



ELIZABETH GOSNELL, PRINCIPAL

# School Accountability Report Card

Reported for School Year 2010-11

Published During 2011-12

## Lincoln Acres School

www.nsd.us



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### Creating Successful Learners NOW...

**NATIONAL SCHOOL DISTRICT**  
1500 N Avenue  
National City, California  
91950  
(619) 336-7500

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Board President

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Board Clerk

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### Table of Contents

Class Size	2
Enrollment by Subgroup	2
School Climate	3
School Facilities	3
Support Staff	4
Teachers	4
Curriculum & Instruction	4
School Finances	5
Adopted Textbooks	5
Student Performance	6
Accountability	6
Professional Development	7

### Introduction

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 Web page 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

#### Ed-Data Partnership Website

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management 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 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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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

#### At Lincoln Acres School, We Promise

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, and mathematics
- A focus on individual student achievement

### We Believe

- All students will learn
- Student success is everyone's responsibility
- Our community's cultural diversity enriches learning opportunities

### Principal's Message

Lincoln Acres School is a kindergarten through 6th grade elementary school located in a community southeast of National City. Our student population is rich in cultural diversity. We have a preschool, located adjacent to the school. We have 3 special education classes and 25 general education classes.

Lincoln Acres has an excellent staff of teachers, aides and support personnel who are committed to creating the best possible educational experience for your children. Effective teaching practices, the use of technology and standards based instruction support an educational environment where all children will learn and thrive. Our efforts have been focused on increasing student achievement at all levels and for every student. At Lincoln Acres we believe that the collaboration between teachers and administration and our ability to identify and address educational needs using data, facilitates student achievement. Our focus on the California content standards and the effective use of state adopted curriculum allows us to provide educational opportunities that meet the needs of every student at Lincoln Acres. With the continued effort of the part of the school community, which includes the support of parents and community members, we will continue to provide a safe, nurturing environment that supports student learning.

This dedicated staff has provided many extra hours above and beyond the regular school day to provide additional support to your children. Many teachers tutor before and after school to help students with math, reading and English Language Development. In addition to these extended learning opportunities, Lincoln Acres has a before and after school program. WINGS, the Winners Growing Strong before and after school program, provides enrichment, homework help and student supervision on our campus from 6 a.m. to 6 p.m. on school days.

Lincoln Acres has an active Parent Teacher Student Organization. We are thankful to have such a core group of dedicated parents to help us support our educational program. This year as in years past, our parents supported the many social activities for families. Parents and community members are always welcome to volunteer at Lincoln Acres School.

*Elizabeth Gosnell*  
Principal, Lincoln Acres School

# School Accountability Report Card

Page 2

## Average Class Size and Class Size Distribution

Grade Level	2008-09			Avg. Class Size	2009-10			Avg. Class Size	2010-11					
	Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*				
		1-20	21-32			33+	1-20			21-32	33+	1-20	21-32	33+
K	19.0	4	0	0	20.0	2	2	0	20.5	4	0	0		
1	19.7	3	0	0	21.3	2	2	0	21.0	5	0	0		
2	20.0	3	0	0	21.3	1	4	0	20.0	4	0	0		
3	19.8	5	0	0	21.9	0	4	0	19.0	5	0	0		
4	30.3	0	3	0	32.3	0	4	0	32.0	0	1	1		
5	32.5	0	1	1	32.6	0	3	0	32.5	0	1	1		
6	30.3	0	3	0	29.8	0	3	0	33.0	0	0	3		

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

## Parent Involvement

**Contact Person Name:** Camillia Arias  
**Contact Person Phone Number:** (619) 336-8651

### Home/School Partnership:

- Parent/Teacher/Student Organization (PTSO)
- Grandparent Program (Catholic Charities)
- Parent Education Opportunities
- School Site Council
- Chaperone field trips & classroom projects
- Fall Carnival
- Literacy Opportunities
- District Advisory Council (DAC)
- English Learner Advisory Council (ELAC)
- Parent Volunteers
- Technology Nights

## Climate for Learning

School programs and practices that promote a positive learning environment are as follows:

- Just Say No Program
- Positive Behavior Interventions and Supports Program
- Zero Tolerance Policy
- Mandatory School Uniforms
- Homework Policy
- Academic/Citizenship Recognition
- Second Step Curriculum

## Lincoln Acres Partnerships

Active partnerships with parents and the local business community help support our students' academic and citizenship efforts. Our business partners include Kiwanis Club, Lion's Club, the National City Police Association, UCSD and Point Loma Nazarene College. These partnerships have enabled us to provide incentives for students, classroom volunteers, and materials and supplies for school projects. We also have Boy Scouts for students 1st–5th grade.



## School Enrollment by Grade Level (2010-11)

Grade Level	Number of Students
Kindergarten	85
Grade 1	102
Grade 2	88
Grade 3	90
Grade 4	80
Grade 5	81
Grade 6	106
<b>Total Enrollment</b>	<b>634</b>

## Student Enrollment by Subgroup (2010-11)

Group	Percent of Total Enrollment
Black or African-American	0.9%
American Indian or Alaska Native	0.3%
Asian	2.7%
Filipino	1.7%
Hispanic or Latino	87.7%
Native Hawaiian or Pacific Islander	0.5%
White	3.0%
Two or More Races	0.2%
Socioeconomically Disadvantaged	100.00%
English Learners	72.2%
Students with Disabilities	8.8%

### III. School Climate

#### School Safety

##### SB187 Safety Plan

**Date the plan was last updated:** January, 2011

**Date the plan was last reviewed with the staff:** January, 2011

The Comprehensive Safe School Plan includes data regarding school crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, and (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5. A copy of the plan is available for inspection by the public at each school.

Our staff is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The District's Comprehensive Emergency Disaster Plan is aimed at providing security for students, teachers, and family members in case of unexpected and disruptive events.

We have worked with the District and the local police department to develop our own site plan. We have monthly fire drills and quarterly earthquake and stranger on campus drills. A disaster drill is conducted annually.

Student safety ensures that rules are followed during recess and lunch, which help to keep the school safe, orderly, and clean.

#### **Suspensions and Expulsions**

\*The rate of suspensions and expulsions is calculated by dividing the total number of incidents total enrollment.

Rate*	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
<b>Suspensions</b>	1.50%	1.72%	4.36%	1.26%	2.18	3.66%
<b>Expulsions</b>	0.00%	0.00%	0.00%	0.00%	0.02%	0.00%

### IV. School Facilities

#### Adequacy of School Facilities

Lincoln Acres' main campus was built in 1927. Since our opening the following major renovations or improvements have been addressed:

- 1987—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.
- 1993—Modernization consisting of new flooring, ceilings, lights, electrical, insulation, windows, painting, and cabinetry.
- 1997—Relocatables were added to support class size reduction.
- 1998—Relocatables were added to support class size reduction.
- 1999—Relocatables were added to support class size reduction.
- 2005—The kindergarten permanent classrooms were completely modernized as were rooms 17-21.
- 2006—Five of the relocatables replaced with 4 new classrooms, new layout included student-designed landscaping.
- Ongoing—The school is highly maintained with new paint, plants, flowers, grass and new playground equipment.

Lincoln Acres has 28 regular classrooms and 1 relocatable buildings.

#### **Maintenance and Repair**

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

#### **Cleaning Process and Schedule**

We have made a conscientious effort to provide a clean and attractive campus. Students are encouraged to have pride in their school and keep the campus clean.

The District Governing Board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office or at the district maintenance office. The principal works daily with the custodial staff and the custodial supervisor to develop cleaning schedules to ensure a clean and safe school.

#### **School Facility Good Repair Status (2011-12)**

Most recently completed school site inspection, done on August 16, 2011, to determine the school facility's good repair status.  
(No deficiencies were found)

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems: Gas Leaks, Mechanical /HVAC, Sewer</b>		X			
<b>Interior: Interior Surfaces</b>		X			
<b>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</b>		X			
<b>Electrical: Electrical</b>		X			
<b>Restrooms/Fountains: Restrooms, Sinks/Fountains</b>		X			
<b>Safety: Fire Safety Hazardous Materials</b>		X			
<b>Structural: Structural Damage, Roofs</b>		X			
<b>External: Playground/School/Grounds, Windows/Doors/Gates/Fences</b>		X			
<b>Overall Rating</b>	X	X			

# School Accountability Report Card



## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	29	26	28	260
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

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

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 Courses Taught by Highly Qualified Teachers (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* Web page 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	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (2010-11)

Title	FTE
Psychologist/Counselor	2
Special Day Program Mod/Severe	2
Adaptive P.E. Specialist	1.0 (part-time)
Impact Teachers	5.0
Nurse	1.0 (4 days)
Medical Assistant	1.0 (part-time)
Resource Specialist (non-teaching)	2.0
Library Media Specialist	1.0 (part-time)
Speech/Language/Hearing Specialist	1.0 (part-time)
Language Arts Specialist	1.0
Speech/Language/Hearing Specialist	1.0

\*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 Instruction

### Specialized Programs

**EXCEPTIONAL NEEDS STUDENTS:** Our school is committed to meeting the needs of students with exceptional needs in the least restrictive environment. We offer a variety of special education aids and services to help students be successful in the general education program. Students who need a more restrictive program will continue to participate in the general education classroom for some part of each school day.

**ENGLISH LEARNER PROGRAM:** Every English learner received English language development instruction based on their language proficiency level until they reclassify as Fluent English proficient. During the 2010-11 school year 75% of our student population were English language learners. For the majority of our English learners the home language is Spanish.

### Other Programs

The following are other programs that support instruction and learning:

- Before and After-School Program (WINGS)
- Success Maker, Read About and Accelerated Readers computer programs
- Instrumental Music (district)
- Before and After School tutoring
- Visual and Performing Arts
- CoTA—Integration of Arts
- Extended Learning Opportunities

### Student Progress

Student progress is reported to staff, students, parents, and the school community through Back-to-School Night, School Site Council, PTSO parent meetings and parent conferences. Students are assessed three times a year using District assessments. This information is analyzed by the staff and used by teachers to plan their instructional program to meet the needs of all students. The information is also shared with parents at parent/teacher conferences.

## Quality, Currency, and Availability of Adopted Textbooks and Other Instructional Materials (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: August 24, 2011

Core Curriculum Areas	Textbooks and Instructional Materials/year of adoption	From most recent adoption	Percent students lacking own assigned copy
Reading/Language Arts	2003/2004	Houghton-Mifflin	0%
Reading/Language Arts	2009/2010	Sopris West <i>LANGUAGE!</i>	0%
Mathematics	2009/2010	Pearson/Scott Foresman <i>EnVision</i> Math	0%
Science	2008/2009	Macmillan-McGraw-Hill California Science	0%
History-Social Science	2007/2008	Harcourt <i>Reflections</i>	0%
English Language Development	2004/2005	Rigby: <i>On Our Way to English</i> Hampton Brown	0%

STAR assessment results are sent home to parents at the beginning of the school year via a parent letter. School staff is available to discuss the results of the STAR assessments with parents. STAR assessment information is presented to parents/school community at parent meetings and the School Site Council.

CELDT assessment results, for English Language Learners, are sent home to parents in the Spring. School staff, including our Language Arts Specialist, is available to discuss the results of this English Language assessment with parents.

### VIII. School Finances

#### Types of Services Funded (Fiscal Year 2010-11)

Funding Source	10-11 Allocation
Title I	\$172,971
Economic Impact Aid (SCE)	\$200,112
Economic Impact Aid (LEP)	\$162,356
<b>Total</b>	<b>\$535,439</b>

### Teacher & Administrative Salaries (Fiscal Year 2009-10)

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,310	\$41,692
Mid-Range Teacher Salary	\$61,417	\$68,251
Highest Teacher Salary	\$82,491	\$86,582
Average Principal Salary (Elementary)	\$113,936	\$108,334
Superintendent Salary	\$172,800	\$180,492
Percentage of Budget for Teachers Salaries	44.00%	42.00%
Percentage of Budget for Administrative Salaries	6.00%	6.00%



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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$4,500	\$753	\$3,747	\$55,082
District			\$4,027	\$62,764
Percent Difference-School Site and District			(6.9%)	(12%)
State			\$5,455	\$69,419
Percent Difference-School Site and State			(31%)	(20%)

**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>.

# School Accountability Report Card

## IX. Student Performance

### Standardized Testing and Reporting Program

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 5, 8, and 9 through eleven; and history-social science in grades 8, and 9 through 11.

**California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades 3 through 11; mathematics for grades 3 through 7, Algebra I, and Geometry; and science in grades 5 and 8, 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 2 through 11, and science for grades 5, 8, and 10. 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 by Student Group— Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced		
	ELA	Math	Science
All Students in the LEA	47%	59%	42%
All Students at the School	38%	49%	29%
Male	36%	46%	24%
Female	40%	52%	33%
Hispanic or Latino	35%	46%	27%
Two or More Races	62%	67%	0%
Socioeconomically Disadvantaged	38%	49%	29%
English Learners	27%	42%	16%
Students with Disabilities	29%	33%	0%

*Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.*

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
	2009	2010	2011	2009	2010	2011	2009	2010	2011
ELA	44%	41%	38%	46%	49%	47%	50%	52%	54%
Math	56%	51%	49%	56%	57%	59%	46%	48%	50%
Science	21%	26%	29%	38%	41%	42%	50%	53%	56%
History-Social Science	0%	0%	0%	0%	13%	84%	41%	44%	48%

*Note: Scores are not shown when the number of students tested is 10 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

The California Physical Fitness Test is administered to students in grade 5 only. This table displays 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 CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>

2010 2011	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.40%	15.60%	3.10%

*Note: Scores are not shown when the number of students tested is 10 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 the 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/>.

### API 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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	3	5	3
Similar Schools	7	10	3

## API Changes by Student Group Three Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students	50	-25	-27
Hispanic or Latino	46	-23	-27
Socioeconomically Disadvantage	50	-25	-27
English Learners	61	-26	-51

## AYP Overall and by Criteria (2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate—ELA	Yes	Yes
Met Participation Rate—Mathematics	Yes	Yes
Met Percent Proficient—ELA	No	No
Met Percent Proficient—Mathematics	No	No
Met API	Yes	Yes

## API Growth by Student Group 2011 Growth API Comparison

This table displays, by student group, the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	# of students	School	# of students	LEA	# of students	State
All Students at the School	407	729	3,868	782	4,683,676	778
Black or African American	1		8		317,856	696
Asian	0		2		398,869	898
Filipino	0		5		123,245	859
Hispanic or Latino	364	717	3,159	765	2,406,749	729
Native Hawaiian or Pacific Islander	0		1		26,953	764
White	6		11	782	1,258,831	845
Two or More Races	0		1		76,766	836
Socioeconomically Disadvantaged	405	729	3,862	782	2,731,843	726
English Learners	281	693	2,492	751	1,521,844	707
Students with Disabilities	51	6582	485	661	521,815	595

## Federal Intervention Program (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* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermination.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First year of Program Improvement	2011-12	2011-12
Year in Program Improvement	Year 1	Year 1
Number of Schools Currently in PI		7
Percent of Schools Currently in PI		63.6%

## Adequate Yearly Progress (AYP)

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 English-language arts (ELA) and mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.

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

## XI. Instructional Planning and Scheduling

### Professional Development

The selection of focus areas for on-going professional development is based on a careful analysis of achievement data. The district calendar earmarks full days and early release time for providing site-based professional development for all teachers. Teachers also have opportunities to attend conferences and district wide professional development throughout the year. Areas of focus for teacher training include effective instructional strategies, curriculum training in writing, language arts and mathematics, as well as specific training to support the needs of English Learners. Teachers of students with special needs and teachers of newcomer students also receive specialized training to assist them in meeting the unique needs of their students. This professional development is provided in various formats, including whole staff group, grade-level teams, and through individual mentoring by the school administrator.

The District also assists in the coordination of BTSA Induction Support for year one and two teachers. Teachers who are experiencing difficulty or need improvement have access to the PAR (Peer Assistance Review) Program.

