San Luis Coastal Unified School District

Laguna Middle School

Grade 7 and Grade 8

John Calandro, Principal

E-mail: jcalandro@slcusd.org

11050 Los Osos Valley Road
San Luis Obispo, CA 93405
Phone: (805) 596-4055
Fax: (805) 544-2449
CDS Code: 40-68809-6067102
Web Site: lams.slcusd.org

2016-2017 School Accountability Report Card
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San Luis Coastal Unified School District Mission Statement

The mission of San Luis Coastal Unified School District is to educate students to become self-sufficient individuals who are capable of making significant contributions to society and managing change in the culturally diverse world community. The District guarantees to provide the highest quality programs and services which will give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.

DISTRICT OFFICE

1500 Lizzie Street
San Luis Obispo, CA 93401
Phone: (805) 549-1200
Fax: (805) 549-9074
E-mail: district@slcusd.org
Web Site: www.slcusd.org

Eric Prater, Ed. D.
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The State of California's goals for public education are embedded in the Local Control Funding Formula and Local Control Accountability Plan, adopted in 2013-14. San Luis Coastal Unified School District, in 2011, adopted its own Initiatives for Student Success. We support the State's goals by drawing annual focus areas from these initiatives:

2017-2018:
FOCUS AREA 1: Improve student achievement
FOCUS AREA 2: Narrow the Achievement Gap in ELA, Math and A-G requirements
FOCUS AREA 3: Create an intentional culture of care and intervention
FOCUS AREA 4: Technology and Innovation
FOCUS AREA 5: Establish a data-rich culture

I. Data and Access

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest is an online data tool located 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 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 Laguna Middle School

School Description and Mission Statement
Laguna Middle School encompasses a large geographic area within San Luis Obispo and extends outward in all directions, containing rural and urban housing. There is a broad socioeconomic range with a mix of affluent, middle income and low income families. Approximately 28.5% of the students are on the free/reduced lunch program and 10.7% of our students participate in our English Learner Program. The Laguna staff works diligently to identify struggling students and provide tiered interventions in our effort to support all students. The staff and community also work to ensure that our middle school students are connected to our campus through clubs, sports and campus-wide events. A true culture of care is our objective. Laguna Middle School is dependent upon the partnership of staff, students, parents, and community to continue to offer a challenging and varied program for our students. Highlights from our mission include:

- *Provide the necessary support to meet high academic standards while challenging the accelerated learner and providing additional support for low achieving students.*
- *Guide students to develop critical thinking, decision-making, organizational and communication skills resulting in confident, self-directed learners.*
- *Provide exploratory opportunities to students in an effort to address the needs of the early adolescent.*
- *Provide a comprehensive educational program that includes academics, the arts, vocational technology, health, wellness, and fitness.*
- *Provide a professional development program to staff to support the delivery of this program to the entire student population, including special needs students.*

Opportunities for Parental Involvement
Laguna Middle School offers a multitude of ways for parents to become involved with the school. Through signups at the beginning of the year, and via the volunteer tab on the school website, many parents commit to be involved according to their availability and areas of interest. The options available include school day activities within the classroom, providing support for students in reading intervention, assisting with teacher materials preparation, volunteering in the office and library, and membership on the School Site Council, PTA, and English Learner Advisory Committee. We also rely on parent volunteers for 8th Grade Career Day, Safe School Advisory, parent planning committees and chaperoning events. Large events such as our 3-Mile Run and our 8th Grade Promotion Events rely heavy on the help of our parent volunteers. The school newsletters regularly seek to involve parents in active participation with school departments' student activities. Parent Education Nights and principal's coffees provide an opportunity for parents to learn about a variety of topics related to their child's development. For further information, please call the school at 805-596-4055, Ext. 2002.

Enrollment by Grade Level (2016-2017)

Grade Level	Number of Students
Grade 7	369
Grade 8	363
Total Enrollment	732

Enrollment by Group (2016-2017)

Group	Percent of Enrollment
African American	1%
American Indian or Alaska Native	0.1%
Asian	4.1%
Filipino	1.4%
Hispanic or Latino	30.7%
Pacific Islander	0.1%
White (not Hispanic)	57.9%
Two or More	4.6%
Socioeconomically Disadvantaged	30%
English Learners	7%
Students with Disabilities	10.4%

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

Class	2014-2015				2015-2016				2016-17			
	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	20	14	23		21	14	22		21	16	24	1
Mathematics	22	13	19		21	13	21		22	11	21	2
Science	25	3	24		27	3	22	1	27	1	25	
Social Science	27	3	20	1	26	4	22		26	5	19	3

III. School Climate

School Safety Plan
The Laguna Safe Schools Plan is reviewed and updated each year by the School Safety Committee. The plan covers all events, including fire, spills, earthquake, nuclear, campus intruder, evacuation, sheltering, safety, and sanitation. The plan was updated and then reviewed with staff and the School Site Council in March 2017.

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		
	2014-15	2015-16	2016-2017	2014-15	2015-16	2016-2017
Suspensions	2.92%	2.71%	4.55%	4.05%	2.62%	2.21%
Expulsions	0.14%	0.14%	0.26%	0.14%	0.10%	0.12%

IV. School Facilities

Facility Conditions and Planned Improvements
The District extends great efforts to maintain the schools in a manner that ensures that they are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument, with all potential problems related to safety reported and monitored for completion by site administration and the Building, Grounds, and Transportation Department. Information about this evaluation can be found for all sites at http://www.slcusd.org/fmp/index.html. Elementary and middle school planned improvements include accessibility upgrades, campus-wide painting projects, fire alarms, and parking lot paving.

The following is specific information on the condition of the school and the efforts made to ensure that students are provided a clean, safe, functional learning environment.

Age of School Buildings
Laguna Middle School has 42 classrooms, a multipurpose room, gymnasium, locker rooms, a library and an office. The main campus was built in 1968 and an addition was constructed in 1998.

Maintenance and Repair
The District maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is utilized to ensure efficient service, and ensures that emergency repairs are given the highest priority. Many of our facilities are being modernized as part of the District Measure D program enacted in 2014.

Cleaning Process and Schedule
The Board of Education has adopted cleaning standards for all schools in the district. A summary of these standards is available at Buildings, Grounds and Transportation. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget
The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools 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.

Deferred Maintenance Projects
The complete deferred maintenance plan is available at the Buildings, Grounds and Transportation office.

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.

System Inspected	Good	Fair	Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓			
Interior: Interior Surfaces	✓			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	✓			
Electrical: Electrical	✓			
Restrooms/Fountains: Restrooms, Sinks/Fountains	✓			Action taken or planned is tracked with School Dude
Safety: Fire Safety, Hazardous Materials	✓			
Structural: Structural Damage, Roofs	✓			
External: Playground, School Grounds, Windows, Doors, Gates, Fences	✓			
Overall Rating	✓			

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 at the DataQuest Web page at http://dq.cde.ca.gov/dataquest/.

Teachers	School 2014-15	School 2015-16	2016-17	District 2016-17
With Full Credential	40	36	39	412
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	4	4	14

Teacher Misassignments and Vacant Teacher Positions
The district did not have any teacher misassignments (teachers assigned without proper legal authorization) or 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) for the three-year period 2015-16through 2017-18.

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

VI. Support Staff

Academic Counselors and Other Support Staff (2017-2018)
The following 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% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.6	458
Library Media Teacher (Librarian)	0.07	
Library Media Services Staff (paraprofessional)	1	
Psychologist	0.48	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.75	
Adaptive Physical Education	0.07	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2017-2018)
Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

Core Curriculum Areas	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	1 per student	0
Mathematics	1 per student	0
Science	1 per student	0
History/Social Science	1 per student	0
Foreign Language	1 per student	0
Health	1 per student	0
Visual and Performing Arts	Sufficient Instructional Materials	0
Science Laboratory Equipment (Grades 9-12)	Sufficient Instructional Materials	0

K-8 Core Curriculum Areas
The district has adopted and purchased the following materials from the most recent list of standards-based materials adopted by the State Board of Education.

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-5	Heinemann	*Units of Study for Teaching Reading*
	2003	6-8	McDougal Littell	*Language of Literature*
Mathematics	2014	K-2	Math Learning Center	*Bridges, 2nd Edition*
	2015	3-5	Math Learning Center	*Bridges, 2nd Edition*
	2016	6	College Preparatory Mathematics	*Core Connections, Course 1*
	2016	7-8	College Preparatory Mathematics	*Core Connections, Course 2 & Course 3*
History/Social Science	2007	K-5	Houghton Mifflin	*Houghton Mifflin History/Social Science*
	2007	6	Holt, Rinehart & Winston	*World History: Ancient Civilizations*
	2007	7	Holt, Rinehart & Winston	*World History: Medieval to Early Modern Times*
	2007	8	Holt, Rinehart & Winston	*US History: Independence to 1914*
Science	2016	K-5	Delta Education	*FOSS Next Generation*
	2008	6	MacMillan/McGraw-Hill	*California Earth Science*
	2008	7	Prentice Hall	*Focus on Life Science, California Edition*
	2008	8	Prentice Hall	*Focus on Physical Science, California Edition*

9-12 Core Curriculum Areas
The district has adopted and purchased the following standards-based materials for grades 9-12 that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
English	2003	9-12	McDougal Littell	*Language of Literature*
Mathematics	2015	9-12	College Preparatory Mathematics	*Core Connections, Algebra I*
	2015	9-12	College Preparatory Mathematics	*Core Connections, Geometry*
	2015	9-12	College Preparatory Mathematics	*Core Connections, Algebra II*
	1995	9-12	PWS Publishing Company	*Analytic Trigonometry with Applications*
	2001	9-12	Addison Wesley Longman, Inc.	*Elementary Statistics*
	2005	9-12	Prentice Hall	*Calculus: Graphical, Numerical, Algebraic*
	2010	9-12	Pearson/Addison Wesley	*Precalculus*
History/Social Science	2001	10	Heath/McDougal Littell	*Modern World History: Patterns for Interaction*
	2001	11	Heath/McDougal Littell	*The Americans: Reconstruction Through the 20th Century*
	2001	12	Prentice Hall	*Magruder's American Government*
	2001	12	Glencoe	*Economics: Principles and Practices*

Subject	Year Adopted	Grade Levels	Publisher	Title
Science	2008	9-10	Scott Foresman	*Biology: The Web of Life, 2nd Edition*
	2008	11	Heath/McDougal Littell	*Introductory Chemistry: A Foundation, 4th Edition*
	2001	12	Holt, Rinehart & Winston	*Holt Physics 2002*

Health

Each pupil enrolled in a health course has sufficient textbooks or instructional materials consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Health	2006	9	Holt, Rinehart & Winston	*Lifetime Health*

Foreign Language

Each pupil enrolled in a foreign language course has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education.

Subject	Year Adopted	Grade Levels	Publisher	Title
Spanish	2005	9-12	Prentice Hall	*Realidades*
French	2005	9-12	Glencoe/McGraw Hill	*Bon Voyage*
Latin	2005	9-12	Cambridge	*Cambridge Latin Course, North American, 4th Edition*
	2005	9-12	Bolchazy	*Supplemental Books for Latin*

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-2016)

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 at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and 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	$11,665	$2,596	$9,069	$80,091
District			$11,899	$74,065
Percent Difference - School Site and District			-23.78%	8.14%
State			$6,574	$74,476
Percent Difference - School Site and State			37.95%	7.54%

Types of Services Funded (2016-2017)

Funded services include instructional, transportation, operation, and administrative. Some of the programs funded by state and feral resources that enable the district to provide services to support student achievement and well-being are:

Career Technical Education   Homeless Child Education   Special Education

College Readiness   Limited English Proficiency, Title III   Title I

English Language Instruction   Lottery   Vocational Education

Teacher and Administrative Salaries (Fiscal Year 2015-2016)

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 can be found on the Certificated Salaries and Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	$46,054	$46,511
Mid-Range Teacher Salary	$68,789	$73,293
Highest Teacher Salary	$96,771	$92.082
Average Principal Salary (Elementary)	$123,679	$113,263
Average Principal Salary (Middle)	$126,077	$120,172
Average Principal Salary (High)	$143,009	$131,203
Superintendent Salary	$211,052	$213,732
% of Budget for Teacher Salaries	35%	36%
% of Budget for Admin Salaries	5%	5%

IX. Student Performance

Please 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

California Assessment of Student Performance and Progress Results for All Students (School Year 16-17)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	69%	66.76%	66%	66.79%	48%	48.56%
Mathematics (grades 3-8 and 11)	65%	66.48%	59%	61.55%	36%	37.56%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)
ELA – Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	366	355	96.7%	66.76%
Male	188	186	99%	59.68%
Female	178	169	95%	74.55%
Asian	11	11	100%	81.81%
Hispanic or Latino	117	113	96.6%	41.59%
White	217	210	96.8%	81.9%
Two or More Races	12	12	100%	50%
Socioeconomically Disadvantaged	114	110	96.5%	34.55%
English Learners	28	27	96.4%	14.81%
Students with Disabilities	41	40	97.6%	20%

Note: ELA/Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes – appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Assessment Results – English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)
ELA – Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	355	96%	66.76%
Male	191	180	94.2%	59.44%
Female	179	175	98%	74.29%
Asian	18	18	100%	77.78%
Hispanic or Latino	114	111	97.4%	42.34%
White	204	195	95.6%	78.98%
Two or More Races	23	20	87%	70%
Socioeconomically Disadvantaged	107	99	92.5%	31.31%
English Learners	15	15	100%	0%
Students with Disabilities	30	24	80%	12.5%

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)
Mathematics – Grade 7

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	366	356	97.3%	68.54%
Male	188	187	99%	67.92%
Female	178	169	95%	69.23%
Asian	11	11	100%	90.91%
Hispanic or Latino	117	114	97.4%	47.36%
White	217	210	97%	80%
Two or More Races	12	12	100%	58.33%
Socioeconomically Disadvantaged	114	111	97.4%	41.44%
English Learners	28	28	100%	21.43%
Students with Disabilities	41	40	97.6%	20%

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 16-17)
Mathematics – Grade 8

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	370	357	96.5%	64.42%
Male	191	182	95.3%	61.54%
Female	179	175	98%	67.43%
Asian	18	18	100%	77.78%
Hispanic or Latino	114	111	97.4%	41.44%
White	204	196	96.07%	76.53%
Two or More Races	23	21	91.3%	71.43%
Socioeconomically Disadvantaged	107	99	92.5%	36.63%
English Learners	15	15	100%	6.67%
Students with Disabilities	30	25	83.33%	8%

CST Results for All Students ─ Science Three-Year Comparison
This table displays percent of students achieving at Proficient or Advanced level (meeting or exceeding state standards) for the previous three-year period.

Subject	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science	79%	87%	74%	73%	56%	54%

Note: The 2016-17 data is not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

California Physical Fitness Test Results (2016-17)
The California Physical Fitness Test is administered to students in grades 5, 7, and 9. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test result to the district and state, see the CDE PFT Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	15.8%	24.5%	38.1%

X. Accountability

Federal Intervention Program (2017-2018)
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 AYP Web page at http://www.cde.ca.gov/ta/ac/ay/.

Indicator	School	District
Program Improvement Status	No	In
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		37.5%

XI. Instructional Planning and Scheduling

Professional Development

The district funds a development program using federal Title I Professional Development funds, Title II Teacher Quality funds, Title III Limited-English-Proficient funds, district funds, and site monies. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

The district's focus for staff development has been concentrated in the areas of Common Core State Standards, assessment, writing, mathematics, reading and mathematics interventions, Career Technical Education support for high quality classroom instruction and the Next Generation Science Standards. Although most of our students are achieving at high levels, some of our student populations are not. This data has provided the impetus for our District Initiatives and staff development.

Various methods of support are provided to assist teachers with the implementation of professional development goals, including the following:

- Weekly collaboration time for all teachers;
- Release time using substitutes;
- Student performance data reports available in illuminate;
- Assistance from EL Specialists, outside consultants, and Teachers-on-Special Assignment.

Professional development days are scheduled annually to provide training on specific curricular areas, and/or assessment.

The School Accountability Report Card (SARC), 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 SARC Web page at http://www.cde.ca.gov/ta/ac/sa/. For additional information about this school, parents and community members should contact the school principal or the district office.