

Lincoln Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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	www.wccusd.net/Page/971
CDS Code	07-61796-6004832

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

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 from 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 2015-16)

Grade Level	Number of Students
Kindergarten	62
Grade 1	63
Grade 2	78
Grade 3	60
Grade 4	66
Grade 5	56
Grade 6	51
Total Enrollment	436

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	26.6
American Indian or Alaska Native	0.7
Asian	0.7
Filipino	0.9
Hispanic or Latino	66.5
Native Hawaiian or Pacific Islander	0.5
White	2.1
Two or More Races	0.2
Socioeconomically Disadvantaged	97.5
English Learners	56.4
Students with Disabilities	7.3
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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	19	14	14
Without Full Credential	1	2	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	1	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	79.0	21.1
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	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 (TK-6) / 2012 Macmillan/McGraw-Hill, Tesoros de lectura (K-3) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008 Scott Foresman, Ciencias / 2008 – TBE (K-2)	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007 Macmillan/McGraw Hill, California Vistas Spanish editions / 2007 – TBE (K-2)	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, tether-ball 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 of the most recent FIT report: July 2016				
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		Site-wide loose tiles at the water fountains Site-wide floor tile has a lot of bumps
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Pigeon droppings all over the school lobby walls
Electrical: Electrical		X		Light fixture out in the kitchen workroom
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Check the drinking fountain in room 118 and room 204 No pressure at the sink in the girls 2nd floor restroom
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair play mats at the big play structure Repair steps on the small play structure

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	7	11	33	35	44	48
Mathematics	5	7	23	25	34	36

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	66	65	98.5	4.7
	4	66	65	98.5	6.2
	5	57	54	94.7	11.3
	6	52	47	90.4	25.5
Male	3	34	34	100.0	
	4	34	34	100.0	5.9
	5	26	24	92.3	17.4
	6	23	21	91.3	14.3
Female	3	32	31	96.9	10.0
	4	32	31	96.9	6.5
	5	31	30	96.8	6.7
	6	29	26	89.7	34.6
Black or African American	3	15	15	100.0	
	4	20	19	95.0	10.5
	5	11	11	100.0	18.2
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	6	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	49	48	98.0	6.4
	4	44	44	100.0	4.5
	5	41	38	92.7	8.1
	6	41	37	90.2	18.9
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	5	--	--	--	--
Two or More Races	5	--	--	--	--
Socioeconomically Disadvantaged	3	63	62	98.4	4.8
	4	65	65	100.0	6.2
	5	56	53	94.6	11.5
	6	51	47	92.2	25.5
English Learners	3	38	38	100.0	2.6
	4	37	37	100.0	
	5	25	22	88.0	
	6	26	22	84.6	4.5
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	66	66	100.0	6.1
	4	66	65	98.5	1.5
	5	57	55	96.5	1.8
	6	52	51	98.1	19.6
Male	3	34	34	100.0	2.9
	4	34	34	100.0	2.9
	5	26	25	96.2	4.0
	6	23	22	95.7	27.3
Female	3	32	32	100.0	9.4
	4	32	31	96.9	
	5	31	30	96.8	
	6	29	29	100.0	13.8
Black or African American	3	15	15	100.0	
	4	20	19	95.0	5.3
	5	11	11	100.0	9.1
	6	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	6	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	49	49	100.0	8.2
	4	44	44	100.0	
	5	41	39	95.1	
	6	41	41	100.0	17.1
Native Hawaiian or Pacific Islander	3	--	--	--	--
	5	--	--	--	--
White	3	--	--	--	--
	5	--	--	--	--
Two or More Races	5	--	--	--	--
Socioeconomically Disadvantaged	3	63	63	100.0	6.3
	4	65	65	100.0	1.5
	5	56	54	96.4	1.9
	6	51	50	98.0	20.0
English Learners	3	38	38	100.0	2.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	37	37	100.0	
	5	25	23	92.0	
	6	26	26	100.0	7.7
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	14	17	13	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	57	54	94.7	13.0
Male	26	24	92.3	20.8
Female	31	30	96.8	6.7
Black or African American	11	11	100.0	18.2
Hispanic or Latino	41	38	92.7	10.5
Socioeconomically Disadvantaged	56	53	94.6	13.2
English Learners	25	22	88.0	

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.3	26.4	5.7

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 (School Year 2016-17)

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 2017

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.0	9.4	17.4	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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. Dis-aggregated (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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	25		3		22	1	2		20	1	2	
1	27		3		21	1	3		22	1	2	
2	26		3		23		3		19	3	1	
3	23		2		24	1	2		21	1	2	
4	26		2		33		1	1	33			2
5	31		2		26		2		29		2	
6	26		2		29		2		26		2	
Other	20	1										

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	4677.01	1065.00	3612.01	46487.98
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-43.7	-28.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-36.4	-38.7

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Lincoln School include:

- | | |
|----------------------------------|-------------------------------|
| CENTRAL SUPPLEMNTL/CONCENTRATION | ONGOING & MAJOR MAINT ACCOUNT |
| IASA-TITLE I BASIC | MRAD |
| HEALTHY START-ASLSNPP | MISC DONATIONS |
| SPECIAL ED - E | SITE SUPPLEMNTL/CONCENTRATION |

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
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, Restorative Practices, 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, 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.