

La Cumbre Junior High School

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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 and 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/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. 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 (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Santa Barbara Unified
Phone Number	(805) 963-4338
Superintendent	Cary Matsuoka
E-mail Address	cmatsuoka@sbunified.org
Web Site	http://www.sbunified.org

School Contact Information (School Year 2017-18)	
School Name	La Cumbre Junior High School
Street	2255 Modoc Rd.
City, State, Zip	Santa Barbara, Ca, 93101-3935
Phone Number	805-687-0761
Principal	Jo Ann Caines, Principal
E-mail Address	jcaines@sbunified.org
Web Site	http://www.sbunified.org
County-District-School (CDS) Code	42767866060040

Last updated: 1/29/2018

School Description and Mission Statement (School Year 2017-18)

La Cumbre Junior High School is Santa Barbara's oldest intermediate school. It first opened in 1928 as a junior high school serving grades 7-9. Today, after serving from 1993 until 2002 as a middle school, La Cumbre now serves grades 7-8. Over the last 85 years, more than 30,000 students have graduated from our school.

La Cumbre is a Common Core standards-driven and Common Core standards-based school with high expectations for all students and comprehensive support programs. In addition, we have added the Summit Personalized Learning model to some 7th grade classes. Teachers use sound instructional strategies to meet the differing needs of their students. Programs that provide students with personalized instruction include leveled mathematics offerings ranging from grade level math, math with enrichment, and compaction math (3 years of math in 2 years), Honors level classes, Core Knowledge strand, Special Education co-taught with general education, and English language development. The English learner population receives support through a Specially Designed Academic Instruction in English (SDAIE) program. For all students, language arts and social studies classes have been integrated into two or three period Core offerings. Elective courses such as video production, coding, pre-engineering, performing arts, band and instrumental music, industrial technology, and foreign languages, yearbook, TV/video production, art, and foreign languages provide all students opportunities to pursue individual interests.

Additional opportunities for school involvement, such as Leadership and Associated Student Body (ASB), allow students to develop a deeper sense of service to classmates and the community. The After School Education and Safety (ASES) program brings extended day activities to a quarter of the student body. Opportunities include academic support, fitness, dance, theater, crafts, cooking, and sports Monday through Friday, until 5:30 p.m. The Character Counts! program builds and promotes positive character traits school-wide. La Cumbre also offers an evening program for students and parents Monday through Thursday from 5-7 p.m. Academic tutorial is provided for students, and fitness, carpentry, cooking, sewing, English, and counseling is provided for parents. The motivated student can keep productively involved from 7:30 a.m. until 7:00 p.m. daily.

All students at La Cumbre have iPads, as part of the district's 1:1 iPad program. La Cumbre is a technology hub, with over 175 computers in 2 ½ computer labs, two iPad carts, five Chromebook carts, a Netbook cart, and classroom computers available on campus for students and teachers. La Cumbre uses technology as a vital tool to forward its educational focus, working in conjunction with content classes to enhance learning. The technology with students, in classrooms, carts, and the labs provides ample opportunity for students to use technology to further their academic pursuits. All teachers use iPads to provide engaging access to the curriculum. For compiling research or accessing references and information, students have access to their iPads, the labs and the library before, during, and after school.

La Cumbre teachers, academic counselors, administrators, and support staff exhibit strong work ethics and dedication to students. Their commitment inspires confidence in our families that their children are receiving the necessary skills to become healthy, well adjusted, and productive individuals. The staff also recognizes the importance of building relationships with students and makes efforts to do so.

Mission:

La Cumbre Junior High School, in partnership with parents and the community, will provide professional instruction and guidance so that students will:

- achieve academic excellence;
- understand and respect diversity;
- balance individual interests and civic responsibilities;
- participate in an increasingly technological society;

- assume responsibility for their own learning and development.

We believe that school improvement and enhanced student achievement begins with a philosophical orientation that quality education must include success for all students and be built on principles of equality and a respect for human diversity. La Cumbre Junior High School holds these values:

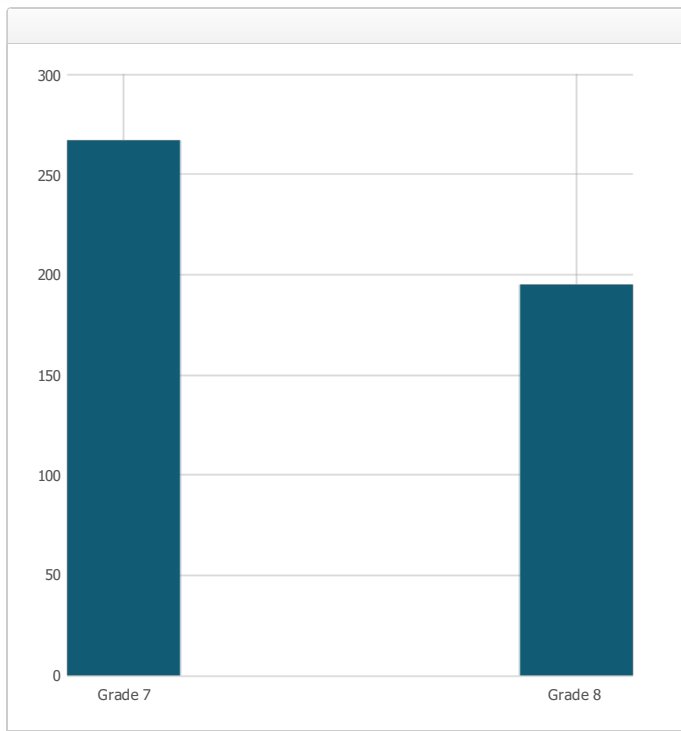
- It is every student's and teacher's right to have a physically and emotionally safe, positive learning/working environment. Students and staff have a right to learn/work in a setting free from harassment and discrimination based on their race, religion, color, gender, national origin, or sexual orientation.
- A commitment to a standards-based educational system assures educational rigor for all students.
- A commitment to equity ensures that all students develop the knowledge and skills needed to participate effectively in community life as workers, citizens, parents, leaders, and role models for future generations.

A systemic approach to school improvement, addressing a wide range of variables in the educational environment (e.g. governance)

Last updated: 1/29/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	267
Grade 8	195
Total Enrollment	462



Last updated: 12/4/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.6 %
American Indian or Alaska Native	0.0 %
Asian	1.1 %
Filipino	0.4 %
Hispanic or Latino	85.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	11.7 %
Two or More Races	0.2 %
Other	0.3 %
Student Group (Other)	
Socioeconomically Disadvantaged	85.9 %
English Learners	32.7 %
Students with Disabilities	19.3 %
Foster Youth	0.2 %

Last updated: 12/4/2017

A. Conditions of Learning

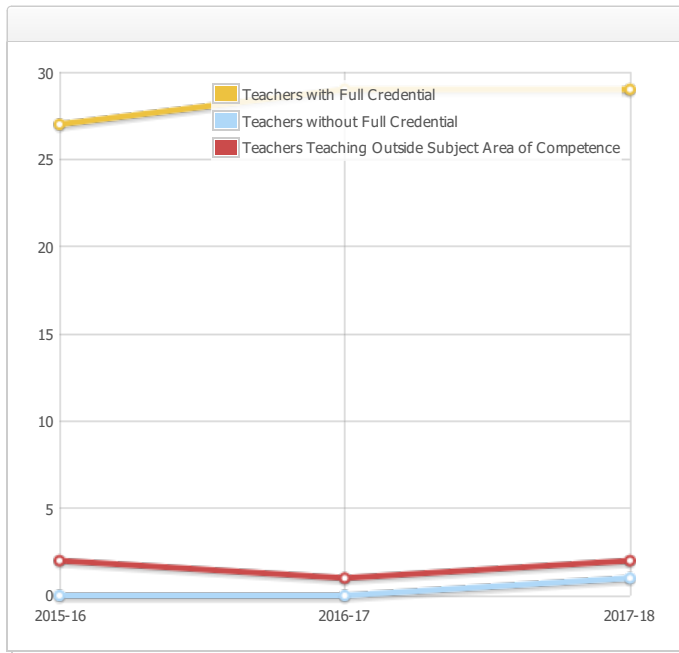
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

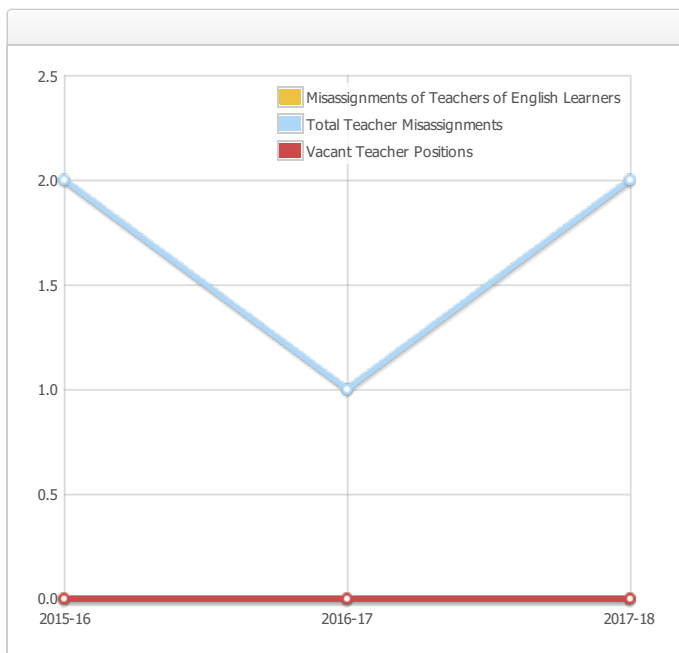
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	27	29	29	667
Without Full Credential	0	0	1	14
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	1	2	36



Last updated: 1/3/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	2	1	2
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.

Last updated: 1/3/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: November 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt McDougal (formerly Holt, Rinehart and Winston), Holt Literature and Language Arts, 2010, Gr. 6-8 Scholastic Inc., Scholastic Read 180 Next Generation California Enterprise Edition, 2014, Gr. 4-8 Alternative Current Materials, English 3D	Yes	0.0 %
Mathematics	Pearson Prentice Hall, Prentice Hall Mathematics California Algebra Readiness, 2009 College Preparatory Mathematics, Core Connections Algebra 1, 2013 Alternate Current Materials	Yes	0.0 %
Science	Holt, Rinehart and Winston, Holt California Science: Earth, Life, and Physical Science, 2007, Gr. 6-8	Yes	0.0 %
History-Social Science	Teachers' Curriculum Institute, History Alive! California Middle Schools Program, 2005, Gr. 6-8	Yes	0.0 %
Foreign Language	EMC Publishing, LLC, Que Chevere 1 and 2, 2016	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/6/2017

School Facility Conditions and Planned Improvements

The physical environment of the school reflects our pride and commitment to quality education. The effects of La Cumbre's recent modernization, with funding provided by the voter approved Measure V bond, can be seen campus-wide with new paint, new bathrooms, new exterior lighting, improved heating systems, new alarms, updated Physical Education locker rooms, state of the art lights and sound systems in the theater with newly covered seats, and many Americans with Disabilities Act related improvements. A friendly office staff welcomes students, parents, and visitors.

Our first priority is to provide a safe, orderly and clean space for students and staff. Before and after school and lunchtime supervision is provided. Staff is assigned to designated areas to provide supervision to ensure a safe school environment at all times. In addition, faculty supervises the hallways during passing periods. A campus supervisor supported by administrative staff patrols the campus throughout the school day to assist students, parent/guardians and staff and to monitor unauthorized community access. All visitors to campus are asked to check in and register at the school office.

La Cumbre has adequate space for classrooms and staff. There are permanent classrooms, a large 1200 seat Theater, a library, a cafeteria, and a multi-purpose room. A busy custodial staff is committed to campus beautification, maintaining the classrooms, and keeping the buildings and grounds clean and beautiful. District maintenance personnel attend to the school on scheduled maintenance days on a work order or special summer projects basis. Emergency repairs are given the highest priority.

Last updated: 1/16/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Grease traps in kitchen need replacement.
Interior: Interior Surfaces	Good	Baseboard in hallways needs work, to be completed as part of the bond program.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	Windows need repair and paint. Storm drain system needs replacement. To be completed as part of the bond program.

Overall Facility Rate

Year and month of the most recent FIT report: December 2017

Overall Rating	Good
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Last updated: 1/23/2018

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	52%	51%	51%	52%	48%	48%
Mathematics (grades 3-8 and 11)	33%	39%	41%	43%	36%	37%

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.

Last updated: 12/4/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	462	456	98.70%	50.88%
Male	230	225	97.83%	45.78%
Female	232	231	99.57%	55.84%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	395	389	98.48%	46.02%
Native Hawaiian or Pacific Islander				
White	53	53	100.00%	84.91%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	398	393	98.74%	45.80%
English Learners	339	334	98.53%	43.71%
Students with Disabilities	89	87	97.75%	--
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 12/4/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	462	459	99.35%	38.56%
Male	230	228	99.13%	40.35%
Female	232	231	99.57%	36.80%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	395	392	99.24%	33.16%
Native Hawaiian or Pacific Islander				
White	53	53	100.00%	73.58%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	398	395	99.25%	34.43%
English Learners	339	337	99.41%	32.34%
Students with Disabilities	88	86	97.73%	11.63%
Students Receiving Migrant Education Services				
Foster Youth				

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 12/4/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	72.0%	48.0%	58.0%	55.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/4/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	14.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	20.2%	23.2%	24.0%

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.

Last updated: 1/3/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (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 (School Year 2017-18)

Contact Person Name: Mike Alvarez, Assistant Principal
Contact Person Phone Number: (805) 687-0761

Parents are seen as key contributors to the quality of services at La Cumbre. Our PTO is an active partner in building strong communications between home and school by holding regular meetings, providing volunteers to support varied school activities, and by raising funds for our curricular and co-curricular programs. The School Site Council, made up of students, parents, and staff representatives, meets quarterly to assist in the development, evaluation, and financial support of our instructional program. The School Site Council is active in assessing school needs and in the creation of the school's Single Plan for Student Achievement. Our English Learner Advisory Committee (ELAC) meets regularly to inform themselves of school activities and procedures and to discuss ways parents can help students succeed in school. The Special Education Parent Advisory Committee meets quarterly to discuss services for students with special needs. Parent education is offered working parents through an evening tutorial program.

Parents and guardians are always welcome on campus and opportunities for volunteering are numerous. A call-out phone system sends out timely announcements about school activities, meetings, and events.

State Priority: Pupil Engagement

Last updated: 1/16/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.2%	6.0%	6.7%	2.4%	2.8%	3.4%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.1%	0.1%	0.1%



Last updated: 1/23/2018

School Safety Plan (School Year 2017-18)

Date of Last Review/Update: March 2017

Date Last Discussed with Staff: January 2017

The Comprehensive School Site Safety Plan was developed in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. Safety plans are available at www.sbunified.org/safety

Last updated: 1/4/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2013-2014
Year in Program Improvement	Year 5	Year 1
Number of Schools Currently in Program Improvement	N/A	15
Percent of Schools Currently in Program Improvement	N/A	93.8%

Last updated: 12/5/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	5	13	6	31.0	1	9	5	29.0	3	16	1
Mathematics	25.0	2	6	1	29.0	0	5	0	27.0	1	5	0
Science	30.0	2	7	8	27.0	6	4	6	29.0	1	10	5
Social Science	32.0	0	2	2	34.0	0	0	2	31.0	0	5	1

* 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.

Last updated: 12/5/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	231.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	1.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	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.

Last updated: 1/16/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12296.0	\$2630.0	\$9566.0	\$53360.0
District	N/A	N/A	\$7979.0	\$72860.0
Percent Difference – School Site and District	N/A	N/A	18.1%	-30.9%
State	N/A	N/A	\$6574.0	\$77824.0
Percent Difference – School Site and State	N/A	N/A	37.1%	-37.3%

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

Last updated: 1/3/2018

Types of Services Funded (Fiscal Year 2016-17)

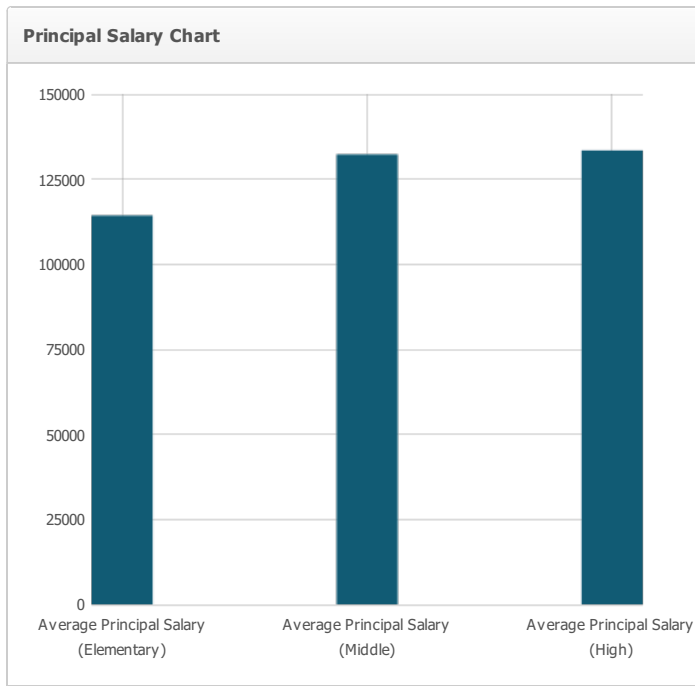
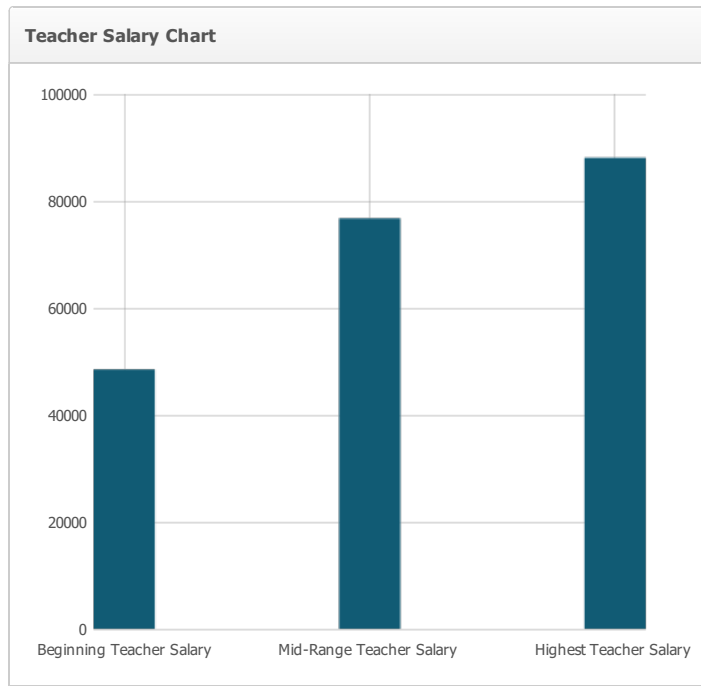
La Cumbre receives categorical funding from several main sources: Title I, which supports low-achieving, high poverty students, and School Improvement Program, which is used to assist the school in improving its instructional program. These funds provide many interventions and services to La Cumbre including a full time computer technician, full time social/emotional counselor, intervention classes before school, lunchtime, and after school, to support the instruction of content standards, as well as the purchase of equipment and materials, library books, ebooks and other instructional supplies to support instruction.

Last updated: 1/16/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,532	\$48,522
Mid-Range Teacher Salary	\$76,779	\$75,065
Highest Teacher Salary	\$88,105	\$94,688
Average Principal Salary (Elementary)	\$114,332	\$119,876
Average Principal Salary (Middle)	\$132,291	\$126,749
Average Principal Salary (High)	\$133,436	\$135,830
Superintendent Salary	\$260,164	\$232,390
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 12/5/2017

Professional Development

The primary areas of professional development include developing literacy across the curriculum, using technology in the classroom, and continuing to support the implementation of the Common Core State Standards. Professional development is selected using student achievement data and input from teachers. Professional development is offered as an integral part of site based Professional Learning Communities (PLC), in workshops with leading experts in the area of literacy across the curriculum, conferences, as well as through individual mentoring.