# Lincoln Elementary School
## School Accountability Report Card
## Reported Using Data from the 2013-14 School Year
### Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. 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/.

• View this SARC online at the school and/or LEA Web sites.

• 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 and community members should contact the school principal or the district office.

## 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 |
| 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 |
| 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, 1 counselor, school community workers, etc.)  We continue to establish school-wide and grade level goals for all subgroups and through data teams  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 1st-6th 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 2013-14)**

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 75 |
| Grade 1 | 80 |
| Grade 2 | 79 |
| Grade 3 | 64 |
| Grade 4 | 52 |
| Grade 5 | 61 |
| Grade 6 | 51 |
| Total Enrollment | 462 |

**Student Enrollment by Group (School Year 2013-14)**

| Group | Percent of Total Enrollment |
|---|---|
| **Black or African American** | 21.4 |
| **American Indian or Alaska Native** | 0.4 |
| **Asian** | 0.9 |
| **Filipino** | 1.1 |
| **Hispanic or Latino** | 74.0 |
| **Native Hawaiian orPacific Islander** | 1.1 |
| **White** | 0.9 |
| **Two or More Races** | 0.2 |
| **Socioeconomically Disadvantaged** | 95.9 |
| **English Learners** | 64.3 |
| **Students with Disabilities** | 7.6 |

# 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 |
|---|---|---|---|---|
| | **2012-13** | **2013-14** | **2014-15** | **2014-15** |
| **With Full Credential** | 15 | 15 | 18 | 18 |
| **Without Full Credential** | 2 | 3 | 1 | 1 |
| **Teaching Outside Subject Area of Competence (with full credential)** | 0 | 0 | 0 | 0 |

**Teacher Misassignments and Vacant Teacher Positions**

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|---|---|---|---|
| **Misassignments of Teachers of English Learners** | 0 | 0 | 0 |
| **Total Teacher Misassignments \*** | 0 | 0 | 0 |
| **Vacant Teacher Positions** | 0 | 0 | 1 |

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 2013-14)**

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|---|---|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| **This School** | 100.00 | 0.00 |
| **All Schools in District** | 95.82 | 4.18 |
| **High-Poverty Schools in District** | 95.70 | 4.30 |
| **Low-Poverty Schools in District** | 99.07 | 0.93 |

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 2014-15)**

**Year and month in which data were collected:**

| 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) Prentice Hall Copper 6th Grade | 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 non profit 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 2014 | | | | |
|---|---|---|---|---|
| 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] | [ ] | Paint hand-rails site-wide and repair holes in columns (work orders submitted) |
| **Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation | [X] | [ ] | [ ] | |
| **Electrical:** Electrical | [X] | [ ] | [ ] | |

| School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2014 | | | | |
|---|---|---|---|---|
| **System Inspected** | **Repair Status** | | | **Repair Needed and Action Taken or Planned** |
| | **Good** | **Fair** | **Poor** | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | [ ] | [X] | [ ] | Bathroom partitions need repairs (work completed) |
| **Safety:** Fire Safety, Hazardous Materials | [X] | [ ] | [ ] | |
| **Structural:** Structural Damage, Roofs | [X] | [ ] | [ ] | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | [ ] | [X] | [ ] | Repair the rubber play mats and weld a chain and lock on the bike enclosure (all work completed) |

**Overall Facility Rating (Most Recent Year)**

| | **Exemplary** | **Good** | **Fair** | **Poor** |
|---|---|---|---|---|
| **Overall Rating** | [ ] | [X] | [ ] | [ ] |

# B. Pupil Outcomes

## State Priority: Pupil Achievement
The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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** | | |
| | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** | **2011-12** | **2012-13** | **2013-14** |
| **Science (grades 5, 8, and 10)** | 12 | 6 | 15 | 45 | 47 | 49 | 60 | 59 | 60 |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)**

| Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| **All Students in the LEA** | 49 |
| **All Student at the School** | 15 |
| **Male** | 18 |
| **Female** | 12 |
| **Black or African American** | 27 |
| **American Indian or Alaska Native** | |
| **Asian** | |
| **Filipino** | |
| **Hispanic or Latino** | 12 |
| **Native Hawaiian or Pacific Islander** | |
| **White** | |
| **Two or More Races** | |
| **Socioeconomically Disadvantaged** | 15 |
| **English Learners** | 9 |
| **Students with Disabilities** | |
| **Students Receiving Migrant Education Services** | |

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

**Standardized Testing and Reporting Results for All Students (Three-Year Comparison)**

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | School | | | District | | | State | | |
| | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| **English-Language Arts** | 28 | 32 | 32 | 41 | 43 | 42 | 54 | 56 | 55 |
| **Mathematics** | 55 | 56 | 50 | 37 | 38 | 38 | 49 | 50 | 50 |
| **History-Social Science** | | | | 28 | 30 | 32 | 48 | 49 | 49 |

Note: STAR Program was last administered in 2012-13. 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.

**Academic Performance Index Ranks (Three-Year Comparison)**

| API Rank | 2010-11 | 2011-12 | 2012-13 |
|---|---|---|---|
| **Statewide** | 1 | 1 | 1 |
| **Similar Schools** | 4 | 3 | 5 |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

**Academic Performance Index Growth by Student Group (Three-Year Comparison)**

| Group | Actual API Change | | |
|---|---|---|---|
| | 2010-11 | 2011-12 | 2012-13 |
| All Students at the School | 60 | -19 | 1 |
| Black or African American | | | |
| American Indian or Alaska Native | | | |
| Asian | | | |
| Filipino | | | |
| Hispanic or Latino | 70 | -35 | -2 |
| Native Hawaiian/Pacific Islander | | | |
| White | | | |
| Two or More Races | | | |
| Socioeconomically Disadvantaged | 61 | -19 | 1 |
| English Learners | 77 | -35 | 0 |
| Students with Disabilities | | | |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

## 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 Physical Fitness Test Results (School Year 2013-14)**

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 19.0 | 20.6 | 11.1 |

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 two Fridays 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 educational events.
- Parents are recognized annually for there dedication to our school community.

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) .

## 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 | | |
|---|---|---|---|---|---|---|---|---|---|
| | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| **Suspensions** | 11.5 | 23.2 | 9.0 | 10.8 | 10.2 | 6.6 | 5.7 | 5.1 | 4.4 |
| **Expulsions** | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**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  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. Disagreggated (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
• Coach Dollars- Students recieve insentives 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 4th-6th 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.
• Glee Club-Students practice vocal skills and prepare for school performances (Lunch)

# 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 2013-14)**

| AYP Criteria | School | District |
|---|---|---|
| **Made AYP Overall** | | |
| **Met Participation Rate: English-Language Arts** | | |
| **Met Participation Rate: Mathematics** | | |
| **Met Percent Proficient: English-Language Arts** | | |
| **Met Percent Proficient: Mathematics** | | |

**Federal Intervention Program (School Year 2014-15)**

| 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** | --- | 23 |
| **Percent of Schools Currently in Program Improvement** | --- | 82.1 |

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

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

| Grade Level | 2011-12 | | | | 2012-13 | | | | 2013-14 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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** | 21.5 | 2 | 2 | 0 | 21 | 1 | 3 | | 25 | | 3 | |
| **1** | 19.3 | 3 | 0 | 0 | 26 | | 3 | | 27 | | 3 | |
| **2** | 19.7 | 3 | 0 | 0 | 22 | 1 | 2 | | 26 | | 3 | |
| **3** | 28 | 0 | 2 | 0 | 28 | | 2 | | 21 | 1 | 2 | |
| **4** | 25 | 0 | 2 | 0 | 32 | | 2 | | 17 | 1 | 2 | |
| **5** | 33 | 0 | 0 | 2 | 26 | | 2 | | 31 | | 2 | |
| **6** | 30 | 0 | 2 | 0 | 33 | | 1 | 1 | 26 | | 2 | |
| **Other** | | | | | | | | | | | | |

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 2013-14)**

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| **Academic Counselor** | 0 | |
| **Counselor (Social/Behavioral or Career Development)** | 0 | --- |
| **Library Media Teacher (Librarian)** | 1 | --- |
| **Library Media Services Staff (Paraprofessional)** | .20 | --- |
| **Psychologist** | .10 | --- |
| **Social Worker** | | --- |
| **Nurse** | | --- |
| **Speech/Language/Hearing Specialist** | 0 | --- |
| **Resource Specialist** | 1.00 | --- |
| **Other** | | --- |

Note: Cells with "---" 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 2012-13)**

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|---|---|---|---|---|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| **School Site** | $8,519.08 | $4,335.98 | $4,183.11 | $44,713.96 |
| **District** | --- | --- | $5,547.14 | $57,253 |
| **Percent Difference: School Site and District** | --- | --- | -24.6 | -18.8 |
| **State** | --- | --- | $4,690 | $70,720 |
| **Percent Difference: School Site and State** | --- | --- | -24.5 | -35.9 |

Note: Cells with "---" do not require data.

**Types of Services Funded (Fiscal Year 2013-14)**

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 2012-13)**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $36,777 | $41,761 |
| **Mid-Range Teacher Salary** | $56,678 | $66,895 |
| **Highest Teacher Salary** | $75,980 | $86,565 |
| **Average Principal Salary (Elementary)** | $87,412 | $108,011 |
| **Average Principal Salary (Middle)** | $92,657 | $113,058 |
| **Average Principal Salary (High)** | $103,480 | $123,217 |
| **Superintendent Salary** | $227,250 | $227,183 |
| **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**

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 atleast 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 schoolwide behavior management, Mindful Life, Selena Jackson, and working with English Language Learners, in addition to strengthening the reading/language arts and math instructional practices in the classrooms and schoolwide.

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.