

John R. Williams Elementary School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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 (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.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

School Contact Information	
School Name	John R. Williams Elementary School
Street	2450 Meadow Ave.
City, State, Zip	Stockton, CA, 95207-1331
Phone Number	(209) 953-8768
Principal	Nancy Martin
E-mail Address	nmartin@lusd.net
CDS Code	39685696041909

District Contact Information	
District Name	Lincoln Unified School District
Phone Number	209-953-8700
Web Site	www.lusd.net
Superintendent	Thomas Uslan
E-mail Address	tuslan@lusd.net

School Description and Mission Statement (School Year 2012-13)

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

Our Mission

Developing independent and responsible scholars for unlimited success.

Our Vision

Creating educational opportunities that inspire hope and empower students to shape a better tomorrow.

Our Motto

The Golden Rule: I will treat people like I want to be treated.

Our Scholarly Goals

1. I will always do my best
2. I will learn from my mistakes
3. I will never give up
4. I will lead by helping my community, city and world

At John R. Williams School we are proud of our students and our families. Our California State Test scores decreased by 23 points from 809 to 786 in 2012-13. As we state in our school vision will continue to work to "create educational opportunities that inspire hope and empower scholarly leaders to shape a better tomorrow." Our school mission is to "develop independent and responsible scholarly leaders for unlimited success." Our students live out the four scholarly goals which are: "I will always do my best; I will learn from my mistakes, I will never give up and I will lead by helping others in my community, city and world." The staff, students, and parents have created a scholarly atmosphere where students feel encouraged and strive to achieve academic success. Through weekly and monthly celebrations, we continue to provide a place where students can build academic and social confidence to become independent, responsible and successful members of society.

John R. Williams school is one of eight elementary schools in Lincoln Unified School District located in the central San Joaquin Valley; 60 miles south of Sacramento. John R Williams School opened 54 years ago and has an enrollment of approximately 610 students in grades Transitional Kindergarten – sixth. John R. Williams has a total of 82% of the students who qualify for Title 1 services. Our average attendance in 2012-13 was 94.3%. We provide a high quality state and First 5 funded pre-school for children ages 3 and 4. All of our general education classroom teachers are NCLB highly qualified. We are serviced by a district psychologist, district nurse; two Title I and EL teachers, a library media aide, a resource teacher, one 3 hour primary language paraprofessional, and a full-time and one part-time speech therapist. We also provide a Special Day Preschool class, a second–third grade Special Day class and a sixth grade Special Day class. 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. John R. Williams School provides music programs which include: classroom music, band, strings and choir. We also offer opportunities for students through an After School Educational and Safety Program (ASES). Our Parent Involvement Policy is active and viable for all parents whose children attend our school. Our PTSA is very active supplying money for field trips and classroom supplies. For more information about John R. Williams School, please contact us at 209-953-8768.

Opportunities for Parental Involvement (School Year 2012-13)

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

Parent involvement is an important part of our John R. Williams School. At John R. Williams School, we have many opportunities for parents and communicate often about the important role they play in the lives of their children. Parents can join various organizations and committees to help our scholarly leaders succeed. These are: School Site Council, English Language Advisory Committee (ELAC), the DLAC, (the District Language Advisory Committee), the School Advisory Committee, (SAC), the DAC, (the District Advisory Committee), and the PTSA. Parents and family members can also volunteer to help read with and tutor students during the school day in the classrooms to make a difference in the lives of our scholars.

We encourage parents to volunteer in our classrooms at all grade levels, and to chaperone classes on field trips. We host an annual Back-to-School Dinner event, a Back to School Night, an Open House, and various educational nights for our families. Two empowering informational nights are "SUCCESS STARTS HERE," a college information night; and the "SUCCESS MAKERS DESSERT, where we recognize students who scored proficient or advanced on the California State Tests." We host a "Parenting As Partners," educational class each year. Our annual fund-raising events include our Fall Carnival, Cookie Dough sales, WOG-a-Thon, BOX TOPS and supermarket loyalty rewards. We also welcome any financial donations from the community.

Parents can contact us by phone at 953-8768 or by emailing the principal or teachers, using the first initial of the person's name and adding @lusd.net. More information can also be found on the John R. Williams School website at Lincoln Unified School District. Or parents can stop by our office to ask for information between the hours of 7:30 am and 4:00 pm daily. John R. Williams is a great place where we are developing independent and responsible scholarly leaders for unlimited success.

III. 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	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42	56	51	53	57	55	54	56	55
Mathematics	47	60	54	52	52	49	49	50	50
Science	38	58	60	61	64	60	57	60	59
History-Social Science	N/A	N/A	N/A	46	49	52	48	49	49

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.

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	55	49	60	N/A
All Student at the School	51	54	61	N/A
Male	49	57	71	N/A
Female	53	49	46	N/A
Black or African American	39	33		N/A
American Indian or Alaska Native				N/A
Asian	49	67		N/A
Filipino				N/A
Hispanic or Latino	48	51	50	N/A
Native Hawaiian/Pacific Islander				N/A
White	62	64	82	N/A
Two or More Races				N/A
Socioeconomically Disadvantaged	48	51	56	N/A
English Learners	31	42		N/A
Students with Disabilities	39	34		N/A
Students Receiving Migrant Education Services				N/A

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2012-13)

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 Web page 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	21.4	17.1	20.0

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.

IV. 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 Web page 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	2010	2011	2012
Statewide	3	2	5
Similar Schools	4	2	8

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	-13	60	-23
Black or African American			-33
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	9	54	-24
Native Hawaiian/Pacific Islander			
White	-37	93	-27
Two or More Races			
Socioeconomically Disadvantaged	-15	65	-34
English Learners	2	47	-21
Students with Disabilities		55	-37

Note: "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 - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	393	787	6,781	802	4,655,989	790
Black or African American	59	719	735	738	296,463	708
American Indian or Alaska Native	1		54	830	30,394	743
Asian	54	803	679	867	406,527	906
Filipino	7		320	870	121,054	867
Hispanic or Latino	165	784	2,727	768	2,438,951	744
Native Hawaiian/Pacific Islander	7		86	784	25,351	774
White	89	817	2,044	836	1,200,127	853
Two or More Races	11	786	135	803	125,025	824
Socioeconomically Disadvantaged	331	770	4,054	762	2,774,640	743
English Learners	95	766	1,334	757	1,482,316	721
Students with Disabilities	92	677	815	629	527,476	615

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)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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	No

Federal Intervention Program (School Year 2013-14)

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 Web page: <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 2	Year 3
Number of Schools Currently in Program Improvement	---	9
Percent of Schools Currently in Program Improvement	---	100.0

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Kindergarten	81
Grade 1	90
Grade 2	70
Grade 3	68
Grade 4	94
Grade 5	70
Grade 6	108
Total Enrollment	581

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	14.8	White	21.0
American Indian or Alaska Native	0.7	Two or More Races	2.8
Asian	12.9	Socioeconomically Disadvantaged	77.8
Filipino	1.7	English Learners	22.7
Hispanic or Latino	44.2	Students with Disabilities	17.4
Native Hawaiian/Pacific Islander	1.9		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11				2011-12				2012-13			
	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	30.5	0	2	0	26	0	3	0	27	1	2	
1	30	0	3	0	27.7	0	3	0	30		3	
2	29.7	0	3	0	26.3	0	3	0	23	1	2	
3	32	0	2	0	26.3	0	3	0	23	1	2	
4	32.3	0	2	1	25	1	2	0	24	1	3	
5	33	0	0	3	32	0	2	1	23	1	2	
6	33.5	0	0	2	31.7	0	3	0	27	1		3
Other												

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

School Safety Plan (School Year 2012-13)

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.

Staff members are present on campus 30 minutes before school for supervision and 15 minutes after school. Four campus supervisors are present during the three lunch periods. The New Expectation Plan has been implemented and the school climate is calm and conducive to learning. The staff observes students for appropriate, and respectful behaviors throughout the school year and reinforces positive behaviors. Classroom meetings provide a positive means for the students and staff to solve minor conflicts in a reasonable manner weekly. Our closed campus is fully fenced. Visitors must enter through the office, where they sign in and receive a visitor's badge before entering the campus.

We review and update our School Safety and Crisis Plan annually and it was last updated in January 2013. The plan includes emergency procedures for the students and various staff responsibilities. We conduct and review emergency drill procedures with the local fire department monthly.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	14.69	16.5	26.5	18.13	17.4	18.0
Expulsions	0.35	.18	.17	0.24	.87	.54

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

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
- Description of any needed maintenance to ensure good repair

Our school is 53 years old, but our grounds and buildings are in good condition. With the completion of the new construction and remodel, (2007) we added a new Administration building, a new classroom wing, as well as upgrades to the Multi-Use Room, kitchen, and classrooms.

Our campus houses four portable classrooms, a cafeteria, library, and computer lab. The custodians and grounds crew do a fine job of keeping the facilities and grounds clean and presentable. The district uses an electronic system for work orders. This provides quick turnaround and prompt service for our site.

John R Williams is a closed campus. Students, parents and visitors can only enter and exit through the office during school hours. Before school students enter through the main gate and are supervised by staff members. After school, the staff supervise the release of students at four different gates for 15 minutes and then lock up three of the four gates. This helps disperse the traffic and congestion. During the lunch hour we have four campus supervisors and the Outreach Worker who supervise students during the three lunch periods.

School Facility Good Repair Status (School Year 2013-14)

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 year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: November 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[X]	[]	
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 Facility Rate

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[X]	[]	[]

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	25	23	28	379
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as 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 Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.1	4.9
High-Poverty Schools in District	95.2	4.8
Low-Poverty Schools in District	94.2	5.8

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

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
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		---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

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 instruction 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 2013

Following a public hearing on October 9, 2013, 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 and Houghton Mifflin Reading Medallions ELD Adoption Year 2004 McDougal Littell Language of Literature California 2002 Adoption Year 2004	No	0%
Mathematics	Pearson Scott Foresman enVision Math 2012 CC Adoption Year 2013 Pearson Scott Foresman enVision Math 2009 Adoption Year 2009 Holt CA Course 1: Numbers to Algebra 2008 Adoption Year 2008 SRA - Number World Adoption Year 2008	Yes	0%
Science	Harcourt School Publishers 2007 California Science Adoption Year 2007 Glencoe/McGraw-Hill Focus on Science 2007 Adoption Year 2007	Yes	0%
History-Social Science	Harcourt School Publishers California Reflections 2006, Adoption Year 2006 Pearson 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%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$4,500	\$739	\$3,762	\$57,636
District	---	---	\$4,878	\$61,142
Percent Difference: School Site and District	---	---	-22.9	-5.7
State	---	---	\$5,537	\$67,106
Percent Difference: School Site and State	---	---	-32.1	-14.1

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 Web page 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 Web page 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 2012-13)

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.

John R. Williams is a Title 1 school providing supplemental services to 82% percent of our students. We provide small group instruction, after school tutoring and the Language! core intervention program for intermediate students. We also provide a high quality state and First 5 funded preschool for forty 3 and 4 year old children. We are in Program Improvement Year 1 because of the 23 point drop in our API score in 2012-13.

These are the services our Title 1 funds provide: a Title I teacher, a English Language teacher a Primary Language (Spanish), Paraprofessional, four After School Education and Safety Program paraprofessionals, and a Library Media Aide. We also provide special education services for students with a Resource Specialist Program, 2 Special Day Classes (2-3 and 6) and two speech therapists.

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,990	\$40,928
Mid-Range Teacher Salary	\$58,245	\$64,449
Highest Teacher Salary	\$77,393	\$82,826
Average Principal Salary (Elementary)	\$99,665	\$102,640
Average Principal Salary (Middle)	\$100,242	\$109,253
Average Principal Salary (High)	\$125,560	\$118,527
Superintendent Salary	\$170,563	\$183,968
Percent of Budget for Teacher Salaries	43.9%	39.7%
Percent of Budget for Administrative Salaries	5.6%	5.8%

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

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, and data reporting, etc.)?

Lincoln Unified provides ongoing professional development and professional growth opportunities to all staff. All teachers, support staff and classified staff participated in four-district wide staff development days this year, with follow-up days and coaching during the year.

Topics have included CORE - Reading Fundamentals, Reading Apprenticeship, opinion/argumentative writing, math strategies, and English language development. All professional development has focused on engaging students and improving instructional practices as the district transitions to the Common Core State Standards.