Cameron Elementary School
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	Cameron Elementary School
Street	1225 East Cameron Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 931-1740
Principal	Sylvia Fullerton
Email Address	sfullerton@wcusd.org
Website	http://cameron.wcusd.org/
County-District-School (CDS) Code	19-65094-6023428

Entity	Contact Information
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
Email Address	chinman@wcusd.org
Website	http://www.wcusd.org/

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

MISSION STATEMENT
The mission of Cameron School, in partnership with parents and the community, is to provide all students access to a high-quality, well-rounded curriculum rich in meaning and rigor that inspires: Post-secondary and career participation, critical thinking and problem-solving, technological literacy, and positive contributions to society.

VISION STATEMENT
Cameron Elementary School is dedicated to promoting students who are: self-starters, life-long learners, responsible citizens, cooperative, and effective communicators. Together, in partnership, we accept the challenge of preparing our students to reach their greatest potential, committed to intellectual achievement, social-emotional growth, and cultural diversity.

SCHOOL DESCRIPTION
Cameron Elementary School serves students from Transitional Kindergarten through fifth grade. Our school goals include having a 10% increase of students meeting or exceeding standards at each grade level in reading and math, having all English Learners (ELs) advance at least one performance band level on the English Language Performance Assessment of California (ELPAC), and to maintain a 97% cumulative attendance rate. To assist in meeting these goals, Cameron has the following programs in place:
* Kinder through 4th-grade reading intervention program taking place during the school day,
* Extended school day opportunities for intervention and enrichment,
* Saturday School Program to provide intervention and enrichment, as well as help students improve their school attendance,
* One to one technology devices for kindergarten through fifth-grade students which includes multiple software licenses to provide supplemental materials and adaptive intervention,
* Capturing Kids' Hearts to create a positive learning environment.

Cameron staff strives to address the needs of the largest subgroups through different means. Students in need of specialized instruction are mainstreamed as much as possible into the general education setting. The Special Education teachers work collaboratively with the General Education teachers to plan instructional opportunities aligned with the core curriculum. Modifications are made to make the core curriculum accessible to students. The Teacher On Special Assignment (TOSA) has annual welcome meetings with foster youth to ensure they have all the necessary resources and supports to be successful at Cameron. Moreover, she monitors their academic progress and makes recommendations for intervention as needed to help address any achievement gaps.

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	66
Grade 2	53
Grade 3	82
Grade 4	75
Grade 5	86
Total Enrollment	472

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	10.6
Filipino	3.6
Hispanic or Latino	79
Native Hawaiian or Pacific Islander	0.4
White	3.4
Two or More Races	1.1
Socioeconomically Disadvantaged	81.1
English Learners	14.6
Students with Disabilities	12.1
Foster Youth	1.7
Homeless	27.3

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	28	25	19	406
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Year and month in which data were collected: September 2019

WCUSD elects to report data in a tabular format which includes all the information requested in the SARC guidelines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%
Mathematics	Great Minds, LLC, Eureka Math (2015) • Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. • Materials have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards.	No	0%
Science	Macmillan/McGraw Hill, California Science (2008) • Not selected from the 2018 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework.	No	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework.	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Much attention is paid to keep the campus clean and safe. Custodians, as well as maintenance and grounds crews, are responsible for inspection and repair of any safety items on a regular basis. No emergency facility
conditions exist. The school is well maintained by our custodians and district support staff consisting of grounds and maintenance. The campus provides adequate space for the 450 students currently enrolled. There are 25 classrooms, 8 student restrooms, a library, and a school administration building. The school has central air/heat, wiring to connect all computers to the main server, and Internet access in all the classrooms and buildings. The school has both a well-maintained cafeteria and a multi-purpose room. The school's playground facilities were updated in the fall of 2017 with new playground equipment installed in the primary playground and rubber surfaces placed under both the primary and kindergarten playground structures. A shade structure was also placed on top of the kindergarten playground equipment. Solar panels were installed in 2018 on two parts of the campus. The district conducted a wireless upgrade and network upgrade (network cabinets, switches, and battery backups) by December 2019. Network improvements and new telephone systems are anticipated to be installed by the summer of 2020. In order to support student safety, supervision is provided before, during and after school.

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: July 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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	**Exemplary**	

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)	42	39	53	51	50	50
Mathematics (grades 3-8 and 11)	30	34	38	37	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	241	239	99.17	0.83	38.91
Male	120	120	100.00	0.00	38.33
Female	121	119	98.35	1.65	39.50
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	50.00
Filipino	--	--	--	--	--
Hispanic or Latino	193	191	98.96	1.04	36.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	211	209	99.05	0.95	37.80
English Learners	52	51	98.08	1.92	45.10
Students with Disabilities	41	40	97.56	2.44	2.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	83	82	98.80	1.20	29.27

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	241	239	99.17	0.83	34.31
Male	120	120	100.00	0.00	38.33
Female	121	119	98.35	1.65	30.25

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	26	26	100.00	0.00	65.38
Filipino	--	--	--	--	--
Hispanic or Latino	193	191	98.96	1.04	29.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	211	209	99.05	0.95	32.06
English Learners	52	51	98.08	1.92	43.14
Students with Disabilities	41	40	97.56	2.44	5.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	83	82	98.80	1.20	24.39

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	26.2	20.2	15.5

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)

Cameron Elementary School supports and encourages parent involvement. All families receive copies of the home-school compact and parent involvement policy. Cameron Elementary School has active parent participants in various groups such as the School Site Council which approves annual budgets, revises site-level plans and provides governance for schoolwide programs; the English Language Advisory Committee which provides feedback on programs that affect English Learners; and in the site's Parent Teacher Association which sponsors study trips, assemblies, Red Ribbon Week Celebrations, Fundraiser Activites and Drives, Book Fairs, Family Gathering Events, and the monthly Cougar Store incentive program. in addition, we offer a variety of morning and evening parent workshops throughout the school year.

To promote parent involvement in their children's education, Cameron Elementary School has a Special Education Parent Liaison who helps parents navigate the special education process. We have a Foster Youth Liaison who monitors foster students and facilitates meetings between all the stakeholders in the child's education. Our district's unique Family Resource Center provides a range of services and assistance, such as tutoring, enrichment programs, and community resources. Moreover, we schedule full-day parent meetings once a month for either Individual Education Plan meetings, Student Study Team meetings, Foster Youth Welcome meetings, or Parent Conferences to offer a variety of meeting times that can accommodate parent/guardian's schedules.

If you are interested in becoming involved, please contact Vicki White at (626) 931-1740.

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	0.4	0.2	0.2	1.7	1.3	0.7	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)

The Cameron Elementary School Safety Plan was created in collaboration between parents, students, and staff. The plan was reviewed and updated with the staff on December 3, 2019. It was discussed with approximately 25 students on December 17, 2019. Finally, it was reviewed and approved by the School Site Council on December 17, 2019. The Safety Plan is available for public review in the front office and encompasses school and district level data, Board Policies pertaining to various safety issues, and explicit instructions/protocols on how the school staff should respond in case of various types of emergencies. The plan includes what role each staff member would have with directions on how he/she should respond. Moreover, the Safety Plan includes the proposed dates of emergency practice drills which are held monthly to ensure that students are also versed on what to do in an emergency. In addition, the plan reflects our commitment to creating a safe, positive school climate through the implementation of Capturing Kids' Hearts.

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	22	2	2		24	1	4		23	1	4	
1	24		3		23		2		21	1	2	
2	21		3		25		3		25		2	
3	24		3		22		3		26		3	
4	31		3		22		3		23		3	
5	25	1	3		26	1	3		24	1	3	
Other**	9	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)	4.8

*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	$7,814	$1,086	$6,728	$78,705
District	N/A	N/A	$6,661	$77,818.00
Percent Difference - School Site and District	N/A	N/A	1.0	1.2
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	-7.5	3.9

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)

Cameron receives School Concentration funds from the state government and Title I funds from the federal government. To support English Learners, foster students, homeless students, students with disabilities, and students not meeting academic standards, Cameron offers various intervention programs both after school and through our Saturday School Program. The focus of the intervention programs is to provide intensive instruction in English language arts and/or mathematics. During the school day, intensive reading intervention is provided to students in kindergarten through fourth grade who are reading below grade level.

To provide extended learning opportunities, funding is also allocated to provide enrichment to all students through either after school clubs or during the school day through a variety of classroom activities. Other funded enrichment programs include participation in at least one field trip at each grade level. Because students have social-emotional and physical needs, Cameron Elementary School has implemented the Capturing Kids' Hearts program which focuses on creating a safe, nurturing, engaging, and collaborative learning environment for students. Cameron participates in the 100 Mile Club which promotes student activity and healthy living by encouraging all students to walk at least 100 miles throughout the year for which they can earn special recognition.

Parent participation is an important factor that impacts student achievement; therefore, funds are allocated to encourage and support parent participation in school activities. Funds pay for substitute teachers that release teachers during the school day to have welcome meetings for foster youth and their guardians, IEP meetings for parents/guardians of students with disabilities, and SST meetings for parents/guardians of students who demonstrate academic struggles. The services and supports funded by Cameron site funds are inclusive of all students - students with disabilities, English learners, foster youth, etc.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,169	$49,084
Mid-Range Teacher Salary	$79,590	$76,091
Highest Teacher Salary	$98,477	$95,728
Average Principal Salary (Elementary)	$125,157	$118,990
Average Principal Salary (Middle)	$129,176	$125,674
Average Principal Salary (High)	$151,022	$137,589
Superintendent Salary	$291,164	$230,096
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	66	72	58

Cameron School staff participates in a variety of staff development activities. The focus of professional development has been to enhance instructional practices that correlate with improving student achievement in the areas of reading, writing, and mathematics. During the 2017-18 school year, the total number of days for professional development was 6 full days, 28 release collaboration meetings, and 32 after school meetings on our early release days. In the year 2018-19, the total number of days for professional development was 8 full days, 30 release collaboration meetings, and 34 after school meetings. For our current school year, the number of days estimated for professional development is 4 full release days, 34 after school meetings and 20 release collaboration meetings. Every Wednesday is a shortened day to provide after-school time for staff development sessions and grade-level collaboration. Teachers work together in and across grade levels to enhance instructional programs, identify essential standards, create common formative assessments, and review student data. Staff development is provided by multiple presenters ranging from site Teacher on Special Assignment (TOSA), district Reading TOSAs, district Technology TOSA, site principal, Special Education support staff, and curriculum presenters.

The focus of staff professional development for this school year will include:
Professional Learning Communities, Benchmark Advance curriculum, Eureka Math curriculum, i-Ready diagnostic/instructional software;
The ongoing development of a special education program that addresses the needs of students with disabilities;
The ongoing implementation of Capturing Kids' Hearts to create a positive and inclusive school climate and culture;
The implementation of the K-4 Reading Initiative to provide targeted intervention/enrichment to students at their individual level of need;
Technology resources, hardware, instructional tools, etc., to assist teachers in providing digital literacy lessons for students;
The implementation of computer software instructional programs which augment student learning and achievement; and
The engagement of English Language learners through best instructional practices to fill the gaps in their academic achievement.