

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	Tully C. Knoles School	District Name	Lincoln Unified School District
Street	6511 Clarksburg Pl.	Phone Number	209-953-8700
City, State, Zip	Stockton, CA, 95207-3222	Web Site	www.lusd.net
Phone Number	(209) 953-8776	Superintendent	Thomas Uslan
Principal	Kelly Sandstrom	E-mail Address	tuslan@lusd.net
E-mail Address	ksandstrom	CDS Code	39685696041933

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 that all students are scholars who can and must learn at high levels of achievement. It is our job to create an environment that results in this high level of performance. We are confident that with our support, students can master challenging academic material, and we expect them to do so. We work collaboratively with colleagues, students, and parents to achieve this shared educational purpose.

Our Vision

All students at Tully C. Knoles School are scholars because we believe the following:

1. We unite to achieve a common purpose and set clear goals.
2. We work together in collaborative teams.
3. We seek and implement strategies for improving student achievement on a continuing basis.
4. We monitor academic progress.
5. We empower students to demonstrate personal commitment to their academic success and social responsibility.
6. We provide a learning environment that promotes academic excellence.

Our Motto:

"Tully Knoles School, Where Every Student Is a Scholar."

Tully C. Knoles is a school in the Lincoln Unified School District with a long history of school and community support and parent involvement. We currently have 628 students enrolled in kindergarten through eighth grade. Our student population is comprised of 51.5% Hispanic students, 21.3% White students, 16.7% African American students, 5.9% Asian American students, 1.9% Filipino students, 1% American Indian/Alaskan students, and 1% Pacific Islander students. According to our free and reduced lunch applications, 81% of our students are from low-income families. The needs of our students have gradually changed over the years, and our population now includes a higher percentage of students (23.6%) with limited proficiency in English. This diverse has brought challenges requiring our staff to refine and improve curriculum and instruction. The educational leaders of Tully C. Knoles School use standards-based instruction, data analysis, and explicit direct instruction techniques to raise the skill level of ALL students. Multiple measures and assessments are analyzed regularly to track student progress. These measures, plus the implementation of a school wide environmental plan called the NEX Generation Plan, have been the impetus that has resulted in significant increases in student performance. The NEX plan is our school's rules and routines that both the staff and students of Tully Knoles School follow. The use of Thinking Maps is currently our choice of Professional Development in Grades K-8 (school-wide). Tully Knoles School is also host to the SES (Supplemental Education Services) program where over 200 students receive tutoring services, school-wide, on a weekly basis, on and off site, in the home and online.

In 2010-11, Tully C. Knoles increased its Academic Performance Index (API) by a total 8 points giving our school an API score of 820. TCK has gained 56 points from the 2006-2007 school year to the 2009-2010 school year. For the 2009-2010 school year, we were a Program Improvement (PI) school based for not meeting School-Wide Language Arts objective of 61.3% advanced or proficient. However, for the 2010-2011 school year, we made Language Arts objective of 67.6% advanced or proficient. We received Safe Harbor for School-Wide, Black, Hispanic, White, Socio-Economically Disadvantaged and EL subgroups. For the 2009-2010 school year, TCK made 20 out of 21 AYP goals. For the 2010-2011 school year, TCK made only 16 of our 21 AYP goals. We are a Program Improvement (PI) school because we did not meet the 68.5% goal for mathematics in the following areas: School-Wide, Hispanic, White, Socio-Economically Disadvantaged, and EL subgroups. We did make Safe Harbor for our African American students in the area of math.

Tully C. Knoles has become a "school to watch" in the Stockton community because of continued academic improvements, our increasing API scores over the last eight years, and because of TCK's unique and effective NEX generation program. At TCK, every student knows that he/she is a scholar and each student has established his/her pathway to meet that goal. We also practice the following beliefs, "We do our best, we learn from our mistakes, we encourage others, and we never give up."

Our entire staff is "highly qualified". We currently have 30 full time staff members. Twenty-nine of the teachers have had experience working at Tully C. Knoles School for a minimum of four consecutive years. One important part of the TCK "experience" is our ASES (After School) Program. Three credentialed staff members and four classified staff members provide tutoring, clubs, and physical education for up to 3 ½ hours after the school day has ended. We currently have enrolled 120 students, Grades 1-8.

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.

TCK has one school outreach worker who is charged with working with at risk students and their families. TCK's Title I teacher also plays a significant role in working with parents of our English Language Learners (ELAC) and Title I students. TCK has an outreach program that attempts to reach out to traditionally underrepresented populations, in particular families living in high poverty, Hispanic and African American families.

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

Grade Level	Number of Students
Kindergarten	60
Grade 1	90
Grade 2	89
Grade 3	80
Grade 4	99
Grade 5	100
Grade 6	100
Grade 7	56
Grade 8	78
Total Enrollment	752

Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	15.2	White	22.3
American Indian or Alaska Native	1.1	Two or More Races	3.3
Asian	5.7	Socioeconomically Disadvantaged	80.5
Filipino	1.7	English Learners	23.1
Hispanic or Latino	50.1	Students with Disabilities	8.8
Native Hawaiian/Pacific Islander	0.5		

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	20	4	0	0	27	0	3	0	30	0	2	0
1	19.8	4	0	0	27	0	3	0	29.7	0	3	0
2	19.8	3	1	0	26	0	3	0	30	0	3	0
3	20.5	2	2	0	26	0	3	0	26.7	0	3	0
4	33	0	0	2	30	0	3	0	33	0	0	3
5	33	0	1	1	28	0	3	0	33.3	0	0	3
6	32	0	2	1	31	0	3	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).

Average Class Size and Class Size Distribution (Secondary)

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.9	0	7	0	28	0	7	0	13.3	9	3	0
Mathematics	20.8	7	2	0	28	0	7	0	16.6	5	2	0
Science	25	1	4	0	28	0	5	0	22.3	2	4	0
Social Science	25	1	4	0	28	0	5	0	22.3	3	3	0

* 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.

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.

Our school safety plan was passed in the Spring of 2009 by the TCK School Site Council. It is a living document. Its purpose is to clearly communicate school policy in the areas of student conduct codes, education codes, evacuation plans, and staff roles in the case of an emergency. The Safety Plan will be reviewed in Spring of 2010; potential changes will be considered then.

Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	46.16	21.36	20.48	44.46	20.98	18.13
Expulsions	0	0	0.4	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

Tully C. Knoles School is 54 years old. With the completion of a multi-million dollar Measure P bond project at the conclusion of the 2008 school year, there has been much improvement to the TCK site structurally. We currently have 33 classrooms, 1 multi-use room, and two operational computer labs (a Primary Lab/Grades K-3 and an Intermediate Lab/Grades 4-6. We also have one library that services students Grades 1 through 8 that has been upgraded with IMAC computers. Currently, for the 2011-2012 school year, one TCK teacher, Mrs. Jan Colburn, who runs the Life Lab with the help of her students from her Period 7 elective class called Environmental Science. There is also a Pre-School located at the north end of the TCK campus that is run by the Lincoln Unified School District (First 5 Program). It is separated from TCK by a chain-linked fence. We have one full time day custodian and one full time evening custodian. The daytime custodian works from 7:00 am – 3:00 pm. The nighttime custodian works from 3:00 pm – 11:00 pm daily. We also have a part time evening custodian at TCK that splits his shift at another LUSD school site. We have put into place a NEX Generation plan at Tully Knoles School. We have campus supervision, with the support of teacher supervision, for 45 minutes each morning outside on the TCK campus. Two campus supervisors supervise our TCK students for 1 hour 30 minutes daily on the TCK campus at lunch time. The TCK support staff helps with before and after school supervision. During the school day, students are in class, under the supervision of their teacher.

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]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
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	32	32	33	382
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence	0	3	5	---

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	0	
Counselor (Social/Behavioral or Career Development)	.0	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	0	---
Psychologist	0	---
Social Worker	0	---
Nurse	0	---
Speech/Language/Hearing Specialist	1.0	---
Resource Specialist (non-teaching)	0	---
Other	0	---

* 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 McDougal Littell Language of Literature California 2002 Adoption Year 2004	No	0%
Mathematics	Scott Foresman enVision Math 2009 Adoption Year 2009 Holt CA Course 1: Numbers to Algebra 2008 Adoption Year 2008 Holt CA Course 2: Pre-Algebra 2008 Adoption Year 2008 SRA - Number Worlds Adoption Year 2008 UCLA Math Intro to Algebra 2007 Adoption Year 2008 Holt CA Algebra 1 2008 Adoption Year 2008	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Harcourt 2007 California Science Adoption Year 2007 Glencoe/McGraw-Hill Focus on Science 2007 Adoption Year 2007	Yes	0%
History-Social Science	Harcourt California Reflections 2006 Adoption Year 2006 Scott Foresman History/Social Science for California 2006 Adoption Year 2006 Teacher's Curriculum Institute History Alive California Middle School Program Adoption Year 2006	Yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts	Classroom Music Share the Music (pub McGraw-Hill) Band Standard of excellence (pub Kjos Music Company) Strings Essential Elements 2000 for strings (pub Hal Leonard Corporation)	Yes	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	\$4,467	\$765	\$3,702	\$65,950
District	---	---	\$4,878	\$60,769
Percent Difference: School Site and District	---	---	25%	8%
State	---	---	\$5,455	\$66,511
Percent Difference: School Site and State	---	---	33%	1%

* **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.

TCK has an after school program paid for through ASES funds supporting up to 120 students. The school has a poverty level of 81% and an English Learner population of 24% that is supported by a full time teacher and two paraprofessionals. The emphasis of their

program is reading. TCK offers to its students a number of supplemental programs: Accelerated Reader, Reading Plus, Rigby, SIPPS, Bellwork, Math Facts in a Flash, Destinations, and Accelerated Math.

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	49	50	55	49	53	53	49	52	54
Mathematics	52	61	60	52	53	52	46	48	50
Science	60	67	62	51	58	61	50	54	57
History-Social Science	42	44	39	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	55	60	62	39
Male	56	65	72	39
Female	54	54	52	40
Black or African American	47	49	55	0
American Indian or Alaska Native	0	0	0	0
Asian	58	74	0	0
Filipino	73	67	0	0
Hispanic or Latino	53	56	57	31
Native Hawaiian/Pacific Islander	0	0	0	0
White	64	68	74	54
Two or More Races	40	50	0	0
Socioeconomically Disadvantaged	51	57	61	32
English Learners	47	59	60	27
Students with Disabilities	40	38	0	0
Students Receiving Migrant Education Services	0	0	0	0

* 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	17.3	23.5	3.1
7	18.2	25.5	38.2

* 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	5	6
Similar Schools	8	7	10

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	7	28	8
Black or African American	17		
American Indian or Alaska Native			
Filipino			
Hispanic or Latino	6	38	5
Native Hawaiian/Pacific Islander			
White	11	8	7
Two or More Races	N/D		
Socioeconomically Disadvantaged	13	34	4
English Learners	19	38	19
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	554	820	6,558	789	4,683,676	778
Black or African American	84	768	753	712	317,856	696
American Indian or Alaska Native	8		46	831	33,774	733
Asian	34	860	690	840	398,869	898
Filipino	13	907	330	849	123,245	859
Hispanic or Latino	269	813	2,405	754	2,406,749	729
Native Hawaiian/Pacific Islander	3		75	753	26,953	764
White	130	851	2,152	832	1,258,831	845
Two or More Races	12	824	100	713	76,766	836
Socioeconomically Disadvantaged	433	806	3,612	743	2,731,843	726
English Learners	118	823	1,269	736	1,521,844	707
Students with Disabilities	57	674	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	Yes	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	2010-2011	2009-2010
Year in Program Improvement	Year 2	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.)?
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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. Because TCK is a program improvement school, we have selected the implementation of Thinking Maps as our school-wide professional development.

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 2011-12 school year included: Six Traits of Writing, GLAD, Language!, SB 472 enVision Math, SB 472 Holt Math, 9 Lines, Professional Learning Communities, Cultural Proficiency, and No Bully.

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