

# **Cecil Avenue Math & Science Academy**

## **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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Cecil Avenue Math & Science Academy
<b>Street</b>	1430 Cecil Ave.
<b>City, State, Zip</b>	Delano, CA 93215-1444
<b>Phone Number</b>	(661) 721-5030
<b>Principal</b>	Chris Juarez
<b>Email Address</b>	cjuarez2@duesd.org
<b>Website</b>	<a href="http://www.duesd.org/schools/cecilavenuems/">www.duesd.org/schools/cecilavenuems/</a>
<b>County-District-School (CDS) Code</b>	15634046009351

Entity	Contact Information
<b>District Name</b>	Cecil Avenue Math and Science Academy
<b>Phone Number</b>	(661) 721-5000
<b>Superintendent</b>	Mrs. Rosalina Rivera
<b>Email Address</b>	rrivera@duesd.org
<b>Website</b>	www.duesd.org

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

### School Description:

Cecil Avenue Math and Science Academy (CAMSA), “Home of the Patriots”, is one of four middle schools in the Delano Union Elementary School District. Cecil Avenue serves 6th, 7th, and 8th grade students. Students come to Cecil Avenue from feeder schools in the district. The bulk of our students arrive to us via Princeton Elementary, Terrace Elementary, and Del Vista Math and Science Academy.

### School Mission Statement:

The staff of Cecil Avenue Math and Science Academy accepts and expects high levels of learning from all students.

### School Vision:

The professional learning community of Cecil Avenue Math and Science Academy exists to instill in its students a desire to become “lifelong learners”. The staff of Cecil Avenue is committed to do “Whatever It Takes” by providing high quality standards based instruction on a daily basis and believes that our “Patriots” are college-bound, especially in math and science.

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

Grade Level	Number of Students
<b>Grade 6</b>	169
<b>Grade 7</b>	220
<b>Grade 8</b>	235
<b>Total Enrollment</b>	624

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
<b>Black or African American</b>	0.5
<b>American Indian or Alaska Native</b>	0.3
<b>Asian</b>	0.2
<b>Filipino</b>	6.3
<b>Hispanic or Latino</b>	91.5
<b>White</b>	1.3
<b>Socioeconomically Disadvantaged</b>	88
<b>English Learners</b>	38.1
<b>Students with Disabilities</b>	8.3
<b>Homeless</b>	0.2

## 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	29	24	26	308
Without Full Credential	4	5	1	15
Teaching Outside Subject Area of Competence (with full credential)	0	1	0	2

### 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	2

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: November 2019

Cecil Avenue Math and Science Academy adopted McGraw Hill's "California Math: Your Common Core Edition" during the 2015-2016 school year for Mathematics, and McGraw Hill's "StudySync" for reading and Language Arts during the 2016-2017 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English-Language Arts 6-8: McGraw Hill - StudySync - 2016	Yes	0
Mathematics	Mathematics 6-8: McGraw Hill- California Math: Your Common Core Edition- 2015	Yes	0
Science	Science 6: Pearson Prentice Hall, California Science Explorer, Focus on Earth Science - 2008. Science 7: Pearson Prentice Hall, California Science Explorer, Focus on Life Science - 2008. Science 8: Pearson Prentice Hall, California Science Explorer, Focus on Physical Science - 2008.	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	History-Social Science 6: Holt Rinehart & Winston, Holt California Social Studies, World History/Ancient Civilizations - 2006. History-Social Science 7: Holt Rinehart & Winston, Holt California Social Studies, Medieval to Early Modern Times - 2006. History-Social Science 8: Holt Rinehart & Winston, Holt California Social Studies, United States History, Independence to 1914, 2006.	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

Cecil Avenue Math and Science Academy was originally built in 1934. The school has a total of 31 classrooms (28 permanent and 3 portable), an auditorium, a library/resource building, 3 computer labs, two fitness labs, a cafeteria, a gym, and an administration building. The District takes great efforts to ensure that all schools are clean, safe, and functional. All bathrooms, classrooms, and offices are cleaned daily. Students are encouraged to help keep the campus clean by recycling. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process called "School Dude" is used to ensure efficient service and that emergency repairs are given the highest priority.

### 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:** October 30, 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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)	34	37	39	43	50	50
Mathematics (grades 3-8 and 11)	19	23	26	33	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	610	604	99.02	0.98	37.42
Male	348	343	98.56	1.44	33.53
Female	262	261	99.62	0.38	42.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Filipino	38	38	100.00	0.00	55.26
Hispanic or Latino	557	551	98.92	1.08	35.93
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	543	538	99.08	0.92	37.17
English Learners	313	309	98.72	1.28	19.74
Students with Disabilities	51	51	100.00	0.00	1.96
Students Receiving Migrant Education Services	40	39	97.50	2.50	23.08
Foster Youth					
Homeless	--	--	--	--	--

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	610	606	99.34	0.66	22.94
Male	348	345	99.14	0.86	20.58
Female	262	261	99.62	0.38	26.05
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	38	38	100.00	0.00	50.00
Hispanic or Latino	557	553	99.28	0.72	20.80
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
<b>Socioeconomically Disadvantaged</b>	543	540	99.45	0.55	22.04
<b>English Learners</b>	313	311	99.36	0.64	10.93
<b>Students with Disabilities</b>	51	51	100.00	0.00	1.96
<b>Students Receiving Migrant Education Services</b>	40	40	100.00	0.00	10.00
<b>Foster Youth</b>					
<b>Homeless</b>	--	--	--	--	--

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
<b>Science (grades 5, 8 and high school)</b>	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
<b>7</b>	14.4	23.4	30.6

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)

Cecil Avenue Math and Science Academy offers a variety of opportunities for parents to be involved with their students on and off campus. We have a School Site Council and English Language Learner Advisory Council that meet at least six times a year. Parents are encouraged to attend and participate in discussions involving curriculum, instruction, parent involvement, etc. We also hold an annual Back to School Night at the beginning of the year and parent-teacher conferences during Trimesters One and Two for parents to have an opportunity to meet one-on-one with teachers about their child's academic process. Parents also have access to view their child's grades through the online Aeries Parent Portal. This gives parents the opportunity to see their child's grades in real time. Teachers are encouraged to update their gradebooks every two weeks so parents have the opportunity to view their child's progress and setup teacher conferences as needed. In addition we also invite our parents to participate in nonacademic activities such as parent luncheons, awards assemblies, movie nights, paint nights, and parent educational nights. With the various events happening throughout the school year, Cecil Avenue utilizes several resources and methods for inviting parents and reminding them about school functions such as the school's website and Facebook pages, Blackboard Connect (computer-generated phone calls) and fliers.

For more information about opportunities for parent involvement, please contact:

Chris Juarez, Principal  
Cecil Avenue Math and Science Academy  
1430 Cecil Avenue, Delano CA  
(661) 721-5030

### 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	5.0	7.0	8.0	2.4	2.5	2.9	3.6	3.5	3.5
Expulsions	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1	0.1



## School Safety Plan (School Year 2019-20)

Student safety is a priority. Cecil Avenue employs a full time campus supervisor who patrols the school grounds before, during, and after school. In addition, Cecil Avenue has accessibility to the district's full time School Resource Officer (SRO) who visits the campus almost daily and is available for specific situations when necessary. Administration, classroom teachers, and noon-duty aides supervise breaks, passing periods, lunches, and end of the day dismissal. Detailed steps for staff to follow for all emergency situations are also included in the safety plan, and safety drills are reviewed and practiced with staff and students at least once per trimester.

Continual improvement of school climate is also a focus of Cecil Avenue with the incorporation of our Multi-Tiered Systems of Supports (MTSS) which include positive behavior recognition, counseling, and behavior intervention to name a few. The site has an MTSS team that meet at least twice a month to analyze discipline data and create professional development for staff regarding classroom environment. In addition, Cecil Avenue acquired a behavior intervention teacher who meets with Tier 2 students throughout the week to provide behavior intervention using the Why Try program, Ripples Effects, and other behavior-specific lessons. Cecil Avenue also acquired a social worker who is present on campus each day. The plan will be reviewed, updated, and discussed with school faculty by December 16, 2019.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	21	9	13		21	17	10		28	4	14	
Mathematics	22	11	12		21	17	10	1	27	4	14	1
Science	24	7	11		25	6	12		25	5	13	
Social Science	24	7	12		25	7	11		25	4	14	

\*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.

### 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	.5
Social Worker	
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	1.0
Other	2.1

\*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	11,629.29	1,086.39	10,542.91	79,177.98
District	N/A	N/A	7,107.69	78,095.87
Percent Difference - School Site and District	N/A	N/A	38.9	1.4
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-13.7	-9.8

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)

Our ASES (or POWER) after school program serves approximately 90 students daily with enrichment and intervention activities in English language arts. In addition, our After School STARS Academy Intervention program serves approximately multiple students four times a week for 4 weeks at a time. This program helps students focus on master fundamental mathematical operations or instilling skills for Language Development. We also have an academic math coach, and one academic learning Coordinator. This year, CAMSA is partnering up with Project Lead the Way, PLTW, to create a automation and robotics program for our 6th - 8th grade students. This program will help the students become better acquainted with modern robotics and coding which gives them the opportunity to enroll at Bakersfield College to further pursue a degree in robotics while enrolled in high school. Lastly, part of our charter plan includes having an accelerated program in math and science which includes a class of 8th graders who are enrolled in an Algebra course at Delano High School. Upon satisfactorily completing the course, they will receive Algebra 1 credit before entering high school.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,309	\$45,741
Mid-Range Teacher Salary	\$73,895	\$81,840
Highest Teacher Salary	\$99,044	\$102,065
Average Principal Salary (Elementary)	\$115,388	\$129,221
Average Principal Salary (Middle)	\$120,004	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$206,758	\$224,581
Percent of Budget for Teacher Salaries	33%	36%
Percent of Budget for Administrative Salaries	6%	5%

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		13	18

During the 2016-2017 and 2017-2018 school year, 10 days were dedicated to staff development where the primary focus has been on English Language Development and Mathematical Practices. The site SBAC data was used to make these determinations. The methods of professional development used have been school workshops, conference attendance, and co-teaching with site academic coach. Teachers also receive feedback and are supported by school and district administration as well as from academic coaches through classroom walk-throughs and through structured teacher planning sessions.

For the 2019-2020 school year, Cecil Avenue Math and Science Academy decided to allocate a minimum of 10 professional development days. So far the site has had 4 whole staff and approximately 6 content/grade level based professional development day.

Staff development and areas of focus are based off of our SBAC data and the newly adopted ELPAC data. Early in the year, departments meet with campus administrators and resource support staff to disaggregate data and find trends and patterns that affect our students. Teachers are provided with structured teacher planning time (STPT) during the day to discuss factors that determine student scores. Based on these data-driven discussions, teachers then formulate goals to address the needs of our students. Campus administrators along with resource support staff assist in guiding teachers into the creation of their action-plan to meet their data-driven goals. Two areas of focus for this year were Listening and Writing for English Language Arts and Concepts and Procedures for Math. These areas also demonstrated that two special population groups needed an extra added focus: special education students and English-Learners.

Methods of delivery for professional development come in an array of forms. This year, after-school professional development began with a co-teaching to address the concerns of our special education population. An initial informational meeting where campus administrators shared the reason behind co-teaching and how it would be implemented. A follow-up meeting took place soon after but this time the conference was an STPT day held in a district conference room where we illicit ed the support of our special education director. Subsequently, teachers needed follow-up support and more so in the area of individual mentoring by one of our campus administrators or by a district coach. In addition, support for our English Learners was addressed with our teachers by providing coaching from our district ELA coach and campus administrators. Furthermore, in the area of Math, our teachers met with our resource support staff to have an initial meeting and then began to have a series of follow-up meetings where areas of concern were discussed. Presently, teachers have been reviewing SBAC interim assessments to help provide instructional guidance and mentoring to our teachers in the areas of both math and English.

Teachers continue to be supported through in-class coaching from district coaches, resource support staff and campus administrators. In addition, we monitor student progress and make adjustments when needed.