

# School Accountability Report Card Reported for School Year 2009-2010 *Published During 2010-11*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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

### 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. 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

### Contact Information (School Year 2010-11)

This section provides the school's contact information.

School		District	
<b>School Name</b>	Lincoln Elementary	<b>District Name</b>	Lincoln Elementary
<b>Street</b>	1300 Hicks Valley Rd.	<b>Phone Number</b>	707-763-0045
<b>City, State, Zip</b>	Petaluma, CA 94952-9407	<b>Web Site</b>	<a href="http://www.marinschools.org">www.marinschools.org</a>
<b>Phone Number</b>	707-763-0045	<b>Superintendent</b>	Luke McCann
<b>Principal</b>	Sandra Doyle	<b>E-mail Address</b>	<a href="mailto:lmccann@marin.k12.ca.us">lmccann@marin.k12.ca.us</a>
<b>E-mail Address</b>	<a href="mailto:sdoyle@marin.k12.ca.us">sdoyle@marin.k12.ca.us</a>	<b>CDS Code</b>	21- 65375- 6024392

### School Description and Mission Statement (School Year 2009-10)

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

Lincoln School is a one-room rural school serving students in grades K-6 for over one hundred years. The staff consists of one teacher and one instructional aide. The teacher also serves as the school principal. The district receives support from the Marin County Office of Education for school nurse, psychological services, Special Education services and speech. Lincoln School accepts as its mission:

- to instill the joy and value of learning to students;
- to provide a strong, balanced curriculum;
- to provide the type of community environment that develops social skills and encourages student responsibility and citizenship;
- to give each student the opportunity to be successful and be recognized for his or her accomplishments; and to foster partnerships with parents as essential to the success of each student.

## Opportunities for Parental Involvement (School Year 2009-10)

This section provides information about opportunities for parents to become involved with school activities.

Lincoln School encourages both informal and formal parent involvement. The Parent Club meets monthly to discuss school topics and plan special events. Parent updates and/or email communications are sent out weekly. Parents are encouraged to volunteer in the classroom, attend special class events and chaperone field trips.

## Student Enrollment by Grade Level (School Year 2009-10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	3	Grade 6	3
Grade 1	1	Grade 7	0
Grade 2	0	Grade 8	0
Grade 3	2	Ungraded Elementary	0
Grade 4	4	Ungraded Secondary	0
Grade 5	2	Total Enrollment	15

## Student Enrollment by Group (School Year 2009-10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	0%	White (not Hispanic)	73 %
American Indian or Alaska Native	0%	Multiple or No Response	%
Asian	0%	Socioeconomically Disadvantaged	13%
Filipino	0%	English Learners	26%
Hispanic or Latino	26 %	Students with Disabilities	%
Pacific Islander	0%	n/a	n/a

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

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007-08			2008-09			2009-10					
	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												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	15.0	1		19.0	1			15.0	1			

### III. School Climate

#### School Safety Plan (School Year 2009-10)

This section provides information about the school's comprehensive safety plan.

<b>Date of Last Review/Update</b>	<b>September 2009</b>	<b>Date Last Discussed with Staff</b>	<b>September 2009</b>
Lincoln School employs a Comprehensive School Safety Plan which includes: disaster procedures, child abuse reporting procedures, rules on student discipline, a sexual harassment policy, procedures for safe ingress and egress of pupils, policies regarding actions leading to suspension and expulsion, and notification to teachers of dangerous pupils. A School Safety Plan is in place, reviewed annually and discussed at the first staff meeting and Parent Club meeting. The nearby fire station works with us on safety issues.			

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-1010
<b>Suspensions</b>	0	0	0	0	0	0
<b>Expulsions</b>	0	0	0	0	0	0

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2010-2011)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Providing a safe environment that meets the state standards for school programs is a priority for the Lincoln School District. Lincoln School District consists of a one-room schoolhouse and a small backroom with a kitchen and bathrooms. An open outdoor shed with picnic tables provides extended working space. The school yard is enclosed by a chain link fence. Although the establishment of this school dates back to 1872, it is unsure if the building was rebuilt and/or to what extent it has been renovated. It is known that the building has been earthquake retrofit in the 1970's. Currently, the school provides a safe environment meeting the state standards for school programs. The schoolhouse is inspected regularly to ensure safety and the proper use of equipment. All maintenance and repairs are completed in a timely manner. Its newest renovations include double pane windows and new exterior paint. The premises are cleaned by a contracted custodial service. With an enrollment between 8-16 students there is sufficient room to teach the multi-grade levels. Lincoln School District does participate in the State Deferred Maintenance Program.
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#### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Date Items Inspected: 10/20/10	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			N/A
<b>Interior:</b> Interior Surfaces		X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		X			N/A
<b>Electrical:</b> Electrical		X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X			Lincoln School provides bottled water.
<b>Safety:</b> Fire Safety, Hazardous Materials		X			N/A

<b>Structural:</b> Structural Damage, Roofs		X			N/A
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences			X		N/A
<b>Overall Rating School Year 2009-2010</b>	Exemplary				N/A

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	1	1	1	1
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on 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 NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	100.0	0.0
<b>High-Poverty Schools in District</b>	--	--
<b>Low-Poverty Schools in District</b>	100.0	0.0

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009-10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Library Media Teacher (librarian)	N/A	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	*	N/A
Social Worker	N/A	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other	N/A	N/A

\*Lincoln School participates in a consortium with three other schools for services provided by the Marin County Office Education. 10.5 days of nurse serves and 10.0 days of psychologist services are divided between the schools during the year. Each school also receives one day a week of Speech/Language services.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010-11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

All core curriculum texts are state adopted and aligned with California Content Standards. They are reviewed annually and updated immediately when necessary. All texts are in excellent condition and each student is supplied with supplemental workbooks. Every student has sufficient materials for classroom work and to take home for completion of homework. Program budgets, categorical funding and state textbook allocations provide funding to ensure all students have access to the core curriculum through state and board adopted texts. Each year staff evaluate the availability and sufficiency of instructional materials. Students have access to sufficient textbooks and materials at the appropriate grade level to meet their in-class and home needs. There have been no supplemental curricula adopted by the governing board of the Lincoln School District.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials
Reading/Language Arts	SRA McGraw-Hill/Open Court, K-6, adopted 2004	0%
Mathematics	En-Vision Math Scott Foresman adopted 2009	0%
Science	Harcourt California Science, adopted 2008	0%
History-Social Science	McGraw Hill, Scott Forsman, adopted 2006 (K-6) 1994	0%
Foreign Language	McGraw-Hill Wright Group - Viva El Espanol - Hola Carson Dellosa - Spanish	0%
Health	Healthy Choices: Healthy Me (Nutrition Education Program)	0%

## VIII. School Finances

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

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$14,241	N/A	N/A	\$60,480
District	\$14,241	N/A	N/A	\$60,480
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$5,512	\$56,284
Percent Difference – School Site and State	N/A	N/A	N/A	N/A

### Types of Services Funded (Fiscal Year 2009-10)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Necessary Small School funding is provided by the State of California through the State of California Department of Education. A specific level of funding is provided for districts with Average Daily Attendance (ADA) of 1-24. The 2009-2010 total ADA generated revenues equated to \$188,243. The beginning balance was \$123,636. Total expenditures were \$197,644.

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

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & 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	\$37,506	\$38,481
Mid-Range Teacher Salary	\$48,704	\$55,789
Highest Teacher Salary	\$61,693	\$70,849
Average Principal Salary (Elementary)	N/A	\$88,862
Average Principal Salary (Middle)	N/A	\$94,015
Average Principal Salary (High)	N/A	\$97,594
Superintendent Salary	N/A	\$110,994
Percent of Budget for Teacher Salaries	32.80 %	37.20 %
Percent of Budget for Administrative Salaries	4.90 %	6.60 %

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, 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 CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tq/sr/documents/starpkt5intrpts.pdf>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	54	77		54	77		46	50	NA
Mathematics	46	69		46	69		43	46	NA
Science	*	*		*	*		46	50	NA
History-Social Science	0	0		0	0		36	41	NA

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

### Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	*	*	*	*
Pacific Islander				
White (not Hispanic)	*	*	*	*
Male	*	*	*	*
Female	*	*	*	*
Economically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities				
Students Receiving Migrant Education Services	*	*	*	*

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

## Local Assessment Results

Due to the small number of students, local assessment is done on a continual basis. Student portfolios contain student work and checklists in reading, mathematics and language arts to track mastery of skills based on grade level standards. Portfolios are reviewed quarterly. Quarterly report cards are sent yearly. Parent conferences are held each semester.

## California Physical Fitness Test Results (School Year 2009-10)

The California Physical Fitness Test 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. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	*	*	*
7	0.0	0.0	0.0
9	0.0	0.0	0.0

All students at Lincoln School participate in a fitness program. Annual testing of fifth grade students is accomplished in accordance to the California Fitness Standards. Results of student scores are reported to the state and copies of results are maintained at the school site.

## 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. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	
Statewide			*
Similar Schools			N/A

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

"\*" means this API is calculated for a small school or a small LEA, defined as having between 11 and

99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

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

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All Students at the School	N/A	B		
African American	N/A			
American Indian or Alaska Native	N/A			
Asian	N/A			
Filipino	N/A			
Hispanic or Latino	N/A			
Pacific Islander	N/A			
White (not Hispanic)	N/A			
Socioeconomically Disadvantaged	N/A			
English Learners	N/A			
Students with Disabilities	N/A			

"N/A" means a number is not applicable or not available due to missing data.

\*\*\*\* means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

### Adequate Yearly Progress

The federal NCLB Act 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) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009-10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

### Federal Intervention Program (School Year 2010-11)

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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	Not in PI	
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The school staff participates in a range of staff development activities chosen to support the school plan and areas of need determined collaboratively by school staff and parents. Staff development opportunities are provided by Marin County Office of Education and the Rural Schools Consortium. Continued education and staff development are also sought out by the principal and are usually taken on weekends or during the summer break. Credentialed staff take a minimum of 3 professional development courses. The instructional assistant also takes one professional development day and one day to observe local settings, continuing to gather the most updated and exciting ideas to share at Lincoln School. Three staff development days have been scheduled before the start of school in August and/or after the end of school in June for each of the three previous school years 2007-08, 2008-09 and 2009-10. These days are monitored by the Principal/Teacher.