



SANTA LUCIA MIDDLE SCHOOL

2850 Schoolhouse Lane, Cambria, CA 93428 • (805) 927-3693

Denis de Clercq, Principal

School Accountability Report Card

Principal's Message

The School Report Card, to be issued annually by local school boards for each elementary and secondary school in the state, provides a variety of information about the school, its resources, its successes, and the areas in which improvements are needed.

The Santa Lucia staff has developed a very strong academic program, as well as a well balanced extra-curricular program. These programs were developed to meet the ever growing demands of the early adolescent in our complex society today. As you read this Report Card from Santa Lucia School, you will find a picture of a school with a solid record of improvement, a faculty that is professionally skilled and personally committed to meet the learning needs of students, and a student body which is motivated to perform well. You may request additional information regarding the Report Card by calling the school office.

Contact Information

Parents or community members who wish to participate in school committees, school activities, or become a volunteer may contact the Santa Lucia Middle at 927-3693.

School Profile

Santa Lucia Middle School is in the Coast Unified School District. Curriculum is focused on core academics. The school supports cultural awareness through its diverse literature selections.

During the 2005/06, 6th, 7th, and 8th grade students were enrolled at the school, with classes arranged on a traditional schedule calendar.

Mission Statement

The mission of Santa Lucia Middle School is to provide an atmosphere that promotes higher level academic achievement, positive social development, and emotional maturity that encourages life-long learning.

Parent Involvement

Santa Lucia Middle greatly benefits from its supportive parents and community. The school has a strong base of parent volunteers who participate in school activities on a regular basis.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

Student Enrollment by Ethnic Group	
2006-07	
	Percentage
African American	0.6%
American Indian	0.0%
Asian	1.1%
Caucasian	48.9%
Filipino	0.0%
Hispanic	47.2%
Pacific Islander	0.0%
Multiple or No Response	2.2%

Class Size

Average class sizes vary by grade level and subject area taught. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Enrollment Trend by Grade Level			
	2004-05	2005-06	2006-07
6th	70	45	56
7th	61	77	48
8th	63	56	76

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	05	06	07	05	06	07	05	06	07	05	06	07
English	22	21	19	5	8	8	5	5	7	-	3	1
Mathematics	23	19	21	4	4	5	5	5	4	-	-	-
Science	25	23	22	3	2	5	3	5	4	1	-	-
Social Science	24	23	23	3	4	4	5	3	3	-	1	1

Safe School Plan

Eighty-nine percent (89%) of the parents responding to the parent survey believe that Santa Lucia offers a safe learning environment. There was only one vandalism incident and no significant crime on campus during the past year. The District has a comprehensive Emergency Preparedness Plan in place to handle all types of school-wide emergencies. The District and School Safety Plan covers all aspects of student safety for natural and man-incurred emergencies, and identification of duties for all types of emergencies. The students at Santa Lucia practice fire and earthquake drills.

Discipline & Climate for Learning

Students at Santa Lucia Middle are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the beginning of the school year. The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The school's interscholastic athletic programs promote individual and team-oriented achievement and self-esteem through school-sponsored teams that compete with other schools in the area. Athletic programs include volleyball and basketball. School recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies.

	Suspensions & Expulsions					
	School			District		
	04-05	05-06	06-07	04-05	05-06	06-07
Suspensions	6	2	5	42	31	32
Suspension Rate	3.1%	1.1%	2.8%	4.7%	3.5%	3.7%
Expulsions	0	0	0	1	0	9
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	0.0%	1.0%

School Facilities

Santa Lucia Middle was originally constructed in 1965 and is comprised of 9 portable classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 2 computer labs, 1 field space and 1 asphalt play area.. Cleaning Process: The principal works daily with 1 full-time custodian to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. Maintenance and Repair District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget The district participates in the State School Deferred Maintenance Program, which provides 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, electrical systems, interior or exterior painting, and floor systems. During the 2005/06 school year, the district's governing board did approve deferred maintenance projects for the school, which included a new asphalt play area and equipment.



School Facility Conditions				
Date of Last Inspection: 01/11/2007				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)	X			
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds	X			
Overall Cleanliness	X			

Teacher Assignment

Coast Unified recruits and employs the most qualified credentialed teachers. For the 2005/06 school year, Santa Lucia Middle had eleven (11) fully credentialed teachers who met all credential requirements in accordance with State of California guidelines. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2005/06 school year, the most current data are reported.

	Teacher Credential Status			
	School			District
	04-05	05-06	06-07	06-07
Fully Credentialed	10	11	11	56
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

	Misassignments/Vacancies		
	04-05	05-06	06-07
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	99.0%	1.0%
High-Poverty Schools in District	0.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Substitute Teachers

The Coast Unified district has an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Santa Lucia Middle. Generally, the district does not experience any problems finding qualified substitute teachers.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by the Principal, who has been trained and certified for competency to perform teacher evaluations. Teachers are evaluated on the following criteria: Engaging and Supporting All Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for All Students and Developing as a Professional Educator. Coast Unified offers programs to assist teachers, such as Beginning Teacher Support and Training (BTSA) and Peer Assistance and Review (PAR). BTSA is for new, credentialed teachers. Peer Assistance and Review (PAR) is led by credentialed teachers who help recent California Basic Education Skills Test (CBEST) graduates who have yet to pass a specific subject exam. The PAR mentors also help Emergency Teaching Certificate teachers, as well as any teacher who may have received a poor evaluation from the principal.

Individualized Instruction

Santa Lucia Middle provides special education services to students who are in need. Programs and services designed to meet the student's needs are identified in the Individualized Education Plan (IEP). The Resource Specialist Program serves students with exceptional needs who are able to function in the regular classroom for the majority of the day.

At Risk Interventions

Santa Lucia Middle provides after-school tutoring in English/Language Arts and Mathematics for those students performing below grade-level standards or who are at risk of retention. Intersession courses are offered during vacation periods when necessary.

Counseling & Support Staff

It is the goal of Santa Lucia Middle to assist students in their social and personal development as well as academics. The school gives special

attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. Santa Lucia Middle School provides eight hours per week of counseling service provided by San Luis Obispo County Drug Prevention Program.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Band/Music Director	1	33
Bilingual Aide	1	
Contracted Counselor	1	As Needed
District Nurse	1	As Needed
Library Media Aide	1	
PE Teacher	1	50
Resource Specialist Aide	1	

Curriculum Development

All curriculum development in the Coast Unified is based on the California State Content Standards and Frameworks. Curriculum guides are updated regularly.

Instructional Materials

Information about the standards-aligned (kindergarten through grade 12) and state-adopted (kindergarten and grades 1 through 8) or locally adopted (grades 9 through 12) textbooks and other instructional materials used in the school that are consistent with the content and cycles of the curriculum areas of reading/language arts, mathematics, science, and history-social science. For kindergarten and grades 1 through 8, the information also includes a description of any supplemental curriculum adopted by the local governing board. The information includes an explanation for the use of any non-adopted textbooks or instructional materials. Materials approved for use by the State are reviewed by teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
8th	History/Social Studies	Holt, Rinehart & Winston	2004	Yes	0.0%
7th	History/Social Studies	Houghton Mifflin	2004	Yes	0.0%
6th	History/Social Studies	McGraw-Hill	2004	Yes	0.0%
6th-8th	Mathematics	McDougal Littell	2004	Yes	0.0%
6th-8th	Reading/ Language Arts	Prentice Hall	2004	Yes	0.0%
6th-8th	Science	Holt, Rinehart & Winston	2004	Yes	0.0%



District Expenditures

Coast Unified spent an average of \$6,234 to educate each student, based on 2005-2006 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

District Revenue Sources

In addition to general state funding, Santa Lucia Middle receives state and federal funding for categorical and other support programs.

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries 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 the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Expenditures per Pupil

School	
Total Expenditures Per Pupil	\$6,234
From Restricted Sources	
From Unrestricted Sources	
District	
From Unrestricted Sources	
Percentage of Variation between School & District	87.63%
State	
From Unrestricted Sources	\$4,943
Percentage of Variation between School & State	

Average Salary Information

Teachers - Principal - Superintendent

2005-06

	District	State
Beginning Teachers	\$34,465	\$34,363
Mid-Range Teachers	\$57,873	\$50,814
Highest Teachers	\$71,802	\$65,731
Elementary School Principals	\$95,320	\$78,437
Middle School Principals	\$95,320	\$81,316
High School Principals	\$92,544	\$84,594
Superintendent	\$132,061	\$103,105
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.1%	35.8%
Administrative Salaries	6.8%	6.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on FY 2005-2006 financial statements.

Average Teacher Salaries

School & District	
School	\$62,001
District	\$63,304
Percentage of Variation	2.06%
School & State	
All Unified School Districts	\$52,361
Percentage of Variation	18.41%



California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)																				
Combined % of Students Scoring at Proficient and Advanced Levels																				
Language Arts			Math			Science			Social Science											
6			7			8			8											
05	06	07	05	06	07	05	06	07	05	06	07									
All Students																				
School	47	40	44	62	54	56	61	61	58	38	29	38	48	46	51	38	71	48	55	55
District	47	40	44	62	54	55	61	60	58	38	29	38	48	46	50	37	71	48	54	55
State	38	41	42	43	43	46	39	41	41	40	41	42	37	41	39	38	42	31	34	35
Males																				
School	56	48	35	60	52	54	55	66	59	54	35	47	66	55	54	59	74	50	69	64
District	56	48	35	60	52	54	55	63	59	53	35	47	66	54	54	56	74	50	66	64
State	35	38	40	38	38	42	34	37	37	41	42	42	37	41	39	41	45	33	36	36
Females																				
School	34	30	48	64	55	59	66	58	56	14	20	33	28	35	47	13	66	47	42	44
District	35	30	48	64	54	56	66	58	56	13	20	33	28	36	45	12	66	47	42	44
State	41	44	45	49	48	51	43	45	46	39	41	41	37	41	38	34	41	30	31	33
Socioeconomically Disadvantaged																				
School	19	14	31	35	28	44	38	27	28	14	9	28	33	23	40	18	53	33	36	28
District	19	14	31	35	28	42	38	26	28	14	9	28	34	23	39	17	53	34	35	28
State	22	26	27	28	28	31	22	25	26	26	28	28	23	27	27	23	29	17	19	20
Hispanic																				
School	12	14	31	28	22	35	35	18	22	12	14	34	16	14	35	18	44	25	29	22
District	12	14	31	28	22	35	35	17	22	12	14	34	16	14	35	17	44	25	28	22
State	22	26	28	28	28	32	23	25	26	26	29	29	23	28	27	23	28	17	20	21
Caucasian																				
School	82	74	62	76	86	75	81	83	89	61	47	43	62	80	65	47	92	65	69	84
District	82	74	62	75	86	72	80	82	90	60	48	43	62	80	62	47	92	65	69	83
State	58	61	61	61	63	66	58	62	62	58	58	58	52	58	54	55	60	47	51	52
Students with Disabilities																				
School	15	*	*	*	27	*	*	*	43	15	*	*	*	13	*	*	50	*	*	29
District	15	0	0	*	26	0	*	0	42	15	0	0	*	14	0	0	50	*	0	28
State	10	12	12	10	11	12	8	9	10	11	12	12	8	10	9	11	13	9	10	10
English Learners																				
School	9	0	10	8	19	15	20	0	9	4	6	20	0	8	8	0	32	20	8	14
District	9	0	10	8	19	15	20	0	9	4	6	20	0	8	8	0	32	20	8	14
State	7	8	9	9	9	10	6	6	6	13	14	14	11	13	13	9	12	5	6	6

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public library located in the city of Cambria, which contains numerous computer workstations.



CAT-6

The California Achievement Test (CAT/6) is a standardized norm-referenced test (NRT), which indicates how the student or group of students compares with that of a norm group and other students from around the country. In August of 2004 the governor signed legislation reauthorizing the STAR Program. Prior to the reauthorization the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) were administered to all students in grades two through eleven. The reauthorization program requires administering the CAT/6 Survey only to students in grades three and seven. Students in grades three and seven were tested in reading, language, spelling, and mathematics. The purpose of administering the CAT/6 Survey is to determine how well California students are achieving academically compared to a national sample of students tested in the same grade at the same time of the school year. The CAT/6 chart reflects the percentages of students scoring at or above the 50th percentile, or those students performing at average/above average level, in Reading and Math.

Physical Fitness

In the spring of each year, Santa Lucia Middle is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone 2006-07 Test Results	
7th Grade	
School	
School Overall	42.2%
School (Boys)	33.3%
School (Girls)	55.6%
District	
District Overall	41.3%
District (Boys)	33.3%
District (Girls)	52.6%
State	
State Overall	29.4%
State (Boys)	27.2%
State (Girls)	31.8%
*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.	

Instructional Time (Includes Minimum Days)

The California Education Code establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade. Santa Lucia offers 58,700 instructional minutes. California state requirement is 54,000. Santa Lucia has 12 Minimum Days.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6th	54,000	58,700
7th	54,000	58,700
8th	54,000	58,700

CAT/6 Norm Referenced Test

	% At or Above 50th Percentile					
	Reading			Math		
	7			7		
	05	06	07	05	06	07
All Students						
School	66	62	60	56	49	49
District	66	62	59	56	49	48
State	46	46	47	49	50	51
Males						
School	63	60	54	66	57	58
Females						
School	69	65	71	45	39	35
Socioeconomically Disadvantaged						
School	37	40	52	30	28	40
Hispanic						
School	26	31	40	16	19	35
Caucasian						
School	82	94	80	73	80	65
Students with Disabilities						
School	*	27	*	*	20	*
English Learners						
School	14	27	23	0	15	8

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.



Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet. Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school). Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	04-05	05-06	06-07	2007 API Growth Score
Statewide Rank	8	7	7	
Similar Schools Rank	9	9	8	
All Students				
Actual Growth	C	-2	28	785
Socioeconomically Disadvantaged				
Actual Growth	-	8	66	694
Hispanic				
Actual Growth	-	-5	74	673
Caucasian				
Actual Growth	-	36	3	896
English Learners				
Actual Growth	-	-	85	652

C - Means the school had significant demographic changes and will not have any growth or target information.

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 50 students with valid scores.

California Awards & Interventions

Although state intervention and awards programs are currently in the California Education Code, the programs were not funded for the period addressed by this SARC, therefore, there is no data to report.

Data Sources

Data within the SARC was provided by Coast Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	No	Yes
Participation Rate	Yes	Yes	No	Yes
Percent Proficient	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2007-08)	-	-
# of Schools Currently in PI	-	0
% of Schools Identified for PI	-	0.00%

School Leadership

The overall quality of instruction and leadership is excellent. The curriculum is appropriately aligned with State Frameworks and model curriculum guides, and the staff searches for ways to continually improve student performance. The Principal welcomes input from students, staff, and community members which fosters cooperation and respect among groups.

Staff Development

An effective process for staff development and curriculum improvement is planned and implemented by teachers and administrators. Instructional strategies accommodate diverse learning styles, interests, and developmental readiness for the middle grade student. Staff members build teaching skills and concepts by participating in conferences, workshops, and inservice trainings at the site throughout the year. On Wednesday afternoons the Santa Lucia staff are involved in departmental meetings regarding curriculum and/or general workshops on educational topics.