes | 0 |
| History-Social Science | Grades K-6 use Houghton Mifflin adopted in 2007. | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

We had a facility review on August 26, 2019 for the William's Compliance report. There were a few issues on the report in which minor repairs needed to be completed. All items were addressed and repairs are complete. The custodian and maintenance department do walk through inspections to check for any repairs that need to be done.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: September 2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | |
| 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 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 20 | 22 | 23 | 22 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 17 | 11 | 16 | 15 | 38 | 39 |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 206 | 204 | 99.03 | 0.97 | 21.57 |
| Male | 103 | 102 | 99.03 | 0.97 | 13.73 |
| Female | 103 | 102 | 99.03 | 0.97 | 29.41 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 203 | 201 | 99.01 | 0.99 | 21.89 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| Socioeconomically Disadvantaged | 205 | 203 | 99.02 | 0.98 | 21.18 |
| English Learners | 167 | 165 | 98.80 | 1.20 | 19.39 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 4.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | | | | | |
| Homeless | 12 | 10 | 83.33 | 16.67 | 50.00 |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 206 | 206 | 100.00 | 0.00 | 11.17 |
| Male | 103 | 103 | 100.00 | 0.00 | 10.68 |
| Female | 103 | 103 | 100.00 | 0.00 | 11.65 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Filipino | | | | | |
| Hispanic or Latino | 203 | 203 | 100.00 | 0.00 | 11.33 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | -- | -- | -- | -- | -- |
| Two or More Races | | | | | |
| Socioeconomically Disadvantaged | 205 | 205 | 100.00 | 0.00 | 10.73 |
| English Learners | 167 | 167 | 100.00 | 0.00 | 9.58 |
| Students with Disabilities | 25 | 25 | 100.00 | 0.00 | 4.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Foster Youth | | | | | |
| Homeless | 12 | 12 | 100.00 | 0.00 | 16.67 |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 25.5 | 31.4 | 27.5 |

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement and communication is essential for our student's academic growth and success. Parent training is offered through PBS Kids in which parents attend workshops in varied topics. Our monthly calendar informs parents of the instructional focus for each grade level and school activities. Our parents regularly receive phone notification of school activities. We have a marquee and website that is updated weekly.

Parents are invited to participate in our (PTO) Parent Teacher Organization which supports our school activities. Also, parents can attend and participate in School Site Council (SSC) meetings and the English Learner Advisory Committee (ELAC). These groups include parents and teachers which approve our School Plan for Student Achievement and make recommendations on students learning English.

Parents volunteer and help when we have enrichment activities such as the School carnival, Movie nights, Pastries with parents and Student Appreciation Day. Parents are invited to attend Award Assemblies, Parent conferences, Science Fair, Talent showcase and the Winter program.

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 2.5 | 2.6 | 1.1 | 6.3 | 5.0 | 3.0 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

Student safety is very important to the staff at Cesar Chavez. The plan is reviewed yearly at the beginning of school year. Students are supervised before, during recess and after school. All visitors must sign in and out at the front office when entering our campus. All visitors must wear a visitors pass that must be visible while on campus. All volunteers are screened through our district parent volunteer policy.

All gated entrance remain locked during the school day and are unlocked only by school staff during student drop off and dismissal. Positive Behavior Intervention and Supports (PBIS) with Time ToTeach provide the structures that allow for reporting discipline disruptions in out of the classroom. Discipline is handled fairly and consistent. Playground safety rules are routinely reviewed. We regularly practice fire drills, lockdowns drills and Earthquake drills. The School Safety Plan is annually updated with staff input and then is approved by School Site Council. The plan was reviewed at the beginning of school year during first staff meeting in August. New communication radios were purchased so that classified and Administration are in contact through out the school day.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 21 | 2 | 2 | | 18 | 2 | 2 | | 25 | | 3 | |
| 1 | 30 | | 2 | | 24 | | 3 | | 21 | 2 | 1 | |
| 2 | 25 | 1 | 1 | | 28 | | 2 | | 25 | | 3 | |
| 3 | 27 | | 2 | | 25 | 1 | 1 | | 28 | | 2 | |
| 4 | 24 | | 2 | | 27 | | 1 | 1 | 23 | 1 | 1 | |
| 5 | 27 | | 2 | | 23 | | 2 | | 26 | 1 | 1 | |
| 6 | 23 | 1 | 1 | | 27 | | 2 | | 25 | | 2 | |
| Other** | | | | | | | | | 6 | 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 Academic Counselors to Pupils (School Year 2018-19)

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | .0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | 2.0 |
| Other | 1.0 |

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 7,601 | 995 | 6,323 | 60,835 |
| District | N/A | N/A | 9,495 | \$67,160 |
| Percent Difference - School Site and District | N/A | N/A | -40.1 | -9.9 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | -17.1 | -18.1 |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Alternative supports expenditures of Title 1 part A will include the supplemental materials in this proposal. We will offer after school academic support with CEC teachers and classified staff to provide small group intervention and high quality academic tutoring.

After School Program that is funded by ASES and monitored by Fresno County Office of Education.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,396 | \$46,208 |
| Mid-Range Teacher Salary | \$65,631 | \$72,218 |
| Highest Teacher Salary | \$92,625 | \$92,742 |
| Average Principal Salary (Elementary) | \$100,792 | \$134,864 |
| Average Principal Salary (Middle) | \$104,777 | \$118,220 |
| Average Principal Salary (High) | \$107,638 | \$127,356 |
| Superintendent Salary | \$172,400 | \$186,823 |
| Percent of Budget for Teacher Salaries | 26% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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)

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

All professional development in the Parlier Unified School District is based on the California Common Core Standards. Curriculum mapping guides are updated to align with the state standards, district goals and statewide assessments. Fresno County Office of Education is providing PD in the area Literacy for staff on monthly and an FCSS coach is assigned to each school site to assist with the develop an academic improvement plan.

The English Learner Group is training staff on the English language Development lessons because of the need to monitor and improve instruction in English Language Development this also, included modeling of lessons and coaching.