School Accountability Report Card
Reported for School Year 2009-2010 Published During 2010-2011

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC).The SARC, contains information about the condition and performance of each California public school. More information about the requirements for the SARC is available on the California Department of Education (CDE) SARC Web page. For additional information about the school, parents and community members should contact the school principal or the district office.

DATA AND ACCESS

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page 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.

ABOUT THIS SCHOOL

Contact Information (School Year 2010-2011)

School		District	
School Name	Soldier Mountain Continuation High	District Name	Fall River Joint Unified
Street	44144 A St.	Phone Number	530-335-4538
City, State, Zip	McArthur , CA 96056	Web Site	www.shastalink.k12.ca.us/frjusd
Phone Number	530-336-7159	Superintendent	Larry Snelling
Principal	Larry Snelling	E-mail Address	lsnelling@shastalink.k12.ca.us
E-mail Address	lsnelling@shastalink.k12.ca.us	CDS Code	45- 69989- 4530226

School Description and Mission Statement
For a variety of reasons, not all students are successful in a traditional high school setting. Some of these students find the continuation high school program better suited to their needs, and are able to work successfully toward their high school diploma. It is important to have continuation high schools, and other programs such as independent study and adult education, as alternatives to dropping out of school. However, while these programs can provide an atmosphere that will help many students, they still require effort on the part of the student. If the student has no motivation or academic goals at all, they will not succeed regardless of the structure of the program.

Our goal is to graduate young adults who are:

Perceptive Thinkers   Self-directed Achievers
Collaborative Contributors   Adaptable Problem Solvers
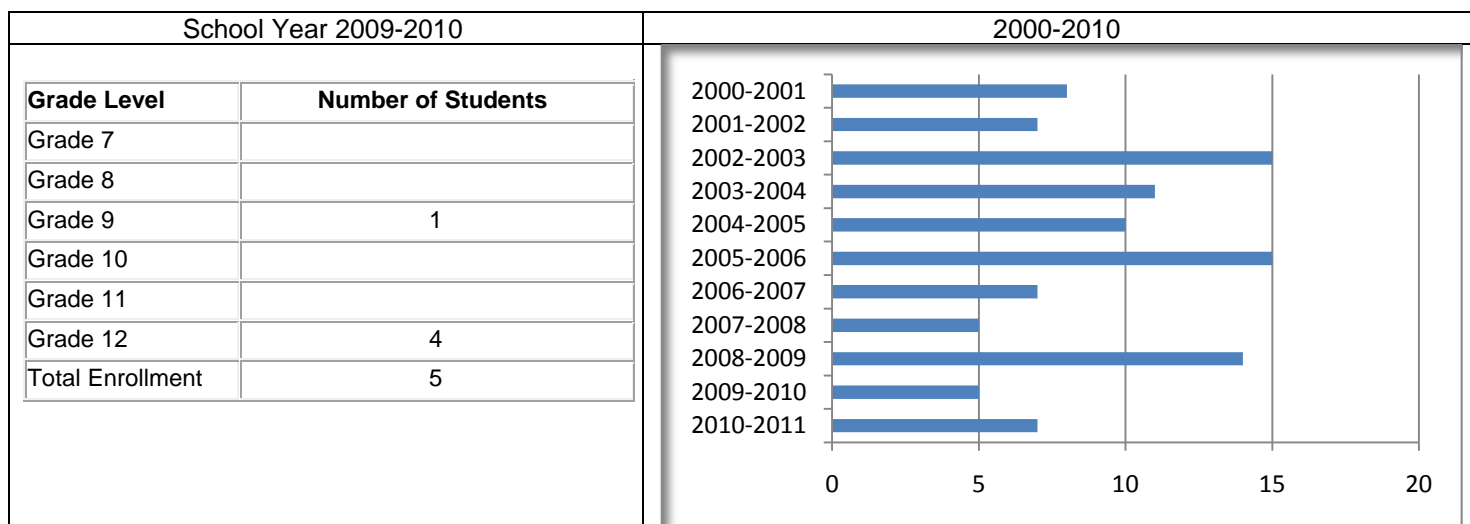Innovative Producers   Effective Communicators

Our two continuation high schools serve students in grades 9-12 and our community day schools serve students in grades K-12. The mission of our Community Day Schools is to meet the California Department of Education regulation 48916.1 (a)

"At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an education program is provided to the pupil who is subject to the expulsion order for the period of the expulsion", the Fall River Joint Unified School District established the Community Day School Program. This program provides students the opportunity to earn readmission to the regular program at the end of the required term and to prepare those who do not qualify for readmission for the next steps in their educational career.

Opportunities for Parental Involvement

We are committed to communicating with and engaging parents as partners in their children's education. We believe that parents play very important roles through their active participation and involvement. In addition the staff believes that an active and involved parent group is essential to an active school agenda. Parents are afforded the opportunity to be classroom volunteers, committee members and chaperones for various field trips and events.

Student Enrollment

School Year 2009-2010	
Grade Level	**Number of Students**
Grade 7	
Grade 8	
Grade 9	1
Grade 10	
Grade 11	
Grade 12	4
Total Enrollment	5

2000-2010

Student Enrollment by Group (School Year 2009-2010)

	Soldier Mt. Continuation	Fall River Joint Unified	Shasta County	State
Hispanic or Latino of Any Race	1	231	3162	3118,404
American Indian or Alaska Native, Not Hispanic		123	1482	44,915
Asian, Not Hispanic		4	876	526,866
Pacific Islander, Not Hispanic		5	104	37,012
Filipino, Not Hispanic		3	116	156,433
African American, Not Hispanic		5	481	424,327
White, not Hispanic	4	765	20,623	1,673,278
Two or More Races, Not Hispanic		23	770	96,785
Not Reported		23	139	112,405
Total	5	1,182	27,753	6,190,425

Average Class Size and Class Size Distribution (Secondary)

Subject	2007-08 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+	2008*09 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+	2009-10 Avg. Class Size	Number of Classrooms 1-22	Number of Classrooms 23-32	Number of Classrooms 33+
English	5.0	1	0		14.0	1	0		5	1		
Mathematics	5.0	1			14.0	1			5	1		
Science	5.0	1			14.0	1			5	1		
Social Science	5.0	1			14.0	1			5	1		

SCHOOL CLIMATE

School Safety Plan

The alternative education programs have a Comprehensive Safety and Response Plan which meets the state requirements described in California Education Code Sections 35294-35297. The plan was developed in cooperation with the Shasta County Sheriff's Department and has conducted school wide drills in order to better prepare in the event of an actual emergency. This plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures and school discipline policies. The plan is reviewed annually at the start of school in order to ensure that new staff is familiar with all details.

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.

Rate	School 2007-2008	School 2008-2009	School 2009-2010	District 2007-2008	District 2008-2009	District 2009-2010
Suspensions	20.0	107.1	20	10.6	18.0	20.9
Expulsions	0.0	0.0		0.2	0.5	0.42

SCHOOL FACILITIES

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. Soldier Mt. and Fall River Community day are located in relocatables, which are 5yrears old.

School Facility Good Repair Status (School Year 2010-2011)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas Leaks, Mechanical/HVAC, Sewer				X	
Interior: Interior Surfaces				X	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation				X	
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials				X	
Structural: Structural Damage, Roofs				X	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X		
Repair Status: Exemplary, Good, Fair, Poor					

	Exemplary	Good	Fair	Poor
Overall Rating				X

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.

	School			District
Teachers	**2007-2008**	**2008-2009**	**2009-2010**	
With Full Credential	1	1	1	77
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence	0	0	0	

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	2008-2009	2009-2010	2010-2011
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-2010)

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.

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	83	17
High-Poverty Schools in District		
Low-Poverty Schools in District		

SUPPORT STAFF

Academic Counselors and Other Support Staff

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
Academic Counselor		
Library Media Teacher (Librarian)		N/A
Psychologist	1 FTE District wide	N/A
Social Worker		N/A
Nurse	.66 FTE District wide	N/A
Speech/Language/Hearing Specialist	1.66 FTE District wide	N/A
Resource Specialist (non-teaching)		N/A
Other		

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	2010 Adoption • Macmillian/McGraw Hill/California Treasures for grades K-6 • Holt, Rinehart and Winston/Holt Literature and	0

	Language Arts for grades 7-8 • Holt Rinehart and Winston/Holt Literature for grades 9-12	
Mathematics	2008 Adoption • Pearson Scott Foresman/ enVision Math California for grades K-6	0
Science	2007 adoption • Houghton Mifflin California Science, 2007 Gr K-6 • Pearson Prentice Hall California Science Explorer, Focus on Earth, Life and Physical Science, 2008 Gr 6-8	0
History-Social Science	2005 adoption • Houghton Mifflin Social Science , 2007 Gr K - 6 • Pearson Prentice Hall Social Studies, 2006 Gr 6-8	0
Foreign Language	2004 Prentice Hall/Realidades McDougal Little/Abriendo Puertas	
Health	Glencoe/McGraw Hill/Teen Health and Human Sexuality	
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)		

SCHOOL FINANCES

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008-2009)

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 and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page.

CURRENT EXPENSE OF EDUCATION PER ADA (Per Education Code Section 41372)
Fall River Joint Unified, 2008-09

By law, the "current expense of education" must be calculated annually for every district; it is a measure of the cost of direct educational services to students. This figure is then matched with average daily attendance (ADA) for the district to arrive at expenditure per pupil figure. Since the current expense figure excludes food services, facilities acquisition and construction, and certain other expenditures, the current expense per ADA amount is lower than the total expenditure per ADA shown in the table above.

Fall River Joint Unified School District			Statewide Average All Unified School Districts	Statewide Average All Districts
Total Dollars	Average Daily Attendance	$ / Student (ADA)	$ / Student (ADA)	$ / Student (ADA)
$12,191,178	1,095	$11,137	$8,825	$8,736

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$11,263	$10,233	$1.030	$45,568
District	N/A	N/A	$6,713	$51,222
Percent Difference –	N/A	N/A		-12%

School Site and District				
State	N/A	N/A	$8,825	$56,376
Percent Difference – School Site and State	N/A	N/A		-23%

Types of Services Funded (Fiscal Year 2008-09)

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

The following programs and supplemental services that are available at the school and funded through either categorical or other sources:

- Title I, Part A (Basic Grant)
- Title II, Parts A & D (Teacher Quality & Technology)
- Title IV (Safe and Drug Free Schools and Communities)
- Title V (Innovative Programs)
- School Improvement Program (SIP)
- Economic Impact Aid (EIA)
- Federal, ECIA/ESEA/IASA
- Federal, Special Education, Entitlement
- Federal, Drug/Alcohol/Tobacco Funds

Teacher and Administrative Salaries (Fiscal Year 2008-2009)

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.

Teacher Salary Schedule - Annual Salary
Fall River Joint Unified, 2008-09

	District	Statewide Average for Unified School Districts
Lowest Offered	$36,025	$40,322
BA + 60 (Step 10) Offered	$49,753	$62,602
Highest Offered	$67,395	$80,902
Average Paid	$50,919	$66,642

These amounts do not include salaries for extended year, bonuses for special accomplishments, or payment for extra-curricular services such as coaching, drama or music.

Bachelor of Arts degree plus 60 continuing education units

Two districts with identical salary schedules could have different average salaries, depending on their teachers' years of experience and education.

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	$87,040	$85,858
Average Principal Salary (Middle)		$91,479
Average Principal Salary (High)	$85,438	$93,937
Superintendent Salary	$121,955	$115,980
Percent of Budget for Teacher Salaries	36.40 %	34.80 %

Percent of Budget for Administrative Salaries	6.30 %	6.50 %

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. The CSTs include 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, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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. The CMA includes ELA and mathematics for grades three through eight and science in grade five and 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. Student scores are reported as performance levels. 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. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide.

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				41	45	48.7	46	50	52.3
Mathematics				39	42	48.7	43	46	48.1
Science				47	57	56.2	46	50	53.6
History-Social Science				27	41	47.9	36	41	44.4

California High School Exit Exam

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 AYP designations as required by the federal NCLB Act of 2001.

	ELA	Math
Passing Score	350	350
Proficient	380	380
Advanced	403	422

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.

Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination Web site at http://cahsee.cde.ca.gov/

California High School Exit Examination Results for All Students
Three Year Comparison: percent of students passing

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				83	76	78	79	79	81
Mathematics				85	80	79	78	80	81

Most Recent Year 2009-2010
The percent of all students achieving at the Proficient or Advanced level

Subject	School	District	State
	2009-10	2009-10	2009-10
English-Language Arts		40.6	54
Mathematics		46.4	53.4

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.

District wide Results

			Below		Within		Exceeds		
		Grade	Count	Percent	Count	Percent	Count	Percent	Total
Abdominal Strength	Curl-Ups	09	13	14.0%	51	54.8%	29	31.2%	93
Aerobic Capacity	One Mile Run	09	39	44.8%	48	55.2%	0	0.0%	87
	Walk Test	09	0	0.0%	1	33.3%	2	66.7%	3
Body Composition	Body Mass Index	09	27	29.0%	66	71.0%	0	0.0%	93
	Skinfold Measurement	09	5	11.4%	39	88.6%	0	0.0%	44
Flexibility	Back-Saver Sit && Reach (Left)	09	16	31.4%	12	23.5%	23	45.1%	51
	Back-Saver Sit && Reach (Right)	09	16	31.4%	14	27.5%	21	41.2%	51
	Shoulder Stretch (Left)	09	17	34.0%	33	66.0%	0	0.0%	50
	Shoulder Stretch (Right)	09	14	28.0%	36	72.0%	0	0.0%	50
Trunk Strength	Trunk-Lifts	09	9	9.7%	84	90.3%	0	0.0%	93
Upper Body Strength	Push-Ups	09	21	23.6%	53	59.6%	15	16.9%	89

ACCOUNTABILITY

Academic Performance Index
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.

This school had fewer than 11 valid Standardized Testing and Reporting (STAR) test scores. No reliable Academic Performance Index (API) can be calculated with so few scores.

Fall River Joint Unified School District Level Data

State Accountability: Academic Performance Index (API)

Number of Students Included in the 2010 Growth API		2010 Growth	2009 Base	2009-10 Growth
778		780	747	33

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.

Adequate Yearly Progress 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 AYP criteria.

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

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.

Indicator	School	District
Program Improvement Status	Not in Pi	Not in PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		1%

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION

Admission Requirements for California 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 (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 admissions requirements please visit the Undergraduate Admission & Requirements Web page (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.

Indicator	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Dropout Rate (1-year)	14.3	0	7.1	3.2	2.1	2.8	4.4	3.9	5.7
Graduation Rate	50	89.0	--	83.7	89.0	85.3	80.6	80.2	78.6

Completion of High School Graduation Requirements
Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2010		
	School	District	State
All Students	3	81	Not
American Indian or Alaska Native		8	available
Hispanic or Latino		7	
White (not Hispanic)	2	67	
Socioeconomically Disadvantaged	1		
English Learners		2	
Students with Disabilities		14	

Career Technical Education Programs (School Year 2009-10)
The alternative education programs in FRJUSD offer career exploration activities to help students prepare for the workforce. Students also have opportunities to take career assessments, explore different careers

Career Technical Education Participation (School Year 2009-10)

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	0
Percent of the school's pupils completing a CTE program and earning a high school diploma	0
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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	0
Graduates Who Completed All Courses Required for UC/CSU Admission	0

INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development

Three days are provided on the school calendar for professional development. The district collaborates with all school sites to provide teachers and administrators with ongoing professional development to improve teaching and learning in the areas of English Language arts, mathematics, science, and history-social studies. Areas of focus include differentiating instruction to meet the needs of all learners. Throughout the year, site administrators hold staff meetings to coach teachers to improve instructional practices.