

# School Accountability Report Card

Reported for School Year 2006-07

Published During 2007-08



## Mitchell Community School

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 at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## I. About This School

### Contact Information

This section provides the school's contact information.

School		District	
School Name	Mitchell Community School	District Name	Sulphur Springs Union Elementary
Street	16821 West Goodvale Road	Phone Number	661-252-5131
City, State, Zip	Canyon Country, CA 91387	Web Site	<a href="http://www.sssd.k12.ca.us">www.sssd.k12.ca.us</a>
Phone Number	661-252-9110	Superintendent	Dr. Nolet
Principal	Mrs. Roni Andrus	E-mail Address	<a href="mailto:bnolet@sssd.k12.ca.us">bnolet@sssd.k12.ca.us</a>
E-mail Address	<a href="mailto:randrus@sssd.k12.ca.us">randrus@sssd.k12.ca.us</a>		

### School Description and Mission Statement

This section provides information about the school's goals and programs.

#### About This School

A visit to Mitchell School, again recognized as a California Distinguished School in 2006, reveals a secure environment where commitment to a quality education, high expectations, dedication, positive morals, and a unity of purpose are clearly evident. Our beautifully remodeled campus rests among semiarid rolling hillsides in a residential area 40 miles northeast of Los Angeles. The outstanding staff, working together as a team, is on the cutting edge in providing superior instruction for every student. Even though many parents work outside of the home, they dedicate tremendous support for their students' education. Mitchell is a place where students love to come and learn!

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Currently our student population is 781 with a staff of thirty two teachers. Additional certificated staff includes a resource specialist a speech/language specialist, a district psychologist, and a school counselor. The classified staff supporting students consists of an efficient office staff, three custodians, eight special education instructional assistants, a community liaison, a computer instructional assistant, an English Language instructional assistant, one district supported reading instructional assistant, a library clerk and technician, a science lab assistant, yard and lunch supervisors, and cafeteria workers. Mitchell also has an exceptionally large number of parents who actively support school learning and contribute many volunteer hours. There is an exciting spirit of cooperation at Mitchell School which supports an environment where all children can learn.

Our continuing educational goal is to meet the needs of all students while creating a student body of lifelong learners. All students are provided a challenging curriculum aligned with the California Content Standards. Effective use of a wide range of teaching strategies and high quality, readily available materials bring this curriculum to life for students. Intervention and support programs assist students in meeting all Content Standards. Classroom and District Benchmark assessments monitor students' growth and guide the instructional program. Technology is a very important tool at school. Every student in grades K-6 has supervised access to the Internet. We continually seek innovative means to expand and update our existing technology as well as find as many new ways to integrate technology into the daily curriculum as possible. Students' learning is our number one priority at Mitchell School.

Representing strength and pride, the eagle has been Mitchell's mascot for the past thirty four years. Along with a strong emphasis on academics, Mitchell School also displays a tradition of pride, commitment, and caring. The Character Counts Program is embedded in all aspects of Mitchell's every day life inside the classroom and on the playground. Students earn Caught Being Good Slips for making good decisions and demonstrating the values of responsibility and caring. The school's discipline policies also reflect the Six Pillars of Character along with our Eagle Ethics. At monthly award assemblies, students are given special recognition for their accomplishments. We have various Student Council, grade level sponsored events, and PTA activities which promote community responsibility. The active PTA strongly supports the staff and works tirelessly to benefit all students. In all aspects, Mitchell Community School continues to be a leader among California elementary schools!

## Opportunities for Parental Involvement

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

**Contact Person Name:** Mrs. Roni Andrus

**Contact Person Phone Number:** 661-252-9110

Parent Involvement

Mitchell School is very fortunate to have a highly active parent group. While many parents do work outside of the home, they effortlessly assist their children at home with homework and projects to support their child's education. On top of all of this support, many parents support the Mitchell PTA and have volunteered approximately 8,000 hours. Parents participate in Site Council, evening workshops, District adoption committees, District Conferences, attend District Board Meetings hosted at Mitchell, and actively participate in biyearly parent conferences. Mitchell parents are an important component of our school community.

## Student Enrollment by Grade Level

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
Kindergarten	103	Grade 4	103
Grade 1	105	Grade 5	130
Grade 2	120	Grade 6	111
Grade 3	107	Total Enrollment	779

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## Student Enrollment by Group

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	8.00%	White (Not Hispanic)	53.79%
American Indian or Alaska Native	0.64%	Multiple or No Response	0.51%
Asian	5.39%	Economically Disadvantaged	24.00%
Filipino	2.00%	English Learners	7.00%
Hispanic or Latino	29.00%	Students With Disabilities	8.00%
Pacific Islander	0.13%		

## Average Class Size and Class Size Distribution

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

Grade Level	2004-05				2005-06				2006-07			
	Number of Classrooms				Number of Classrooms				Number of Classrooms			
	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+	Avg. Class Size	1-20	21-32	33+
K	28	--	3	--	29.3	--	3	--	35	--	--	3
1	19.4	5	--	--	19.2	5	--	--	20	5	--	3
2	20	4	--	--	19.6	5	--	--	20	5	--	3
3	18.8	6	--	--	19.4	5	--	--	20	6	--	3
4	30	--	3	--	30.8	--	4	--	32.3	--	2	3
5	30	--	5	--	31.3	--	2	1	31	--	5	--
6	32.3	--	3	1	33	--	--	4	27	--	4	--

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## II. School Climate

### School Safety Plan

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

Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm. The School Safety Plan includes:

- School disaster procedures
- Guidelines to ensure a safe teaching and learning environment
- Guidelines to promote safe travel to and from school
- District and community resources for students and parents
- Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

### 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			District		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
<b>Suspensions</b>	5.00%	5.00%	5.00%	5.00%	5.00%	5.00%
<b>Expulsions</b>	1.00%	1.00%	1.00%	1.00%	1.00%	1.00%

## III. School Facilities

### School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Monthly site inspections are routinely done at Mitchell School. School administrators walk the campus and complete the Sulphur Springs School District Facilities Cleanliness Form and the Safety Inspection Checklist Report. If there are any concerns, a district work order is submitted for repair or monitoring. Each semester the school administrator walks the campus to complete the District's Indoor Air Quality Report. Again if any items need to be addressed, a district work order is submitted and promptly addressed. Mitchell's last inspection found the campus to be extremely clean and well maintained.

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## School Facility Good Repair Status

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

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

## Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Exemplary	Good	Fair	Poor
Overall Summary		X		

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## IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	36	31	34	268
Without Full Credential	0	1	1	4
Teachers Teaching Outside Subject Area	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	2005-06	2006-07	2007-08
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

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site 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	94.3%	5.7%
All Schools in District	97.0%	3.0%
Low-Poverty Schools in District	95.5%	4.5%

## V. 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
Speech/Language/Hearing Specialist	1.0

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## VI. Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

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.

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	Houghton Mifflin Reading Language Arts, adopted in 2003, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Mathematics	McGraw Hill Mathematics, adopted in 2001, is used for instruction in grades kindergarten through sixth. There are sufficient textbooks for one book per student.	0%
Science	Harcourt Science, adopted in 2000, is used for instruction in kindergarten through 5th grade. Holt "Adventures in Science," adopted in 2001, is used for instruction in sixth grade. There are sufficient textbooks for one book per student.	0%
History-Social Science	Scott Foresman History-Social Science, adopted in 2007, is used for instruction in grades kindergarten through 5th. Harcourt History-Social Science, adopted in 2007, is used for instruction in 6th grade. There are sufficient textbooks for one book per student.	0%
Foreign Language		N/A
Health	Harcourt Brace, "Healthy You," is used for instruction in grades kindergarten through sixth. In addition, Mendez Foundation's "Too Good for Drugs" is used for instruction in kindergarten through sixth grade. There are sufficient books for one book per student.	0%
Science Laboratory Equipment (grades 9-12)		N/A

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## VII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Expenditures Per Pupil (Basic)	Average Teacher Salary
District	--	\$62,510.00
State	\$4,943.00	\$61,005.00

### Types of Services Funded

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

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

### Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,132.00	\$39,984.00
Mid-Range Teacher Salary	\$60,873.00	\$63,798.00
Highest Teacher Salary	\$81,459.00	\$79,204.00
Average Principal Salary (Elementary)	\$94,759.00	\$99,820.00
Average Principal Salary (Middle)	--	\$102,340.00
Superintendent Salary	\$147,396.00	\$158,484.00
Percent of Budget for Teacher Salaries	45.0%	43.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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## VIII. Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

### CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	60%	60%	61%	53%	55%	53%	40%	42%	43%
Mathematics	66%	65%	68%	60%	63%	60%	38%	40%	40%
Science	64%	61%	59%	45%	50%	50%	27%	35%	38%
History-Social Science	--	--	--	--	--	--	32%	33%	33%

### CST Results by Student Group – Most Recent Year

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
African-American	54%	58%	64%
American Indian or Alaska Native	--	--	--
Asian	86%	93%	--
Filipino	75%	83%	--
Hispanic or Latino	45%	53%	57%
Pacific Islander	--	--	--
White (Not Hispanic)	68%	76%	57%
Male	55%	66%	61%
Female	68%	71%	58%
Economically Disadvantaged	43%	56%	64%
English Learners	23%	40%	--
Students With Disabilities	16%	11%	--

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## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	58%	59%	52%	47%	44%	44%	41%	42%	42%
Mathematics	84%	74%	73%	67%	67%	59%	52%	53%	53%

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African-American	--	--
Asian	--	--
Filipino	--	--
Hispanic or Latino	38%	59%
White (Not Hispanic)	59%	77%
Male	48%	76%
Female	55%	70%
Economically Disadvantaged	28%	52%
Students With Disabilities	--	--

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	38.0%

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## IX. 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2004	2005	2006
Statewide	9	9	8
Similar Schools	10	9	7

### API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students	13	5	1	845
Hispanic or Latino	29	11	-5	779
White (Not Hispanic)	10	3	12	867
Economically Disadvantaged	2	14	8	773

### 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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

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## AYP Overall and by Criteria

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	Yes
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	Yes	Yes
Graduation Rate	N/A	N/A

## Federal Intervention Program

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 (English-language arts 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	District
Program Improvement Status	Not In PI

## Professional Development

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

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All staff development in the district centers on the Board approved SSSD Three Year Professional Development Plan. The staff development provided at school sites and within the district focuses on understanding the content standards; student achievement; and specific curricular support. Staff development needs are identified district wide through the STAR data, new adoptions, and other legislated mandates. A major thrust has been on implementing and understanding the standards in the core curriculum; data from student assessment; adoption cycle; new programs; state and federal mandates; and other professional needs aimed at supporting all teachers from the brand new to the experienced.

Both the district and the school sites provide opportunities for teachers to attend workshops and conferences off-site. Teachers frequently bring back ideas and share them with teachers at their own school and across the district.

Teacher leaders are invaluable in the dissemination of new materials, ideas and programs. Teachers volunteer to present for other teachers and readily share ideas and materials with one another.

The district and sites identify consultants to use in providing staff development. Staff development is offered at a variety of times in order to be as convenient as possible for the majority of teachers.

Professional Development Tuesdays were also used to provide training for effective team collaboration, Step-Up-To-Writing, use of Kaplan GATE strategies to add depth and complexity to instruction across the curriculum, and developing a deeper understanding of the Science Standards for lesson planning. Teachers in grades 3rd-6th had science training experiences with students through lessons provided by Quest in Science.

Monthly Grade Level Planning Tuesdays allowed teacher collaboration in planning and delivering instruction, data analysis, and strategy sharing for more effective instruction and classroom management.

During 2007-2008 site-based professional development will continue to support implementation of the SBRC as an accurate measure of student achievement, and as an effective communication tool between the school and the parents. In addition, teachers will continue to collaborate to align the grade-level standards on SBRC with year long plans and block plans, identify formal and informal assessments, identify instructional materials and strategies to support instruction at all levels in all subjects, and analyze achievement data used to report student achievement on SBRC.

Monthly Grade Level Planning Tuesdays will continue to allow for teacher collaboration in planning and delivering instruction, data analysis, and strategy sharing for more effective instruction and classroom management. Grade level feedback forms and attendance at planning meetings will allow site administrators to support teachers in continued instructional improvement.

In addition to site-based training, Mitchell staff will have the opportunity to participate in district-provided professional development that targets varied curricular areas and student learning needs. All teachers receive monthly flyers providing information about professional development opportunities in reading, writing, ELD, math, science, and other areas. Monthly sessions are offered to support fluency and comprehension instruction. All first and some second grade teachers will participate in "Frontloading" to enhance teachers' knowledge of how to support ELs' access to core, and English in a Flash training to support supplemental ELD instruction. Several teachers will attend Kaplan Strategy training to complete the site's goal of having all 3rd-6th grade teachers trained to meet the needs of GATE/High Achieving students. All teachers will participate in training about meeting the academic and social/emotional needs of Autistic/Autism Spectrum students. Four teachers and the Assistant Principal are part of the Science Adoption Committee and will be involved with evaluating and piloting the science curriculum being considered for adoption.