<div style="border: 2px solid navy; text-align: center;">

Jenny Lind Elementary
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

</div>

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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., 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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Jenny Lind Elementary
Street	5100 Driver Road
City, State, Zip	Valley Springs, CA 95252
Phone Number	(209) 754-2350
Principal	Kristie Starkovich
E-mail Address	kstarkovich@calaveras.k12.ca.us
Web Site	
Grades Served	K-6
CDS Code	05-61564-6108518

District Contact Information	
District Name	Calaveras Unified
Phone Number	(209) 754-2300
Superintendent	Mark Campbell
E-mail Address	mcampbell@calaveras.k12.ca.us
Web Site	www.calaveras.k12.ca.us

School Description and Mission Statement (Most Recent Year)

The Jenny Lind Elementary staff is prepared to meet the needs of both students and parents in the shared experience of learning. The Jenny Lind Elementary staff is highly qualified and you can be assured that your child is receiving the best education we know how to provide. It is our hope that we can all work together for the academic and social growth of our students and community at large. We encourage all parents to become actively involved with our programs and in the education of our children.

Our Parent Teacher Organization (Prospectors) is extremely active and provides us many services and items we could not otherwise afford. To continue to accomplish this, we need your support. Volunteers are welcome in the classroom and in our various programs. Contacts can be made through the classroom teacher, our PTO or in the office to determine where and how your contributions can best benefit the school and your child's class.

We have an active School Site Council that works to ensure that we are providing the best possible academic programs for our students. We are eagerly anticipating further gains in our academic progress. Our reading and math programs both allow for core instruction for all students as well as specific skills program that match individual needs. We also have a great elementary music/fine arts program.

Our school's instructional program, support services, and community outreach are a continual work in progress as we work to find the most effective ways to serve the students of our Jenny Lind community. We truly are a community school dependent on and fortunate to have a population of families and community supporters that work with us to best ensure achievement for all students.

Jenny Lind Elementary School staff teach and model positive character traits throughout the year. We maintain a strong anti-bullying policy and overall school safety plan.   These programs are part of our work to create a safe campus for the ultimate level of learning for each of our students.

Thank you for sharing your children with us. As educators, we love to see the growth in learning that our students achieve as they progress throughout the year and then as they graduate to a higher level.. Education is a full partnership!

The mission of Jenny Lind Elementary is
to provide students with a positive
environment with consistently
high expectations for life long success.

The staff of Jenny Lind Elementary believe that:
• An effective educator and administrator have clear expectations, work collaboratively, and address the diverse learning needs of all students.
• A quality school is one in which staff works together and understands the continuum of expectations and standards throughout all grade levels.
• An effective classroom is one in which expectations are clear, discipline is consistent, and all students feel successful and a part of the classroom/school community.
• A successful student is able to make wise choices, take responsibility for his/her actions, effectively communicates ideas and beliefs, and rises to academic standards.
• A quality instructional program includes ongoing assessment, clear objectives, differentiated instruction, collaboration, communication among staff and parents, and includes diverse and interesting standards driven curricula.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	82
Grade 1	66
Grade 2	73
Grade 3	74
Grade 4	82
Grade 5	77
Grade 6	77
Total Enrollment	531

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.1
Asian	0.8
Filipino	0.2
Hispanic or Latino	19
White	74.4
Two or More Races	3.8
Socioeconomically Disadvantaged	47.3
English Learners	1.9
Students with Disabilities	11.5
Foster Youth	3.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	22	21	20	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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 2014-15)

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

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: July, 2015

All curricular area textbooks are adopted every 7 years as per CA state regulations. Textbooks not in good repair are replaced annually.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-5: Legacy of Literacy, 2003, Houghton Mifflin Grade 6: Timeless Voices, Timeless Themes, 2002, Prentice Hall	Yes	0
Mathematics	Grades K-6: Prentice Hall EnVisions Mathematics, 2008.	Yes	0
Science	Grades K-5: Full Option Science System , 2007, FOSS Grade 6: California Earth Science, 2008, MacMillan/McGraw	Yes	0
History-Social Science	Grades K-5: History – Social Science for CA 2006,Scott Foresman Grade 6: Reflections - Ancient Civilization 2007, Harcourt	Yes	0
Foreign Language			n/a

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Grades K-6: Too Good For Drugs, Mendez Foundation	Yes	0
Science Laboratory Equipment (grades 9-12)			n/a

School Facility Conditions and Planned Improvements (Most Recent Year)

The district Maintenance and Operations Department continuously utilizes its resources to keep up with vandalism and all repairs to ensure the health and safety of our students.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/21/15				
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	Stained tiles replaced in classrooms and other buildings is ongoing. Rm. 51 carpet and partial floor board repair completed 1/2013. Repairs to interior walls needed due to leaks in Rm. 53, Rms. 51 and 53 are currently closed for use.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Netting installed on backs of Pods 1-3 in 11/2012 in response to swallow infestation.
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Stucco repairs were made on Multi Purpose Room, Office/Library building, Pods 1-4 during Summer, 2012. Multi Purpose Room was painted in 10/2012. Painting of Pods 1-4 is currently in progress.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/21/15				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):
- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	30	37	44
Mathematics	22	27	33

Note: Percentages are not calculated 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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	73	97.3	40	32	25	4
	4	81	77	95.1	57	18	17	8
	5	73	72	98.6	46	25	25	4
	6	78	77	98.7	30	31	38	1
Male	3		40	53.3	48	28	25	0
	4		31	38.3	84	6	6	3
	5		43	58.9	49	28	19	5
	6		48	61.5	35	33	29	2
Female	3		33	44.0	30	36	24	9
	4		46	56.8	39	26	24	11
	5		29	39.7	41	21	34	3
	6		29	37.2	21	28	52	0
Black or African American	3		1	1.3	--	--	--	--
	4		1	1.2	--	--	--	--
	6		2	2.6	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
	6		2	2.6	--	--	--	--
Asian	5		1	1.4	--	--	--	--
	6		2	2.6	--	--	--	--
Filipino	5		1	1.4	--	--	--	--
Hispanic or Latino	3		24	32.0	54	29	13	4
	4		13	16.0	54	15	31	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		17	23.3	71	24	0	6
	6		13	16.7	31	38	31	0
White	3		45	60.0	33	33	29	4
	4		61	75.3	57	18	15	10
	5		53	72.6	38	25	34	4
	6		57	73.1	26	32	40	2
Two or More Races	3		3	4.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		41	54.7	49	32	20	0
	4		45	55.6	62	18	13	7
	5		32	43.8	66	19	13	3
	6		33	42.3	33	33	33	0
English Learners	3		4	5.3	--	--	--	--
	5		2	2.7	--	--	--	--
	6		1	1.3	--	--	--	--
Students with Disabilities	3		9	12.0	--	--	--	--
	4		12	14.8	83	0	8	8
	5		7	9.6	--	--	--	--
	6		17	21.8	88	0	12	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	75	73	97.3	45	27	26	1
	4	81	77	95.1	36	45	18	0
	5	73	72	98.6	43	38	15	4
	6	78	77	98.7	39	39	14	8
Male	3		40	53.3	48	20	33	0

Student Group	Grade	Number of Students		Percent of Students			
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		31	38.3	39	48	13	0
	5		43	58.9	42	42	12	5
	6		48	61.5	46	35	8	10
Female	3		33	44.0	42	36	18	3
	4		46	56.8	35	43	22	0
	5		29	39.7	45	31	21	3
	6		29	37.2	28	45	24	3
Black or African American	3		1	1.3	--	--	--	--
	4		1	1.2	--	--	--	--
	6		2	2.6	--	--	--	--
American Indian or Alaska Native	4		1	1.2	--	--	--	--
	6		2	2.6	--	--	--	--
Asian	5		1	1.4	--	--	--	--
	6		2	2.6	--	--	--	--
Filipino	5		1	1.4	--	--	--	--
Hispanic or Latino	3		24	32.0	58	17	25	0
	4		13	16.0	46	38	15	0
	5		17	23.3	59	35	6	0
	6		13	16.7	46	54	0	0
White	3		45	60.0	40	31	27	2
	4		61	75.3	34	46	20	0
	5		53	72.6	38	38	19	6
	6		57	73.1	33	39	19	9
Two or More Races	3		3	4.0	--	--	--	--
	4		1	1.2	--	--	--	--
	5		0	0.0	--	--	--	--
	6		1	1.3	--	--	--	--
Socioeconomically Disadvantaged	3		41	54.7	51	24	24	0
	4		45	55.6	38	49	13	0
	5		32	43.8	56	31	9	3
	6		33	42.3	45	42	9	3
English Learners	3		4	5.3	--	--	--	--
	5		2	2.7	--	--	--	--
	6		1	1.3	--	--	--	--
Students with Disabilities	3		9	12.0	--	--	--	--
	4		12	14.8	58	33	8	0
	5		7	9.6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6	17		21.8	82	12	0	6
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--
	6	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	51	65	62	57	63	60	59	60	56

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 Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	62
Male	61
Female	62
Asian	--
Filipino	--
Hispanic or Latino	31
White	70
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	55
Foster Youth	--

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 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.20	27.40	26.00

Note: Percentages are not calculated 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.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Jenny Lind Elementary School parents and community members are valued members of the school. Parents volunteer in classrooms each week, at special events throughout the year, in the library, and for Parent Teacher Organization (PTO) events and projects. Collectively, we log thousands of volunteer hours each year, and the PTO raises over $12,000 each year and donates it back to our classrooms and school programs. This year, the PTO funded presenters for our Fine Arts Day, classroom art lessons, music classes, classroom instructional supplies, Science Camp, Trunk or Treat , and Santa's Breakfast.   For more information or to be involved with our PTO, please call our school office at 754-2350 extension 3336 or ask to leave a message for our PTO representative.

Our School Site Council has several active parent members who work as part of our entire advisory council to develop our Single School Plan and our categorical budgets.

State Priority: School Climate
The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.33	2.98	2.67	7.32	7.68	6.25	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.06	0.09	0.03	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

School safety is a top priority at Jenny Lind Elementary School.

Our School Safety Plan is a comprehensive look at student safety and all safety procedures. Safety concerns are addressed throughout the year during Staff Meetings (every other Tuesday). The overall School Safety plan is reviewed and revised on an annual basis with the last revision finalized in August, 2015.

Our School Safety Plan includes regular fire and earthquake drills, intrusion preparedness and lockdowns, emergency response procedures and lists, emergency bags in classrooms, emergency duties, and a schedule of practice drills. We are committed to providing a safe place for all students and staff.

We are committed to providing a safe place for all students, and all aspects of student safety are taken very seriously. In March of 2005, the Jenny Lind staff developed and implemented its "No Bullying Policy," and we spend a great deal of time emphasizing the importance of character. Each month we highlight a character trait and students are recognized during our monthly award assemblies. Praise Notes are read aloud during the Morning Announcements. These notes recognize positive behavior.

Jenny Lind Elementary is a closed campus. During school hours, visitors must sign in/check in at the school office before entering any buildings/classrooms. All visitors are required to sign in and wear a visitor's badge during their stay. The school welcomes visits by parents and community members. Anyone wishing to visit during school hours should notify school staff ahead of time. Supervisors as well as school staff monitor both students and the campus as a whole.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	57.1

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	21		3		28		3		23	1	3	
1	29		3		27		3		28		2	
2	28		3		26		3		24		3	
3	26		3		27		3		28		2	
4	26		3		25		3		28		3	
5	29		3		29		3		30		3	
6	30		3		32		3		27		3	

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.64	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist	2	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. 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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4786.68	909.59	3877.09	60955
District	N/A	N/A	5304.24	$63,695
Percent Difference: School Site and District	N/A	N/A	-26.9	-3.7
State	N/A	N/A	$5,348	$65,267
Percent Difference: School Site and State	N/A	N/A	-17.3	-3.3

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

In addition to general funding, Calaveras Unified School District receives approximately $900 per student annually for different areas of categorical funding, Special Education funding and support programs. Programs at Jenny Lind include but are not limited to: staff development programs, technology acquisition and implementation, and additional support services through Title 1 funding.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$39,236	$40,379
Mid-Range Teacher Salary	$55,418	$62,323
Highest Teacher Salary	$79,805	$81,127
Average Principal Salary (Elementary)	$93,652	$99,192
Average Principal Salary (Middle)	$105,018	$91,287
Average Principal Salary (High)	$130,138	$112,088
Superintendent Salary	$149,224	$159,821
Percent of Budget for Teacher Salaries	37%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Professional development is a priority at Jenny Lind Elementary School and for the Calaveras Unified School District. At the district level,the use of technology software and hardware has been an area of concentration. A teacher on special assignment works to oversee a collaborative process that includes specific training in the use of the Education and Environment Initiative with student iPads and chrome books. Scholastic Math programs are used as Tier 1 interventions and formative assessment tools in grades 2-6. Students also have access to MobyMax to practice skills. All teachers are provided with a minimum of one grade level release day per school year. This process includes all K-6 teachers in the analysis of our curriculum to be sure that key standards are addressed at all grade levels and that our instruction is sequential and specific. Assessment, strategies for supplementing gaps in our adoption, pacing of instruction and assuring that all students have opportunities to master grade level standards are the focus.

We also have three Core Development Days in our school year calendar. These days provide site and district opportunities to participate in a variety of staff development activities. Participation in Core Development Days is mandatory for all certificated staff and classified staff may participate. In addition to Core Development Days, the instructional day is lengthened four days each week, and the banked minutes are used to allow early student release on the fifth day. The early release days are used for instructional preparation. All Classified and certificated staff members are encouraged to seek professional growth opportunities. In March, 2012, teachers began the transition to the California Common Core Standards. This transition will continue through the 2015-2016 school year.

Teachers at Jenny Lind Elementary are continuously engaged in school level instructional development and trainings, district sponsored staff development trainings, as well as state and national level trainings. Teachers in grades K-2 participated in RESULTS training. Our current focuses include: student achievement data analysis and instructional practices in English Language Arts and Mathematics.