

San Luis Coastal Unified School District

Sinsheimer Elementary School

Kindergarten through Grade 6

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2007-2008 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. Data and Access

DataQuest is an online data tool located at <http://dg.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 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 school 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.

Enrollment by Grade Level (2007-2008)

Grade Level	Number of Students
Kindergarten	57
Grade 1	60
Grade 2	61
Grade 3	67
Grade 4	55
Grade 5	61
Grade 6	65
Total Enrollment	426

Enrollment by Group (2007-2008)

Group	Percent of Enrollment
African American	4.69%
American Indian or Alaska Native	.47%
Asian	4.23%
Filipino	1.41%
Hispanic or Latino	11.97%
Pacific Islander	.23%
White (not Hispanic)	76.53%
Multiple or No Response	.47%
Socioeconomically Disadvantaged	25%
English Learners	5%
Students with Disabilities	10%

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	2005-06				2006-07				2007-08			
	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	19.7	3			18	3			16.8	4		
1	18	4			18	2			20	3		
2	19	4			18.8	4			19.2	4		
3	18	3			17.7	3			18.7	4		
4	29.5		2		30		2		26		2	
5	26.5		2		25.5		2		30		2	
6	30		2		29		2		31.5		2	
K-3					19.5	2						
3-4	20	1			9	1						
4-8	16.5	1	1		30		1					

III. 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 2008 and reviewed with staff in October 2008.

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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Suspensions	7.1	6.1	13.6	12.3	6.4	6.8
Expulsions	0	0	0	.1	.1	.2

IV. School Facilities

Facility Conditions and Planned 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 efforts to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

Sinsheimer has 26 classrooms, a multipurpose room, a library and an office. The main campus was built in 1954 and additions 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. Many of our facilities were rehabilitated as part of our Measure A Building Program which began in 1996.

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 and Projects

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 2008-2009 school year, the district has budgeted \$300,000 for the deferred maintenance program, which represents 0.5% of the district's general fund budget. The complete deferred maintenance plan, approved by the Board of Education, 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.

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	✓			
Roofs	✓			
Overall Cleanliness	✓			

Overall Summary of School Facility Good Repair Status

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

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			District
	2005-06	2006-07	2007-08	2007-08
With Full Credential	23	25	26	385
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence	0	0	0	N/A

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 2006-07 through 2008-09.

Core Academic Classes Taught by NCLB Compliant Teachers (2006-2007)

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 on the NCLB Web page 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	98.6%	1.4%
High-Poverty Schools in District	There are no high-poverty schools in the district.	
Low-Poverty Schools in District	97.3%	2.7%

VI. Support Staff

Academic Counselors and Other Support Staff (2007-2008)

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% of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.6	710
Library Media Teacher (Librarian)	0	
Library Media Services Staff (paraprofessional)	1.2	
Psychologist	.2	
Nurse	.2	
Speech/Language/Hearing Specialist	.2	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2008-2009)

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
English	1 per student
Mathematics	1 per student
Science	1 per student
History/Social Science	1 per student
Foreign Language	1 per student
Health	1 per student
Visual and Performing Arts	Sufficient Instructional Materials
Science Laboratory Equipment (Grades 9-12)	Sufficient Instructional Materials

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	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; Algebra I Concepts and Skills</i>
History/Social Science	2007	K-5	Houghton Mifflin	<i>Houghton Mifflin History/Social Science</i>
	2007	6	Holt, Rinehart & Winston	<i>World History: Ancient Civilizations</i>
	2007	7	Holt, Rinehart & Winston	<i>World History: Medieval to Early Modern Times</i>
	2007	8	Holt, Rinehart & Winston	<i>US History: Independence to 1914</i>
Science	2008	K-5	Delta Education	<i>Full Option Science System (FOSS)</i>
	2008	6	MacMillan/McGraw-Hill	<i>California Science</i>
	2007	7	Prentice Hall	<i>Focus on Life Science, California Edition</i>
	2007	8	Prentice Hall	<i>Focus on Physical Science, California Edition</i>

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	<i>Language of Literature</i>
Mathematics	2001	9-12	McDougal Littell	<i>Geometry; Algebra II</i>
History/Social Science	2001	10	Heath/McDougal Littell	<i>Modern World History: Patterns for Interaction</i>
	2001	11	Heath/McDougal Littell	<i>The Americans: Reconstruction Through the 20th Century</i>

Subject	Year Adopted	Grade Levels	Publisher	Title
History/Social Science (cont)	2001	12	Prentice Hall	<i>Magruder's American Government</i>
	2001	12	Glencoe	<i>Economics: Principles and Practices</i>
Science	2008	9	Pearson/Prentice Hall	<i>Conceptual Integrated Science</i>
	2001	10	Scott Foresman	<i>Biology: The Web of Life, 2nd Edition</i>
	2001	11	Heath/McDougal Littell	<i>Introductory Chemistry: A Foundation, 4th Edition</i>
	2001	12	Holt, Rinehart & Winston	<i>Holt Physics 2002</i>

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	<i>Lifetime Health</i>

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	<i>Realidades</i>
French	2005	9-12	Glencoe/McGraw Hill	<i>Bon Voyage</i>
Latin	2005	9-12	Cambridge	<i>Cambridge Latin Course, North American, 4th Edition</i>
	2005	9-12	Bolchazy	Supplemental Books for Latin

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2006-2007)

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	\$8,727	\$2,014	\$6,713	\$71,173
District			\$7,368	\$68,799
Percent Difference - School Site and District			-8.90%	3.45%
State			\$5,300	\$62,157
Percent Difference - School Site and State			35.80%	14.51%

Types of Services Funded (2007-2008)

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

- Arts and Music
- CAHSEE Instruction
- Career Technical Education
- Class Size Reduction
- Drug Free Schools and Communities
- Early Intervention for School Success
- English Language Instruction
- Enhancing Education Through Technology
- Limited English Proficiency, Title III
- School and Library Improvement Grant
- School Safety and Violence Prevention
- Special Education
- Supplemental School Counseling
- Vocational Education

Teacher and Administrative Salaries (Fiscal Year 2006-2007)

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	\$38,000	\$39,692
Mid-Range Teacher Salary	\$58,000	\$62,830
Highest Teacher Salary	\$79,000	\$80,472
Average Principal Salary (Elementary)	\$102,209	\$98,460
Average Principal Salary (Middle)	\$108,756	\$104,522
Average Principal Salary (High)	\$116,776	\$114,549
Superintendent Salary	\$165,315	\$166,547
% of Budget for Teacher Salaries	40.2%	40.2%
% of Budget for Admin Salaries	5.6%	5.8%

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 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, 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 on the Standardized Testing and Reporting (STAR) Results Web page at <http://star.cde.ca.gov>.

CST Results for All Students – 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		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
English-Language Arts	71%	74%	69%	63%	64%	64%	42%	43%	46%
Mathematics	76%	79%	68%	56%	56%	53%	40%	40%	43%
Science	49%	54%	61%	62%	62%	68%	35%	38%	46%
History/Social Science				53%	51%	54%	33%	33%	36%

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	64%	45%	
Asian	62%	85%	
Hispanic or Latino	32%	35%	
Pacific Islander			
White (Not Hispanic)	77%	74%	73%
Male	66%	69%	71%
Female	74%	67%	46%
Economically Disadvantaged	38%	38%	33%
English Learners	21%	21%	
Students with Disabilities	19%	19%	

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9. In 2007-2008, 47.4% 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, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

X. 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 API Web page <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% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% 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	2005	2006	2007
Statewide	10	9	9
Similar Schools	8	9	8

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.

Group	Actual API Change			Growth API Score
	2005-06	2006-07	2007-08	2008
All Students at the School	0	1	-31	854
Hispanic or Latino				
White (not Hispanic)	6	0	-26	887
Socioeconomically Disadvantaged	1	-14	-26	708

Adequate Yearly Progress (2007-2008)

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; and
- Graduation rate for secondary schools.

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2007-2008)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	No
Percent Proficient - Mathematics	Yes	No
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 AYP Web page 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%

XI. Instructional Planning and Scheduling

Professional Development

The district has funded an extensive professional development program using federal Title II Teacher Quality funds, Title III Limited-English-Proficient funds, Economic Impact Aid – State Compensatory Education (EIA-SCE) funds, district funds, site monies, and the Enhancing Education Through Technology (EETT) Grant. All staff members have access to the comprehensive Professional Development Calendar that is developed annually.

Since 2007, the district's major focus for staff development has been concentrated in the areas of English Learners, Intervention, Professional Learning Communities, and technology. Although most of our students are achieving at high levels, some of our subgroup populations are not. This data has provided the impetus for staff development and coordinated efforts to address this need.

In the area of English Learners, scheduled inservices have provided all classroom teachers with training on effective instructional strategies and practices to use with English Learners. In addition, all school sites have been provided the opportunity to send teams of staff members to English Learner (EL) inservices sponsored by outside agencies. Beginning Teacher Support and Assessment (BTSA) participants have received inservices focused on English Learners. Administrators, library technicians, paraprofessionals and clerical support staff have participated in or will participate in district EL inservices. Finally, California Teacher of English Learners (CTEL) preparation classes are being offered to teachers who need to earn their EL authorization.

In the area of intervention, members of our Response to Intervention (RtI) Committee have attended conferences and participated in visitations to other school sites in order to gather information to help determine the next steps in the RtI plans. Because reading is an area that greatly impacts our struggling students, staff development in recording student performance in reading and the Comprehensive Literacy Reform model is being provided to our elementary teachers and administrators.

In the area of Professional Learning Communities, school site teams attended a series of workshops presented by Tim Kanold, award-winning educator. District-facilitated workshops on essential standards and benchmark assessments, as well as district-provided reports and data analysis tools, have enhanced the discussions, during weekly collaboration time, that has focused on student progress and achievement.

In the area of technology, teachers of grades 4 through 6 have participated in effective instructional uses of technology through a professional development program supported by an Enhancing Education Through Technology Grant (EETT). In addition, all staff members have been trained in the use of our new student information system.

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

- Weekly collaboration time for all district teachers;
- Release time using substitutes;
- Student performance data reports; and
- Assistance from EL, Reading, and Title I Specialists.

For the three-year period of 2006-07 through 2008-09, three professional development days per year were scheduled to provide tools and instruction to staff to better serve our 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 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.