

# A. M. Thomas Middle School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page 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., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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 may 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	A. M. Thomas Middle School
<b>Street</b>	20979 Lobos Court
<b>City, State, Zip</b>	Lost Hills, CA 93249
<b>Phone Number</b>	661.797-2632
<b>Principal</b>	Veronica Sanchez-Gregory
<b>E-mail Address</b>	vegrego@losthills.k12.ca.us
<b>Web Site</b>	
<b>Grades Served</b>	6-8
<b>CDS Code</b>	15-63594-6102792

<b>District Contact Information</b>	
<b>District Name</b>	Lost Hills Union School District
<b>Phone Number</b>	(661) 797-2941
<b>Superintendent</b>	Harrison Favereaux
<b>E-mail Address</b>	hafaver@losthills.k12.ca.us
<b>Web Site</b>	www.losthills.k12.ca.us

### School Description and Mission Statement (Most Recent Year)

#### Superintendent's Message

Lost Hills Union School District is guided by the goal of providing the best schools possible. To reach this goal, the District has committed to three objectives. First objective is high levels of student achievement consisting of academics, and citizenship. Second objective is safety which promotes learning. The third objective is professional growth for staff to meet the changing needs in education. These goals are incorporated into the district's vision and mission statements, and emphasized during our meetings with staff and parents. Being the best school possible allows students to be successful in academics, citizenship and in their careers.

#### Community and District Profile

The Lost Hills Union School District was formed in 1940 from antecedents dating to 1885. Located in rural northwestern Kern County, approximately 45 miles from the central Bakersfield area. The District covers 501 square miles and is composed of mostly large farms. The District maintains two schools, Lost Hills Elementary School (grades TK-5), and A.M. Thomas Middle School (grades 6-8). During the 2014-15 school year, Lost Hills Union School District had a total enrollment of 574 students. A.M. Thomas Middle School had a total enrollment of 152 students. Additionally, A.M. Thomas Middle School's 2014-15 student population consisted of 96.7% Socioeconomically Disadvantaged, 55.3% English Learners, and 6.6% Students with Disabilities.

The staff at A.M. Thomas Middle School is dedicated to providing students a challenging academic program that promotes individual and community responsibility. Each year our students gain experiences that prepare them to become successful contributors to society. The instructional focus is geared towards the English Language Learner (ELL) program and the Migrant Sheltered English Program. These programs include hands-on project-based instruction, especially in the sciences.

The goal at A.M. Thomas Middle School is to provide an excellent education through our dedicated teachers and administration.

#### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	51
<b>Grade 7</b>	60
<b>Grade 8</b>	41
<b>Total Enrollment</b>	152

#### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.7
<b>Asian</b>	1.3
<b>Hispanic or Latino</b>	97.4
<b>White</b>	0.7
<b>Socioeconomically Disadvantaged</b>	96.7
<b>English Learners</b>	55.3
<b>Students with Disabilities</b>	6.6

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

### Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	9	8	8	27
Without Full Credential	0	1	1	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.2	4.8
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

**Year and month in which data were collected:** September 2015

Lost Hills Union School District held a Public Hearing in September 2015 and determined that each school within the district has sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

There is an adequate supply of textbooks for every student, including English Language Learners. Instructional materials for health, as well as science equipment are aligned with state standards and there is a sufficient supply. The chart below reflects the textbooks in use at A.M. Thomas Middle School during the 2014-5 school year.

The library is stocked with thousands of books that are available for students to check out. The library is staffed by a fulltime library clerk. Students visit the library on a regular basis and may also visit the library before and after school. The library contains six desktop computers that allow students to check out books and research information. In addition, Kern County provides a mobile book library that visits the Lost Hills Union School District once a week for half a day.

There are two computer labs on campus with 30 computers each. Students receive computer-assisted instruction on a weekly basis. Students have been trained on a variety of software programs including, Edusoft (Grades 2-8), Accelerated Reader (Grades 1-8), Accelerated Math (1-8), and word-processing application. ELL students have access to specific software that helps boost basic English skills.

Each classroom at Lost Hills Union School District has Internet access, and all teachers have their own computer. Teachers have access to a variety of audio and visual resources to enhance students' time spent in the classroom.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Prentice Hall (6-8) 2002 Sopris West Language! 2005	Yes	0
<b>Mathematics</b>	McDougal Littell (6) 2002 Concepts and Skills Course I Concepts and Skills Course II Algebra I Pre-Algebra	Yes	0
<b>Science</b>	Holt, Rienhart & Winston (6-8) 2007 Earth Science Life Science Physical Science	Yes	0
<b>History-Social Science</b>	Holt, Rienhart & Winston (6-8) 2006 Ancient Civilization Modern World History U.S. History	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Lost Hills Union School District places a strong emphasis on ensuring the safety of all students and staff members. The school's maintenance/ custodial staff of six keeps the facilities in compliance with all federal and state health and safety regulations. The TK-8 campus is currently comprised of 36 classrooms, one staff room, a library, a media learning center, a multipurpose room, a fitness center, two computer labs, and two playgrounds. The chart below displays the results of the most recent school facilities inspection.

#### Cleaning Process

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school or district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

#### Maintenance and Repair

District maintenance staff ensures that the 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 highest priority to emergency repairs. At the time this report was published, 100% of restrooms on campus were in good working order.

#### Deferred Maintenance Budget

Lost Hills Union School District participates in the School Deferred Maintenance Program. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the current school year (2015-16), Lost Hills Union School District budgeted \$27,504.00 for the deferred maintenance program. This represents .35% of the district's general fund budget.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		With some heavy rains, we have found some leaks. They are being repaired.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	22	17	44
Mathematics	12	11	33

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 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	49	48	98.0	69	25	4	2
	7	63	62	98.4	47	26	27	0
	8	43	42	97.7	21	45	31	2
Male	6	49	22	44.9	73	23	5	0
	7	63	35	55.6	54	17	29	0
	8	43	23	53.5	30	43	22	4
Female	6	49	26	53.1	65	27	4	4
	7	63	27	42.9	37	37	26	0
	8	43	19	44.2	11	47	42	0
Black or African American	6	49	1	2.0	--	--	--	--
Asian	7	63	1	1.6	--	--	--	--
Hispanic or Latino	6	49	47	95.9	68	26	4	2
	7	63	61	96.8	48	25	28	0
	8	43	42	97.7	21	45	31	2
Two or More Races	7	63	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	6	49	44	89.8	70	25	2	2
	7	63	62	98.4	47	26	27	0
	8	43	41	95.3	22	46	29	2
Students with Disabilities	6	49	3	6.1	--	--	--	--
	7	63	4	6.3	--	--	--	--
	8	43	2	4.7	--	--	--	--
Students Receiving Migrant Education Services	6	49	26	53.1	69	27	0	4
	7	63	51	81.0	45	27	27	0
	8	43	34	79.1	24	38	35	3
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	6	49	48	98.0	60	31	8	0
	7	63	62	98.4	55	34	10	2
	8	43	42	97.7	60	24	12	5
Male	6	49	22	44.9	59	32	9	0
	7	63	35	55.6	60	29	9	3
	8	43	23	53.5	57	22	17	4
Female	6	49	26	53.1	62	31	8	0
	7	63	27	42.9	48	41	11	0
	8	43	19	44.2	63	26	5	5
Black or African American	6	49	1	2.0	--	--	--	--
Asian	7	63	1	1.6	--	--	--	--
Hispanic or Latino	6	49	47	95.9	60	32	9	0
	7	63	61	96.8	56	33	10	2
	8	43	42	97.7	60	24	12	5
Two or More Races	7	63	0	0.0	--	--	--	--
Socioeconomically Disadvantaged	6	49	44	89.8	64	30	7	0
	7	63	62	98.4	55	34	10	2
	8	43	41	95.3	61	24	10	5
Students with Disabilities	6	49	3	6.1	--	--	--	--
	7	63	4	6.3	--	--	--	--
	8	43	2	4.7	--	--	--	--
Students Receiving Migrant Education Services	6	49	26	53.1	69	23	8	0
	7	63	51	81.0	55	31	12	2
	8	43	34	79.1	53	29	12	6
Foster Youth	6	--	--	--	--	--	--	--
	7	--	--	--	--	--	--	--
	8	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

### California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Science (grades 5, 8, and 10)</b>	59	50	40	50	41	29	59	60	56

Note: Scores are not shown 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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	29
All Students at the School	40
Male	42
Female	36
Hispanic or Latino	40
English Learners	22
Students with Disabilities	38
Students Receiving Migrant Education Services	42
Foster Youth	--

Note: Scores are not shown 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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.70	17.90	30.40

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (Most Recent Year)

Parents and the community are very supportive of the education program at A.M. Thomas Middle School. Parents volunteer in classrooms, for special events, fund-raisers, and field trips as chaperones. Parents can participate in various school/district committees such as School Site Council (SSC), English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and Migrant Education Parent Advisory Committee (MPAC).

Parents may also participate in a variety of school activities such as Back-To-School Night, Open House, Parent-Teacher Conferences, Awards Assemblies, Extra-Curricular and Athletic Events, Fall Parade, Winter Program, and Parent Education meetings.

The school informs parents of student progress through Progress Reports, Report Cards, Parent Conferences requested by parents or teachers, Teacher/Principal letters, and Telephone calls.



Local community partners that have helped out with funding at Lost Hills Union School District include Chevron, and Wonderful Company.

Contact Person: Verónica Sánchez-Gregory  
Principal

Contact Phone Number: (661) 797-2632

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

#### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	5.10	6.92	3.70	1.98	3.02	1.81	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

#### School Safety Plan (Most Recent Year)

A comprehensive school safety plan is in place to ensure a secure, peaceful, and clean environment for the school community. The plan is reviewed each fall by the Safety Committee, which consists of the Superintendent, Assistant Superintendent, Principal, maintenance/custodial staff, and selected school staff. The school’s disaster preparedness plan identifies procedures to follow during emergencies and natural disasters. Emergency drills, including fire, earthquake, and intruder are conducted monthly.

At A.M Thomas Middle School every effort is made to ensure students are monitored while on campus throughout the school day. Faculty members, administrators, and yard duty monitors are responsible for supervising students before and after school, at recess and during lunch. All visitors are required to check in and sign out at the office and wear a badge at all times.

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

#### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
<b>Made AYP Overall</b>	No	No	Yes
<b>Met Participation Rate: English-Language Arts</b>	Yes	Yes	Yes
<b>Met Participation Rate: Mathematics</b>	Yes	Yes	Yes
<b>Met Percent Proficient: English-Language Arts</b>	N/A	N/A	N/A
<b>Met Percent Proficient: Mathematics</b>	N/A	N/A	N/A
<b>Met Attendance Rate</b>	No	No	Yes
<b>Met Graduation Rate</b>	N/A	N/A	Yes

**Federal Intervention Program (School Year 2015-16)**

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 3	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
6	19	10	7		16	14	12		21	3	9	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2012-13			2013-14			2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	11	21	6		12	18	5		15	16	4	
Mathematics	15	4	3		15	4	2		30		2	
Science	17	2	4		15	4	2		25	1	3	
Social Science	17	2	4		15	4	2		25	1	3	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	.5	N/A
Other		N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,755.55	\$4,212.74	\$4,542.81	\$55,279
District	N/A	N/A	\$4,542.81	\$60,533
Percent Difference: School Site and District	N/A	N/A	0.0	-3.0
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	-16.7	-20.4

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

### Types of Services Funded (Fiscal Year 2014-15)

Lost Hills Union School District receives state and federal categorical funding for special programs. For the 2014-15 school year, the district received state and federal categorical funding for the following support programs:

- Special Education
- Title I Part A: Basic Grant
- Title II Part A: Teacher Quality
- Title III Part A: Immigrant
- Title III Part A: LEP
- Migrant Education

### Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,624	\$39,948
Mid-Range Teacher Salary	\$60,482	\$57,401
Highest Teacher Salary	\$74,240	\$73,183
Average Principal Salary (Elementary)	\$98,174	\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$128,455	\$112,657
Percent of Budget for Teacher Salaries	25%	35%
Percent of Budget for Administrative Salaries	7%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Staff members build teaching skills and concepts through participation in conferences, workshops, and grade level collaboration throughout the year. For the past three years, the district offered three full day staff development days and 13 part day staff development days annually where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Teachers also have the opportunity to participate in out of district professional development throughout the school year. Topics for staff development for 2014-15 school year included:

- Professional Learning Communities at Work
- Common Core Implementation
- Explicit Instruction to Maximize Student Learning
- Explicit Direct Instruction- English Language Learners Common Core Focus
- Developmental English Proficiency
- English Language Development
- Bullying Prevention