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

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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	Lincoln Elementary School
Street	29 Sixth Street
City, State, Zip	Richmond, CA 94801-3595
Phone Number	(510) 231-1404
Principal	Cynthia White Vinson
E-mail Address	cwhitevinson@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1048
Grades Served	K-6
CDS Code	07-61796-6004832

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

The mission of Lincoln Elementary School is to provide each student with a diverse education in a safe, supportive, environment that promotes excellence in learning, self-discipline, and motivation. The Lincoln Elementary Team joins parents and the community to assist students in developing skills to become college and career ready, collaborative yet self- sufficient citizens who will succeed and contribute responsibly in a global community.

Lincoln Elementary School is located off of Harbour Way in Richmond's Iron Triangle, north of highway 580 and east of the Richmond Parkway. Lincoln Elementary is committed to providing a safe and welcoming school environment in which a clear, well-resourced and rigorous student achievement program addressing the full range of student needs flourishes in order to prepare our students for meaningful engagement with the world around them. We prepare students to become successful participants in society by mastering reading and writing skills, building self-esteem and confidence, and celebrating cultural and linguistic differences. Lincoln currently has full day Kindergarten and has put several reforms in place in order to boost students' achievement and build a stronger sense of community at the school for our students, families and staff.

In addition, we will continue to improve the connections between the school and community (home visits, 2 counselors, school community workers, etc.) We continue to establish school-wide and grade level goals for all subgroups and through grade level collaboration continue to assess progress towards meeting those goals through a frequent and systematic analysis of student data. Grade level teams collaborate to provide a rigorous and effective program, ensuring that all students are learning targeted standards through frequent assessment and action plans for re addressing gaps in student learning through classroom intervention to assure students are successful in mastering the standards. RTI is in place with teachers working with small groups of students in the classroom based on their level of intervention and the Learning Center assisting students at the lowest levels. At Lincoln, the Star Literacy assessment is used to assess students 3 times per year and students in the "at-risk" and "some risk" levels are progress monitored every two weeks. We also use Accelerated Reader for students in grades 1-6 to track their reading level progress, this provides students with a reading level (fluency and comprehension are assessed). All teachers have leveled libraries in their classrooms and the school library is currently leveled. Students will be able to use the leveled libraries in their classrooms as well as checking out books form the school leveled library in order to practice reading at home so they can improve reading skills. We will continually assess all instruction and adjust as needed to achieve student success for all. In an effort to increase student learning time in the classroom and solve recurring behavior issues, Lincoln is focused on implementing positive and preventive behavior management programs, techniques, and strategies for our students.

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

Grade Level	Number of Students
Kindergarten	65
Grade 1	84
Grade 2	70
Grade 3	73
Grade 4	65
Grade 5	51
Grade 6	57
Total Enrollment	465

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	21.3
American Indian or Alaska Native	0.6
Asian	0.9
Filipino	0.6
Hispanic or Latino	73.8
Native Hawaiian or Pacific Islander	0.6
White	1.5
Two or More Races	0.4
Socioeconomically Disadvantaged	98.3
English Learners	58.1
Students with Disabilities	7.5

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	15	18	19	19
Without Full Credential	3	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	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	1	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	89.5	10.5
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K-6), Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott Foresman Science K-6 Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lincoln Elementary School was constructed in 1948. Portable classrooms were added beginning in 1989. Lincoln Elementary completed a $14.7 million renovation in 2005. All classrooms were either newly constructed or completely renovated. All classroom furniture is new. The playground space includes a grassy field and running track area, four square courts, two basketball courts, tetherball poles, a kick ball diamond and other areas. . An organic garden has planting beds maintained by different classes and the after school program. The school garden is grant funded through a nonprofit called "Urban Tilth" who is also responsible for the garden beds on the Richmond Greenway adjacent to the school. Student have direct access to restrooms in the cafeteria and from their classrooms and we are currently investigating the feasibility of improving students' access to restrooms - particularly the girls' restroom - from the play yard.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
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		Replace floor tiles by room 102 and drinking fountain
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Remove graffiti from play structure
Electrical: Electrical		X		Check light fixture boys RR cafeteria
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repair handicap toilet 2nd floor GRL RR; Secure bracing bar boys RR cafeteria
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Adjust door closer boys RR by 106; Adjust door closer on exterior door by stage; Check rubber pads

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 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	7	32	44
Mathematics	4	22	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	73	72	98.6	74	22	4	0
	4	67	63	94.0	60	25	13	2
	5	52	50	96.2	66	28	6	0
	6	60	57	95.0	68	30	2	0
Male	3		37	50.7	73	22	5	0
	4		27	40.3	56	33	7	4
	5		21	40.4	71	29	0	0
	6		29	48.3	62	38	0	0
Female	3		35	47.9	74	23	3	0
	4		36	53.7	64	19	17	0
	5		29	55.8	62	28	10	0
	6		28	46.7	75	21	4	0
Black or African American	3		18	24.7	61	28	11	0
	4		15	22.4	67	13	13	7
	5		8	15.4	--	--	--	--
	6		10	16.7	--	--	--	--
American Indian or Alaska Native	3		1	1.4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	5		1	1.9	--	--	--	--
	6		1	1.7	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
	5		1	1.9	--	--	--	--
Hispanic or Latino	3		52	71.2	77	21	2	0
	4		45	67.2	60	27	13	0
	5		39	75.0	74	21	5	0
	6		46	76.7	67	30	2	0
Native Hawaiian or Pacific Islander	4		1	1.5	--	--	--	--
White	4		2	3.0	--	--	--	--
	5		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		70	95.9	73	23	4	0
	4		60	89.6	62	25	12	2
	5		48	92.3	65	29	6	0
	6		57	95.0	68	30	2	0
English Learners	3		48	65.8	81	17	2	0
	4		30	44.8	70	20	10	0
	5		30	57.7	70	27	3	0
	6		32	53.3	84	16	0	0
Students with Disabilities	3		5	6.8	--	--	--	--
	4		6	9.0	--	--	--	--
	5		5	9.6	--	--	--	--
	6		5	8.3	--	--	--	--
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	73	72	98.6	79	17	4	0
	4	67	65	97.0	63	29	6	0
	5	52	51	98.1	80	14	2	0
	6	60	59	98.3	73	22	3	2
Male	3		37	50.7	78	19	3	0
	4		28	41.8	61	25	11	0
	5		22	42.3	73	18	0	0
	6		29	48.3	69	28	0	3
Female	3		35	47.9	80	14	6	0
	4		37	55.2	65	32	3	0
	5		29	55.8	86	10	3	0
	6		30	50.0	77	17	7	0
Black or African American	3		18	24.7	72	17	11	0
	4		15	22.4	47	33	13	0
	5		8	15.4	--	--	--	--
	6		10	16.7	--	--	--	--
American Indian or Alaska Native	3		1	1.4	--	--	--	--
Asian	5		1	1.9	--	--	--	--
	6		1	1.7	--	--	--	--
Filipino	3		1	1.4	--	--	--	--
	5		1	1.9	--	--	--	--
Hispanic or Latino	3		52	71.2	81	17	2	0
	4		47	70.1	70	26	4	0
	5		40	76.9	83	13	3	0
	6		48	80.0	73	25	0	2
Native Hawaiian or Pacific Islander	4		1	1.5	--	--	--	--
White	4		2	3.0	--	--	--	--
	5		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		70	95.9	79	17	4	0
	4		61	91.0	64	30	5	0
	5		48	92.3	81	15	2	0
	6		59	98.3	73	22	3	2
English Learners	3		48	65.8	83	17	0	0
	4		31	46.3	74	19	6	0
	5		30	57.7	90	10	0	0

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		34	56.7	88	9	0	3
Students with Disabilities	3		5	6.8	--	--	--	--
	4		6	9.0	--	--	--	--
	5		5	9.6	--	--	--	--
	6		5	8.3	--	--	--	--
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)	5	14	17	46	48	46	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	46
All Students at the School	17
Male	10
Female	22
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	11
White	--
Socioeconomically Disadvantaged	--
English Learners	3
Students with Disabilities	18
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	26.00	18.00	12.00

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)

PARENT INVOLVEMENT PROGRAMS
• All communication with parents and community is sent in English and Spanish.
• Monthly newsletters from the principal are sent to parents and caregivers.
• Parents are reminded of events at school using the Connect Ed telephone system.
• Free babysitting is provided at the school during parent classes and meetings in order to encourage more parents to attend.
• Monthly parent meetings are held on the first Friday of every month.
• Parents are encouraged to participate in the School Site Council and the ELAC.
• Parents are encouraged to observe and volunteer at the school.
• Parent appreciation breakfasts/ luncheons are held.
• Parent Nutrition and other classes are being held once a week.
• Parents are encouraged to attend Tool Box meetings, Literacy Nights and other parent events.
• Parents are recognized annually for their dedication to our school community.
• Parents will have the opportunity to be a part of "Parent University" classes in spring 2016.

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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	23.22	8.95	9.41	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Safety issues are discussed by the School Safety Committee. Safety procedures are disseminated at staff meetings, SSC meetings, Back to School Night, Open House, and in the monthly calendar. All staff members keep a procedural binder in which copies of information regarding safety procedures are stored. Students and school community have daily reminders about safety in the morning announcements over the school intercom. Fire drills are held monthly and the shelter in place drill is held once a year. Evacuation plans, maps and procedures are posted in all classrooms throughout the school. There is student supervision on the yard during morning recess, and during lunch recess. There is student supervision in the cafeteria before school, during breakfast and lunch.

Lincoln Elementary School is using the Tool Box and Mindful Life, and Restorative Practices to encourage positive actions from our students when they are dealing with conflict. Teachers have been trained and coached on the basic system and have also had training working with difficult students and the accompanying character development system which has been implemented school wide as well. Parents as well as students have been informed about both systems. Disaggregated (by grade and ethnicity) discipline data regarding the number of office referrals and where incidents occurred each week is reviewed by the staff during staff meetings.

There are several systems for student rewards for positive behavior that are in place this year which include:
• Monthly Field Day - Students who attend school daily.
• Weekly Student Store - Students who follow school-wide procedures.
• Monthly Movie/Popcorn Day- 2 students who exemplify the character trait of the month from each class and who are using tools from the Tool Box Curriculum.
• Positive Behavior Referrals - Serves just as regular referrals but for positive behavior instead.
• Coach Dollars- Students receive incentives for following the rules in the common areas.

There are also after-school clubs that have been put in place this year to support positive student behavior which include:
• Lincoln Lionesses- Confidence building and conflict mediation for 4-6 grade girls.
• Lions Don't Bully Club- Strategies on how to deal with bullying using the Tool Box curriculum for 4th -6th grade students are presented.

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	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13 Avg. Class Size	Number of Classes 1-20	21-32	33+	2013-14 Avg. Class Size	Number of Classes 1-20	21-32	33+	2014-15 Avg. Class Size	Number of Classes 1-20	21-32	33+
K	28		3		25		3		22	1	2	
1	28		2		27		3		21	1	3	
2	22	1	2		26		3		23		3	
3	28		2		23		2		24	1	2	
4	32		2		26		2		33		1	1
5	26		2		31		2		26		2	
6	33		1	1	26		2		29		2	
Other	24		1		20	1						

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	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.50	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	1.00	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 Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	$8757.48	$4726.17	$4031.31	$41870.13
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-58.1	-25.7
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-24.6	-42.6

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Lincoln School include:

ESEA-Title I
Economic Impact Aid
21st Century
Special Ed

CA Instr Sch Gardens Program
Gifted and Talented Ed
SIP
Parent Center
CTAG- County Tech Acad Grant
Playworks - Grant funded through the Quest Foundation

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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)

Teachers meet weekly for grade level team collaboration and planning based on analysis of standards based student assessment. During their meetings, grade levels focus on student data and set goals for improvements in achievement based on researched based instructional practices. They set a date and parameters around re assessment in order to check in to see how their practices are affecting student learning. We have academic conferencing at least three times per year. Professional development for our staff is focused around the WCCUSD's focuses for this school year and the new Common Core Standards, the Tool Box school wide behavior management, Mindful Life, Selena Jackson, Restorative Practices, No Place For Hate, Treasures, and working with English Language Learners, in addition to strengthening the reading/language arts and math instructional practices in the classrooms and school wide.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.