

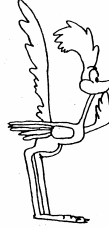
San Luis Coastal Unified School District

Los Ranchos 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 Los Ranchos Elementary School

School Description and Mission Statement

Los Ranchos Elementary School has an outstanding tradition of academic excellence. Our educational programs are designed to meet each child's individual needs. Our mission is to provide differentiated learning opportunities for all students by planning, implementing, and evaluating programs that meet the needs of every student.

Opportunities for Parental Involvement

Parental involvement is an integral part of our school and a big contributor to our success. Parent volunteers can be found at every level. Parents are involved in all of the following areas: classrooms, schoolwide activities, School Site Council, PTA, Student Success Teams, noon duty supervision, field trips, art and physical education programs. We are grateful for the strong partnerships we have developed with parents and the community. For further information regarding parental involvement opportunities, contact Rob Thielscher at (805) 541-5312, PTA President.

Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 40 |
| Grade 1 | 59 |
| Grade 2 | 47 |
| Grade 3 | 41 |
| Grade 4 | 64 |
| Grade 5 | 48 |
| Grade 6 | 67 |
| Total Enrollment | 366 |

Student Enrollment by Group

| Group | Percent of Total Enrollment | Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|---------------------------------|-----------------------------|
| African American | .55% | White (not Hispanic) | 89.62% |
| American Indian or Alaska Native | .27% | Multiple or No Response | |
| Asian | 3.01% | Socioeconomically Disadvantaged | 9% |
| Filipino | .27% | English Learners | 2% |
| Hispanic or Latino | 6.01% | Students with Disabilities | 7% |
| Pacific Islander | 0.27% | | |

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 | 19.5 | 2 | | | 18.7 | 3 | | | 20.0 | 2 | | |
| 1 | 18.5 | 2 | | | 20.0 | 2 | | | 19.7 | 3 | | |
| 2 | 20.0 | 2 | | | 20.0 | 2 | | | 18.5 | 2 | | |
| 3 | 20.0 | 2 | | | 20.0 | 2 | | | 16.5 | 2 | | |
| 4 | 30.7 | | 3 | | 24.7 | 2 | | | 32.0 | | 3 | |
| 5 | 28.0 | | 2 | | 31.5 | | | 1 | 24.0 | | 2 | |
| 6 | 29.5 | | 2 | | 35.0 | | 2 | | 33.5 | | | 2 |
| K-3 | 20.0 | 1 | | | 20.0 | 1 | | 2 | 18.0 | 1 | | |
| 3-4 | | | | | | | | | | | | |
| 4-8 | 25.0 | | 1 | | | | | | | | | |

II. School Climate

School Safety Plan

The Los Ranchos Comprehensive School Safety Plan includes the following key elements: School Characteristics, Physical Environment, Social Environment, School Culture, Crime Data, Critical Incident Response, and an Emergency Response Plan. To insure that the plan is readily available and easy to use, every staff member has a "flipchart" style booklet that details the correct procedures for various emergencies. In addition, every class has a first aid kit, sheltering supplies, and individual safety kits for each student. The school's Safety Plan was updated and reviewed with staff in February 2007.

School Discipline Practices

Los Ranchos staff expect appropriate behavior from students at all times. Students, parents and staff work together to maximize student responsibility and a safe and orderly learning environment. On the first day of school, students and parents receive the following documents: Student-Parent Handbook, Notification of Student Conduct Code, and Los Ranchos Etiquette Guide. Teachers review school rules with students on a regular basis. Students who violate rules receive a warning, and then a detention if they continue. Serious infractions outlined in the Student Conduct Code may require a suspension. Parents receive a weekly newsletter to keep them informed of all school events. Student Success Team meetings, after-school support, and more extensive services are available for students who need it.

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 | 2.4% | 4.18% | 1.64% | 3.5% | 3.46% | 2.89% |
| Expulsions | 0 | 0 | 1 | 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

Los Ranchos School has 29 classrooms, a multipurpose room, a library and an office. The main campus was built in 1958; additions were constructed in 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 | 18 | 18 | 20 | 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 | 0.4 | 915 |
| Library Media Teacher (Librarian) | | |
| Library Media Services Staff (paraprofessional) | 1.0 | |
| Psychologist | 0.3 | |
| Social Worker | | |
| Nurse | 0.2 | |
| Speech/Language/Hearing Specialist | 0.2 | |
| Resource Specialist (non-teaching) | | |

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 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.

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, in 2005-2006, 100% of the K-6 students lacked sufficient standards-aligned textbooks in social science; and 100% of the K-3 students lacked sufficient standards-aligned textbooks in science. However, all students had a textbook from a prior adoption.

The district plan is to comply with the new requirements as new state adoptions occur:

- 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 2007-2008; and
- Consider new K-8 science instructional materials adopted by the state in 2006 for adoption by the district in spring 2008, and implementation in 2008-2009.

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$8,091 | \$1,683 | \$6,408 | \$65,742 |
| District | | | \$6,786 | \$65,285 |
| Percent Difference - School Site and District | | | -5.9% | .7% |
| State | | | \$4,943 | \$58,776 |
| Percent Difference - School Site and State | | | 29.64% | 11.85% |

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 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 | 71% | 77% | 80% | 63% | 63% | 64% | 40% | 42% | 43% |
| Mathematics | 76% | 81% | 84% | 55% | 56% | 56% | 38% | 40% | 40% |
| Science | 59% | 60% | 75% | 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 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 | 50% | 62% | |
| White (Not Hispanic) | 81% | 85% | 78% |
| Male | 73% | 84% | 68% |
| Female | 87% | 83% | 81% |
| Economically Disadvantaged | 59% | 64% | |
| Students with Disabilities | 59% | 70% | |

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 | 58% | 70% | 83% | 65% | 60% | 64% | 41% | 42% | 42% |
| Mathematics | 73% | 70% | 88% | 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) | 81% | 86% |
| Male | 86% | 86% |
| Female | 79% | 89% |

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. In 2006-07, 48.9% 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. 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 | 10 |
| Similar Schools | 5 | 5 | 6 |

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 | -3 | 14 | 15 | 912 |
| White (not Hispanic) | 1 | 11 | 16 | 916 |

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 | | 6.7 |

IX. Instructional Planning and Scheduling

School Instruction and Leadership

Los Ranchos Elementary School is an excellent place to learn. We provide a comprehensive curriculum while emphasizing reading, writing, and mathematics. Our programs and the teachers' skilled instruction provide students the opportunity to apply their knowledge across all content areas. Teachers regularly collaborate between and among grade levels to provide the best program possible to students. All staff teach and reinforce character traits such as caring, citizenship, fairness, and respect through adult modeling and a positive discipline plan. School leadership structures allow for systematic development of a Single School Plan that involves students, teachers, staff, parents, and community members. Our leadership team plays a strong role in implementing rigorous academic standards, curriculum, instruction, academic support, and accountability.

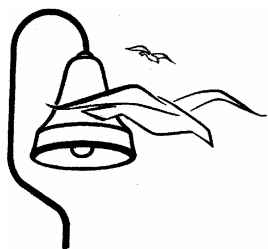
Professional Development

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.