

San Luis Coastal Unified School District

# Bishop's Peak Elementary School

Kindergarten through  
Grade 6

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## 2006-2007 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 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 Bishop's Peak Elementary School

### School Description and Mission Statement

Bishop's Peak Elementary School is home to some of the finest young minds in San Luis Obispo. Our school is dedicated to academic excellence and achievement. We are committed to nurturing the intellectual, physical, social, and emotional capacities of every student. We strive to make all students life-long learners who will positively contribute to our diverse society. The school's experienced and dedicated staff, along with the committed and involved parent population, work together to create academic excellence.

Our Mission Statement is:

*The Bishop's Peak School community (students, parents, staff, and society) share a commitment to provide rich, varied learning opportunities for all students to grow intellectually, socially, emotionally, and creatively. Our vision is to empower our students to become lifelong learners and contributors to the global community.*

### Opportunities for Parental Involvement

A strong home/school partnership is the basis for the collaborative atmosphere at Bishop's Peak Elementary School. Parents are an integral part of our school, providing considerable volunteer and financial support. Parents are involved in PTA, School Site Council, San Luis Coastal Unified School District committees, and day-to-day campus and classroom activities. Numerous activities, field trips, and overnight excursions would not be possible without parent support. Our PTA also helps organize events that bring us together as a school community, such as the annual Fall Carnival, Multi-Cultural Celebration, March-a-Thon, Family Fun Nights, and grade-level activities. Parents seeking information about how to become more involved in school life should call our school secretary, Mrs. Janet Crabb, at 805-596-4030.

### Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	30
Grade 1	41
Grade 2	40
Grade 3	43
Grade 4	44
Grade 5	39
Grade 6	52
<b>Total Enrollment</b>	<b>289</b>

### Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	1.73%	White (not Hispanic)	79.24%
American Indian or Alaska Native	0.69%	Multiple or No Response	
Asian	6.57%	Socioeconomically Disadvantaged	24%
Filipino	0.35%	English Learners	6%
Hispanic or Latino	111.42.2%	Students with Disabilities	12%
Pacific Islander			

### 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			Avg. Class Size	2005-06			Avg. Class Size	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	18.0	2			20.0	2			15.0	2				
1	20	2			19.0	1			16.0	2				
2	20	2			20.0	1			19.0	1				
3	19.7	3			20.0	2			17.0	2				
4	31.0		1		33.0		1		28.0		1			

Grade Level	2004-05				2005-06				2005-06			
	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+
5	26.0		1		31.0		1		28.0		1	
6	28.0		1		29.0		1		26.0		2	
K-3	20.0	1			20.0	3			19.5	2		
3-4	20.0	1										
4-8	23.0		1		28.0		1		27.0			

## II. School Climate

### School Safety Plan

Safety is the only thing we care about more than learning at our school. We pride ourselves in maintaining a safe and orderly environment. As required, our school has developed a Comprehensive School Safety Plan. It includes the key elements of school characteristics, physical environment, social environment, school culture, crime data, critical incident response, and an emergency response plan. As prescribed by state law, the plan is formally reviewed annually. It was last reviewed by our School Site Council in May 2007 and by our school staff in September 2007. This Comprehensive School Safety Plan is available for review in the school office. More important than the written document, however, is our consistent attention to safety. Safety precautions and procedures are routinely reviewed and updated by the principal and staff as appropriate and drills are held regularly to reinforce established emergency procedures.

### School Discipline Practices

At Bishop's Peak Elementary School, learning is a joyful, exciting process conducted in a safe and orderly environment. The work of teaching and learning is supported through collaboration with parents. Personal contacts, phone and e-mail messages, school and classroom newsletters, and regularly scheduled conferences provide mechanisms for ongoing communication between school and home. We help students develop responsibility for themselves, their learning, their community, and their relationships. We emphasize positive, respectful, and caring relationships in the classrooms, on the playground, and throughout the school. Within the classrooms, teachers use regular class meetings as a vehicle for helping students reflect on and implement academic and behavioral goals. Students are also taught to use conflict resolution techniques on the playground and in the classroom. Appropriate behavior is expected from students at all times. Behavior standards are printed in the Student/Parent Handbook, taught at the beginning of each year, and reviewed regularly. All school standards, rights, and consequences are based on the primary school rule that "I am responsible for my own actions and I will respect the rights and property of others." Consequences, when necessary, are selected depending on the individual situation and based upon Governing Board policy and the District "Student Conduct Code," which is sent home at the beginning of each year. Consequences include: warning, office referral, school service, temporary removal of student from playground or classroom, detention, parent/student/staff conference, denial of privileges (e.g., study/field trip attendance), suspension, police involvement, and expulsion.

### 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	0.99%	1%	1.04%	3.50%	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 by 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

Bishop's Peak School has 19 classrooms, a multipurpose room, a library and an office. The main campus was built in 1956; additions were constructed in 1958, 1961, 1972 and 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 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

The complete deferred maintenance plan, approved by the Board of Education, is available at the Buildings, Grounds and Transportation office.

### **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	19	15	18	395
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	N/A

### 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	0.3	963
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	0.6	
Psychologist	0.2	
Social Worker	0	
Nurse	0.1	
Speech/Language/Hearing Specialist	0.1	
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>
History/Social Science	2001	7	Houghton Mifflin	<i>Across the Centuries, 21<sup>st</sup> 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	\$8,216	\$1,669	\$6,546	\$66,300
District			\$6,786	\$65,285
Percent Difference - School Site and District			-3.66%	1.56%
State			\$4,943	\$58,776
Percent Difference - School Site and State			32.44%	12.8%

### 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 performance 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 the Proficient or Advanced level (meeting or exceeding state standards).

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	67%	67%	62%	63%	63%	64%	40%	42%	43%
Mathematics	77%	72%	68%	55%	56%	56%	38%	40%	40%
Science	43%	50%	53%	44%	62%	62%	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
African American			
Asian	57%	79%	
Hispanic or Latino	33%	41%	
White (Not Hispanic)	67%	73%	62%
Male	60%	68%	61%
Female	66%	68%	44%
Economically Disadvantaged	43%	53%	
English Learners		18%	
Students with Disabilities	41%	43%	

#### 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	83%	63%	64%	65%	60%	64%	41%	42%	42%
Mathematics	93%	71%	73%	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
Asian		
Hispanic or Latino		
White (not Hispanic)	72%	79%
Male	60%	70%
Female	71%	79%
Economically Disadvantaged	33%	53%
English Learners		
Students with Disabilities		

### California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. In 2006-07, 44.4% of 5<sup>th</sup> 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/pfi/>.

## 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	2003-04	2004-05	2005-06
Statewide	10	10	9
Similar Schools	9	9	5

### 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 when student group is numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	22	-26	-7	853
White (not Hispanic)	14	-10	-2	876

### 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

Our school is dedicated to the academic excellence and achievement of our students and committed to nurturing the intellectual, physical, social, and emotional capacities of each student. Our school's experienced, dedicated staff work with parents and students to create a powerful academic environment. Our school focuses available resources on making a rich, meaning-centered, thinking curriculum the centerpiece of instruction for all students in all subject areas. The Bishop's Peak School Improvement Plan combines our beliefs, values, policies, procedures and activities into a unified document that places emphasis on quality.

Our school promotes a positive learning environment by creating a safe and caring climate that supports the needs of every student. In addition to high quality standards-based instruction in every classroom, several programs are in place to help meet the needs of our students. The Student Success Team (SST) is used as a resource for addressing the social, emotional, physical, academic, and behavioral needs of students. Speech/Language/Hearing (SLH) and Resource Specialist Program (RSP) services are available on campus to eligible students. Specialists provide instruction for students in P.E. and music. Reading Recovery teachers work with first grade students performing at the lowest levels of the class in reading and raise them to the average performance level of the class. A counselor provides guidance for

students referred by teachers, parents, or themselves to talk through issues of peer relationships, divorce, death, grief, school success, problem solving, self esteem, etc. The "Artist in Residence" program provides each class with 30 art lessons per year. In 2005-2006 ceramics and visual arts lessons were offered. Uniform study skills programs are used in grades 1 through 6. An after-school program, Puentes, is available to assist English Learner students with homework and tutoring. Intramural sports activities are offered during lunch. Other enrichment opportunities, such as chess club, art classes, and language classes, are offered after school each year. Students have the opportunity to express themselves through student government, variety shows, musicals, and technology presentations. We strive to meet the needs of the whole child.

## 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.

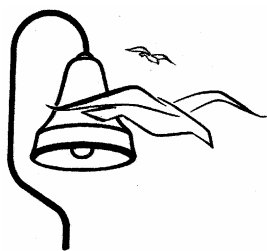
Kindergarten through grade 12 PE teachers attended two days of intensive training in the new Physical Education content standards and met to develop curriculum and calendars.

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.*