



# MIDDLE COLLEGE HIGH SCHOOL

701 S. Mt. Vernon Avenue • San Bernardino, CA92410 • 909-824-3218 • Susan Gasca, Coordinator

2009-2010 School Accountability Report Card

Published in 2010-2011

San Bernardino City Unified School District

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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, 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 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.

## II. About This School

### **School Description and Mission Statement**

*This section provides information about the school, its program, and its goals.*

Middle College High School offers high school students who are not currently meeting their full potential with an opportunity to achieve their academic and career goals through a program providing high school classes combined with college classes in a challenging, supportive, and motivating college setting. The goals of Middle College High School are: Improved attendance, Improved Grade Point Average (GPA), Higher number of graduates going on to higher education, Students to take responsibility academically and socially, Provide support to all students to succeed through the AVID Program.

### **Opportunities for Parental Involvement (School Year 2009-10)**

*This section provides information about opportunities for parents to become involved with school activities.*

Each school provides multiple options for parents to participate in the educational process. Opportunities vary from site to site but include parent centers, parent education programs, Parent Teacher Association (PTA), School Site Council (SSC), School Advisory Committee (SAC), English Learners Advisory Committee (ELAC), Gifted and Talented Education (GATE) Advisory Committee, African American Parent Advisory Council (AAPAC), homework hotlines, auto-callers, parent conferences, family curricular theme nights, parent training and education, classroom and playground volunteers, and leadership opportunities for parents. For more information about these and other opportunities, please contact the school.

At the district level, parents can participate in the District Advisory Committee (DAC), District English Learners Advisory Committee (DELAC), District African American Advisory Council (DAAAC), and a variety of short-term, solution-oriented

focus groups and advisory committees. Additionally, a Family Resource Center is available from the hours of 8:00 AM - 4:30 PM. Goals of the Family Resource Center include increased home/school communication, increased access to district-level parent and family training opportunities, and increased access to family involvement resources for district schools.

Parent Outreach Contacts:

- **Family Resource Center**  
1525 W. Highland Ave.  
San Bernardino, California 92411  
909-880-4057  
Hours: 8:00 AM - 4:30 PM, M-F
- **Marcelino Serna**, *Parent/Family Involvement Officer*  
909-880-4057, [marcelino.serna@sbcusd.com](mailto:marcelino.serna@sbcusd.com)
- **Emily Valdez**, *Parent Outreach Worker*  
909-880-4057, [emily.valdez@sbcusd.com](mailto:emily.valdez@sbcusd.com)
- **Talice Ostrinski**, *Homeless Facilitator*  
909-880-4057, [talice.ostrinski@sbcusd.com](mailto:talice.ostrinski@sbcusd.com)
- **Vicki Lee**, *Homeless Liaison*  
909-880-4057, [vicki.lee@sbcusd.com](mailto:vicki.lee@sbcusd.com)

**Student Enrollment by Grade Level (School Year 2009-10)**

*This table displays the number of students enrolled in each grade level at the school.*

Grade Level	Number of Students	Grade Level	Number of Students
Grade 9	0	Grade 12	48
Grade 10	69	Ungraded Secondary	0
Grade 11	57	Total Enrollment	174

**Student Enrollment by Group (School Year 2009-10)**

*This table displays the percent of students enrolled at the school who are identified as being in a particular group.*

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	10.3%	White (not Hispanic)	14.4%
American Indian or Alaska Native	0.6%	Multiple or No Response	0%
Asian	2.3%	Economically Disadvantaged	70.1%
Filipino	1.7%	English Learners	1.1%
Hispanic or Latino	70.7%	Students with Disabilities	1.1%
Pacific Islander	0%		

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

*This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).*

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.9	4	3	1	24.4	4	4	0	22.6	4	3	0
Mathematics	22.7	3	2	2	25.6	3	2	2	13.2	8	3	0
Science	25.7	1	5	0	23.8	3	3	0	20	5	1	0
Social Science	28.5	0	2	0	23.5	1	1	0	20.5	2	0	0

### III. School Climate

#### School Safety Plan

*This section provides information about the school's comprehensive safety plan.*

Date of Last Review/Update: *August 24, 2010*

Date Last Reviewed with Faculty: *September 27, 2010*

Every student and teacher has the right to attend a school free from physical and psychological harm. To help schools achieve these vital goals, the State of California has mandated that each K-12 school develop a school safety plan. Reviewed annually, a school's safety plan is the result of a systematic planning process in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons interested in the prevention of campus crime and violence. Each school's safety plan addresses the following key areas: preparedness, response, mitigation and prevention, and recovery.

In close cooperation with Southern California Schools Risk Management (Joint-Powers Authority) and local fire departments, the District's Environmental Safety Office conducts periodic safety inspections of District sites and provides correction reports to site administrators. A follow-up system is in place to ensure timely compliance and correction of discrepancies.

School sites also conduct scheduled drills for anticipated emergency situations (such as fire or earthquake) to prepare students, staff, and other stakeholders to appropriately respond to those emergencies. The District follows California's mandated Standardized Emergency Management System (SEMS) for emergency management.

#### Suspensions and Expulsions

*This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.*

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	2.8%	4.0%	1.1%	27.3%	34.7%	32.3%
Rate of Expulsions	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-11)

*This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.*

##### General

The district takes great effort to ensure that all schools are clean, safe, and functional. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with an appropriate learning environment.

##### Age of School Buildings

The SBCUSD Board of Education created Middle College High School (MCHS) in partnership with San Bernardino Valley College (SBVC) in 2001. It provides a protective environment where students can thrive. MCHS is a small learning community of around 175 tenth through twelfth grade students, where the ratio of students to teachers is approximately 25 to 1. Middle College High School classes are held in re-locatable classrooms on the SBVC campus. Students and staff have access to all of Valley College's services, such as the library, theater, campus center, as well as the learning and tutoring center. Students are concurrently enrolled in high school and college coursework at the same time. They feel connected with their school, teachers, and the rigorous curriculum. With dedication and determination, some students earn their associate's degree by the time they graduate from high school. The community college-school district partnership provides students the opportunity to work hard, set goals, and achieve the goals. The facility strongly supports teaching and learning through its course offerings, supplemental resources, and inherent connections to higher education.

SBCUSD is currently in the process of constructing a new school structure adjacent to Valley College to provide permanent facilities for MCHS.

Safety

To ensure student safety before, during and after the school day, campus security, teachers, and administrators supervise the school grounds including the cafeteria, quad area, and athletic fields. Signs are posted throughout the campus to indicate all visitors must report to and register in the administration office. All staff and visitors wear appropriate identifying badges.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order, and as of January 13, 2011, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

Cleaning Process and Schedule

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, the district budgeted \$5,919,631 for the deferred maintenance program. This represents 0.1% of the district's general fund.

Deferred Maintenance Projects

No deferred maintenance projects are scheduled for this school for the 2010-11 school year.

New Construction Projects

Work Scope	Construction Start	Construction End	Cost	Funding Source
Construction of new campus	Qtr 4 2010	Qtr 2 2012	\$42,688,000	FHP & 50/50

**School Facility Good Repair Status (School Year 2010-11)**

*This table displays the results of SBCUSD's annual inspection on January 13, 2011.*

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Gas Leaks	N/A	X			
Mechanical Systems	N/A	X			
Windows/Doors/Gates (interior and exterior)	N/A	X			
Interior Surfaces (walls, floors, and ceilings)	N/A	X			
Hazardous Materials (interior and exterior)	N/A	X			
Structural Damage	N/A	X			
Fire Safety	N/A	X			
Electrical (interior and exterior)	N/A	X			
Pest/Vermin infestation	N/A	X			
Drinking Fountains (inside and outside)	N/A	X			
Restrooms	N/A	X			
Sewer	N/A	X			

Playground/School Grounds	N/A	X			
Roofs	N/A	X			
Overall Cleanliness	N/A	X			
<b>Overall Rating</b>	X				N/A

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teacher	School			District
	2007-08	2008-09	2009-10	2009-10
With Full Credential	7	10	8	2645
Without Full Credential	0	0	0	79
Teaching Outside Subject Area of Competence	0	0	0	8

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2008-09	2009-10	2010-11
Misassignments of Teachers of English Learners	4	3	0
Total Teacher Misassignments	4	3	0
Vacant Teacher Positions	0	0	0

### Core Academic Courses Taught by NCLB Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB-Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0%	0.0%
All Schools in District	95.7%	4.3%
High-Poverty Schools in District	95.7%	4.3%
Low-Poverty Schools in District	N/A	N/A

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Counselor (Academic, Social/Behavioral, and Career Development)*	1.0	174.0
Library Media Teacher (Librarian)**	0.0	
Library Media Services Staff (paraprofessional)	0.0	
Psychologist	0.0	
Social Worker	1.0	
Nurse	0.0	
Speech/Language Hearing Specialist	0.0	
Resource Specialist (non-teaching)	0.0	
Other	0.0	

\*Note: All counselors employed by SBCUSD provide services relating to academics, social/behavioral, and career development issues.

\*\*While SBCUSD does not fund a librarian position for MCHS, these students have access to the library and library staff at San Bernardino Valley College.

## VII. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

High school textbooks adopted by our local Board of Education are standards-based and are rigorously reviewed by San Bernardino City Unified School District (SBCUSD) textbook adoption committees to assure that the selection will meet the unique needs of SBCUSD. The textbooks selected are usually adopted for a seven year cycle; however, due to the constraints of the California budget, the process and procedures for adopting instructional materials have been suspended until the 2013-14 school year. The chart below lists the core curriculum area, the title and publisher of the materials, and the year the materials were adopted by the SBCUSD Board of Education.

Textbooks and teacher resource kits that include supplementary materials meet the needs of all learners, with materials and activities appropriate for English language learners, advanced learners, at-risk students and special needs students. It has been the practice of the Board of Education to purchase textbooks for each student in to use in class and to take home. Prior to the purchase of materials for the upcoming school year, an inventory is completed so that sufficient materials are available for the new school year. An inventory is completed for each classroom and reported to the principal. This inventory was completed in March/April of 2010 to prepare for the 2010-11 school year.

#### English

The 2002/2003 language arts textbook adoption materials include Prentice Hall's *Timeless Voices, Timeless Themes* for a comprehensive 6-12 English/Language Arts program, and Hampton Brown's *Edge* for English Language Development. Each unit is aligned to the Reading/Language Arts Framework content standards. Units are structured using a pre-teach, teach, assess, and extend model. Supplementary consumable workbooks are replaced annually to meet the needs of each school. The district's reading intervention programs include the use of Scholastic's *READ 180* for students needing support with vocabulary, comprehension and reading fluency and *SRA Reach* for students with more intensive literacy needs.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English/Language Arts	<i>Timeless Voices, Timeless Themes</i> Prentice Hall (2003)	0.0%

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Development-1, 2, and 3	<i>Edge</i> Hampton Brown (2007)	0.0%
English Language Development-Early Advanced and Advanced	<i>Timeless Voices, Timeless Themes</i> Prentice Hall (2003) and/or <i>High Point</i> Hampton Brown (2003)	0.0%

### Mathematics

High school math textbooks were adopted in 2008. The textbooks are aligned to the math content standards. Holt, Reinhart & Winston, College Preparatory Mathematics, Glencoe/ McGraw Hill, Prentice Hall, Consortium for the Foundation of Mathematics and W.H. Freeman and Company textbooks adopted by San Bernardino City Unified School District include ancillary materials, which incorporate a variety of instructional strategies to help build conceptual understanding and address the needs of diverse learners. Consumable math textbooks from Holt are replaced on a yearly basis.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Algebra 1, Algebraic Standards 1, and Algebraic Standards 2	<i>Algebra 1, CA Edition (Burger)</i> Holt, Reinhart & Winston (2008)	0.0%
	<i>Algebra Connections, CA Edition</i> College Preparatory Mathematics (2008)	
Geometry, Geometric Standards 1, and Geometric Standards 2	<i>Geometry, CA Edition (Burger)</i> Holt, Reinhart & Winston (2008)	0.0%
	<i>Geometry Connections, Version 3</i> College Preparatory Mathematics (2006)	
Algebra 2	<i>Algebra 2: CA Edition (Burger)</i> Holt, Reinhart & Winston (2008)	0.0%
	<i>Algebra Connections, Version 3</i> College Preparatory Mathematics (2008)	
Trigonometry/Precalculus	<i>Advanced Mathematical Concepts: Pre-Calculus with Applications</i> Glencoe/McGraw Hill (2006)	0.0%
	<i>Precalculus with Trigonometry, Version 5.0</i> College Preparatory Mathematics (2009)	
Calculus	<i>Calculus, Version 3.0</i> College Preparatory Mathematics (2003)	0.0%
	<i>Calculus: Graphical, Numerical, Algebraic 3<sup>rd</sup> Ed.</i> Prentice Hall (2007)	
Integrated Math	<i>Mathematics in Action: Algebraic, Graphical &amp; Trigonometric Problem Solving, 3<sup>rd</sup> Ed.</i> Consortium for Foundation Mathematics (2007)	0.0%
Statistics	<i>The Basic Practice of Statistics, 4<sup>th</sup> Ed.</i> W.H. Freeman and Company (2007)	0.0%

### Science

Science textbooks were adopted in 2007 and are aligned to the science content standards. They include multiple instructional strategies designed to assist teachers in providing rigorous science instruction. These strategies help teachers capture student interest, provide bridges across content areas, and contribute to an understanding of the nature of science and the methods of scientific inquiry.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Physical Science	<i>Science Spectrum: Physical Science</i> Holt, Rinehart, and Winston (2007)	0.0%
Biology	<i>Biology</i> McDougal Littell (2008)	0.0%
Chemistry	<i>Chemistry</i> Pearson-Prentice Hall (2007) and / or <i>Chemistry &amp; Chemical Reactivity, 6<sup>th</sup> Ed.</i> Thomson Learning/Cengage (2006)	0.0%
Environmental Science	<i>Environmental Science</i> Holt, Rinehart, & Winston (2006) and / or <i>Living in the Environment, 15<sup>th</sup> Ed.</i> Thomson Learning/Cengage (2007)	0.0%
Health Science	<i>Glencoe Health</i> Glencoe/McGraw Hill (2004)	0.0%
Physiology	<i>Essentials of Anatomy &amp; Physiology, 4<sup>th</sup> Ed.</i> Pearson (2007)	0.0%
Physics	<i>Conceptual Physics, 10<sup>th</sup> Ed.</i> Pearson (2006)	0.0%
Science Laboratory Equipment (grades 9-12)	Sufficient appropriate laboratory equipment is available in all science classrooms.	0.0%

#### History-Social Science

History/Social Science textbooks were adopted in 2006. The texts are aligned to the History/Social Science Framework content standards. The content standards unite excellence with equity and challenge teachers to raise student achievement at all levels of schooling. To that end, San Bernardino City Unified School District has developed instructional resource guides and provides training opportunities for each grade level.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
9 <sup>th</sup> Grade: World Geography	<i>Glencoe World History</i> Glencoe/McGraw-Hill (2005)	0.0%
10 <sup>th</sup> Grade: World History	<i>World History: Modern Times, CA Edition</i> Glencoe/McGraw-Hill (2005)	0.0%
11 <sup>th</sup> Grade United States History	<i>The American Vision</i> Glencoe/McGraw-Hill (2005)	0.0%
12 <sup>th</sup> Grade: US Government	<i>Government: Democracy in Action</i> Glencoe/McGraw-Hill (2005)	0.0%
12 <sup>th</sup> Grade: Economics	<i>Economics Today and Tomorrow</i> Glencoe/McGraw-Hill (2005)	0.0%

#### Foreign Language

Foreign Language textbooks were adopted between 2000 and 2003. The textbooks provide the opportunity for students to develop increasing levels of fluency in another language. The textbooks utilize a variety of strategies to encourage



learning of the structures, grammar and vocabulary of the language while providing cultural awareness of the native speakers.

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Spanish 1	<i>En Español 1</i> McDougal Littell (2000)	0.0%
Spanish 2	<i>En Español 2</i> McDougal Littell (2000)	0.0%
Spanish 3	<i>En Español 3</i> McDougal Littell (2000)	0.0%
AP Spanish	Abriendo Puertas 1 McDougal Littell (2002) <i>Encuentros Maravillosos</i> Kanter (1998)	0.0%
Spanish for Native Speakers 1	<i>Tu Mundo</i> Prentice Hall (2002)	0.0%
Spanish for Native Speakers 2	<i>Nuestro Mundo</i> McDougal Littell (2002)	0.0%
German 1	<i>Komm Mit! Level 1</i> Holt (2003)	0.0%
German 2	<i>Komm Mit! Level 2</i> Holt (2003)	0.0%
German 3	<i>Komm Mit! Level 3</i> Holt (2003)	0.0%

#### Visual and Performing Arts

The textbooks available for each course are listed in the table below.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Art	<i>Art Talk</i> Glencoe (1995) <i>A World of Images</i> Davis (1992)	0.0%
Sculpture, Form & Process	<i>Understanding Art, 7<sup>th</sup> Ed.</i> Thomson Learning (2003) <i>Art Talk</i> Glencoe (1995) <i>A World of Images</i> Davis (1992) <i>Pottery: A Beginners Handbook</i> J. Weston Walch (1984)	0.0%
Theater	<i>The Stage and the School, 7<sup>th</sup> Ed.</i> Glencoe/McGraw-Hill (1997)	0.0%
Music	<i>Music! Its Role and Importance in Our Lives</i> Glencoe McGraw-Hill (2000)	0.0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-09)

*This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.*

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$9,755	\$3,115	\$6,640	\$81,165.9
District	N/A	N/A	\$5,047	\$68,103
Percent Difference--School Site and District	N/A	N/A	31.6%	19.18%
State	N/A	N/A	\$5,681	\$68,179
Percent Difference--School Site and State	N/A	N/A	16.9%	19.1%

### Types of Services Funded (Fiscal Year 2009-10)

*This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.*

The common goal of all categorically funded programs in the San Bernardino City Unified School District (SBCUSD) is to ensure that all students--including English learners, educationally disadvantaged pupils, African American, Hispanic English only, gifted and talented pupils, and pupils with exceptional needs--attain mastery of state and local standards.

The educational program at each site is based on an improvement planning process that includes such members of the school community as the principal, teachers, support staff, parents, and students (at the secondary level). These stakeholders form an organizational unit called the School Site Council (SSC). The SSC develops and annually revises a plan called the Single Plan for Student Achievement (SPSA). The SPSA, based on self-study and collaboration, ensures that all of the resources available to the school are coordinated and focused on providing a high-quality educational program in which all students can achieve success.

Some students have difficulty mastering academic state and local content standards. They may be at risk of not meeting graduation requirements. For these students, categorical program funds are provided. Categorical funds are supplemental educational dollars used for supports that augment the core instructional program and increase the academic success of these students. Categorical funds provide items such as additional personnel time, staff development opportunities, supplemental student materials, and other specialized services, equipment, and supplies.

Categorical programs commonly found at SBCUSD sites are:

- No Child Left Behind Act (NCLB) Title I, Part A
- Economic Impact Aid-State Compensatory Education (EIA/SCE)
- Economic Impact Aid-English Learner Program (EIA/LEP)
- School Improvement/Library Block Grant

Additionally, categorical programs have been established at the district level to provide important services and instructional support that help increase student success. Categorical funds in this category support District efforts in the areas of:

- Tobacco Use Prevention Education (TUPE)
- Vocational Education Programs (Voc Ed)
- Tenth Grade Counseling
- Safe and Drug Free Schools and Communities (SDFSC)
- NCLB Title II, Part A-Improving Teacher Quality
- NCLB Title III, Part A-Language Instruction for English Learners

Some District schools are identified as Program Improvement (PI) schools because they have not meet Adequate Yearly Progress (AYP) criteria for two consecutive years. These schools offer parents the option of transferring their eligible students to an available school within the district that has not been identified as a PI school. This option is called Public School Choice. The District covers the cost of transportation.

Schools in their second year of PI identification offer two options to students. In addition to the Public School Choice option described above, these schools offer Supplemental Educational Support Services to students who remain in attendance at the PI school and who qualify based on low socio-economic status as determined by Free and Reduced Lunch eligibility and low achievement as indicated by grades and test scores. Supplemental Educational Support Services are opportunities for students to receive additional tutoring or academic assistance outside the regular school day from a state approved support provider. The District covers the costs of the Supplemental Educational Support Services, and related transportation costs are the responsibility of the parent or guardian.

### Teacher and Administrative Salaries (Fiscal Year 2008-09)

*This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.*

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,282	\$42,377
Mid-Range Teacher Salary	\$70,171	\$67,667
Highest Teacher Salary	\$86,760	\$87,102
Average Principal Salary (Elementary)	\$115,785	\$108,894
Average Principal Salary (Middle)	\$116,234	\$113,713
Average Principal Salary (High)	\$131,305	\$124,531
Superintendent Salary	\$209,624	\$223,323
Percent of Budget for Teacher Salaries	38.40%	40.20%
Percent of Budget for Administrative Salaries	5.30%	5.50%

## IX. Student Performance

### Standardized Testing and Reporting Program

*The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs), the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. In the 2009-10 school year, the CSTs included English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, ten, and eleven. The CMA is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. In the 2009-10 school year, the CMA included ELA for grades three through nine; mathematics for grades three through nine; and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. Student scores are reported as performance levels. In the 2009-10 school year, the CAPA included ELA, mathematics, and science in grades two through eleven. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov/>. Additional information regarding the STAR Program can be found in the "Explaining 2009 STAR Program Summary Results to the Public" guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5inrpts09.pdf>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	55	70	78	28	31	35	46	50	52
Mathematics	20	25	42	27	32	35	43	46	48
Science	71	64	90	26	31	36	46	50	54
History-Social Science	26	30	43	17	22	25	36	41	44

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results by Student Group (School Year 2009-10)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	58	42	*	*
American Indian or Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	81	39	87	49
Pacific Islander	N/A	N/A	N/A	N/A
White (not Hispanic)	75	62	N/A	N/A
Male	80	50	96	70
Female	76	37	88	23
Economically Disadvantaged	75	38	89	32
English Learners	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CAHSEE Results by Performance Level for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English	91.4	91.4	92.1	37.2	34.6	38.1	52.9	52.0	54.0
Mathematics	82.8	82.8	85.7	34.6	37.9	37.5	51.3	53.3	53.4

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### CAHSEE Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	7.9	39.7	52.4	14.3	60.3	25.4
African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	8.7	47.8	43.5	17.4	63	19.6
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A	N/A	N/A	N/A
Male	17.4	30.4	52.2	8.7	69.6	21.7
Female	2.5	45	52.5	17.5	55	27.5
Economically Disadvantaged	8.5	38.3	53.2	17	61.7	21.3
English Learners	13.3	73.3	13.3	33.3	66.7	0
Student with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the [CDE Physical Fitness Testing \(PFT\) Web page](#). Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

**PFT scores not available at time of posting.**

## X. Accountability

### Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the [CDE Academic Performance Index \(API\) Web page](#).

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	10
Similar Schools	10	10	10

**"N/A"** means a number is not applicable or not available due to missing data.

**"B"** means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

**"C"** means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

**" \* "** means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

### API Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years.

Group	Actual API Change		
	2007-08	2008-09	2009-10
All Students at the School	4	21	35
African American	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Filipino	N/A	N/A	N/A
Hispanic or Latino	1	35	33
Pacific Islander	N/A	N/A	N/A
White (not Hispanic)	N/A	N/A	N/A
Socioeconomically Disadvantaged	-18	44	18
English Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

**"N/A"** means a number is not applicable or not available due to missing data.

**"\*\*"** means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

### API Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	892	699	767
African American	N/A	666	685
American Indian or Alaska Native	N/A	693	728
Asian	N/A	804	889
Filipino	N/A	820	851
Hispanic or Latino	894	693	715
Pacific Islander	N/A	687	754
White (not Hispanic)	N/A	766	838

Socioeconomically Disadvantaged	885	689	712
English Learners	N/A	677	691
Students with Disabilities	N/A	539	580

### Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### AYP Overall and by Criteria (School Year 2009-10)

*This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.*

AYP Criteria	School	District
Overall	No	No
Participation Rate – English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient – English-Language Arts	Yes	No
Percent Proficient – Mathematics	Yes	No
API	Yes	Yes
Graduation Rate	No	No

"Yes" Met 2010 AYP Criteria

"No" Did not Meet 2010 AYP Criteria

### Federal Intervention Program (School Year 2010-11)

*Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.*

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	48
Percent of Schools Currently in Program Improvement	N/A	64.9

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all

eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admission requirements, please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

### Dropout Rate and Graduation Rate

*This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://www.dq.cde.ca.gov/dataquest>.*

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (Adjusted Grade 9-12 1-year)	1.1	1.7	5.6	8.3	5.9	7.7	4.4	3.9	5.7
Graduation Rate (NCES Definition)	92.9	98.1	84.0	69.5	69.0	60.5	80.6	80.2	78.5

### Completion of High School Graduation Requirements

*This table displays, by student group, the percent of students who began the 2009-10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.*

Group	Graduating Class of 2010		
	School	District	State
All Students at the School	85.4%	78.6%	N/A
African American	100.0%	63.2%	N/A
American Indian or Alaska Native	100.0%	71.4%	N/A
Asian	100.0%	90.1%	N/A
Filipino	N/A	85.7%	N/A
Hispanic or Latino	96.3%	65.2%	N/A
Pacific Islander	N/A	84.2%	N/A
White (not Hispanic)	75.0%	73.7%	N/A
Socioeconomically Disadvantaged	103.7%*	64.7%	N/A
English Learners	100.0%	34.4%	N/A
Students with Disabilities	N/A	0.8%	N/A

*\*Reported percentages reflect the total number of graduates for the year divided by the number of grade 12 students enrolled at CBEDS time. Because the number of grade 12 students can increase throughout the year due to transfers and students reaching senior credits mid-year, some populations may show completion rates greater than 100 percent.*



**Career Technical Education Programs (School Year 2009-10)**

*This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.*

As a contributing partner in the development of the region’s workforce, the San Bernardino City Unified School District offers a wide variety of high quality CTE and ROP courses in 11 of the 15 industry sectors identified by the State of California. Each CTE/ROP course addresses the current job market and is part of a sequence of courses that form Programs of Study (Career Pathways) that link high school and post-secondary programs. The course curriculum is rigorous, relevant, and aligned to the *California Career Technical Education Model Curriculum Standards*. In addition, many courses include an internship component offering the benefits of applied, problem/project-based learning in a real world setting.

California Industry Sectors	Number of SBCUSD Courses	
	CTE	ROP
Building Trades and Construction	1	2
Education, Child Development, and Family Services	3	5
Engineering and Design	4	2
Finance and Business	2	0
Health Science and Medical Technology	0	8
Hospitality, Tourism, and Recreation	2	3
Information Technology	13	2
Manufacturing and Product Development	1	4
Marketing, Sales, and Service	0	2
Public Services	3	0
Transportation	4	0

Program goals focus on increasing the number of students completing high school, passing the CAHSEE, entering post-secondary, successfully entering the workforce, and thus becoming viable, contributing members of the community and society at large. Program effectiveness is measured through data analysis and post-secondary surveys to assess student achievement and post-secondary success.

**Career Technical Education Participation (School Year 2009-10)**

*This table displays information about participation in the school’s CTE programs.*

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of the CTE courses sequenced between the school and institutions of postsecondary education	N/A

**Courses for University of California and/or California State University Admission (School Year 2009-10)**

*This table displays, for the most recent year, two measures related to the school’s courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.*

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	72.3%
Graduates Who Completed All Courses Required for UC/CSU Admission	12.2%

## **XII. Instructional Planning and Scheduling**

### **Professional Development**

*This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.*

The San Bernardino City Unified School District is committed to hiring the best staff available and to providing ongoing opportunities to support and increase professional practice for educators. Beginning Teacher Support and Assessment (BTSA) Support Providers, Peer Assistance Review (PAR) consulting teachers, buddy teachers, content specialists, and coaches work with teachers on a regular basis. Teachers, paraprofessionals, and administrators all participate in professional development programs. Each site regularly analyzes student achievement data to identify academic strengths and weaknesses. The academic strengths and weaknesses are then incorporated in the site's Single Site Plan for Student Achievement and used to guide the development of the site professional development plan. The site administration and the Professional Development Team (PDT) work together to establish the focus of site professional development that takes place during early release Collaboration Days.

SBCUSD offers a variety of professional development opportunities to support the improvement of instructional practice. Specific district-wide training is designed based on needs identified in our Curriculum Management Audit and DAIT LEA Addendum. The goal of all professional development is increases in student achievement. The Superintendent's Blueprint for Success has identified the outline for professional development emphasis. Targeted training is provided in the areas of culturally relevant instruction, strategies to assist English Learners, building a solid foundation in Algebra (K-12), increasing effectiveness of language arts instruction, building mathematics content knowledge, implementing Response to Intervention (RtI), integrating and effectively using technology to increase student achievement, and implementing the tenets of Professional Learning Communities.

Teachers, classified personnel, and administrators participate in professional development in a variety of venues. School sites support the focus of their identified instructional improvements with site-based professional development and job alike learning communities work through issues using work-embedded time. District-wide banked-time (Collaboration Days) provides an opportunity for sites to develop their Professional Learning Communities and levels of collaboration focused on student achievement. New teachers and teacher interns participate in articulated programs of professional development focused on the California Standards for the Teaching Profession. The district BTSA program serves as a credentialing agent under the 2042 Grant. A variety of coaches help to move the professional development strategies into practice—coaches work with principals, new teachers, struggling teachers (through PAR), site programs of improvement, and specific grant initiatives (i.e., QEIA and SIG).

All professional development offerings are included in an online registration system that helps administrators and teachers find sessions to meet their individual needs. Our teacher association works together with the district office in the annual presentation of the BRIDGES Conference. This Saturday conference offers a variety of sessions aimed at improving student performance and decreasing achievement gaps.

A variety of methods are employed to deliver professional development in San Bernardino City Unified School District. We make use of job-embedded time, after-school workshops, off-track/vacation training times, conference attendance, collaboration/coordination with local university programs, coaching, and individual mentoring.

Teachers receive support for implementation from a variety of sources. BTSA supports new teachers using coaching and the Formative Assessment for California Teachers (FACT) system. PAR consulting teachers support struggling teachers in becoming more effective. Site coaches support teachers in implementing improvement strategies based on site focus. Academic vice principals (AAIACs) support sites and teachers in implementing effective instructional strategies, and administrative coaches support the leadership at designated sites. Many sites have also implemented peer walkthroughs and lesson study to assist in the transfer of newly learned strategies into regular practice. Administrative Learning Walks and walkthroughs of site and district teams are designed to provide feedback on implementation of specific program tenants, teaching strategies and for identifying next steps in program improvement.