

San Luis Coastal Unified School District

Sinsheimer Elementary School

Kindergarten through Grade 6

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2006-2007 School Accountability Report Card

Published During 2007-2008

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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 possible in order to give all individuals the opportunity to realize their full intellectual, physical, creative, emotional, and social potential.

DISTRICT OFFICE

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The Board of Education of San Luis Coastal Unified School District adopted the following District Goals for Strategic Planning on November 1, 2005:

Student Achievement and Well-Being

To provide for each student a safe school that knows and cares about the student, clarifies what is important for that student to know and be able to do, continually refines instructional practices, maintains accountability for student's achievement and well-being; and develops in the student a sense of personal responsibility for his or her education.

Budget Development

To develop a balanced budget based upon reasonable but conservative assumptions.

Facilities and Infrastructure

To plan for long-range systematic expansion/contraction, repair and replacement of district facilities and infrastructure.

Employee Recruitment and Retention

To develop systems for recruitment, induction, retention, placement, and professional growth of employees.

Community Confidence

To develop community confidence through active outreach, transparent processes, open communication, and meaningful partnerships.

Governance

To develop a community vision for our schools and a respectful forum for community input.

I. About Sinsheimer Elementary School

School Description and Mission Statement

Sinsheimer Elementary School is located on the beautiful Central Coast of California. Situated within the city limits of San Luis Obispo, it is in a residential neighborhood adjacent to a park. Our school enjoys a history of excellence in education and, in 2006, was honored as a California Distinguished School. This is the result of clear and focused goals that create and maintain a supportive learning environment. All students are provided with the opportunity to grow and achieve academically, socially, and emotionally.



Our Mission Statement is:

The Sinsheimer School community is committed to a safe learning environment with a standards-based instructional program where there are high expectations, caring relationships and meaningful opportunities to participate and contribute to our diverse community.

Our motto is: "Committed to Excellence."

We foster high personal standards, accountability, and a climate that values independence. The staff, parents, and students share a common vision that academic success is based on strong parental involvement.

Opportunities for Parental Involvement

Parental involvement is a key element in the success of Sinsheimer Elementary School. We have an engaged school community where parents walk their children to school and turn out in large numbers for events. Parent volunteers are utilized in the classroom, library, and playground settings. A strong PTA enriches and enhances the school program by providing funding for assemblies, field trips, cultural arts programs, an *Artist in Residence* program, supplemental materials, and equipment for classrooms. Social activities, such as the carnival, walk-a-thon, BBQ, auction, and ice cream social are designed to enhance community participation in our school. Parent education is conducted through offerings by the school principal, counselor, community members, and the weekly newsletter. The focus of parental involvement and education is to foster healthy children who will grow up to be successful, competent, and caring adults. For further information regarding opportunities for parental involvement, please contact Joyce Hunter, Principal, at 805-596-4088.

Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	54
Grade 2	68
Grade 3	55
Grade 4	62
Grade 5	69
Grade 6	74
Total Enrollment	446

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	2.69%	White (not Hispanic)	82.06%
American Indian or Alaska Native	.45%	Multiple or No Response	
Asian	3.59%	Socioeconomically Disadvantaged	20%
Filipino	.45%	English Learners	7%
Hispanic or Latino	10.54%	Students with Disabilities	12%
Pacific Islander	.22%		

Average Class Size and Class Size Distribution (Elementary)

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			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18.5	4			19.7	3			18.0	3		
1	19.0	3			18.0	4			18.0	2		
2	19.8	4			19.0	4			18.8	4		
3	19.3	3			18.0	3			17.7	3		
4	32.0		2		29.5		2		30.0		2	
5	31.5		2		26.5		2		25.5		2	
6	32.0		1		30.0		2		29.0		2	
K-3	20.0	1							19.5	2		
3-4	12.5	2			20.0	1			9.0	1		
4-8	30.0		1		16.5	1	1		30.0		1	

II. School Climate

School Safety Plan

Planning for safety is a major concern for all schools. Sinsheimer prides itself in maintaining a safe school community that promotes high standards for behavior, as well as the social and emotional health of our students and families. Because safety is both an internal as well as external concern, our school's safety plan encompasses emergency procedures such as a nuclear plan, procedures for earthquake, fire preparedness, and intruders on campus. Included are all emergency phone numbers and phone trees. Maps such as gas and water shut-offs, exit routes, and safe routes to school are located in the document. In addition, crisis management and district policies and procedures are included along with crime reports and healthy schools information. Annually, all parents receive a handbook which explains the school rules and expectations for student conduct. Sinsheimer teachers have an emergency manual explaining safety procedures that is updated each year. The safety plan is a comprehensive document that covers major safety issues and concerns specific to Sinsheimer School. It is reviewed each year and approved by the School Site Council. The School Safety Plan was last updated in September 2007 and reviewed with staff in October 2007.

School Discipline Practices

Sinsheimer School has many programs and practices that promote a positive learning environment. School rules and expectations are taught, posted in each classroom and included in our student/parent handbook. Strong communication between the school and parents is maintained through phone calls, conferences and newsletters. Effective discipline is maintained in all classrooms through the use of positive reinforcement such as our "Caught Ya' Being Good" slips and monthly asset/spirit assemblies. In addition, all teachers send home positive post cards to highlight appropriate student behaviors. The Student Success Team (SST) is used as a monthly resource for addressing the social, emotional, physical, academic, and behavioral needs of students. Speech and special education services are available for qualified students. Specialists provide instruction for students in P.E. and music in grades 1 through 6. Reading Recovery teachers work with first grade students performing at the lowest levels in reading and raise their reading levels to the average performance level of the class. A school counselor builds assets with students and families by supporting them in issues of peer relationships, divorce, death, grief, school success, problem solving and self-esteem. A differentiated math program provides remediation, enrichment and extension activities for all students. Ability Awareness Day provides all students with education about and exposure to people with visual, hearing, physical, and learning disabilities. An "Artist in Residence" program provides 16 lessons per year to all classrooms in the areas of art and drama. Teachers make use of instructional techniques such as Sheltered Instruction to meet the individual needs of our English Learner (EL) students. The AVID (Advancement Via Individual Determination) program is used in grades 4 through 6. An after-school program, Support Our Students (SOS), is available to assist students in grades 2 through 6 with homework and tutoring. Other after-school opportunities, such as a symphony strings class, are offered annually. The goal of our school community is to create a positive school climate by meeting the needs of all learners in a supportive and enriched educational environment.

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 (Elementary)		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	5.81%	6.64%	5.61%	3.5%	3.46%	2.89%
Expulsions	0	0	0	0	0	0

III. School Facilities

School Facility Conditions and Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed from the State of California Office of Public School Construction. The results of this survey are available at the Buildings, Grounds and Transportation office. Following is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

Sinsheimer School has 26 classrooms, a multipurpose room, a library and an office. The main campus was built in 1954; additions were constructed in 1961, 1972 and 1997.

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 used to ensure efficient service and that emergency repairs are given the highest priority. We recently completed rehabilitation of many of our facilities as part of our Measure A Building Program which began in 1996. Our facilities are in very good shape.

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 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 2006-07 school year, the district budget was \$300,000 for the deferred maintenance program for all district schools. This represents 4.5% of the district's general fund budget.

Deferred Maintenance Projects

For the 2006-07 school year, the district's Board of Education approved deferred maintenance projects for the district's schools. The district's complete deferred maintenance plan is available at Buildings, Grounds and Transportation.

School Facility Conditions 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	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior and exterior)	✓			
Interior Surfaces (walls, floors, and ceilings)	✓			
Hazardous Materials (interior and exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior and exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside and outside)	✓			
Restrooms	✓			
Sewer/Septic	✓			
Playground/School Grounds	✓			
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

The overall summary of the facility condition of this school is good.

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	24	23	25	395
Without Full Credential	0	0	1	3
Teaching Outside Subject Area of Competence	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

The school 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 past three years.

Core Academic Classes Taught by NCLB 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 this school and the district. More information on teacher qualifications required under NCLB can be found 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
All Schools in District	98.3%	1.7%
High-Poverty Schools in District	There are no high-poverty schools in the district.	
Low-Poverty Schools in District	98.2%	1.8%

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	Average Number of Students per Academic Counselor
Academic Counselor	0.5	892
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	.8	
Psychologist	0.2	
Social Worker	0	
Nurse	0.2	
Speech/Language/Hearing Specialist	0.2	
Resource Specialist (non-teaching)	0	

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

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, including English Learners.

Core Curriculum Areas	Availability of Textbooks and Instructional Materials
Reading/Language Arts/ELD	1 per student
Mathematics	1 per student
Science	1 per student
History/Social Science	1 per student
Health	1 per student

K-8 Core Curriculum Areas

The district 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	2003	K-5	Houghton Mifflin	<i>California Reading</i>
	2003	6-8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2001	K-6	Scott Foresman	<i>California Mathematics</i>
	2001	K-6 (Pacheco)	Harcourt	<i>Harcourt Math</i>
	2001	7-8	McDougal Littell	<i>Mathematics Course 2</i> <i>Algebra I Concepts and Skills</i>
History/Social Science	2001	7	Houghton Mifflin	<i>Across the Centuries, 21st Century Edition</i>
	2001	8	Holt, Rinehart & Winston	<i>Call to Freedom: Beginnings to 1914</i>
Science	2003	4-5	Houghton Mifflin	<i>DiscoveryWorks</i>
	2001	6-8	Prentice Hall	<i>Science Explorer</i>

The district has not purchased materials from the most recent list of standards-based materials adopted by the State Board of Education for the following subjects and grade levels:

- History/Social Science K-6
- Science K-3

Therefore, 100% of the K-6 students at all elementary sites lack sufficient standards-aligned textbooks in social science; and 100% of the K-3 students at all elementary sites lack sufficient standards-aligned textbooks in science.

The district's plan is to comply with the new requirements as new State adoptions occur. The plan is that the district will:

- Consider new K-8 history/social science instructional materials adopted by the State in 2005 for adoption by the district in spring 2007 and implementation in 2007-08; and
- Consider new 7-8 science instructional materials adopted by the State in 2006, for adoption by the district in spring 2007 and implementation in 2007-08.
- Consider new K-6 science instructional materials adopted by the State in 2006, for adoption by the district in fall 2007 and implementation in 2007-08.

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 salaries is 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	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$8,162	\$1,818	\$6,344	\$66,627
District			\$6,786	\$65,285
Percent Difference - School Site and District			-6.98%	2.06%
State			\$4,943	\$58,776
Percent Difference - School Site and State			28.34%	13.36%

Types of Services Funded

Funded services include instructional, transportation, operation, and administrative.

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 can 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	\$37,000	\$38,479
Mid-Range Teacher Salary	\$57,000	\$60,306
Highest Teacher Salary	\$74,000	\$74,193
Average Principal Salary (Elementary)	\$95,649	\$92,985
Average Principal Salary (Middle)	\$100,969	\$98,305
Average Principal Salary (High)	\$108,415	\$107,384
Superintendent Salary	\$150,470	\$155,314
Percent of Budget for Teacher Salaries	41.11%	40.79%
Percent of Budget for Administrative Salaries	5.379%	5.719%

VIII. 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.

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 proficiency level, including the percent of students not tested, can be found at the CDE web site at <http://star.cde.ca.gov>.

CST Results for All Students -- Three-Year Comparison

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

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	70	71	74	63	63	64	40	42	43
Mathematics	82	76	79	55	56	56	38	40	40
Science	45	49	54	44	62	61	27	35	38

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
Hispanic or Latino	26%	37%	
White (Not Hispanic)	82%	84%	63%
Male	71%	76%	46%
Female	77%	81%	66%
Economically Disadvantaged	41%	45%	31%
English Learners	11%	33%	
Students with Disabilities	35%	32%	

Norm-Referenced Test (NRT)

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/>.

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	65	75	79	65	60	64	41	42	42
Mathematics	88	87	83	72	69	72	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
White (not Hispanic)	82%	82%
Male	80%	92%
Female	78%	74%

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. In 2006-07, 59.4% of 5th grade students at this school met fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, can be found at the CDE web site at <http://www.cde.ca.gov/ta/tg/pf/>.

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. The 2006-2007 API score for Sinsheimer was . 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 the school has an API score in the lowest 10 percent of all schools in the state; a statewide rank of 10 means the school has an API score in the highest 10 percent of all schools in the state. The similar schools 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; a similar schools rank of 10 means the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	10	10	9
Similar Schools	8	8	9

API Changes by Student Group -- Three Year Comparison

This table displays, by numerically significant student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Results are only provided for numerically significant student groups.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	20	0	1	888
White (not Hispanic)	27	6	0	916
Socioeconomically Disadvantaged		1	-14	740

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; and
- API as an additional indicator.

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/>.

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	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes

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	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		6.3

X. Instructional Planning and Scheduling

School Instruction and Leadership

The Sinsheimer School community is committed to excellence. Our school's mission requires continual effort, improvement and refinement of our school's instructional program. To accomplish this, we have a highly professional and credentialed staff working in all assigned areas. The quality of leadership and instruction is reflected in our 2006-07 school API score of 888. In addition, the school met all its AYP growth targets. Feedback from parents through our annual survey revealed that 89% reported the school met the academic needs of students; 96% reported the school expects quality work of its students; 86% reported the school has an excellent learning environment; 95% reported that they know how well their child is progressing in school; and 97% reported that, overall, the school performs well academically.

Our strong instructional program is supported through shared leadership. Leadership is provided through grade-level teams, a management team, the School Site Council, Student Success Team, Student Council, elementary counselor, PTA, the site principal and district office staff. Our goal is for all students to be safe, healthy, make adequate yearly progress and to be proficient in the California Content Standards at their grade-level.

Professional Development

The district has funded an extensive professional development program using federal Title II Teacher Quality funds, Economic Impact Aid (EIA) funds, district funds, site monies, and the Enhancing Education Through Technology (EETT) Grant. The district paid substitutes to cover teachers' classrooms for each of the professional development days during the school year.

In January, the district offered a one-day "Structures for Success" cooperative learning workshop for all teachers in kindergarten through grade 3. On that day, sites held their own one-day professional development for teachers in grades 4 through 6.

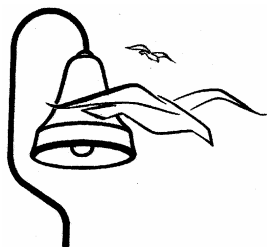
Kindergarten through grade 6 teachers participated in half-day scoring workshops for the district writing assessment. Teachers in grades 7 and 8 participated in full-day scoring sessions for the district writing assessment.

Secondary math and English teachers participated in two days of benchmark development workshops, as well as a benchmark work day in August and a benchmark review day in May.

Kindergarten through grade 12 PE teachers attended two days of intensive training in the new Physical Education content standards and met to develop curriculum and calendars. New teachers participated in the Beginning Teacher Support and Assessment (BTSA) Program through the San Luis Obispo County Office of Education BTSA Consortium. Each new teacher was assigned an experienced teacher advisor to work with throughout their first two years of teaching. A Response to Intervention (RtI) workshop on beginning reading was held in March 2007, and was attended by most of the RtI Committee, which included 15 teachers

In the area of Educational Technology, the EETT program at Laguna and Los Osos Middle Schools was successfully completed. As part of that program, extensive professional development was offered in the area of educational technology through our "Middle School Mondays" program. This program featured classes on SmartBoards, student response pads, Moodle, and more. A Techie Toolkit professional development series was offered to all district teachers. Topics offered through this program included: PowerSchool Preview, Google Earth, Podcasting with PhotoStory, Picture Manager, Moodle and more.

In addition, prior to the beginning of school in August, teachers at all grade levels received student performance data reports profiling their students' assessment history on the state assessments in English/language arts, math, science, history, and English language proficiency. This allowed teachers the opportunity to organize their class instruction to meet the needs of their students.



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 at the California Department of Education web site 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. 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.