

Lindsay Senior High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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	Lindsay Senior High School
Street	1849 East Tulare Road
City, State, Zip	Lindsay, CA 93247
Phone Number	(559) 562-5911
Principal	Heather Rocha
E-mail Address	hrocha@lindsay.k12.ca.us
Web Site	
Grades Served	9-12
CDS Code	54-71993-5432414

District Contact Information	
District Name	Lindsay Unified School District
Phone Number	(559) 562-5111
Superintendent	Thomas Rooney
E-mail Address	trooney@lindsay.k12.ca.us
Web Site	www.lindsay.k12.ca.us

School Description and Mission Statement (Most Recent Year)

Description of District

In 2014-15 Lindsay Unified School District (LUSD) was comprised of six elementary schools, one comprehensive high school, and three alternative education schools. During the 2014-15 school year, the district served approximately 4,163 students (source: CALPADS) in grades K-12. The LUSD Mission Statement is "Empowering and Motivating for Today and Tomorrow."

Description of School

Lindsay High School served approximately 1079 students in grades 9-12 in 2014-15. Our teachers and staff are dedicated to providing a positive learning environment and student-centered learning experience for all students. In addition to Lindsay High School's core academic program, a wide range of support services are available to students. All programs, practices, interventions, and supplemental activities are focused on ensuring student academic achievement and personal success.

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

Grade Level	Number of Students
Grade 9	323
Grade 10	268
Grade 11	262
Grade 12	226
Total Enrollment	1,079

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	1.9
Filipino	0.1
Hispanic or Latino	92.5
Native Hawaiian or Pacific Islander	0.2
White	4.9
Socioeconomically Disadvantaged	86.3
English Learners	34.3
Students with Disabilities	4.4
Foster Youth	0.2

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	42	43		
Without Full Credential	0	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	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	97.3	2.7
High-Poverty Schools in District	97.3	2.7
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: January 2012

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	English 9: McDougal Littell/Houghton Mifflin – The Language of Literature: Level 9 (2002) English 10: McDougal Littell/Houghton Mifflin – The Language of Literature: Level 10 (2002) English 11: McDougal Littell/Houghton Mifflin – The Language of Literature: Level 11 (2002) English 12: McDougal Littell/Houghton Mifflin – The Language of Literature/World Literature (2006)	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Algebra I: Prentice Hall – Algebra 1 (2001) Geometry: Prentice Hall – Geometry: Prentice Hall Mathematics (2003) Algebra II: Prentice Hall – Algebra 2: Prentice Hall Mathematics (2004) Trigonometry: Prentice Hall College Division – Precalculus (2006) Calculus: Brooks/Cole Publishing Company – Single Variable Calculus (2000)	Yes	0%
Science	Earth Science: Prentice Hall – Earth Science: California Edition (2005) Physical Science/Physics: Pearson Prentice Hall – Conceptual Physics (2005) Chemistry: Glencoe/McGraw Hill – Chemistry (2002) Biology: Pearson Prentice Hall – Biology: California Student Edition (2007)	Yes	0%
History-Social Science	World History: Glencoe/McGraw Hill – World History: California Edition (2006) US History: Glencoe/McGraw Hill – The American Vision (2006) Economics: Pearson Prentice Hall – Economics: Principles in Action (2000)	Yes	0%
Foreign Language	Spanish I: McDougal Littell/Houghton Mifflin – En Español 1: California Edition (2002) Spanish II: Houghton Mifflin – En Español 2: California Edition (2003) Spanish III: McDougal Littell – En Español 3: California Edition (2004) French I: Houghton Mifflin – Discovering French Bleu Nouveau (2006) French II: Houghton Mifflin – Discovering French Blanc Nouveau (2006) French III: Houghton Mifflin – Discovering French Rouge Nouveau (2006)	Yes	0%
Health	Health: Prentice Hall – Health: Skills for Wellness (1997)	Yes	0%
Visual and Performing Arts	CA content standards aligned	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lindsay High School takes great efforts to ensure that site facilities are clean and safe. School custodial staff and administrators work with the district Maintenance and Operations staff throughout the year to ensure proper maintenance and coordinate campus improvements. During the 2015-16 school year, the primary improvements made to our site included:

- Improvements to the AG farm and facilities
 - Some improvements in the athletics stadium
 - Additional ground work and update of the baseball fields
 - Plans in progress for a new athletics track and a new drop off and pickup zone on the East side of the campus to alleviate traffic
- The Tulare County Office of Education (TCOE) sends visitation teams to schools to review facility conditions. According to the Facility Inspection Tool (FIT) completed by this team in August 2015, Lindsay High School's facilities are in "Good" condition. No deficiencies were identified in the FIT report by the TCOE Team.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/21/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical: Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/21/2015				
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	44	25	44
Mathematics	4	13	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	11	260	257	98.8	18	37	34	11
Male	11		129	49.6	23	43	25	8
Female	11		128	49.2	13	30	43	13
American Indian or Alaska Native	11		2	0.8	--	--	--	--
Asian	11		4	1.5	--	--	--	--
Filipino	11		1	0.4	--	--	--	--
Hispanic or Latino	11		241	92.7	18	37	34	10
White	11		9	3.5	--	--	--	--
Socioeconomically Disadvantaged	11		223	85.8	19	36	34	10
English Learners	11		84	32.3	39	49	12	0
Students with Disabilities	11		11	4.2	55	27	18	0
Students Receiving Migrant Education Services	11		67	25.8	18	39	36	7
Foster Youth	11		--	--	--	--	--	--

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	11	260	257	98.8	76	20	3	0
Male	11		129	49.6	74	21	4	0
Female	11		128	49.2	78	19	2	1
American Indian or Alaska Native	11		2	0.8	--	--	--	--
Asian	11		4	1.5	--	--	--	--
Filipino	11		1	0.4	--	--	--	--
Hispanic or Latino	11		241	92.7	76	21	3	0
White	11		9	3.5	--	--	--	--
Socioeconomically Disadvantaged	11		223	85.8	76	20	3	0
English Learners	11		84	32.3	94	5	0	0
Students with Disabilities	11		11	4.2	82	18	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	11		67	25.8	72	22	4	0
Foster Youth	11		--	--	--	--	--	--

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)	46	26	38	41	34	38	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	38
All Students at the School	38
Male	35
Female	42
Asian	--
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	--
White	--
Socioeconomically Disadvantaged	--
English Learners	11
Students with Disabilities	36
Students Receiving Migrant Education Services	24
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.

Career Technical Education Programs (School Year 2014-15)

Lindsay High School currently offers career technical education courses in seven of the fifteen sectors. Courses are offered in the areas of (1) Arts and Media, (2) Agriculture, (3) Building trades/construction and Engineering, (4) Education and Child Development, (5) Business, (6) Health Science, (7) Hospitality and Tourism. Opportunities are integrated into each course for students to acquire job related skills, work experience and leadership. Several courses are sequenced or articulated with local Institutions of Higher Education (IHE). The Health Science pathway offers state certification in the Nursing Assistant program. The Engineering pathway is in the Year of Planning process to restructure the pathway using the National Academy Foundation Model. The Academy will be NAF certified.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	1,111
% of pupils completing a CTE program and earning a high school diploma	99%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.89
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	47.42

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	44	35	45	39	33	43	57	56	58
Mathematics	53	39	45	47	38	43	60	62	59

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.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	57	24	19	57	34	10
All Students at the School	55	25	20	55	35	10
Male	60	23	16	57	37	7
Female	50	26	24	52	34	14
Hispanic or Latino	55	25	20	55	35	10
Socioeconomically Disadvantaged	55	25	20	55	35	10
English Learners	91	7	1	81	16	2
Students with Disabilities	85	15		100		
Students Receiving Migrant Education Services	67	15	17	67	24	9

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.

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
9	22.00	21.70	33.20

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)

Lindsay High School recognizes that parent participation is vital to students' success in school. As such, Lindsay High School strives to communicate regularly with parents regarding student performance and other school activities. Parents are notified of school programs and events through handbooks, fliers, automated telephone messages, marquee notices, and webpages. Parents are encouraged to be actively involved in their child's education through opportunities such as attending school functions, participating in parent conferences, chaperoning field trips, volunteering, serving on advisory committees, and more. Lindsay High School prides itself on the close-knit family feel of our school and community. At LHS we take advantage of this strength and strive to offer opportunities to involve parents and the community in the education of learners at LHS. In an effort to keep parents informed, LHS maintains an open line of communication with parents in a variety of ways including:

Informational meetings on campus, Seeking parental input through committees such as School Site Council (SSC/ELAC) , Employing technological methods such as our phone messaging system, An extensive school website, site marquee, and an online learner performance reporting program.

Parents who would like more information on how to become involved may contact LHS at (559) 562-5911.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	16.40	7.80	8.20	19.90	14.00	11.10	13.10	11.40	11.50
Graduation Rate	79.20	90.67	87.24	73.84	82.73	81.85	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	89.12	86.41	84.6
Black or African American			76
American Indian or Alaska Native		100	78.07
Asian	75	66.67	92.62
Filipino			96.49
Hispanic or Latino	89.15	85.93	81.28
Native Hawaiian/Pacific Islander	100	100	83.58
White	93.33	95.65	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	63.64	58.82	61.28
English Learners	75.44	68.82	50.76
Students with Disabilities	87.23	84.8	81.36
Foster Youth	--	--	--

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	34.21	50.22	23.95	13.80	23.84	9.02	5.07	4.36	3.80
Expulsions	0.36	0.58	0.09	0.27	0.41	0.04	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The safety of students and staff is of utmost importance to Lindsay High School. Supervision is provided to ensure student safety on school grounds before, during, and after school. School entrances are secured or monitored during school hours and visitors report to the office first. Emergency and evacuation procedures are posted across the campus and practiced regularly.

The Comprehensive School Safety Plan, developed by the school in partnership with the School Site Council (SSC), provides additional information regarding maintaining a safe environment and preparing for emergencies. The plan is revised and approved by the school board each year. It was last reviewed/updated in January 2015 and discussed with staff in August 2015.

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	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	7
Percent of Schools Currently in Program Improvement	N/A	77.8

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	27	10	22	9	22	26	18	11	17	45	24	3		
Mathematics	24	14	22	7	26	11	17	10	20	26	17	3		
Science	25	5	29		26	6	26	2	28	7	16	10		
Social Science	23	12	19	2	24	10	23	2	23	13	17	7		

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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	2.00	500
Counselor (Social/Behavioral or Career Development)	2.0	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.25	N/A
Psychologist	0.60	N/A
Social Worker		N/A
Nurse	0.60	N/A
Speech/Language/Hearing Specialist	0.02	N/A
Resource Specialist	2.00	N/A
Other	4.20	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	\$6735.08	\$677.81	\$6057.27	\$67766
District	N/A	N/A	\$1836.63	\$65,306
Percent Difference: School Site and District	N/A	N/A	229.8	3.8
State	N/A	N/A	\$5,348	\$65,267
Percent Difference: School Site and State	N/A	N/A	13.3	3.8

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

Types of Services Funded (Fiscal Year 2014-15)

Lindsay High School provides a wide variety of supplemental services funded through categorical and other resources. These include: intervention programs scheduled during and after school and between sessions; specialists who provide additional instruction to students; coaches who provide training to teachers; counseling and family support services; and supplemental educational materials. These services are described in more detail in the school's Single Plan for Student Achievement.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,608	\$40,379
Mid-Range Teacher Salary	\$64,999	\$62,323
Highest Teacher Salary	\$91,225	\$81,127
Average Principal Salary (Elementary)	\$133,529	\$99,192
Average Principal Salary (Middle)		\$91,287
Average Principal Salary (High)	\$136,483	\$112,088
Superintendent Salary	\$188,285	\$159,821
Percent of Budget for Teacher Salaries	31%	36%
Percent of Budget for Administrative Salaries	10%	6%

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

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	3	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	1	N/A
Science		N/A
Social Science	1	N/A
All courses	9	.4

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Professional development at Lindsay High School is focused on providing teachers, coaches, and administrators with the necessary training to ensure quality classroom environments, curricula, instruction, and assessment at all grade levels. Specific topics are identified through a review of student academic achievement data, observation records, and self-identification of needs. Professional development also addresses issues specific to the performance-based system (PBS). Professional development opportunities include: district-wide in-services; site specific in-services; observations and training by site or district coaches; grade-level or department meetings; and more. The Beginning Teachers Support and Assessment (BTSA) and Peer Assistance and Review (PAR) programs also provide assistance to beginning and veteran teachers, as necessary. In 2015-16, the district offered early release/late start Staff Development meetings on Wednesdays, as well as 5 days of Professional Development funded by the RTT-D grant.