

School Accountability Report Card

Reported Using Data from the 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

I. Data and Access

EdData Partnership Web Site

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Lincoln Elementary School	District Name	Lincoln Unified School District
Street	6910 Gettysburg	Phone Number	209-953-8700
City, State, Zip	Stockton, CA, 95207-2513	Web Site	www.lusd.net
Phone Number	(209) 953-8652	Superintendent	Thomas Uslan
Principal	Scott Tatum	E-mail Address	tuslan@lusd.net
E-mail Address	statum@lusd.net	CDS Code	39685696041917

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

Our Mission

We believe all children can learn and we will establish high standards of learning with the expectation for all students to achieve. It is our job to create an environment in our classrooms that engages students in academic work that results in a high level of achievement. We are confident that with our support and help, students can master challenging curricula, and we expect them to do so. We are prepared to work collaboratively with colleagues, students, and parents to achieve this shared educational purpose (DuFour, 1997a).

Our Vision

We will develop a safe and welcoming environment that empowers children to be responsible, caring, independent thinking participants in all life activities. The school community (staff, students and parents) will become active participants in each child's education. Our community will collaborate to create a learning environment with high expectations for academic and social success. We will stress that learning must be meaningful and purposeful to engage all learners. Together we will provide nurturing experiences for students that will foster pride in themselves, others, and their school. Our school will aid parents in developing the necessary skills to encourage positive life experiences. Through professional development opportunities and collaboration, teachers will base their teaching on the needs of the students.

Our Values

In order to advance our shared vision of an exemplary school, we will:

- Provide an inviting classroom environment for students an environment with clear expectations, consistent consequences, and specific, articulated, academic goals.
- Help all students achieve the intended outcomes of the curriculum by addressing their individual needs and learning styles.
- Use methods of assessment that enable us to monitor the learning of individual students.
- Collaborate with one another and our students so that we can achieve our collective goals more effectively.
- Demonstrate our commitment to ongoing professional development and continuous improvement.
- Promote a positive school climate by modeling the qualities and characteristics that we hope to instill in our students.
- Involve parents in the education of their children by keeping them informed of student progress and offering suggestions for assisting their students.

Lincoln Elementary School was established in 1878. Since then, it has grown from 29 to 700 students in grades pre-K through 6, and from one teacher to a staff of 26 full time classroom teachers, 6 full and part time support staff teachers, 32 full and part time classified staff members, a full time counselor, part time psychologist, and principal. Programs include Title One, Special Education, School Improvement, Gifted and Talented Education (GATE), Band, Chorus, Strings, After School is In, and English Language Development classes. Activities for students include Lunch Commissioners, Student Council, Conflict Managers, and Yearbook.

Lincoln Elementary has a very traditional setting where safety is a number one priority. The teachers are compassionate and caring, and committed to developing an atmosphere of mutual respect. Every situation is treated as a learning opportunity. Sixty-four percent of our families are educationally disadvantaged, and helping the families feel welcome and keeping them informed are constant challenges.

Our Parent Teacher Association is committed to the welfare of its students and collaborates with parents, staff and the community to provide: Red Ribbon Week, Family Math Night, Family Reading Week, Family science Night, and Family Library Nights. PTA also plans successful community-building events: Back to school Night Barbecue, Fall Festival, Halloween Parade, Grandparent's Day, Family Dance, movie nights, Spring Festival, 6th grade promotional.

Lincoln Elementary is a strong learning community not just in theory, but in practice. Teachers are committed to a standards-based curriculum and are becoming more discriminating about how they use adopted programs. They have become hungry for data when making decisions about student learning. The organizational structure includes a Leadership Team to help determine the focus of staff development, and the Lincoln Elementary Assistance Program (LEAP), which looks at individual student's needs and provides extra support for them and their classroom teachers.

Our entire school community is committed to closing the achievement gap for English language learners, Title One students, educationally disadvantaged students, Special Day students, and all other students working below grade level. Our Title One program has been instrumental in helping meet the academic and social/emotional needs of these students. Special Education staff members may serve non-identified, general education students as appropriate. These services may be provided in general or special education settings. As the law states, general education teachers will provide services to special education students in collaboration with special education teachers and as provided for in the Individual Education Plans for students. The mission statement governing our practice is difficult to realize, but critical to our school community.

While we continue to focus on student achievement, we also strive to improve the appearance and condition of our buildings and grounds so they enhance our students' learning experience. We want our school to be a notable example of 21st century education in a traditional setting.

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

All parents are encouraged to participate in our Parent Teacher Association, participate in the English Language Advisory Committee, visit during the Principal's Coffee Chat, join School Site Council, visit your child's classroom, and participate in all site activities.

Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Kindergarten	86
Grade 1	114
Grade 2	92
Grade 3	103
Grade 4	69
Grade 5	71
Grade 6	108
Total Enrollment	643

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	17.3	White	22.2
American Indian or Alaska Native	0.8	Two or More Races	3
Asian	9.2	Socioeconomically Disadvantaged	77.6
Filipino	2.8	English Learners	25.8
Hispanic or Latino	43.4	Students with Disabilities	10.3
Native Hawaiian/Pacific Islander	1.4		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.8	4	0	0	26	0	4	0	28.7	0	3	0
1	19.6	5	0	0	27	0	3	0	28.3	0	4	0
2	20	4	0	0	25	0	3	0	28.8	0	4	0
3	17.5	4	0	0	26	0	3	0	27	1	3	0
4	31	0	3	0	29	0	2	0	33.5	0	0	2
5	32.5	0	1	1	31	0	3	0	33.5	0	0	2
6	31	0	1	1	32	0	2	0	33.3	0	0	3
Other	0	0	0	0								

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

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school’s comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

All students will learn in a safe and secure environment. Our school respects diversity and all school stakeholders are provided with a variety of opportunities to be involved. Lincoln Elementary has a high expectation regarding academics, behavior, and attendance. We attempt to meet the needs of students by providing counseling, leadership opportunities, and ongoing support for students in need. Parent and community involvement is actively sought. The staff has ongoing discussions of how to create inviting classrooms so all students feel confident as active participants in their own education.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	37.93	25.79	29.55	44.46	20.98	18.13
Expulsions	0	0.33	0.47	0.19	0.22	0.24

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: July 2011

Lincoln Elementary has 27 classrooms, a multi-use room, a library, a computer lab, and an administration building. The school was established in 1878. Classrooms have been added periodically throughout the history of the school.

The school has one full time day custodian and one and half time night custodians. The school is kept clean and in good condition. This is completed by the school custodians and by district maintenance. All major repairs or issues or handled in a timely manner by the district maintenance department.

Students are in a safe environment while at school. The school has four campus supervisors to monitor and help keep students safe. The school also has an after school program available to our students.

School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Electrical: Electrical	[]	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[X]	[]	[]	[]	

V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	27	28	25	382
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

** "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	92.83	7.17
High-Poverty Schools in District	93.28	6.72
Low-Poverty Schools in District	85.45	14.55

* 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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)	.0	---
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)		---
Other		---

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October 2011

Following a public hearing on October 11, 2011, the LUSD Board of Education has found that sufficient textbooks and instructional materials are available to each student in Reading/Language Arts, Mathematics, Science History/Social Science and Health. All students, including English Learners have a textbooks or instructional materials, or both, to use in class or to take home.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading/California 2003 Adoption Year 2004	No	0%
Mathematics	Holt CA Course 1: Numbers to Algebra 2008 Adoption Year 2008 Scott Foresman enVision Math 2009 Adoption Year 2009	Yes	0%
Science	Harcourt 2007 California Science Adoption Year 2007 Glencoe/McGraw-Hill Focus on Science 2007 Adoption Year 2007	Yes	0%
History-Social Science	Scott Foresman History/Social Science for California 2006 Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program Adoption Year 2006 Harcourt California Reflections 2006, Adoption Year 2006	Yes	0%
Foreign Language			0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health			0%
Visual and Performing Arts			0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/ Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$4,432	\$756	\$3,677	\$61,726
District	---	---	\$4,878	\$60,769
Percent Difference: School Site and District	---	---	25%	2%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	33%	8%

* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

** **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Students who have scored Far Below Basic, Below Basic, and Basic can receive Title 1 services. Students are provided with an after school program. English Language Learners are provided additional assistance via class instruction.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,784	\$41,284
Mid-Range Teacher Salary	\$57,953	\$65,173
Highest Teacher Salary	\$77,004	\$83,460
Average Principal Salary (Elementary)	\$97,957	\$102,834
Average Principal Salary (Middle)	\$98,769	\$108,953
Average Principal Salary (High)	\$124,004	\$118,384
Superintendent Salary	\$167,174	\$179,397
Percent of Budget for Teacher Salaries	44%	40%
Percent of Budget for Administrative Salaries	6%	6%

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

IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	52	46	43	49	53	53	49	52	54
Mathematics	65	56	55	52	53	52	46	48	50
Science	46	48	37	51	58	61	50	54	57
History-Social Science	N/A	N/A	N/A	43	45	46	41	44	48

* 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	53	52	61	46
All Student at the School	43	55	37	N/A
Male	38	52	39	N/A
Female	49	58	35	N/A
Black or African American	36	49	0	N/A
American Indian or Alaska Native	0	0	0	N/A
Asian	45	68	0	N/A
Filipino	45	64	0	N/A
Hispanic or Latino	42	52	39	N/A
Native Hawaiian/Pacific Islander	0	0	0	N/A
White	52	61	36	N/A
Two or More Races	0	0	0	N/A
Socioeconomically Disadvantaged	39	53	31	N/A
English Learners	32	50	14	N/A
Students with Disabilities	24	35	0	N/A
Students Receiving Migrant Education Services	0	0	0	N/A

* 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 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. 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 results to the district and state, see the CDE PFT webpage 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	12.9	20	15.7

* 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	6	4
Similar Schools	6	9	6

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	32	-24	-17
Black or African American			2
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	41	-24	-19
Native Hawaiian/Pacific Islander			
White	36	-14	-19
Two or More Races	N/D		
Socioeconomically Disadvantaged	46	-23	-11
English Learners	23	-3	-42
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	416	762	6,558	789	4,683,676	778
Black or African American	69	712	753	712	317,856	696
American Indian or Alaska Native	3		46	831	33,774	733
Asian	37	778	690	840	398,869	898
Filipino	10		330	849	123,245	859
Hispanic or Latino	182	763	2,405	754	2,406,749	729
Native Hawaiian/Pacific Islander	8		75	753	26,953	764
White	101	791	2,152	832	1,258,831	845
Two or More Races	6		100	713	76,766	836
Socioeconomically Disadvantaged	336	745	3,612	743	2,731,843	726
English Learners	113	735	1,269	736	1,521,844	707
Students with Disabilities	71	610	796	608	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in 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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	Yes

Federal Intervention Program (School Year 2011-12)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	81.8

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
 - What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
 - How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?
-

Professional development is designed to provide continuous learning opportunities for administrators, teachers, and classified personnel. Professional Development is an essential component of effective instruction and student learning.

Teachers new to the District received three days of professional development prior to the beginning of the school year focused on orientation to District and school site policies, and services, classroom management, curriculum and pacing, and setting up the classroom.

Our district has a professional development emphasis in language arts, and mathematics. Specific workshops teachers attended in the 2010-11 school year included: Six Traits of Writing, GLAD, Language!, SB 472 enVision Math, SB 472 Holt Math, Number Fluency, Professional Learning Communities, Cultural Proficiency, and No Bully.

Every Monday, students are released early from school to allow teachers to participate in collaboration time.