

Lincoln Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Lincoln Elementary School
Street	36111 Bettencourt Street
City, State, Zip	Newark, CA 94560
Phone Number	(510) 818-3500
Principal	Lizaday Rancap-Perez
Email Address	lrancap-perez@newarkunified.org
Website	http://lincoln.newarkunified.org
County-District-School (CDS) Code	01-61234-6001523

Entity	Contact Information
District Name	Newark Unified School District
Phone Number	(510) 818-4103
Superintendent	Leticia Salinas
Email Address	lsalinas@newarkunified.org
Website	www.newarkunified.org

School Description and Mission Statement (School Year 2019-20)

Lincoln Elementary School celebrates over 50 years of service to the community and proudly presents our annual School Accountability Report Card. We believe your children are our most important responsibility. With this in mind, we work hard to make our school an innovative, enjoyable, and effective place to learn. We also encourage students to take an active role in their education. In the quest for excellence, the mission of Lincoln School is to promote the love of learning, to create a caring, nurturing environment where everyone is empowered to develop intellectually, physically, aesthetically and emotionally in a challenging child-centered environment. The goal of the Lincoln Elementary staff is to provide a safe environment where students can develop to their full potential academically, emotionally, and socially. We strive for our students to achieve respect for themselves, a lifelong love of learning, higher-level thinking skills, and a sense of responsibility. Our academic program supports children as they acquire the skills they need to appreciate and contribute to our diverse and complex society.

Lincoln Elementary is a Title 1 school, which allows us to provide educational services to all students, and effectively utilize resources to improve programs that support student learning. Lincoln Elementary provides California Common Core Standards-Based instruction in English Language Arts, Math and Next Generation Science Standards. State and Federal accountability reports demonstrate the continued academic progress, and this school is not under any state or federal sanction. Our teaching staff work collaboratively toward a common goal to improve student learning in the areas of English Language Arts, Math, Writing and Science by providing quality instruction in these subject areas. The following are Lincoln Elementary School's current goal list, including specific strategies to be used to strengthen our core academic subjects. A Focus on Rigor, Academic Vocabulary, Higher Order Questioning techniques and the use of common formative assessments to guide instruction.

In order to improve instruction for all students, staff identified professional development in multiple areas, including additional lesson differentiation; Reader's and Writer's Workshops, Silicon Valley Math Initiative (SVMI), Next Generation Science (NGSS) and Developmental Reading Assessment- 2 (DRA 2), I-Ready as growth monitoring assessment tool, which provides data used to guide teaching instruction, Response to Intervention (RTI) to target student invention and Positive Behavior Intervention and Support (PBIS) implementation to create a positive and safe learning environment . During Professional Learning Communities (PLC) teachers collaborate in order to identify effective strategies; formulate grade-level goals; create common-formative assessments; and identify focus students not attaining proficiency in specific subject areas and strands. In addition, Breakfast program, Homework Club, after-school enrichment activities, and District summer math academy are available for students. Lincoln staff understands the implementation and consistent utilization of the aforementioned methods and programs to increase student achievement. Additional strategies employed at Lincoln Elementary include information distribution, as well as encouraging parent, family, and community involvement at school. Classes and activities offered at Lincoln include in-class volunteer programs, family events, educational nights, and conferences.

The City of Newark is located in Alameda County and is home to over 40,000 people. This 150 year-old community is situated on the southeastern edge of the San Francisco Bay directly off of Interstate I-880 and Highway 84. With its close proximity to San Jose and San Francisco, Newark residents have easy access to the benefits of “big city” life, while offering the comfort and safety of a small town atmosphere. Newark Unified School District is comprised of eight elementary schools, one alternative school campus, one junior high, and one comprehensive high school. All of the schools maintain a shared commitment to providing students with a “world class education” based on a strong liberal arts foundation and centered on the district’s core values, producing academically skilled and community-minded students with a wide array of educational and career options.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	76
Grade 1	53
Grade 2	53
Grade 3	54
Grade 4	57
Grade 5	50
Grade 6	58
Total Enrollment	401

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.5
American Indian or Alaska Native	0.2
Asian	9.5
Filipino	7.2
Hispanic or Latino	53.4
Native Hawaiian or Pacific Islander	2.7
White	16.7
Two or More Races	6.2
Socioeconomically Disadvantaged	49.6
English Learners	23.9
Students with Disabilities	14.5
Homeless	1.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	21	15	15	114
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	2	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 4/17/2018

Newark USD provides enough materials at each school with the necessary standards-aligned textbooks. Our recent adoption of materials reflect alignment to the Common Core standards in Math and Language Arts. Science materials are transitioning to the new Next Generation Science Standards (NGSS). As new kits are purchased they are aligned to NGSS.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100% availability of English/Language Arts, Reading Units of Study and Writing Units of Study written by Lucy Calkins from Teacher's College at Columbia University. Published by Heinemann. Other supplementary sources are provided as needed to teach Common Core Standards.	Yes	0%
Mathematics	4/17/18 - BOE Adopted Big Ideas Mathematics for Grades K-12.	Yes	0%
Science	100% availability of Science FOSS Kits (K-6), Delta, approved 2007; and Focus on Earth Science (6), Glencoe McGraw Hill, approved 2007	Yes	0%
History-Social Science	100% availability of History-Social Science for California, Scott Foresman, approved 2006	Yes	0%
Health	100% availability of Flash (5-6), King County, Seattle Washington, approved 2005	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Lincoln was constructed in 1966 with an addition in 1991; in 2007 modernization of HVAC, parking lot and electrical took place, a new frontal fence was installed in April 2018, and SMART Board Technology installed in all class room in November 2018. With the passing of the bond and Prop 39, the District have begun assessing all site to address concerns. District maintenance staff ensures that minor maintenance, repairs or upgrades necessary to keep the school in good repair and working order are completed in a timely manner. Monthly inspections are performed which includes general, electrical, mechanical and playground safety. A work order system is used to ensure efficient service and emergency repairs are given the highest priority. The school has two full time custodians, a senior day custodian, as well as a night custodian. Custodial staff work year round to maintain a clean and safe school.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 7/18/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Child Care Portable: Unit needs to be replaced - class moved to other location - WO # 19811 School Board does not want to replace units in portables
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Fair	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	57	57	44	48	50	50
Mathematics (grades 3-8 and 11)	53	51	37	38	38	39

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	212	97.25	2.75	56.60
Male	123	120	97.56	2.44	54.17
Female	95	92	96.84	3.16	59.78
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	60.00
Filipino	17	17	100.00	0.00	76.47
Hispanic or Latino	113	109	96.46	3.54	48.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	34	94.44	5.56	64.71

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	19	19	100.00	0.00	52.63
Socioeconomically Disadvantaged	118	114	96.61	3.39	49.12
English Learners	77	75	97.40	2.60	44.00
Students with Disabilities	33	32	96.97	3.03	12.50
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	218	212	97.25	2.75	50.94
Male	123	120	97.56	2.44	55.00
Female	95	92	96.84	3.16	45.65
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	20	20	100.00	0.00	50.00
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	113	109	96.46	3.54	40.37
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	36	34	94.44	5.56	61.76
Two or More Races	19	19	100.00	0.00	68.42
Socioeconomically Disadvantaged	118	114	96.61	3.39	42.11
English Learners	77	75	97.40	2.60	36.00
Students with Disabilities	33	32	96.97	3.03	21.88
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.3	21.7	8.7

Note: Percentages are not calculated and double dashes (--) appear in the table 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 State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

PALS (Parents and Lincoln Staff) is very active in planning school community events. Through fundraising they provide teachers with educational support materials including money for individual classroom needs, school wide assembly and field-trips. They also purchase large items like tables where students can eat lunch, Educational software in the computer lab, a piano, play hoop, movie nights for Lincoln families and they pay for our librarian's additional hours. Parents supports community building activities as well, including events such as our Lincoln Leopard Choir, an annual Walk-A-Thon, Spell-A-Thon, Read Across America, Breakfast with Santa, Sock Hop and The Art Factory. The PALS parent organization meets the second Wednesday of the month.

The Lincoln School Site Council is an excellent committee and a forum consisting of parent and staff collaboration. They serve as the school community representative body for determining the focus of our school's academic instructional program and all related LCAP resources. Decisions by this committee targets planning, organizing and funding educational activities and oversee and approve our school emergency plan. Officers in this committee are elected and meetings are held the second Wednesday of the month.

ELAC (English Language Acquisition Committee) is a cadre of involved monolingual and bilingual parents. This committee elects leadership positions and is a responsible voice for our English Learner families. English Language Acquisition Committee (ELAC) Parents are also very active in school events. ELAC parents are active members of PALS and of the Newark Unified School District community. Parents serve in many capacities including membership in the DELAC (District English Language Acquisition Committee). Parent involvement at Lincoln is encouraged by the school providing activities and events families are interested in and the use of a PASS book, which tracks and recognizes their participation. This group meets the second Tuesdays of the month.

Please contact the school office for more information on opportunities for parent involvement.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.5	2.9	0.9	3.1	4.2	3.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Lincoln implements Positive Behavior Intervention and Support (PBIS), which is designed to create a positive and safe environment conducive to student learning. Lincoln's Safety Committee and Positive Behavior Intervention and Support (PBIS) teams meet to review and update both comprehensive plans. A copy of our plan is available for viewing in the office. The school maintains emergency supplies, which are stored away from the main buildings in an emergency storage container. Fire drills are done on a monthly basis as mandated by the State. The school also holds regular emergency drills and one annual shelter-in-place drill. All precautions are taken to ensure the safety of our students and staff. Visitors to our campus are required to check in to the office, and all Newark Unified personnel wear identification tags. In addition, emergency evacuation maps and a rolling carts with provisions are available in all classes for an emergency lock down. Emergency preparedness quick reference guides are posted in every classroom. The School Safety Plan was last reviewed and updated in January, 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		3		23		3		21	1	3	
1	21		2		25		2		24		2	
2	23		3		21	1	1		25		2	
3	23		2		22	1	2		26		2	
4	26		2		31		1		27		2	
5	28		2		30		2		24		2	
6	26		2		30		2		22	1	2	
Other**	13	1			12	1						

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5

Title	Number of FTE* Assigned to School
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.4

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10489	3734	7755	101110
District	N/A	N/A	7675	\$87,940.00
Percent Difference - School Site and District	N/A	N/A	1.0	13.9
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	3.3	25.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

We extend the hours for our library specialist to allow enough time to ensure that every classroom visits the library each week and that the library is open after school for students who need help completing research or need to use a computer. Our Young Authors program invites a published author to come to our school each year to promote student writing. Title I and LCFF dollars received help fund programs, such as our Reading Intervention, Accelerated English and Soliday classes for our English learners with an ELD teacher with one bilingual aides pushing in to assist them in class. A multi-tiered system (Response to Intervention, RTI) is designed to target instruction and help students meet grade level standards in Math, Positive Behavior Intervention and Support (PBIS) to support student behavior and to create a positive school climate conducive to student learning. Also, teachers supplement their curriculum in both math and ELA by utilizing Silicon Valley Math Initiatives (SVMi) and other web based programs, such as Khan Academy, Zearn to target and enrich math instruction by differentiating to meet student's academic needs. In English Language Arts a literacy coach is assigned to our school and teachers are using other web-based software such as Reading eggs, Daily Five, CAFE and other programs to supplement their implementation of Reader's and Writer's workshop strategies. I-Ready assessments are administered three times a year to monitor students' progress in both math and reading during the school year. Summer Math Academy offers recommended students a boost in math during the summer to prevent summer slide. Finally, Fine Arts Mini Experience (FAME) Art curriculum was implemented this year and students are exploring and learning about famous music composers and artists. Also, art is integrated into the curriculum. In addition, after-school activities such as the Leopard Choir, and The Art Factory relating to visual and performing arts are offered to students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$61,655	\$49,084
Mid-Range Teacher Salary	\$85,563	\$76,091
Highest Teacher Salary	\$106,952	\$95,728

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$132,195	\$118,990
Average Principal Salary (Middle)	\$137,495	\$125,674
Average Principal Salary (High)	\$147,422	\$137,589
Superintendent Salary	\$236,000	\$230,096
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	7%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Training for the Lincoln staff is based on the designated improvement areas of the site's Single School Plan. When writing the site plan our staff and School Site Council (SSC) use student achievement data to determine designated improvement areas. Lincoln Elementary has focused on the areas of literacy instruction, academic vocabulary, higher order questioning techniques, rigor, writing skills, Common Core Math, and Silicon and Valley Math Initiatives (SVMII). This year, teachers participate in a series of professional development in December. The following professional development were offered; FOSS Implementation, BaySci Ocean Science Sequence, Best Practices in the Least Restrictive Environment, SEAL, and Reader's and Writer's Workshop advanced sessions. These professional development days were focused on providing teachers with strategies and tools needed for the continued implementation of English Language Arts, Math Standards, and other content areas.

The site facilitates professional development during our Tuesday staff meetings throughout the year and two Fridays in the month to further the collaboration in Professional Learning Communities (PLC) strategies. During collaboration, teachers use data to evaluate implementation and systemic change in instructional practices. Staff also participate in ongoing district professional development focused on Professional Learning Communities, Silicon Valley Math Initiatives, Writer's and Reader's workshop. Also, this year with the installation of our new Interactive White Board technology, teachers will participate in training on how to use them as a teaching and learning tool.

Professional Development Days are provided each year. For the last three years, three days were offered in 2018 - 2019, 2017-2018, and in 2016 - 2017.