

Earlimart 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	Earlimart Elementary School
Street	192 South Church Road
City, State, Zip	Earlimart CA, 93219
Phone Number	(661) 849-2651
Principal	Stephanie Mendes
Email Address	smendes@earlimart.org
Website	http://www.earlimart.org/Earlimart%20Elementary/
County-District-School (CDS) Code	54-71902-6054027

Entity	Contact Information
District Name	Earlimart School District
Phone Number	(661) 849-3386
Superintendent	Mr. Philip Nystrom
Email Address	pnystrom@earlimart.org
Website	www.earlimart.org

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

Welcome to Earlimart Elementary School Accountability Report Card. With a strong focus on creating grade level readers through engaging, rigorous reading instruction, language-rich learning environments, and Professional Learning Communities focused on student learning and data, the Earlimart Elementary School District and Earlimart Elementary are committed to Creating Outstanding Readers and Writers in Earlimart.

The mission of Earlimart Elementary School is to promote the educational success of all students through high expectations, a commitment to excellence, and a comprehensive academic program. We believe that all students can excel academically and socially, and become responsible, productive members of our society. The mission of Earlimart School District is to provide a high-quality, rigorous, instructional program for all students in a nurturing environment that will prepare all to be productive members in their communities and in the greater society of the global economy. Our goals and focus are to increase student achievement in all subjects areas throughout the school year focusing on ELD, English Language Arts, Mathematics, and Reading Intervention as measured by summative and formative site, district, and state assessments.

As you read this report, you will find that what emerges is a picture of a school with a commitment to excellence, a faculty that is professionally skilled and personally committed to meeting the learning needs of all students, and a student body that as a whole, is well disciplined and motivated. Our school community has a great amount of pride and works as a family. The school staff welcomes parent and community participation and strives to create a partnership between parents, students, and the school. Parents are welcome to visit or work in the classrooms and are highly encouraged to take part in their children's educational process.

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	109
Grade 2	92
Grade 3	109
Grade 4	94
Grade 5	100
Total Enrollment	598

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	0.5
Filipino	2.5
Hispanic or Latino	95.2
White	0.3
Socioeconomically Disadvantaged	96.5
English Learners	75.4
Students with Disabilities	4
Foster Youth	0.5
Homeless	0.3

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	27	30	67
Without Full Credential	4	2	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	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: 08/21/2018

Earlilmart Elementary sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the District, grade level, and subject area committees coordinated by District curriculum. All texts must be adopted from the most recent approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Curriculum Frameworks as District Instructional Material Funding and other funding sources permit. Categorical funding also allows us to purchase supplementary instructional materials for English Learners in kindergarten to fifth grades to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student and are correlated to State Standards-aligned textbooks each year with new adoption cycles per core area.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1.Lucy Calkins: Units of Study (Reading, Writing and Phonics) 2018-2019 2.Common Core ELA Thematic Units 3. Units of Study Writing	Yes	0
Mathematics	Macmillian/McGraw Hill, My Math 2018 Edition	Yes	0
Science	Harcourt School Publishers and McDougal Littell California Science 2008	Yes	0
History-Social Science	Houghton Mifflin and Holt, Rinehart, & Winston History Social-Science 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The purpose of the Williams Team visit is to insure that students have access to “sufficient” instructional materials in four core subjects - English Language Arts, mathematics, history/social science and science; to assess compliance with facilities maintenance to determine the condition of a facility that “poses an emergency or urgent threat to the health or safety of pupils or staff,” and to determine if the school has provided accurate data for the annual school accountability report card related to instructional material and facilities maintenance. As a result of the Williams Visit in August 2018, the school facility at Earlilmart Elementary School has been marked as safe, clean, and meeting adequacy guidelines.

Earlilmart Elementary School has made upgrades to the campus security, featuring a new computerized check in system for all visitors on the school campus. A new fencing system to direct visitors to the office has been installed, thereby eliminating visitors from entering campus without checking in first. Earlilmart Elementary also has a camera system campus-wide to monitor all activities both during and after school hours. We have installed new landscaping in the front of the school and upgraded our library.

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: 08/21/2018

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	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)	31	26	31	29	50	50
Mathematics (grades 3-8 and 11)	18	14	17	18	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	306	301	98.37	1.63	26.25
Male	154	152	98.70	1.30	26.32
Female	152	149	98.03	1.97	26.17
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	291	286	98.28	1.72	26.57
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	298	294	98.66	1.34	25.51
English Learners	251	246	98.01	1.99	25.20
Students with Disabilities	16	15	93.75	6.25	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
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	306	301	98.37	1.63	13.62
Male	154	152	98.70	1.30	15.79
Female	152	149	98.03	1.97	11.41
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	291	286	98.28	1.72	13.64
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	298	294	98.66	1.34	13.27
English Learners	251	246	98.01	1.99	13.82
Students with Disabilities	16	15	93.75	6.25	0.00
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	22.0	14.0	

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)

The community and parents are critical factors that influence the success or failure of any school. Parents are encouraged to be part of their children’s and the school’s life. Parents are our partners in the education process with their children. The school relies on our parents to be the teachers at home so the learning process can continue beyond the school doors.

Earlimart Elementary sustains a high commitment to parental involvement. We offer a wide array of opportunities for parents to partake in our school site events such as: Back to School Night, Parent Conferences, Read to Your Parent Days, Open House, Classroom Visitation Days, Gallery Walks, Parent Coffee Club, Positive Recognition Assemblies, Family Nights, as well as Winter Performances. Parents are encouraged to become members of School Site Council and English Language Advisory Councils, as well as the District LCAP committee and the DELAC committee. All parents are advised of all upcoming events through flyers, the school website, the marquee, and the automated telephone calling system. Earlimart Elementary maintains an active communication program with the community through our Parent Liaison, Lindsey Garibay. Translation is provided at all of the meetings and conferences, and translators are always available on campus for the needs of parents. The school uses an automated home calling system which informs parents in Spanish and English of events that are happening at the school.

Should you be interested in becoming involved or should you have any questions regarding parent involvement here at Earlimart Elementary School please contact the Principal, Mrs. Stephanie Mendes, at (661) 849-2651. If you have any questions or concerns regarding parent involvement throughout the District please contact the Director of State and Federal Programs, Laura Voshall at (661) 849-4039.

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	4.3	1.5	3.3	6.1	3.6	4.2	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Earlimart Elementary provides a safe, secure environment for learning. We have a School Safety Plan on file and available to all parents as well as the general public. The staff develops the plan with input from parents and community members to ensure a safe and nonviolent environment. Earlimart Elementary follows a school safety plan outlining the procedures that will be employed when an emergency situation arises. Procedures including fire, earthquake, campus security (lockdown), chemical accidents, bomb threat, air pollution episodes, tornados, and fallen air craft are carefully delineated in the school safety plan. Educators and students practice drills, throughout the year to ensure they are familiar with the practices and protocols in case of an emergency.

Earlimart Elementary School emergency preparedness plan has been written in compliance with California Education Code, Title V Education, and Section 560, which requires all public schools to have a written disaster preparedness plan. This plan is to be reviewed annually. This plan was developed in cooperation with Federal and State guidelines and with teacher assistance. The plan includes specific courses of action to be taken in case of an emergency situation develops. Every employee of Earlimart Elementary School is expected to be familiar with this plan in order to carry out his/her responsibilities in an emergency. California law declares that all public employees are “civil defense workers” subject to such civilian defense activities as may be assigned to them by their supervisors or by law. This safety plan was updated for the 2019-2020 school year, and staff members are briefed at the beginning of the school year about key elements in the plan, especially the areas of lockdowns, fire drills, earthquake drills, and school evacuation drills.

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	23		11		22	1	10		24	1	3	
1	25		10		21	2	8		21	3	7	
2	22	2	8		25		10		23	1	7	
3	23		20		20	12	8		22	1	9	
4	22	8	12		22	8	12		20	4	6	
5	41	8	8	1	36		20	1	22	2	8	
Other**												

*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*	598.0

*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)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	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	11,242	2,636	8,606	68,486
District	N/A	N/A	8,814	\$70,450.00
Percent Difference - School Site and District	N/A	N/A	-2.4	-2.4

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	18.8	-10.5

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)

Earlilmart Elementary receives federal Title I funding that provides high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards. These funds are intended to provide services for students who are at risk of failing to meet state and district standards in Reading, Language Arts, and/or Mathematics. Services are to supplement the core curriculum program by providing increased instructional time, more intense instruction (individually or in small groups), and/or a different type of program using specially selected materials and/or instructional techniques. The intention of the program is to help students become successful (achieve grade level) in the core curriculum areas of reading, language arts, and mathematics. The Title I program requires parent participation and supports coordination with other programs that provide funding for specific purposes. This year we are implementing the Leader in Me as part of strengthening our school climate. Leader in Me is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organizational effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader. Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond.

We receive Title III money from federal funding to provide supplementary services for English Learners. The general purpose is to develop fluency in English as effectively and efficiently as possible, to provide equal opportunity for academic achievement, to promote positive self-concepts, and to promote cross-cultural understanding. Funds are allocated based on the number of English Learners in the school.

Earlilmart Elementary also receives LCFF money from the state to provide materials and services to assist all students, with a focus on English Language Learners, low-income students, as well as foster children, to achieve academic success. The process for deciding how to use this budget is to assess the needs of data and to gather input from staff, parents, and all stakeholders through monthly LCAP meetings. We have focused on adding to technology as well as tutors and Read 180 classrooms for 4th and 5th grades. We have also purchased supplemental materials to assist with the teaching of the Common Core Standards. We have also contracted for teacher training and professional development for the staff.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,518	\$49,378
Mid-Range Teacher Salary	\$73,114	\$77,190
Highest Teacher Salary	\$96,257	\$96,607
Average Principal Salary (Elementary)	\$117,106	\$122,074
Average Principal Salary (Middle)	\$126,816	\$126,560

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$150,944	\$189,346
Percent of Budget for Teacher Salaries	31%	36%
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	2	4	4

Professional development has become part of the daily work life of the Earlimart Elementary teaching teams. Teachers, administrators and support staff participate in workshops and seminars, coach one another, plan lessons together along with our Literacy Coaches, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching students, discuss comprehensive and efficient ways to implement standards, and continue their own learning.

For the 2019-20 school year, Earlimart Elementary's primary area of focus for staff development has been on mathematics. We are also continuing the district mission of Creating Outstanding Readers and Writers in Earlimart (CORE). Monthly Math professional development with a TCOE math coach has been focusing on creating standards-based lesson plans for first best instruction. These areas were selected due to the student achievement data collected in the areas of mathematics, language arts, and English Language Development (ELPAC). The methods of professional development delivery have been workshops before the school year, during school days with release time, professional development on Wednesdays, attendance at conferences, as well as on site coaching with Earlimart content experts. Teachers are supported during implementation through in-class coaching, lesson planning assistance, demonstration lessons, principal and district walk-throughs, TCOE experts observing Writers Workshop and coaching teachers, as well as common planning time at the end of the school day. In addition, Earlimart Elementary has early release every Wednesday which allows staff time for collaboration and other professional development opportunities.