

San Luis Coastal Unified School District

Baywood Elementary School

Preschool through Grade 5

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2018-2019 School Accountability Report Card

Published During 2019-2020

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San Luis Coastal Unified School District Mission Statement

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

DISTRICT OFFICE

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

2019-2020:

FOCUS AREA 1: All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

FOCUS AREA 2: All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.

FOCUS AREA 3: SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

FOCUS AREA 4: SLCUSD will expand technology and promote innovation to prepare students for college or career.

FOCUS AREA 5: SLCUSD will strengthen data use to improve academic achievement.

I. Data and Access

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

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index (API), Adequate Yearly Progress (AYP), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access is available at public libraries and other locations that are publicly accessible; e.g., the California State Library. Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used, depending on availability, the types of software programs available on a workstation, and the ability to print documents.

II. About Baywood Elementary School

School Description and Mission Statement

The mission of Baywood Elementary School is to teach the curriculum to all students in a way that promotes self-esteem, mutual respect, cooperation, and the desire to continue learning throughout life.

The vision and goals of Baywood Elementary School are:

- All students will be actively involved in a challenging, balanced curriculum. We will focus our energy on developing literate, creative, well-informed young people, who apply critical thinking skills in daily life situations.
- Excellence in literacy, mathematics, science, and the arts will be a Baywood hallmark. Students will be active participants in measuring their progress and setting goals, emphasizing self-responsibility. Technology will be an accessible resource. All students and staff will feel safe, supported, respected, and able to meet their individual challenges. Students will be expected to maintain a high standard of personal conduct.
- Parents are their children's first and most important teachers. All parents will have the opportunity to become informed, empowered, and involved. There will be a strong partnership between home and school which fosters open communication, mutual support, and the love of learning.

Opportunities for Parental Involvement

Parents are provided many opportunities to be informed, empowered, and involved in their child's school program. We welcome and encourage parent involvement as volunteers, as "guest teachers," and as decision makers and planners for our school wide events through our PTA and School Site Council. We encourage parents to become involved with various family nights provided by the school (i.e. Family Read Aloud, Latino Family Literacy). For further information on parental involvement, please call 805-534-2856, ask for Melissa D'Aunoy, PTA President.

Enrollment by Grade Level (2018-2019)

Grade Level	Number of Students
Preschool	18*
Kindergarten	54
Grade 1	47
Grade 2	60
Grade 3	53
Grade 4	55
Grade 5	50
Total Enrollment	319

*Not part of the data – Informational only

Enrollment by Group (2018-2019)

Group	Percent of Enrollment
African American	0.6%
American Indian or Alaska Native	0.3%
Asian	0.03%
Filipino	11.3%
Hispanic or Latino	23.2%
White (not Hispanic)	58%
Two or more	6.3%
Socioeconomically Disadvantaged	49.8%
English Learners	12.9%
Students with Disabilities	18.2%

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	Avg. Class Size	2016-2017			Avg. Class Size	2017-2018			Avg. Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
Preschool								18	1			
K	20	3			22		2		25		2	
1	28		2		26		2		22	1	1	
2	26		2		22		2		27		2	
3	21		2		28		2		27		2	
4	29		2		24		2		33	1		
5	23	1	2		22		2		24	1	1	
6												

III. School Climate

School Safety Plan (2018-2019)

The School Safety Plan incorporates emergency response plans for fire, earthquake, nuclear power, and dangerous person or event on or near school grounds. It also outlines communication systems on site between staff, and between staff and parents. A crisis intervention support team is in place on site and districtwide. The School Safety Plan was last updated and reviewed with staff in October 2019.

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		
	2016-2017	2017-2018	2018-19	2016-2017	2017-2018	2018-19
Suspensions	0.3%	0.9%	1.2%	2.2%	2.4%	2.7%
Expulsions	0%	0%	0.0%	0.1%	0.2%	0.1%

IV. School Facilities

Facility Conditions and Planned Improvements

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

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

Age of School Buildings

Baywood School has 23 classrooms, a multipurpose room, a library, and an office. The main campus was built in 1976; additions were constructed in 1978, 1999, and 2002.

Maintenance and Repair

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

Cleaning Process and Schedule

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

Deferred Maintenance Budget

The district utilizes a deferred maintenance plan that is funded by an annual percentage from the District general fund. The District uses the funding to assist schools with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

Deferred Maintenance Projects

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

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

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

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	2016-17	School 2017-18	2018-19	District 2018-19
With Full Credential	20	18.5	18.35	373.7
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence	0	0	0	5.55

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 2017-18 through 2019-20.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

VI. Support Staff

Academic Counselors and Other Support Staff (2018-2019)

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 Counselor
Counselor	0.50	638
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	1	
Psychologist	0.475	
Nurse	0.17	
Speech/Language/Hearing Specialist	0.6625	
Adaptive Physical Education	0.0625	
Occupational Therapist	0.15	

VII. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials (2019-2020)

Supplying staff and students with high quality textbooks and instructional materials is a priority of the school district. The ratio of textbooks per pupil is one textbook to each student.

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

K-8 Core Curriculum Areas

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

Subject	Adopted	Grade Levels	Publisher	Title
Reading/Language Arts	2016	K-6 (City)	Heinemann	<i>Units of Study for Teaching Reading</i>
	2003	6 (LOMS)7,8	McDougal Littell	<i>Language of Literature</i>
Mathematics	2014	K-2	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2015	3-5	Math Learning Center	<i>Bridges, 2nd Edition</i>
	2016	6	College Preparatory Mathematics	<i>Core Connections, Course 1</i>
	2016	7-8	College Preparatory Mathematics	<i>Core Connections, Course 2 & Course 3</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	2016	K-5	Delta Education	<i>FOSS Next Generation</i>
	2008	6	MacMillan/McGraw-Hill	<i>California Earth Science</i>
	2008	7	Prentice Hall	<i>Focus on Life Science, California Edition</i>
	2008	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	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra I</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Geometry</i>
	2015	9-12	College Preparatory Mathematics	<i>Core Connections, Algebra II</i>
	1995	9-12	PWS Publishing Company	<i>Analytic Trigonometry with Applications</i>
	2001	9-12	Addison Wesley Longman, Inc.	<i>Elementary Statistics</i>
	2005	9-12	Prentice Hall	<i>Calculus: Graphical, Numerical, Algebraic</i>
	2010	9-12	Pearson/Addison Wesley	<i>Precalculus</i>
History/Social Science	2019	10	Houghton Mifflin Harcourt	<i>Modern World History: California Edition</i>
	2019	11	Houghton Mifflin Harcourt	<i>American History, Reconstruction to the Present</i>
	2019	12	Pearson	<i>Magruder's American Government</i>
	2019	12	McGraw-Hill	<i>Principles of Economics-Impact California Social Studies</i>

Subject	Year Adopted	Grade Levels	Publisher	Title
Science	2018	9	Lab-Aides	<i>Biology: Science Global Issues, 2nd Edition</i>
	2018	10	Heath/McDougal Littell	<i>Introductory Chemistry: A Foundation, 4th Edition & Chemistry, 5th Edition Honors</i>
	2014	11-12	Pearson	<i>Physics for Scientists & Engineers</i>
	2014	11-12	Pearson	<i>College Physics: A Strategic Approach, AP Ed.</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	2018	9-12	Vista Higher Learning	<i>Descubre</i>
French	2018	9-12	Vista Higher Learning	<i>D'accord I</i>
Latin	2005	9-12	Cambridge	<i>Cambridge Latin Course, North American, 4th Edition</i>
	2005	9-12	Bolchazy	<i>Supplemental Books for Latin</i>

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-2018)

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	\$15,081	\$4,395	\$10,686	\$68,559
District			\$12,305	\$75,649
Percent Difference - School Site and District			-13.16%	-9.37%
State			\$7,507	\$78,059
Percent Difference - School Site and State			42.35%	-12.17%

Types of Services Funded (2018-2019)

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:

Career Technical Education
 College Readiness
 English Language Instruction
 Homeless Child Education
 Lottery

Limited English Proficiency, Title III
 Special Education
 Title I, Title IV Student Support & Academic Enrichment
 Vocational Education
 Lowest Performing Student Block Grant

Teacher and Administrative Salaries (Fiscal Year 2017-2018)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Avg For Districts In Same Category
Beginning Teacher Salary	\$46,980	\$49,084
Mid-Range Teacher Salary	\$70,172	\$76,091
Highest Teacher Salary	\$98,716	\$95,728
Average Principal Salary (Elementary)	\$130,134	\$118,990
Average Principal Salary (Middle)	\$133,807	\$125,674
Average Principal Salary (High)	\$150,596	\$137,589
Superintendent Salary	\$215,273	\$230,096
% of Budget for Teacher Salaries	33%	35%
% of Budget for Admin Salaries	5%	6%

IX. Student Performance

Please note scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of an individual student.

California Assessment of Student Performance and Progress Results for All Students (School Year 18-19)

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	52.98%	49.34%	68.33%	70.28%	49.88%	50.87%
Mathematics (grades 3-8 and 11)	56.29%	51.66%	61.64%	64.08%	38.65%	39.73%

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)

ELA – Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	52	100%	59.61%
Male	35	35	100%	57.14%
Female	17	17	100%	64.71%
Asian	--	--	--	--
Hispanic or Latino	14	14	100%	42.86%
White	30	30	100%	70%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100%	42.31%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

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

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

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

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)

ELA – Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	50	93%	40%
Male	27	25	93%	24%
Female	27	25	93%	56%
Asian	--	--	--	--
Hispanic or Latino	16	15	94%	40%
White	30	27	90%	44.45%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	28	90%	25%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)

ELA – Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	48	100%	48%
Male	28	28	100%	39.28%
Female	20	20	100%	60%
Asian	--	--	--	--
Hispanic or Latino	12	12	100%	58.34%
White	23	23	100%	43.48%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100%	31.82%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)
Mathematics – Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	52	52	100%	67.31%
Male	35	35	100%	62.86%
Female	17	17	100%	76.47%
Asian	--	--	--	--
Hispanic or Latino	14	14	100%	64.28%
White	30	30	100%	70%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	26	26	100%	58.70%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)
Mathematics – Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	51	94%	49.02%
Male	27	25	93%	40%
Female	27	26	96%	57.69%
Asian	--	--	--	--
Hispanic or Latino	16	16	100%	37.50%
White	30	27	90%	51.86%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	29	94%	37.93%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

CAASPP Assessment Results – Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 18-19)
Mathematics – Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	48	100%	37.5%
Male	28	28	100%	32.14%
Female	20	20	100%	45%
Asian	--	--	--	--
Hispanic or Latino	12	12	100%	33.33%
White	23	23	100%	30.44%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	22	100%	22.73%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (5 th grade)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

California Physical Fitness Test Results (2018-19)

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.8%	36.8%	10.5%

X. Instructional Planning and Scheduling

Professional Development

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

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

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

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

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



The School Accountability Report Card (SARC), required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about this school, parents and community members should contact the school principal or the district office.