

# John R. Williams Elementary School

## School Accountability Report Card

### Reported Using Data from the 2011-12 School Year

#### Published During 2012-13

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 2012-13)

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 2011-12)

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 increased by 60 points from 749 to 809 in 2011-12. WE have reached our first Academic Performance Index goal and will strive to reach 900 in the coming years.. As we state in our school vision, we, the staff and families, will 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 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 53 years ago and has an enrollment of approximately 580 students Kindergarten – Sixth grades. John R Williams has a total of 80% of the students who qualify for Title 1 services. Our average attendance in 2011-12 was 95.3%. 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 ELL 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 fourth-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. For more information about John R. Williams School, please contact us at 209-953-8768.

### Opportunities for Parental Involvement (School Year 2011-12)

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), PTSA/Latino Parent Group. Parents and family members can also volunteer to help by joining our tutoring program 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; a "SUCCESS MAKERS DINNER." We host a Family Math Night and Parenting As Partners educational classes two times 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 email the principal or teachers, using the first initial of the person's name and adding @lusd.net. 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.

### Student Enrollment by Grade Level (School Year 2011-12)

Grade Level	Number of Students
Kindergarten	78
Grade 1	59
Grade 2	83
Grade 3	83
Grade 4	68
Grade 5	101
Grade 6	97
<b>Total Enrollment</b>	<b>569</b>

### Student Enrollment by Group (School Year 2011-12)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	16.2	White	21.8
American Indian or Alaska Native	0.4	Two or More Races	3
Asian	13.2	Socioeconomically Disadvantaged	80.8
Filipino	1.8	English Learners	25.3
Hispanic or Latino	41.7	Students with Disabilities	16.2
Native Hawaiian/Pacific Islander	2.1		

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2009-10				2010-11				2011-12			
	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	27.1	0	2	0	30.5	0	2	0	26	0	3	0
1	26.2	0	3	0	30	0	3	0	27.7	0	3	0
2	25.4	0	3	0	29.7	0	3	0	26.3	0	3	0
3	25.0	0	3	0	32	0	2	0	26.3	0	3	0
4	32.1	0	2	1	32.3	0	2	1	25	1	2	0
5	25.9	0	3	0	33	0	0	3	32	0	2	1
6	31.6	0	1	1	33.5	0	0	2	31.7	0	3	0
Other												

\* 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 2011-12)

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 2012. 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		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Suspensions	19.52	14.69	16.5	20.98	18.13	17.4
Expulsions	0.19	0.35	.18	0.22	0.24	.87

\* 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 2012-13)

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

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**Year and month in which data were collected:** July 2012

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 2012-13)

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	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[ ]	[X]	[ ]	[ ]	
<b>Interior:</b> Interior Surfaces	[ ]	[X]	[ ]	[ ]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[ ]	[X]	[ ]	[ ]	
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]	[ ]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	[ ]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[ ]	[X]	[ ]	[ ]	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	
<b>Overall Rating</b>	[X]	[ ]	[ ]	[ ]	

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2009-10	2010-11	2011-12	2011-12
With Full Credential	24	25	23	389
Without Full Credential	1	0	0	2
Teaching Outside Subject Area of Competence	1	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

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 Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97.59	2.41
High-Poverty Schools in District	97.79	2.21
Low-Poverty Schools in District	94.34	5.66

\* 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 2011-12)

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

\* 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 2012-13)

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 2012

Following a public hearing on October 10, 2012, 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
<b>Reading/Language Arts</b>	Houghton Mifflin Reading/California 2003 Adoption Year 2004	No	0%
<b>Mathematics</b>	SRA - Number World Adoption Year 2008  Holt CA Course 1: Numbers to Algebra Adoption Year 2008  Scott Foresman enVision Math 2009 Adoption Year 2009	Yes	0%
<b>Science</b>	Harcourt 2007 California Science Adoption Year 2007  Glencoe/McGraw-Hill Focus on Science 2007 Adoption Year 2007	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>History-Social Science</b>	Teacher's Curriculum Institute History Alive California Middle School Program Adoption Year 2006  Harcourt California Reflections 2006 Adoption Year 2006  Scott Foresman History/Social Science for California 2006 Adoption Year 2006	Yes	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$4,500	\$739	\$3,762	\$57,636
<b>District</b>	---	---	\$4,878	\$59,901
<b>Percent Difference: School Site and District</b>	---	---	23%	5%
<b>State</b>	---	---	\$5,455	\$66,336
<b>Percent Difference: School Site and State</b>	---	---	32%	14%

\* **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 2011-12)

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 80% 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 Safe Harbor because of our 60 point increase on our school API score. Our API score for 2011-12 is 809. Last year we were in Program Improvement year 1.

These are the services our Title 1 funds provide: a Title I teacher, a English Language teacher, an Outreach Worker, 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 4-6) and two speech therapists.



## Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,084	\$40,656
Mid-Range Teacher Salary	\$56,957	\$64,181
Highest Teacher Salary	\$75,682	\$82,486
Average Principal Salary (Elementary)	\$95,794	\$102,165
Average Principal Salary (Middle)	\$100,024	\$108,480
Average Principal Salary (High)	\$124,924	\$117,845
Superintendent Salary	\$172,363	\$181,081
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	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	43	42	56	53	53	56	52	54	56
Mathematics	52	47	60	53	52	52	48	50	51
Science	30	38	58	58	61	64	54	57	60
History-Social Science				45	46	49	44	48	49

\* 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	56	52	64	49
All Student at the School	56	60	58	
Male	52	66	60	
Female	59	55	55	
Black or African American	38	43		
American Indian or Alaska Native				
Asian	66	70	73	
Filipino				
Hispanic or Latino	53	58	53	
Native Hawaiian/Pacific Islander				
White	67	70	84	
Two or More Races				
Socioeconomically Disadvantaged	53	59	51	
English Learners	39	53	50	
Students with Disabilities	44	46		
Students Receiving Migrant Education Services				

\* 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 2011-12)**

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	26.5	21.4	11.2

\* 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	2009	2010	2011
Statewide	3	3	2
Similar Schools	2	4	2

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

Group	Actual API Change		
	2009-10	2010-11	2011-12
All Students at the School	22	-13	60
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	21	9	54
Native Hawaiian/Pacific Islander			
White	16	-37	93
Two or More Races			
Socioeconomically Disadvantaged	37	-15	65
English Learners	6	2	47
Students with Disabilities			55

\* "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 - 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, district, and state level.

Group	2012 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	404	809	6,609	798	4,664,264	788
Black or African American	66	752	805	715	313,201	710
American Indian or Alaska Native	5		57	829	31,606	742
Asian	55	833	687	862	404,670	905
Filipino	8		352	844	124,824	869
Hispanic or Latino	171	807	2,528	765	2,425,230	740
Native Hawaiian/Pacific Islander	7		78	797	26,563	775
White	91	842	2,096	837	1,221,860	853
Two or More Races	0		0		88,428	849
Socioeconomically Disadvantaged	342	803	3,789	751	2,779,680	737
English Learners	102	786	1,308	751	1,530,297	716
Students with Disabilities	89	714	796	612	530,935	607

### 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 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	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	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	No

### Federal Intervention Program (School Year 2012-13)

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, and data reporting, etc.)?

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Before the beginning of the 2012-13 school year, Lincoln's Education Services and the Curriculum Committees developed a three-year comprehensive professional development plan. This plan will provide opportunities for training in all areas- English language arts, mathematics, and the needs of English Learners and students with disabilities. Every professional development opportunity will include student engagement strategies, ongoing formative assessment strategies, and best instructional practices.

Each professional development focus will be presented to be relevant to the content focus and/or grade level.

All teachers, site administrators, district administrators, paraprofessionals, speech therapists, psychologists will be assigned to a cohort and participate in the training and the follow up support and collaboration.